

At-A-Glance: 11th Grade U.S. History Scope and Sequence

	Essential Historical Question (s)	Content Learning Intentions	Disciplinary Skill Standard Focus
Semester 1			
Unit 1: The Gilded Age to the Progressive Era (1877-1920)	<p>What impact did the rise of U.S. industry in the late 1800s have on individuals and the environment?</p> <p>How did the responses to industrialization contribute to the formation of the Progressive Era movements?</p>	Explain how the rise of U.S. industrialization, during the Gilded Age, resulted in cultural, economic, and social change during the Progressive Era.	Constructing compelling questions
Unit 2: Imperialism and WWI (1890-1919)	<p>What were the causes and consequences of U. S. policies regarding expansion and diplomacy during American Imperialism?</p> <p>What were the causes and effects of World War I on the relationship between the U.S. and Europe?</p>	Explain how the rise of Imperialism led to the global conflict, known as WWI, and how the outcome led to America's changing role in the world.	Creating supporting Questions
Unit 3: The Post-WWI Experience (1921-1929)	<p>How have diverse groups influenced American culture?</p> <p>What does it mean to be an American?</p>	Evaluate how the social, political, cultural, technological, and economic developments have reflected and shaped the post WWI American society.	Gathering and evaluating sources
Unit 4: Great Depression & the New Deal (1929-1940)	<p>How do economic factors motivate decision making?</p> <p>How have environmental and cultural practices shaped the American landscape?</p>	Evaluate the effectiveness of the New Deal programs and the impact on American society.	Developing claims and using evidence
Semester 2			
Unit 5: WWII (1931-1945)	<p>What does it mean to be an American?</p> <p>What is the proper balance between freedom and security?</p>	Evaluate the use of conflict and diplomacy used by the United States during WW2 and how this led to the U.S. emergence as a new world power.	Constructing Evidence Based Arguments
Unit 6: America a New World Power (1945-1960)	<p>What was America's role in the Cold War and how did the Cold War impact American society and culture?</p> <p>How did different groups respond to the Cold War, and what were the consequences of the Cold War on world affairs?</p>	Analyze the role of the U.S. during the Cold War and the impact and consequences in American society, culture, and foreign affairs.	Creating arguments based on diverse perspectives on issues
Unit 7: Changes in Society (1954-1975)	What strategies have been used to promote social, economic, and political changes in the United States and what has been their effectiveness on American society?	Evaluate the effectiveness of diverse groups impact on promoting social, economic, political changes in American Society.	Academic Discussions with multiple perspectives to build a new understanding
Unit 8: America in the Modern World (1968-Present)	<p>How has the role of race, class, and gender changed in contemporary America?</p> <p>How do global issues such as human rights, the environment, regional conflicts, and health issues effect Americans in the modern world?</p>	Explain how American society has been shaped by race, class, gender, human rights, environment issues, regional conflicts, and/or health issues.	Taking Informed Action

Nevada Academic Content Standards for Social Studies

(Revised September 2018)

U.S. History (1877-Present)

This content area focuses on the history of the United States (1877-Present). American founding documents and democratic principles will provide a foundation referenced throughout this content area, maintaining focus on the multicultural history, economics, civics, and geography of the Industrial Revolution through the present day. It should be taught from multiple and varied perspectives for a vivid and complex picture of U.S. history. Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, thus avoiding the tendency to teach the content as a checklist of facts to be covered. Effective instruction in social studies incorporates both the disciplinary skills and the content themes in each lesson and requires historical thinking, robust academic discussions, and engaging writing instruction. Suggested topics and concepts to study, include but are not limited to: Gilded Age/Industrial Revolution, Nativism/Populism, Closing of the Frontier, Imperialism, Progressivism, WWI, 1920s, Great Depression, WWII, Civil Rights Movement, Cold War, Rights Movements of the 1970s, Globalism, Terrorism and Modern Issues.

