

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



History & Social Sciences Curriculum Guide

Course: History 11

Course Description

This course will be a continuation of History 9 and 10. It will integrate the study of world and United States history from 1900 to the present. The trends within United States and world history will be examined with particular emphasis on the connections in history. The relevant social, political, and economic developments will be examined. The impact of geography on history will also be a component of the course. This course continues to refine and improve upon the literacy skills introduced earlier with a strong focus on primary and secondary source analysis, persuasive as well as informative writing supported with relevant historical evidence, and the complete implementation of the research process. All students enrolled in this course are required to complete a research paper/project. This course will be the third year of a three year required history program.

Content Standards

US History Standards

- The role of economics in modern United States history
- Modernity in the United States: ideologies and economies
- Defending Democracy: Responses to fascism and communism
- Defending Democracy: the Cold War and Civil Rights at home

World History Standards

- The global effects of 19th century imperialism
- The Great Wars, 1914-1945
- The Cold War Era, 1945-1991
- The Era of Globalization, 1991-present
- The politics of difference: conflicts, genocide, and terrorism

Practice Standards*

- THE LEGACY OF DEMOCRATIC GOVERNMENT
- INCORPORATING DIVERSE PERSPECTIVES/PERCEPTIONS OF HISTORICAL EVENTS
- UTILIZING HISTORICAL THINKING SKILLS
- RESEARCH, REASONING, AND CRITICAL THINKING
- INCORPORATION OF CURRENT EVENTS & MEDIA LITERACY
- USING DATA ANALYSIS AND DIGITAL TOOLS FOR RESEARCH /PRESENTATIONS

Literacy Standards*

- Read and comprehend history/social studies texts exhibiting complexity appropriate for grade 10.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Write informative/explanatory texts, including the narration of historical events.
- Initiate and participate effectively in a range of collaborative discussions.

**Not intended as an exhaustive list. Incorporation of Literacy and Practice Standards is fluid and ongoing.*

Three Pillars of the History and Social Science Framework



Massachusetts Department of Elementary and Secondary Education

Units	Essential Questions	Key Activities <u>may</u> include...
1. The Turn of the Century and the Impact of Progressivism	<ul style="list-style-type: none"> • What is the role of government? 	<ul style="list-style-type: none"> • Analysis of primary source documents, scholarly sources, & connections between history and current events • Develop active reading strategies such as annotating, sourcing, contextualizing, corroborating, and close reading • Variety of writing assignments • Class debates and seminar style discussions • Tests & quizzes • Conduct short as well as more sustained research projects • Engage with and create a variety of media such as political cartoons, photographs, documentary films, song lyrics
2. The Great War	<ul style="list-style-type: none"> • How was the Great War a turning point in the history of the world? 	
3. The Russian Revolution and the Rise of the Soviet Union	<ul style="list-style-type: none"> • What was the overall impact of the Russian Revolutions of 1917 on Russia and the world? 	
4. Two Americas: the United States in 1920s	<ul style="list-style-type: none"> • What were the key societal and cultural changes in the 1920s? 	
5. The Great Depression and the New Deal	<ul style="list-style-type: none"> • What was the impact of the Great Depression on American society? 	
6. Rise of Fascism	<ul style="list-style-type: none"> • What is fascism and why did many people support it in the years between the Great War and World War II? 	
7. World War II and the Holocaust	<ul style="list-style-type: none"> • What can be done to encourage people to take a stand against bigotry and injustice before wars begin or even after they have exploded across the landscape? 	
8. Consensus America: the United States in 1950s	<ul style="list-style-type: none"> • America in the 1950s: consensus or conformity? 	
9. Cold War	<ul style="list-style-type: none"> • How did both the US and the Soviet Union contribute to the coming of the Cold War? 	
10. Idealism and Agony	<ul style="list-style-type: none"> • How did the events of the 1950's through the 1970s support or contradict "The arc of the moral universe is long, but it bends toward justice"? 	
11. America's War in Vietnam	<ul style="list-style-type: none"> • Why did the United States not defeat communism in Vietnam? 	
12. Conservative Resurgence & the contemporary United States	<ul style="list-style-type: none"> • Why did conservatism return to the forefront of American politics? 	
<p>Research Project</p> <p><i>This unit is intended to be imbedded in one of the above units at the discretion of the teacher.</i></p>	<ul style="list-style-type: none"> • How does a historian research and utilize a variety of sources to create a compelling argument/narrative about history? 	



History & Social Sciences Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include: standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Guiding Principles	These nine principles serve as the foundation for all History and Social Science education in Massachusetts. They can be viewed here: http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Literacy Standards	In studying this content, students apply grade-appropriate reading, writing, speaking, and listening skills.
Content Standards	The Content Standards describe what students should know and be able to do within each grade-level.
Practice Standards	These are “designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship.” http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Key Activities	Key Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.