

Grade: 11		History
Unit	Timeline	Priority Standards
1: The 1920s	1st marking period	8.1.U.A. - Evaluate patterns of continuity and change over time, applying context of events.
		8.2.U.A. - Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US.
		8.3.U.A. - Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.
		8.3.U.C - Evaluate how continuity and change have impacted the United States. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.
2: The Great Depression and the New Deal	1st marking period	8.1.U.A. - Evaluate patterns of continuity and change over time, applying context of events.
		8.1.U.B. - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
		8.1.U.C. - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
3: The Backdrop of WWII	1st and 2nd marking periods	8.2.U.A. - Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US.
		8.3.U.D. - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the US. Ethnicity and race, working conditions, immigration, military conflict, economic stability.
		8.4.12.A Evaluate the role groups and individuals played in the social political, cultural, and economic development throughout world history.
		8.4.12.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
4: WWII Battles	2nd marking period	8.1.U.A. - Evaluate patterns of continuity and change over time, applying context of events.
		8.2.U.B. - Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to US history.
		8.3.12.B. - Evaluate the impact of historical documents, artifacts, and places in US History which are critical to world history.
		8.1.U.B. - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
5: The Cold War	2nd and 3rd marking periods	8.1.U.B. - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
		8.1.U.C. - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
		8.3.12.B. - Evaluate the impact of historical documents, artifacts, and places in US History which are critical to world history.

		8.3.U.C - Evaluate how continuity and change have impacted the United States. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.
6: The Women's Movement	3rd marking period	8.3.U.A. - Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.
		8.1.U.B. - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
7: The Civil Rights Movement	3rd marking period	8.1.U.A. - Evaluate patterns of continuity and change over time, applying context of events.
		8.1.U.B. - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
		8.3.U.A. - Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.
8: The Kennedy Years	3rd marking period	8.1.U.B. - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
		8.1.U.C. - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
		8.3.12.B. - Evaluate the impact of historical documents, artifacts, and places in US History which are critical to world history.
9: The Great Society	3rd marking period	8.1.U.C. - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
10: The Vietnam War	4th marking period	8.1.U.B. - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
		8.3.12.B. - Evaluate the impact of historical documents, artifacts, and places in US History which are critical to world history.
		8.3.12.D. - Evaluate how conflict and cooperation among groups and organizations in the US have influenced the growth and development of the world. Ethnicity and race, working conditions, immigration, military conflict, and economic stability.
11: Protest Movements	4th marking period	8.1.U.B. - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
		8.2.U.A. - Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US.
		8.3.U.D. - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the US. Ethnicity and race, working conditions, immigration, military conflict, economic stability.
		8.3.12.A - Evaluate the role groups and individuals from the US played in the social, political, cultural, and economic development of the world.

12: 1970s and 1980s Politics and Economics	4th marking period	8.1.U.B. - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
13: Future History	4th marking period	8.1.U.B. - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.1.U.A – Evaluate patterns of continuity and change over time, applying context of events	
Taught in Unit(s)	
Unit 1 – The 1920s; Unit 2 – The Great Depression and the New Deal; Unit 4 – WWII Battles; Unit 7 – The Civil Rights Movement	
Explanation/Example of Standard	
Historical events and individuals both act and react to either preserve the status quo or change the fabric of American society and foreign policy.	
Common Misconceptions	
Students will think that state legislatures are responsible for the gains in the African American civil rights movement.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts Evaluating cause and effect relationships	How did prosperity create a new consumer society? How did U.S. presidents promote change and status quo? How did America alter its military strategy to accommodate various conflicts? How did the Supreme Court respond to changes within American society?
Assessments	
Pre/post test, research project (presentation), unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Make inferences Determine perspective Predict outcomes	Evaluate the social, cultural, and economic impact of events throughout history Determine the causes and effects of social, cultural, political, and economic movements within the U.S. Evaluate how American military strategies evolved Analyze how Supreme Court decisions impacted American society

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.2.U.A – Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.	
Taught in Unit(s)	
Unit 1 – The 1920s; Unit 3 – Backdrop to WWII; Unit 11 – Protest Movements	
Explanation/Example of Standard	
Through artistic, political, and industrial endeavors, groups and individuals from Pennsylvania contributed to the creation of the American identity as a bastion of democracy and capitalism.	
Common Misconceptions	
Students will think that German POWs in WWII were kept and interrogated in Europe.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts Evaluating cause and effect relationships	What role do locations in Pennsylvania play in U.S. history? How do Pennsylvania's industries impact social, political, and economic development in the U.S.? How do notable Pennsylvanians impact social, political, and economic development in the U.S.?
Assessments	
Pre/post test, research project (presentation), unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Determine perspective Connect cause and effect	Analyze the historical importance of individuals, places, and industry of Pennsylvania