Disciplinary Skills	Disciplinary Skill Standards
Constructing compelling questions	SS.9-12.US.1. When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.
Creating supporting questions	SS.9-12.US.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.
Gathering and evaluating sources	SS.9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the sourcing, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.US.4. Evaluate the credibility of a primary and secondary source. SS.9-12.US.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
Developing claims and using evidence	SS.9-12.US.6. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. SS.9-12.US.7. Refine claims and counterclaims; attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Communicating and critiquing conclusions	SS.9-12.US.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. SS.9-12.US.9. Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies. SS.9-12.US.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
Taking informed action	SS.9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level. SS.9-12.US.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

Content Themes	Grades 9-12: U.S. History (1877-Present)
Power and politics (H)	<p>SS.9-12.US.13. Investigate the causes and effects of diverse ideologies on politics, society, and culture.</p> <p>SS.9-12.US.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties.</p>
Identity (H)	<p>SS.9-12.US.15. Evaluate the factors that shape group and national identity and how the American identity has evolved.</p> <p>SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.</p>
People and ideas (H)	<p>SS.9-12.US.17. Investigate the evolution of gender roles and equality within social and economic life in the U.S.</p> <p>SS.9-12.US.18. Examine the causes and effects of socio-economic diversity.</p> <p>SS.9-12.US.19. Analyze the influence of religious, intellectual, and artistic changes.</p>
Nevada history (H)	<p>SS.9-12.US.20. Explore how individuals and events in Nevada’s history both influence and are influenced by the larger national context.</p> <p>SS.9-12.US.21. Analyze the causes of changing migration and immigration patterns in Nevada from 1877 to today.</p> <p>SS.9-12.US.22. Trace the evolution of Nevada’s economy as it relates to national and global issues.</p>
International relations (H)	<p>SS.9-12.US.23. Evaluate conflict and diplomacy in international relations from a U.S. perspective.</p> <p>SS.9-12.US.24. Analyze the causes, effects, and attitudes towards conflict and war from various points of view.</p> <p>SS.9-12.US.25. Analyze the impacts of international relations as the U.S. and other governments interact and influence one another.</p>
Social justice, consciousness, and action (MC)	<p>SS.9-12.US.26. Examine how and why diverse groups have been denied equality and opportunity, both institutionally and informally.</p> <p>SS.9-12.US.27. Analyze how resistance movements organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.</p>
Respectful engagement with diverse people (MC)	<p>SS.9-12.US.28. Examine how American culture is influenced and shaped by diverse groups and individuals.</p> <p>SS.9-12.US.29. Investigate and apply the successful principles used by groups in U.S. history in order to create communities of respect, equity, and diversity.</p>
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	<p>SS.9-12.US.30. Discuss the contributions of racially and ethnically diverse leaders to the advancement of the U.S.</p> <p>SS.9-12.US.31. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in the U.S. to the modern world.</p>

Content Themes	Grades 9-12: U.S. History (1877-Present)
Civic and political institutions (C)	<p>SS.9-12.US.32. Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time.</p> <p>SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.</p> <p>SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies.</p>
Civic dispositions and democratic principles (C)	<p>SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.</p> <p>SS.9-12.US.36. Explain the historical background of a current national issue and propose a course of action to solve it.</p>
Processes, rules, and laws (C)	<p>SS.9-12.US.37. Analyze major political policies and landmark Supreme Court cases and their impact on U.S. history.</p> <p>SS.9-12.US.38. Evaluate the social, political, and economic changes that influence the interpretation of the Constitution and evolution of law.</p>
Geographic representations (G)	SS.9-12.US.39. Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.
Human environment interaction (G)	SS.9-12.US.40. Analyze how and why the U.S. landscape changed as people adapted the environment to meet their needs.
Human population, movement, and patterns (G)	SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population.
Global interconnections (G)	SS.9-12.US.42. Explain how global circumstances and interaction affect resources, land use, culture, and population distribution in the U.S.
Exchange and markets (E)	SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.
National economy (E)	SS.9-12.US.44. Evaluate multiple factors that impact the U.S. economy over time, including but not limited to: trade, resources, labor, and monetary system.
Global economy (E)	SS.9-12.US.45. Evaluate the U.S. role and response to globalization and the impact on the U.S. economy - including trade policy, embargoes, exchange rates, and trade agreements.

