

**11TH GRADE - UNITED STATES HISTORY
FIRST QUARTER**

**Society exists between the polar extremes of order and liberty.
Geography is a fundamental component of the human condition.**

Topics	Benchmarks
<p>American Revolution</p> <ul style="list-style-type: none"> ◆ French & Indian War ◆ British Colonial Law ◆ American Reactions ◆ Peace of Paris <p>Founding documents</p> <ul style="list-style-type: none"> ◆ Locke & Montesquieu ◆ Progression of political thinking ◆ Declaration of Independence ◆ Articles of Confederation ◆ Constitution ◆ Bill of Rights <p>Early national period through War of 1812</p> <ul style="list-style-type: none"> ◆ Washington Administration ◆ Rise of political parties ◆ Defining of America ◆ Alien & Sedition ◆ Jeffersonian Democracy ◆ Final independence-War of 1812 <p>Expansion (1815-1860)</p> <ul style="list-style-type: none"> ◆ Missouri Compromise ◆ Jacksonian Democracy ◆ National vs. States Rights ◆ Geographic expansion 	<ul style="list-style-type: none"> ◆ American Revolution (CS3.4) Students will be able to analyze how human settlement patterns create cooperation and conflict among states. (CS2.3) Students will be able to identify the political leaders and philosophies influencing the American Revolution and discuss whether those leaders and philosophies support order or liberty. (CS4.4a) Students will be able to analyze the significance of the French & Indian War as it relates to the American Revolution. (CS4.4a) Students will be able to analyze the significance of the British Colonial Law. (CS4.4b) Students will be able to analyze issues regarding Peace of Paris and take a position on its impact toward order and liberty. ◆ Founding documents (CS2.3) Students will be able to discuss the philosophies of Locke and Montesquieu and argue how they support order and liberty. (CS4.1) Students will be able to analyze the Articles of Confederation, the Constitution, and the Bill of Rights and discuss how they have influenced our legal, political and constitutional heritage. ◆ Early national period through War of 1812 (CS2.3) Students will be able to identify the political leaders and philosophies involved in the rise of political parties and discuss how they support order and liberty. (CS4.4b) Students will be able to analyze issues regarding Alien & Sedition and take a position on its impact toward order and liberty. (CS4.4b) Students will be able to analyze issues regarding Jeffersonian Democracy and take a position on its impact toward order and liberty. (CS2.2) Students will be able to explain the underlying causes of the War of 1812. ◆ Expansion (1815-1860) (CS4.4a) Students will be able to analyze the significance of the Missouri Compromise. (CS4.4b) Students will be able to analyze issues regarding Jacksonian Democracy and take a position on its impact toward order and liberty. (CS6.6) Students will be able to analyze the interactions of individuals, groups and institutions in the defining of an American identity. (CS2.3) Students will be able to identify the political leaders and philosophies influencing National vs. States Rights and discuss whether those leaders and philosophies support order or liberty. (CS3.4) Students will be able to analyze whether geographic expansion created cooperation or conflict among the states.

**11TH GRADE - UNITED STATES HISTORY
SECOND QUARTER**

**Economics is a fundamental component in human interaction.
The forces of change are constantly challenging the strengths of tradition.**