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.3.U.A. – Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	
Taught in Unit(s)	
Unit 1 – The 1920s; Unit 6 – The Women’s Movement; Unit 7 – The Civil Rights Movement	
Explanation/Example of Standard	
Groups and individuals worked both actively and passively to move national policy that served to create a unique American identity and elevate the nation to the status of superpower.	
Common Misconceptions	
Students will think that men prevented the passage of the Equal Rights Amendment.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts	Why were some goals accomplished, while others were not? What was the social, cultural, and economic impact of “New Morality” on American society?
Assessments	
Pre/post test, research project (presentation), unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Make inferences Compare and contrast	Compare and contrast old norms to new cultural developments

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.3.U.C. – Evaluate how continuity and change have impacted the United States; belief systems and regions, commerce and industry, technology, politics and government, physical and human geography, social organizations.	
Taught in Unit(s)	
Unit 1 – The 1920s; Unit 5 – The Women’s Movement	
Explanation/Example of Standard	
Social, political, economic, and technological progress have constructed a modern American identity, and times have convulsed society both at home and abroad.	
Common Misconceptions	
Students will think that ‘feminism’ means a hatred for men.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts Comparing and contrasting the accomplishments and failures of individuals and groups	Why were some goals accomplished and others were not? What was the social, cultural, and economic impact of “New Morality” on American society?
Assessments	
Pre/post test, research project (presentation), unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Identify context clues Determine perspective Compare and contrast	Compare and contrast old norms to new cultural developments

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.1.U.B. – Evaluate the interpretation of historical events and sources, considering the use of act versus opinion, multiple perspectives, and cause and effect relationships	
Taught in Unit(s)	
Unit 2 – The Great Depression and the New Deal; Unit 4 – WWII Battles; Unit 5 – The Cold War; Unit 6 – The Women’s Movement; Unit 7 – The Civil Rights Movement; Unit 8 – The Kennedy Years; Unit 10 – The Vietnam War; Unit 11 – Protest Movements; Unit 12 – 1970s and 1980s Politics and Economics; Unit 13 – Future History	
Explanation/Example of Standard	
A key part of studying history is looking at events from various perspectives. Knowing how to interpret historical events and sources helps students have a deeper understanding of events in history. Most basic to this understanding is being able to distinguish fact from opinion. Students should also understand that people from different perspectives experienced these events differently. As history is studied students need to understand cause and effect relationships to better understand all events in history.	
Common Misconceptions	
Students will be think that the Depression was caused by not having enough money in the economy.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts Evaluating cause and effect relationships	How did different leaders interpret the same documents in a variety of ways? How are various political ideologies similar and different? How do a nation’s resources determine its war strategy?
Assessments	
Pre/post test, research project (presentation), unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Historical sources can be interpreted differently by different individuals, including leaders. It is important to be able to distinguish between fact and opinion in historical documents. Understanding cause and effect relationships is key to studying history.	Analyze major documents for their historical significance. Compare and contrast how different leaders interpret these documents differently. Distinguish between fact and opinion in historical documents.

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.1.U.C. – Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research	
Taught in Unit(s)	
Unit 2 – The Great Depression and the New Deal; Unit 5 – The Cold War; Unit 8 – The Kennedy Years; Unit 9 – The Great Society	
Explanation/Example of Standard	
Research of historical data can be used to develop a thesis, which can then be supported by further evidence and demonstrated by various methods.	
Common Misconceptions	
Students will think that the U.S. government has reached a consensus about the Kennedy assassination.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts Drawing conclusions from data	How do a compilation of sources create a composite idea? How do you illustrate a schema?
Assessments	
Pre/post test, research project, unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Identify context clues Make inferences Synthesize data	Research historical documents and conclude how America was shaped by internal forces Demonstrate conclusions from synthesized data through research projects

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.3.U.D. – Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	
Taught in Unit(s)	
Unit 3 – Backdrop of WWII; Unit 11 – Protest Movements	
Explanation/Example of Standard	
Disparate groups have had to compromise their desires and values to develop effective U.S. policy. Without such a pragmatic approach, diplomatic and domestic progress would be impossible, as consensus proves challenging in such a diverse society.	
Common Misconceptions	
Students will think that members of the New Left were hippies.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts Evaluating cause and effect relationships	How do different groups in the U.S. work together? What are the impacts of different groups in the U.S.?
Assessments	
Pre/post test, research project (presentation), unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Make inferences Determine perspective Identify cause and effect Conflict and cooperation	Evaluate the social, cultural, and economic impact of the demands of global war Analyze how minority groups in the U.S. organized and advocated for social, political, and economic equality

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.4.12.A. – Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	
Taught in Unit(s)	
Unit 3 – Backdrop to WWII	
Explanation/Example of Standard	
Groups and individuals have organized both to challenge and uphold social, political, cultural, and economic values. Their impact has spread beyond their national borders and produced global implications.	
Common Misconceptions	
Students will think that fascism and communism are the same political philosophies.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts Evaluating cause and effect relationships	How are global political ideologies similar and different? Who were world leaders and their corresponding political philosophies?
Assessments	
Pre/post test, creation of graphic organizer, unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Compare and contrast Determine perspective Identify cause and effect	Compare and contrast political ideologies and their impact on world events.