Unit 1: The Gilded Age to the Progressive Era

Time Frame: 3-5 Weeks

Essential Historical Question(s):

What impact did the rise of U.S. industry in the late 1800s have on individuals and the environment?

How did the responses to industrialization contribute to the formation of the Progressive Era movements?

Adopted Instructional Materials:

National Geographic: America Through the Lens (U.S. History 1877 to the Present)

- Chapter 6 Industrial America
- Chapter 7.1 Progressivism and 7.2 Progressive Administrations

Supporting Materials:

DBQ Project: Was Carnegie a Hero?

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.

(G) SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population throughout U.S. history.

(E) SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.

Supporting Standards

(H) SS.9-12.US.14, SS.9-12.US.17, SS.9-12.US.18

(MC) SS.9-12.US.26, SS.9-12.US.27, SS.9-12.US.28

(C) SS.9-12.US.32, SS.9-12.US.33

(G) SS.9-12.US.40

Disciplinary Skill Standard Learning Focus:

SS.9-12.US.1. When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.

SS.9-12.US.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each. **(Year Long)**

Content Learning Intention:

Explain how the rise of U.S. industrialization during the Gilded age resulted in cultural, economic, and social change in the Progressive Era.

Required Content:

- Industrialization
- Urbanization
- Capitalism
- Socialism
- Captains of Industry/
“Robber Barrons”
- Horizontal v. Vertical Integration
- Political Machines
- Labor exploitation
- Boycotts/Strikes

Supporting Content:

- Mass Culture
- Social Darwinism
- Tenements
- Urban planning
- Triangle Shirtwaist Factory
Fire
- Labor Unions
- Populism
- Rise of Public Education
- Early Environmentalism

<ul style="list-style-type: none"> • Jim Crow laws • New Immigrants • Muckrakers • Trustbusting • NAACP • The Dawes Act 	<ul style="list-style-type: none"> • Conservation • Square Deal • Early suffrage • George Wingfield (Nevada History)
<p>Connections to Current issues</p> <ul style="list-style-type: none"> • Current “Captains of Industry” (e.g. Bill Gates, Jeff Bezos, Elon Musk, Warren Buffett) • Regulation and deregulation of industries: Progressive Era v. Reagan Era • Modern Child Labor issues • 13th Amendment (modern incarceration) 	<p>Connections to the Past:</p> <ul style="list-style-type: none"> • Early American Capitalism • Transcontinental railroad • Industrialization of the Civil War • Early Native American Relations with U.S. Government prior to 1877 • Early U.S. immigration patterns (1776-1876) • Emancipation Proclamation • <i>Dred Scott vs Sanford</i> • Reconstruction Amendments (13th, 14th, 15th)
<p>Essential Primary and Secondary Sources:</p> <ul style="list-style-type: none"> • Andrew Carnegie “<i>Gospel of Wealth</i>” • <i>Atlantic Compromise</i> Booker T. Washinton Speech • Jacob Riis “<i>How the Other Half Lives</i>” • “<i>Double Consciousness</i>” W.E.B Debois 	
<p>Unit Task: TBD</p>	

Unit 2: Imperialism and WWI

Time Frame: 3-5 Weeks

Essential Historical Question(s):

What were the causes and consequences of U. S. policies regarding expansion and diplomacy during American Imperialism?

What were the causes and effects of World War I on the relationship between the U.S. and Europe?

Adopted Instructional Materials:

National Geographic: America Through the Lens (U.S. History 1877 to the Present)

- Chapter 7.3 America in the Age of Empire
- Chapter 8 The Great War

NVACS-SS (Content theme Standards)

Essential Standards

(H) SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.
(H) SS.9-12.US.23. Evaluate conflict and diplomacy in international relations from a U.S. perspective.
(H) SS.9-12.US.24. Analyze the causes, impacts, and attitudes towards conflict and war from various points of view throughout U.S. history.

Supporting Standards

(H) SS.9-12.US.15 and SS.9-12.US.25.
(MC) SS.9-12.US.26 and SS.9-12.US.27
(C) SS.9-12.US.34, SS.9-12.US.36, and SS.9-12.US.37.
(G) SS.9-12.US.39
(E) SS.9-12.US.45

Disciplinary Skill Standard Learning Focus:

SS.9-12.US.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.
SS.9-12.US.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each. **(Year Long)**

Content Learning Intention:

Explain how the rise of Imperialism led to the global conflict, known as WWI, and how the outcome led to America's changing role in the world.