<u>Era</u>	<u>Benchmarks</u>
<p>Civil War</p> <ul style="list-style-type: none"> • Compromise of 1850 • Plantation economy • Kansas-Nebraska Act • Abolition • Republican Party • The Civil War <p>Transforming the Nation (1865-1890)</p> <ul style="list-style-type: none"> • Reconstruction • Industrialization • Economy of railroads • Transcontinental railroads • Closing of the frontiers (mining, cattlemen, Native Americans) <p>Emergence of modern U.S. (1890-1910)</p> <ul style="list-style-type: none"> • Imperialism • Domestic empowerment of national government • Emerging foreign involvement • Progressivism 	<ul style="list-style-type: none"> • Civil War (CS2.3) Students will be able to identify selected political leaders & issues influencing the Civil War and discuss whether they acted as forces of change or tradition. (CS2.3) Students will be able to evaluate the economic factors related to the advent of the Civil War. (CS 4.2) Students will be able to interpret how the Kansas-Nebraska Act influenced The Civil War. (CS2.5b) Students will be able to analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens particularly as they relate to the national vs. state rights. (CS4.4b) Students will be able to analyze issues using historical evidence and defend a position regarding the causes of the Civil War (Forces of change vs. strengths of tradition). • Transforming the Nation (1865-1890) (CS2.3) Students will be able to analyze the factors that influenced Reconstruction. (CS4.5) Students will be able to analyze both the impact of technology on human values and behaviors and how technology shaped problem solving during 1865-1890. (Industrialization and transcontinental railroads). (CS2.4) Students will be able to discuss how the 19th Century ideals were in direct conflict with the forces of change inherent in the closing of the frontiers. • Emergence of modern U.S. (1890-1910) (CS 5.4) Students will be able to compare and contrast how values and beliefs influenced economic decisions during the rise of imperialism. (CS 2.5a) Students will be able to analyze how the domestic empowerment of national government can protect the rights and needs of citizens (Progressive movement). (CS4.2) Students will be able to interpret how an emerging foreign involvement was a necessary part of a modern United States. (CS4.4a) Students will be able to analyze the issues regarding the origins of progressivism and the impact of a progressive legislature.

11TH GRADE - UNITED STATES HISTORY
THIRD QUARTER

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**Society has an inherent need for organization.
People and society exist within a continuum of perspective from perso**

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<u>Topics(1910-1959)</u>	<u>Benchmarks</u>
<p>WWI (1910-1917)</p> <ul style="list-style-type: none"> • Wilsonian Idealism(14 points, causes of war) • War Economy • Versailles Treaty • Red Scare <p>Prosperity & Crisis (1920's)</p> <ul style="list-style-type: none"> • Cultural/Social change (women's suffrage, prohibition) • Bull Market & Crash • Mass media, (reaction consumption, marketing) • Backlash to change <p>Depression (1930's)</p> <ul style="list-style-type: none"> • New Deal (1933-1940) • Active /proactive gov. • FDR • Isolationism • Rise of unionism • Public Works <p>WWII (1941-50's)</p> <ul style="list-style-type: none"> • Re-entering the World Scene • Beyond Pearl Harbor • Government Control • Technology of War • The Manhattan Project • Social Mobility <p>Cold War (Post WWII)</p> <ul style="list-style-type: none"> • Civil Rights • McCarthyism • Public Works • Boom of the 50's • Korean War 	<p>(CS2.3) Students will be able to identify selected politica philosophies influencing Wilson's Idealism as the U.S. 1 political philosophy.</p> <p>(CS2.2) Students will be able to compare and contrast va systems (imperialism, militarism, nationalism and allianc 14 points.</p> <p>(CS2.5a) Students will be able to analyze the effectiveness government to protect the rights and needs of citizens and conceptions of a just society particularly as it relates to th during the years of the Red Scare, Sacco and Vanzetti,</p> <p>(CS2.5b) Students will be able to analyze the impact of t court decisions on the rights and responsibilities of citize relate to the WWI and WWII.</p> <p>(CS4.2) Students will be able to interpret how the differe "melting pot" influenced historical events, periods, and p</p> <p>(CS4.4a) Students will be able to analyze the significanc events, and ideas of the 1920's.</p> <p>(CS2.5b) Students will be able to analyze how the 18th a reflected society's inherent need for organization.</p> <p>(CS4.4b) Students will be able to analyze issues using hi and support a reasoned position regarding the cultural a 1920's.</p> <p>(CS5.1) Students will be able to analyze how people res impact of the Bull Market and the Crash regarding suc demand, scarcity, prices, incentives, competition, and prc</p> <p>(CS5.2) Students will be able to use basic economic con contrast national and global economies during depressio</p> <p>(CS2.3) Students will be able to identify the political lead relating to the first hundred days of the New Deal.</p> <p>(CS5.4) Students will be able to compare and contrast ho influenced economic decisions in the US during 1910-19</p> <p>(CS2.3) Students will be able to discuss the political lea influencing the decisions made regarding the Manhattan</p> <p>(CS6.3) Students will be able to analyze the impact that t global influences had on the rise of unions, public work mobility.</p> <p>((CS6.1) Students will be able to analyze and evaluate th responded to the US re-entering the world scene by ent</p> <p>(CS2.3) Students will be able to identify the political lea relating to McCarthyism.</p> <p>(CS4.2) Students will be able to interpret how Post WWI the 50's</p> <p>(CS4.5) Students will be able to analyze both the impact values during 1910-1959 and how mass media helped m personal to a more global perspective.</p> <p>(CS2.3) Students will be able to identify key leaders and importance as they relate to WWII.</p> <p>(CS2.2) Students will be able to compare and contrast co and the Soviet Union and resulting tensions around the w</p> <p>(CS2.3) Students will be able to identify the leaders and e early civil rights movement.</p>