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.4.12.D. – Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.	
Taught in Unit(s)	
Unit 3 – Backdrop to WWII	
Explanation/Example of Standard	
Groups within and outside of Pennsylvania have aided in the formation of national policy that has had local, national, and international impacts.	
Common Misconceptions	
Students will think that the National Guard and the Army Reserves serve the same function.	
Big Idea(s)	Essential Question(s)
<p>Analysis of documents</p> <p>Forming opinions and supporting them with historical facts</p> <p>Evaluating cause and effect relationships</p>	<p>How has Pennsylvania been a key player in past and present military conflicts?</p> <p>How have Pennsylvania's civilians sacrificed for the demands of global war?</p>
Assessments	
Pre/post test, creation of graphic organizer, unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Conflict and cooperation</p> <p>Compare and contrast</p> <p>Predict outcomes</p>	<p>Evaluate how Pennsylvania has been an integral player in global conflicts both in the past and present.</p>

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.2.U.B. - Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to US History.	
Taught in Unit(s)	
Unit 4 - WWII Battles	
Explanation/Example of Standard	
Citizens of Pennsylvania have contributed significantly to American development militarily, culturally, and industrially. These contributions can be analyzed through the study of documents, artifacts, and places.	
Common Misconceptions	
Students will think that Pennsylvania primarily contributed to the development of early America.	
Big Idea(s)	Essential Question(s)
Analysis of documents and artifacts Forming opinions and supporting them with historical facts	How did the citizens of Pennsylvania contribute to military victories?
Assessments	
Pre- test, unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Determine cause and effect	Identify contributions, both at home and abroad, to military success Connect artifacts and places in Pennsylvania to U.S. national policy

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.3.12.B. – Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.	
Taught in Unit(s)	
Unit 4 – WWII Battles; Unit 5 – The Cold War; Unit 8 – The Kennedy Years; Unit 10 – The Vietnam War	
Explanation/Example of Standard	
People and events in the U.S. worked to promote the nation as a leader in global politics and economics in the 20th century.	
Common Misconceptions	
Students will think that the U.S. and the Soviet Union were enemies throughout the duration of WWII.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts Evaluating cause and effect relationships.	How did WWII make the U.S. a global superpower? How did containment succeed and fail in challenging the spread of communism abroad?
Assessments	
Pre/post test, research project (presentation), unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Identify context clues Make inferences Predict outcomes	Predict how WWII would impact the U.S.'s global position in the post-war world

Primary Sources

CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.1.U.C. – Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research	
Taught in Unit(s)	
Unit 2 – The Great Depression and the New Deal; Unit 5 – The Cold War; Unit 8 – The Kennedy Years; Unit 9 – The Great Society	
Explanation/Example of Standard	
Research of historical data can be used to develop a thesis, which can then be supported by further evidence and demonstrated by various methods.	
Common Misconceptions	
Students will think that the U.S. government has reached a consensus about the Kennedy assassination.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts Drawing conclusions from data	How do a compilation of sources create a composite idea? How do you illustrate a schema?
Assessments	
Pre/post test, research project, unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Identify context clues Make inferences Synthesize data	Research historical documents and conclude how America was shaped by internal forces Demonstrate conclusions from synthesized data through research projects

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CVSD Social Studies Curriculum Map ~ Grade 11

CV Priority Standard/PA Academic Standard	
8.3.12.D. – Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	
Taught in Unit(s)	
Unit 10 – The Vietnam War	
Explanation/Example of Standard	
Through conflict and compromise, diverse groups of Americans have designed national policy that adopted global implications as the U.S. became an increasingly interventionist nation in the 20th century.	
Common Misconceptions	
Students will think that U.S. participation in the Vietnam War contained the spread of communism in Vietnam.	
Big Idea(s)	Essential Question(s)
Analysis of documents Identifying different perspectives Forming opinions and supporting them with historical facts Evaluating cause and effect relationships	How do American citizens create global change?
Assessments	
Pre/post test, unit exam	
Concepts (what students need to know)	Skills (what students must be able to do)
Close-read documents Make inferences Determine perspective	Evaluate how groups in the U.S. impact global conflicts