Required Content:

- Roosevelt Corollary
- Open Door Policy
- Annexation of Hawaii/Puerto Rico
- Spanish American War
- Yellow Journalism
- Panama Canal
- Isolationism
- Espionage and Sedition Acts
- WWI Propaganda (varied)
- Lusitania
- Zimmerman Telegram

Supporting Content:

- White Man's Burden (10th Grade content)
- Philippine War
- M.A.I.N - Militarism, Alliances, Imperialism, Nationalism (*10th Grade content)
- Conscientious Objectors
- Liberty Bonds
- Anti-imperialism
- Big Stick Diplomacy
- Triple Entente/Triple Alliance
- Central Powers/Allied Powers

<ul style="list-style-type: none"> • Fourteen Points • League of Nations • Treaty of Versailles (1919) 	<ul style="list-style-type: none"> • Unrestricted Submarine Warfare • “The Wild West” Division (Nevada History) • Harlem Hell Fighters • Schenck v. U.S. • War Debt Clause • Influenza Pandemic
<p>Connections to Current Issues:</p> <ul style="list-style-type: none"> • The effects of WWI on modern Russia, the middle East, Western Powers. • Puerto Rico Statehood? • Modern American economic imperialism (Manufacturing in China and other countries) • Importance of the United Nations • Covid-19 mask mandates and 1st Amendment debates 	<p>Connections to the Past:</p> <ul style="list-style-type: none"> • Westward expansion/Manifest Destiny • Closing of the West • Military conflicts in the U.S. prior to 1877 • George Washington’s Farewell Address • Monroe Doctrine • Scramble for Africa
<p>Required Primary and Secondary Sources:</p> <ul style="list-style-type: none"> • <i>Zimmerman Telegram</i> • <i>The Fourteen Points</i> • <i>Treaty of Versailles (1919)</i> 	
<p>Unit Task: TBD</p>	

Unit 3: The Post-WWI Experience

Time Frame: 3-5 Weeks

Essential Historical Question(s):

What were the social, political, cultural, technological, and economic developments contributed to the change in American identity and society during the post WWI experience?

Adopted Instructional Materials:

National Geographic: America Through the Lens (U.S. History 1877 to the Present)

- Chapters 9 The Jazz Age and Mass Culture

Supporting Materials:

DBQ Project: Prohibition: Why did America Change its Mind?

NVACS-SS (Content theme Standards)

Essential Standards

(H) SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.
(H) SS.9-12.US.15. Evaluate the factors that have shaped group and national identity and how the American identity has evolved throughout U.S. history.
(MC) SS.9-12.US.31. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in the U.S. to the modern world.

Supporting Standards

(H) SS.9-12.US.15 and SS.9-12.US.19
(MC) SS.9-12.US.31
(C) SS.9-12.US.35 and SS.9-12.US.38
(G) SS.9-12.US.41
(E) SS.9-12. US. 43

Disciplinary Skill Standard Learning Focus:

SS.9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the sourcing, authority, structure, context, and corroborative value of the sources to guide the selection.
SS.9-12.US.4. Evaluate the credibility of a primary and secondary source.
SS.9-12.US.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each. **(Year Long)**

Content Learning Intention:

Evaluate how the social, political, cultural, technological, and economic developments, of the 1920's, have reflected and shaped the post WWI American society.

Required Content:

- Nativism
- KKK Great Migration
- Harlem Renaissance
- Black Wall Street
- First Red Scare
- Prohibition (18th and 21st Amendment)
- Women's Suffrage (19th Amendment)
- Consumerism
- Buying on Credit

Supporting Content:

- Speakeasies
- Bootlegging
- Organized Crime
- Snyder Act 1924 (Native American Citizenship and Suffrage)
- Technological Advancements (electrification, radio, etc.)
- Eugenics
- Prohibition in Nevada
- Reno China Town