11TH GRADE - UNITED STATES HISTOR'
FOURTH QUARTER

<u>Topics</u>	<u>Enduring Idea</u>	<u>Benchm</u>
<p>THE REFLECTION QUARTER</p> <p>What America was, is and will be.</p> <p>1960-PRESENT Modern Times</p> <p>Social/cultural Issues</p> <ul style="list-style-type: none"> • Education • Civil Rights (African Americans, Native Americans, women) • Medical issues and ethics • Environmentalism <p>Political Issues</p> <ul style="list-style-type: none"> • National Elections • Energy policy • Scandals (Watergate, etc.) • End of Communism • Free Trade, NAFTA/NATO 	<ol style="list-style-type: none"> 1. Society exists between the polar extremes of order and liberty. 2. Economics is a fundamental component in human interaction. (communism, socialism, capitalism, totalitarianism, authoritarianism, etc.) 3. The forces of change are constantly challenging the strengths of tradition. 4. Society has an inherent need for organization. 5. People and society exist within a continuum of perspective from personal to global. 6. Geography is a fundamental component 	<p>(CS1.1,2,3) Students will adapt an inquiry process, a evaluate information, synt information to formulate a personal convictions withi written and oral presentati negotiations to arrive at so</p> <p>(CS2.5b) Students will be impact of the Constitution decisions on the rights and modern citizens particular social /cultural, political</p> <p>(CS2.6) Students will be a evaluate conditions, action contribute to the struggles conformity as they relate t political or economic issu</p> <p>(CS2.7) Students will be a and policies governing tec the ethical issues and imp society as they relate to so</p>

- **Economic Issues**
- Oil and the Arab States
- Desert Storm
- Energy Policy
- WAR
- Korean
- Vietnam
- Gulf
- September 11

of the human condition.
 7. The human experience involves a struggle between diversity and conformity.

(Teachers may select one or more of the enduring ideas to frame their units of instruction. See implementation guide for further suggestions)

political or economic issues (CS4.3) Students will be a historical and contemporar formulate and defend reaso regarding **social /cultural economic issues**.
(CS4.4a) Students will be significance of important i ideas regarding **social /cul economic issues**. of this e
(CS4.4b) Students will be using historical evidence t reasoned position.
(CS4.5) Students will be a impact of technology on h technology has impacted t personal life, and human i
(CS4.6) Students will be a interpret, and analyze the i historical and contemporar concerning **social /cultural economic issues** within ar major world religions, and
(CS5.1) Students will be a impact that supply and der incentives, competition, ar what is produced now and **social /cultural, political**
(CS5.6) Students will be a evaluate the effects of new economic interdependence the development of nation lives of citizens of the wor
(CS6.3) Students will be a impact of ethnic, national . on specific situations or ex **social /cultural , political**