



ANSONIA PUBLIC SCHOOLS

United States History (Grade 11)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

Ansonia's Vision of a Graduate

Content Area: Social Studies	Course: United States History
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for Social Studies 1. Inquiry: Developing questions, conducting investigations, evaluating evidence, and communicating conclusions 2. History: Understanding change over time, multiple perspectives, evidence, and historical argumentation 3. Geography: Analyzing places, environments, populations, and global connections 4. Economics: Examining decision-making, markets, resources, and economic systems 5. Civics: Exploring institutions, civic participation, democratic processes, and the rule of law
Unit Titles	
Unit 1: American Beginnings to 1877	
Unit 2: Bridge to the 20th Century (1877-1917)	
Unit 3: Modern America Emerges	
Unit 4: The Roaring 20's and Great Depression	
Unit 5: World War II to the Cold War	

Course Overview:
This course offers an intensive exploration of the political, economic, social, and cultural forces that shaped the United States from its revolutionary origins through the global tensions of the Cold War. Students will examine how the nation redefined its identity, expanded its borders, navigated deep-seated internal conflicts, and ultimately emerged as a global superpower. <i>Fulfills Social Studies Requirement</i>

Unit 1: American Beginnings to 1877

Priority Standards:	Supporting Standards:
US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States history US.Inq.2.a. Apply disciplinary knowledge and practice to demonstrate an understanding of United States history content US.Civ.13.a. Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity. US.His.7.a. Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes.	CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.
Big Ideas	Essential Questions

• The United States developed through exploration, colonization, revolution, expansion, conflict, and reform as Americans struggled to define freedom, citizenship, and the role of government. • The United States was shaped by the interactions of diverse groups with competing interests and beliefs. • The principles of liberty and equality have often conflicted with the realities of American society.	• How did interactions between Indigenous peoples, Europeans, and Africans shape early America? • How did geography influence the development of the colonies? • How did the Constitution attempt to balance power and protect individual rights? • How did the Civil War transform the United States to what extent did Reconstruction fulfill the promises of freedom and equality?
AHS Expectations	
• Apply critical thinking skills to solve problems • Read effectively for a variety of purposes	
Skills (I will be able to...)	
• Analyze primary and secondary sources to identify main ideas, perspectives, purpose, and historical significance. • Read and interpret complex historical texts, including speeches, government documents, articles, and historical accounts. • Explain the principles of the U.S. Constitution and how they influence the American government today. • Explain how economic, political, social, and cultural factors shape American history. • Develop a clear historical argument using evidence from multiple sources.	

Unit 2: Bridge to the 20th Century (1877-1917)

Priority Standards:	Supporting Standards:
US.His.4.a Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries US.His.12.a. Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples US.His.1.a. Evaluate how Progressive Era is a result of immigration and industrialization US.Civ.12.a Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms	CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
Big Ideas	Essential Questions

• Industrialization created unprecedented economic growth but also significant social and economic inequalities. • Immigration and urbanization transformed the cultural and demographic makeup of the United States. • The United States increasingly viewed itself as a global power, leading to debates over imperialism and international involvement.	• How did industrialization transform the United States? • How did immigration shape American society and culture? • Why did the United States become more involved in world affairs and what factors influence a country's foreign policy?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Compare multiple perspectives on historical events and explain how viewpoints influence interpretations of history. • Summarize important ideas and evidence from historical readings. • Construct and defend a claim using specific examples and historical evidence. • Analyze how government decisions impact citizens, communities, and society.	

Unit 3: Modern America Emerges

Priority Standards:	Supporting Standards:
US.His.1.b. Evaluate the role of the media in shaping public opinions and debates about America's emergence as an imperial power. US.His.4.b. Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century US.His.14.a. Analyze the causes and effects of United States involvement in WWI	CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Big Ideas	Essential Questions

• World War I accelerated changes in America's economy, politics, and global influence. • The 1920s were marked by both prosperity and deep social tensions. • Technological innovation and consumer culture transformed daily life. • Cultural conflicts emerged between traditional and modern values.	• How did World War I change the United States? • How did the 1920s challenge traditional American values? • How did immigration policies reflect American attitudes during the 1920s? • How do social movements challenge existing norms?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Identify cause-and-effect relationships between historical events, decisions, and societal changes. • Support historical claims with relevant evidence from texts and sources. • Construct and defend a claim using specific examples and historical evidence. • Make connections between historical events and contemporary issues.	

Unit 4: The Roaring 20's and the Great Depression

Priority Standards:	Supporting Standards:
US.His.4.c. Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy US.His.4.d. Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s US.Civ.2.a. Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution	CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Big Ideas	Essential Questions

• Economic prosperity can create opportunities but may also mask underlying weaknesses. • The Great Depression had profound economic, social, and political consequences for the United States. • The New Deal expanded the role of the federal government in American life. • Government policies can significantly influence economic stability and recovery.	• Did the New Deal fundamentally change the relationship between Americans and their government? • How did economic growth and technological innovation transform American life? • How did race, gender, and immigration shape American society during the 1920s? • How should societies balance individual responsibility and government assistance?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Compare multiple perspectives on historical events and explain how viewpoints influence interpretations of history. • Identify cause-and-effect relationships between historical events, decisions, and societal changes. • Explain how historical events connect across different time periods. • Gather, organize, and evaluate information from credible sources. • Write analytical essays that explain historical significance, causes, effects, and change over time.	

Unit 5: World War II to the Cold War

Priority Standards:	Supporting Standards:
US.His.1.c. Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust US.His.16.d. Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources US.His.14.d. Analyze the multiple and complex causes and effects of the nuclear age US.His.14.e. Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War	CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
Big Ideas	Essential Questions

• World War II reshaped global politics and established the United States as a leading world power. • The Cold War created a long-term ideological conflict between democracy and communism that influenced foreign and domestic policies. • Technological advancements developed during World War II and the Cold War transformed warfare, communication, and everyday life. • Citizens and governments must often balance the competing priorities of freedom and security while balancing the challenge of a nation's democratic ideals.	• How did World War II change the United States and the world? • How did World War II transform America's role in international affairs? • Why did tensions develop between the United States and the Soviet Union and how did the Cold War influence American foreign policy? • How did Cold War tensions shape conflicts around the world?
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AHS Expectations

- Apply critical thinking skills to solve problems.
- Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology.
- Read effectively for a variety of purposes.
- Work independently, reflectively, and/or collaboratively to accomplish goals.

Skills (I will be able to...)

- Participate in respectful discussions about historical and current issues using evidence.
- Make connections between historical events and contemporary issues.
- Explain how economic, political, social, and cultural factors shape American history.
- Create presentations and projects that communicate historical understanding.