<ul style="list-style-type: none"> • Mass Culture • Teapot Dome Scandal • Scopes Trial • Flapper • Immigration (Quota System) 	<ul style="list-style-type: none"> • Jazz • Lynching
<p><u>Connections to Current Issues:</u></p> <ul style="list-style-type: none"> • income inequalities and emergence of social classes) • Evolution of credit cards and debt to income ratio issues • Role of Mass Media • Emmet Till Anti-Lynching Act (2022) 	<p><u>Connections to the Past:</u></p> <ul style="list-style-type: none"> • Abigale Adams “Remember the Ladies” • Early Women’s Suffrage movement • Origins of KKK • Early Immigration and migration patterns • Early American Culture • Temprance movement • Slavery
<p>Required Primary and Secondary Sources:</p> <ul style="list-style-type: none"> • 19th Amendment • “<i>I Too</i>” By Langston Hughes 	
<p>Unit Task: TBD</p>	

Unit 4: Great Depression & the New Deal

Time Frame: 3-5 Weeks

Essential Historical Question(s):

What were the causes and consequences of the Great Depression?

What were the policies and programs of the New Deal, and their effects on political, economic, and cultural institutions?

Adopted Instructional Materials:

National Geographic: America Through the Lens (U.S. History 1877 to the Present)

- Chapters 10 The Great Depression
- Chapter 11 The New Deal

Supporting Materials:

DBQ Project: What Caused the Great Depression?

NVACS-SS (Content theme Standards)

Essential Standards

(H) **SS.9-12.US.16.** Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.
(G) **SS.9-12.US.40.** Analyze how and why the U.S. landscape has changed as people adapted the environment to meet their needs.
(E) **SS.9-12.US.43.** Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.

Supporting Standards

(H) SS.9-12.US.15, SS.9-12.US.18, and SS.9-12.US.20.
(MC) SS.9-12.US.26.
(C) SS.9-12.US.33, and SS.9-12.US.36.
(G) SS.9-12.US.39, SS.9-12.US.40, SS.9-12.US.42.
(E) SS.9-12.US.43.

Disciplinary Skill Standard Learning Focus:

(Year Long) SS.9-12.US.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
SS.9-12.US.6. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
SS.9-12.US.7. Refine claims and counterclaims; attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Content Learning Intention:

Evaluate the effectiveness of the New Deal programs and their impact on American society.

<p>Required Content:</p> <ul style="list-style-type: none"> • Stock Market • Overproduction • Black Tuesday • Laissez-faire • Great Depression • Dust Bowl • Hooverilles • Bonus Army • New Deal • Social Security Act • Works Project Administration (WPA) • Fireside Chats 	<p>Supporting Content:</p> <ul style="list-style-type: none"> • Glass-Steagall Act • Alphabet Soup • Social Security Act • Civilian Conservation Corps (CCC) • Hoover Dam and Development of Boulder City (Nevada History) • Mexican deportation and reparation Program • Second New Deal • Keynesian Economics • Huey P. Long • New Deal and Nevada
<p>Connections to Current issues</p> <ul style="list-style-type: none"> • Repeal of Glass-Steagall Act • 2008 Recession and Intervention • FDIC • Similarities and differences of the Great Depression, the Great Recession, and the modern American economy. 	<p>Connections to the Past:</p> <ul style="list-style-type: none"> • Panic of 1873 (Freedman's Bank/ Bureau) • American Banking System • Social inequalities of the Gilded Age • Agricultural development in the U.S prior to the Great Depression (Development of the West)
<p>Required Primary and Secondary Sources:</p> <ul style="list-style-type: none"> • First Fireside Chat No. 2 • FDR <i>First Inaugural Address</i> • Dorothea Lange, <i>Migrant Mother</i>, Photograph 	
<p>Suggested Unit Task: TBD</p>	

Unit 5: WWII

Time Frame: 3-5 Weeks

Essential Historical Question(s):

What were the cultural, economic, political, and technological impact of World War II on the United States?

What were the causes and effects of World War II on the relationship between the U. S. and the World?

Adopted Instructional Materials:

National Geographic: America Through the Lens (U.S. History 1877 to the Present)

- Chapter 12 A Threatening World
- Chapter 13 America in World War II

NVACS-SS (Content theme Standards)

Essential Standards

(H) SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.

(H) SS.9-12.US.23. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.

(H) SS.9-12.US.24. Analyze the causes, impacts, and attitudes towards conflict and war from various points of view throughout U.S. history.

Supporting Standards

(H) SS.9-12.US.15, SS.9-12.US.17, and SS.9-12.US.25.

(MC) SS.9-12.US.26, and SS.9-12.US.29.

(C) SS.9-12.US.34, and SS.9-12.US.37.

(G): SS.9-12.US.42.

(E) SS.9-12.US.44.

Disciplinary Skill Standard Learning Focus:

(Year Long) SS.9-12.US.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.

SS.9-12.US.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Content Learning Intention:

Evaluate the use of conflict and diplomacy used by the United States during WWII and how this led to the U.S. emergence as a new world power.

Required Content:

- Axis Powers
- Allied Powers
- Total War
- Propaganda
- Rationing
- Women's roles
- War Bonds
- Japanese Internment (Executive Order 9066)
- Manhattan Project
- Pearl Harbor
- Pacific Theater

Supporting Content:

- Rise of Fascism in the U.S.
- Bracero Program
- Zoot Suit Riots
- Executive Order 8802
- Antisemitism
- Wannsee Conference
- Final Solution/Holocaust/ Genocide (10th Grade Content)
- Ghost Armies
- Operation Overlord
- Island Hopping
- Code Talkers

<ul style="list-style-type: none"> • Tuskegee Airmen • Hiroshima and Nagasaki • D-Day • Yalta Conference • Potsdam Conference • V-J Day 	<ul style="list-style-type: none"> • 442nd Infantry Regimental Combat Team • V-E Day • Nevada’s Role in WWII (Project Shoal)
<p>Connections to Current Issues:</p> <ul style="list-style-type: none"> • Russian invasion of Ukraine • Israeli - Palestinian Conflict • NATO expansion • Rise of White Nationalism • Japanese American redress movement 1988 	<p>Connections to the Past:</p> <ul style="list-style-type: none"> • George Washinton’s Farewell Address • Military traditions/shaping of public opinion of earlier U.S. conflicts such as American Revolutionary War, and Civil War. • Early American Values from the Constitution and Declaration of Independence • Early Ideological divides in the U.S.
<p>Required Primary and Secondary Sources:</p> <ul style="list-style-type: none"> • <i>Four Freedoms</i> FDR • Executive Order 9066 • Potsdam Declaration 	
<p>Unit Task: TBD</p>	

Unit 6: America a New World Power

Time Frame: 3-5 Weeks

Essential Historical Question(s):

What was America's role in the Cold War and how did the Cold War impact American society and culture?

How did different groups respond to the Cold War, and what were the consequences of the Cold War on world affairs?

Adopted Instructional Materials:

National Geographic: America Through the Lens (U.S. History 1877 to the Present)

- Chapter 14 The Cold War and Korea
- Chapter 15.2 The Postwar Boom and 15.2 New Media and Technologies
- Chapter 17.1 The New Frontier
- Chapter 18 The Vietnam War
- Chapter 19.4 From Earth to the Moon

NVACS-SS (Content theme Standards)

Essential Standards

(H) **SS.9-12.US.16.** Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.

(H) **SS.9-12.US.23.** Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.

(H) **SS.9-12.US.25.** Analyze the reciprocal nature of international relations as the U.S. and other governments interact and influence one another.

Supporting Standards

(H) SS.9-12.US.17, SS.9-12.US.22, and SS.9-12.US.24.

(MC) SS.9-12.US.26, and SS.9-12.US.27.

(C) SS.9-12.US.33, and SS.9-12.US.34.

(G) SS.9-12.US.41, and SS.9-12.US.42.

(E) SS.9-12.US.43.

Disciplinary Skill Standard Learning Focus:

(Year Long) SS.9-12.US.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.

SS.9-12.US.9. Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies.

Content Learning Intention:

Analyze the role of the U.S. during the Cold War and the impact and consequences in American society, culture, and foreign affairs.

Required Content:

- Cold War
- USSR/Communism/Iron Curtain (10th Grade Content review)
- NATO
- Warsaw Pact
- Domino Theory
- Containment
- Marshall Plan
- Korean War
- Second Red Scare/McCarthyism
- Interstate Highway System
- Space Race
- Cuban Missile Crisis
- Vietnam War
- Guerilla Warfare (Vietcong)
- Ho Chi Minh Trail
- Vietnamization
- Draft
- Detente
- War Powers Act
- Baby Boom
- GI Bill
- Levittown
- Suburbanization
- Mass Media
- Redlining
- Counter-Culture
- Kent State Protests

Supporting Content:

- Julius and Ethel Rosenberg
- House Un-American Activities Committee (HUAC)
- Hollywood Ten
- United Nations (10th Grade Content review)
- Checkpoint Charlie
- Brinkmanship
- Mutually Assured Destruction (MAD)
- ICBM (Intercontinental ballistic missiles)
- First strike capability
- Glasnost
- SEATO (Southeast Asia Treaty Organization)
- Gulf of Tonkin
- National Security Council
- Hotline "red telephone"
- Proxy War
- Limited Test Ban Treaty
- SALT (Strategic Arms Limitation Talks)
- Rock and Roll
- Rise of the Teenager
- Religious Revival
- Influence of Music (e.g. rock and roll, war protest, counterculture)
- Woodstock
- Beatniks
- Silent Majority
- Black Springs (Nevada History)

Connections to Current issues:

- Nuclear non-proliferation (Iran, North Korea)
- Modern Afghanistan (impacts of Soviet invasion).

Connections to the Past:

- Manifest Destiny/ American Exceptionalism
- Imperialism
- First Red Scare
- American Industrial revolution and Technology inventions/innovation

Required Primary and Secondary Sources:

- *“Enemies from Within Speech”* by Joseph McCarthy
- Malvina Reynolds *“Little Boxes”* Song Lyrics (1962)
- *Truman Doctrine*

Unit Task: TBD

Unit 7: Changes in Society

Time Frame: 3-5 Weeks

Essential Historical Question(s):

What strategies have been used to promote social, economic, and political changes in the United States and what was their effectiveness on American society?

Adopted Instructional Materials:

National Geographic: America Through the Lens (U.S. History 1877 to the Present)

- Chapter 15.3 Poverty and Discrimination
- Chapter 16 The Civil Rights Movement
- 17.2 The Great Society
- 19 Changes in Society

NVACS-SS (Content theme Standards)

Essential Standards

(H) **SS.9-12.US.16.** Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.

(H) **SS.9-12.US.14.** Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout U.S. history.

(MC) **SS.9-12.US.26.** Examine and explore the ways in which diverse groups have been denied equality and opportunity, both institutionally and informally, at various times throughout U.S. history.

(MC) **SS.9-12.US.27.** Analyze how resistance movements have organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.

Supporting Standards

(H) SS.9-12.US.15, SS.9-12.US.17, SS.9-12.US.18, SS.9-12.US.29, and SS.9-12.US.30.

(C) SS.9-12.US.33, SS.9-12.US.36, and SS.9-12.US.38.

(G) SS.9-12.US.39, and SS.9-12.US.40.

(E) SS.9-12.US.43, and SS.9-12.US.44.

Disciplinary Skill Standard Learning Focus:

(Year Long) SS.9-12.US.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.

SS.9-12.US.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.

Content Learning Intentions:

Evaluate the effectiveness of diverse groups impact on promoting social, economic, and political changes in American Society.

<p>Required Content:</p> <ul style="list-style-type: none"> • Emmett Till • Montgomery Bus Boycott • <i>Brown v. Board of Education</i> • Civil Rights Leaders (e.g. MLK Jr., Rosa Parks, Malcom X, John Lewis) • SNCC/SCLC (Student Nonviolent Coordinating Committee/Southern Christian Leadership Conference) • March on Washington (1963) • Freedom Riders • American Indian Movement (AIM) • United Farm Workers • Cesar Chavez • Chicano Movement • Black Panthers/Black Power • Stonewall Riots • Immigration Act of 1965 • Environmental Protection Agency • Earth Day 	<p>Supporting Content:</p> <ul style="list-style-type: none"> • <i>Trujillo v. Garley</i> • <i>Invisible Man</i> by Ralph Ellison • <i>Hernandez v. Texas</i> • The Green Book • Alice Lucretia Smith (Nevada History) • Medicare/Medicaid • Federal education programs • The Longoria Incident • La Raza Unida • "War on Poverty" • 16th Street Baptist Church Bombing • The Forgotten American • Red Power Movement • Wounded Knee Protest
<p>Connections to Current Issues:</p> <ul style="list-style-type: none"> • Standing Rock Protests • Black Lives Matter protests • Evolution of the Equal Rights Amendment (Nevada ratification ERA in 2022) • Disabled Rights • <i>Obergefell vs Hodes (2015)</i> • Native American Voting Rights Act 2021 	<p>Connections to the Past:</p> <ul style="list-style-type: none"> • Abolitionist Movement • Reconstruction Era • Jim Crow Laws • Black Codes • Labor and economic struggles of diverse groups • Early Labor movements/workers' rights • Evolution of citizenship and rights • Dawes and Allotment Act • Native American Treaties and Sovereignty • American Citizenship Act of 1924
<p>Required Primary and Secondary Sources:</p> <ul style="list-style-type: none"> • <i>Brown vs Board of Education Topeka (1954)</i> • "Letter from a Birmingham Jail" MLK (1963) 	
<p>Unit Task: TBD</p>	

Unit 8: America in the Modern World

Time Frame: 3-5 Weeks

Essential Historical Question(s):

How has the role of race, class, and gender changed in contemporary America?

How do global issues such as human rights, the environment, regional conflicts, and health issues affect Americans in the modern world?

Adopted Instructional Materials:

National Geographic: America Through the Lens (U.S. History 1877 to the Present)

- Chapter 20 Presidential Successes and Failures
- Chapter 21 The Conservative Revolution
- Chapter 22 America in A Global Society

NVACS-SS (Content theme Standards)

Essential Standards

(H) SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.

(H) SS.9-12.US.23. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.

(H) SS.9-12.US.24. Analyze the causes, impacts, and attitudes towards conflict and war from various points of view throughout U.S. history.

Disciplinary Skill Standard Learning Focus:

(Year Long) SS.9-12.US.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.

SS.9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level.

SS.9-12.US.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

Content Learning Intention:

Explain how American society has been shaped by race, class, gender, human rights, environment issues, regional conflicts, and/or health issues.

Required Content:

- Watergate
- Moral Majority
- Oil/Energy Crisis
- Islamic Fundamentalism
- Iran Hostage Crisis
- Reaganomics (1980s)
- Iran-Contra Affair
- AIDS Epidemic
- Perestroika
- Fall of Berlin Wall
- Persian Gulf War
- Internet/Technology
- NAFTA

Supporting Content:

- Camp David Accords (1978)
- New Right
- Strategic Defense Initiative
- Failure of the War on Drugs
- Bosnian War
- Kyoto Protocol
- Presidential Impeachments (Bill Clinton and Donald Trump)
- US Patriot Act
- Enhanced Interrogation
- Camp David Accords (2003)
- The Dakota Access Pipeline
- *Dobbs vs Jackson* (2022)

<ul style="list-style-type: none"> • September 11, 2001 • The War on Terror • The Iraq War • War in Afghanistan • Public Land Disputes • The Great Recession 	<ul style="list-style-type: none"> • Gerrymandering • Healthcare debates • Mass Incarceration • Racism/Social Unrest • Rise of White Nationalism • LGBTQ rights/legislation • Fake News
<p>Connections to the Past:</p> <ul style="list-style-type: none"> • Natural resources: Colonial, discovery of coal, industrial revolution (oil, minerals), Gold/silver Rush • Evolution of U.S. Foreign policy (particularly in the Middle East) • Conflict with Native American tribes/ Land rights • Alien and Seditious Act • Attitudes towards Immigration (nativism/xenophobia/bracero program) 	
<p>Essential Primary and Secondary Sources:</p> <ul style="list-style-type: none"> • Excerpt(s) 9/11 Commission Report (pgs. 47-48) 	
<p>Unit Task: TBD</p>	