

United States History (Grades: 11)

Prerequisite: None

Credit: 1 year, 1 credit, required

Course Overview:

This course is a consideration of the ideas, the people, the places, and the events which have combined to make the United States of America what it is today. It includes a continuing evaluation of how these aspects of the past are related to situations of the present, which will in turn go on to influence the world of the future.

Social Studies Content Strands

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

I. Participation and Application Skills

A. Study and Organization Skills

1. Notetaking and outlining
 - Introduction and orientation
 - Classroom lecture/discussion material
 - Suggested methods of instructor and materials related formats
2. Demonstrating a Sense of Chronology
 - Related to specific areas of the social sciences
 - Timeline activities
 - Historical perspectives
3. Identifying, Classifying and Summarizing Ideas
 - Determining what historical, geographic and cultural factors are most significant
 - Specific skills activities as they apply to identifying, classifying, and understanding the elements of the various social sciences

B. Communication Skills

1. Writing and Research
 - Short reports on selected areas of US History
 - Analytical essays
 - Creative writing

(Content Strands cont.)

2. Listening and Oral
 - Class discussion of factual and analytical questions orally and on written assignments
3. Reading and Vocabulary
 - Focus on basic terminology
 - Text and supplementary reading
 - Guided reading including cooperative groups
- C. Map and Globe skills
 - Interpreting symbols
 - Expressing relative location
 - Locating territorial acquisitions, military campaigns and geopolitical issues
- D. Group Participation Skills
 1. Conflict Resolution
 - Class discussion of pros and cons of political choices reviewed historically
 2. Simulations
 - Computer
 - Group simulations as they apply to topic areas
 3. Class Discussion
 - Contemporary, historical and controversial issues
 - Ongoing throughout the course
 - Both teacher and student developed topics and projects

II. Citizenship Skills

- A. Comparing and Evaluation of Political Process
 - Ongoing throughout the course
- B. Investigating Historical and Geopolitical Interrelationships
 - Immigration/Urbanizations/Labor
 - Industrialization/ Populism
 - US Involvement in the World Wars
 - Containment and foreign policy
 - Post-war political processes
- C. Evaluating the Contributions of Cultures and Regions
 - Ongoing process throughout the course
- D. Comparing Different Values, Traditions and Religious Beliefs
 - Regional differences
 - Ongoing throughout the course as topical
- E. Exploring Social, Psychological and Economic Forces
 - The effects of social movements
 - Various economic challenges and responses and their success or failure
- F. Critical and Analytical Skills
 1. Drawing Inferences
 - Text, class discussion and lecture
 - Current issues related to content area

(Content Strands cont.)

2. Distinguishing Fact, Bias and Propaganda
 - Internet use and research
 - Documents, Quotes, etc.
3. Understanding cause and effect relationships
 - Industrialization and urbanization
 - Manifest Destiny
 - Cold War politics
 - Ongoing throughout the course
 - Classroom discussion, projects, assignments
 - Specific issued related to content areas
4. Interpreting charts, graphs, tables, diagrams, and visuals
 - Political cartoons
 - Changing demographics
 - War casualties
 - Ongoing throughout the course
5. Developing hypotheses and gathering and evaluating data
 - Choices, decisions and ramifications
 - Evaluation of political policies
 - Student research projects
6. Using primary and secondary sources
 - Internet, documents, political cartoons, etc.
 - Text material
 - Class supplements—Internet use and research
 - Projects and assignments
 - Guest speakers
 - Analysis and discussion of audio-visual material
7. Relating the past to the present
 - Ongoing throughout the course
8. Predicting the future using past and present trends
 - Anticipating results before they are examined
 - Discussion and evaluation of new trends and techniques in the social science fields

Social Studies Content Standards and Benchmarks

Standard 1: Students will review and understand the events in US History that led to the American Civil War. (SSCS—1-6)

Benchmarks

1.1 Students will explore the colonization of America. (2.12.4, 3.12.3, 5.12.2)

Students will:

	Essential Learnings	Assessment	Map
1.1.1	review the political, economic and cultural developments of the three colonial regions.	V, W	D, M

1.2 Students will examine the events leading to the Revolutionary War. (2.12.2, 2.12.4, 2.12.6, 3.12.3, 4.12.2, 4.12.4, 5.12.2, 6.12.3, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
1.2.1	review the significance of the French and Indian War.	W, P	D, M for all.
1.2.2	understand the political, social, and economic divisions between the colonists and Great Britain.	V, W, P	
1.2.3	examine the actions of the colonies that drove a wedge between the colonies and Great Britain.	V, W, P	

1.3 Students will review the circumstances of the Revolutionary War and the creation of the Constitution. (2.12.4-5, 2.12.6, 2.12.8, 4.12.5)

Students will:

	Essential Learnings	Assessment	Map
1.3.1	outline the major developments of the Revolutionary War.	W, P	D, M
1.3.2	review reasons for the creation and development of the Articles of Confederation and the US Constitution.	O, W, P	D, M

1.4 Students will review the Constitutional Convention and the development of the US government. (1.12.1, 2.12.2, 2.12.5-6, 2.12.8, 3.12.3, 4.12.1, 4.12.4, 6.12.3)

Students will:

	Essential Learnings	Assessment	Map
1.4.1	review the Constitutional Convention and the development of the US government.	V, W, O	D, M for all.
1.4.2	review Jeffersonian Democracy and events leading to the Monroe Doctrine.	V, P	
1.4.3	outline the developments and events under Jacksonian Democracy.	W, O	

1.4.4	explore the controversy surrounding the institution of slavery.	V, W, P	
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1.5 Students will review and understand the Civil War and its consequences. (2.12.2, 2.12.6, 4.12.5, 5.12.2)

Students will:

Essential Learnings		Assessment	Map
1.5.1	review the social, political and economic causes of the Civil War.	O, W, P	D, M for all.
1.5.2	examine the election of 1860 and the following controversies.	V, P	
1.5.3	outline the events of the Civil War.	O, W, P	

Standard 2: Students will explore the attempts by the US to reestablish the Southern states as an integral part of the Union. (SSCS—1, 2, 4, 6)

Benchmarks

2.1 Students will examine the political philosophies of the Union regarding Reconstruction. (2.12.2, 2.12.6, 2.12.8, 4.12.5)

Students will:

Essential Learnings		Assessment	Map
2.1.1	identify the characteristics of Reconstruction	V, W for all	D, M for all.
2.1.2	summarize the three plans for Reconstruction, including Lincoln’s plan, Johnson’s plan and Congressional Reconstruction.		
2.1.3	explain the reasons behind President Johnson’s impeachment.		

2.2 Students will outline the workings of the Reconstruction governments set up in the South. (2.12.6)

Students will:

Essential Learnings		Assessment	Map
2.2.1	describe the governments set up in the Southern Military districts.	V, W	D, M for all.
2.2.2	analyze the successes and failures of the governments of the Southern Military Districts.	V, W, P	
2.2.3	describe the factors that led to the end of Reconstruction.	V, W	

2.3 Students will explore the political, economical and social rights granted to the emancipated slaves during Reconstruction and the racial problems that resulted from these policies. (1.12.1, 2.12.5, 2.12.6, 2.12.8, 4.12.1-2, 4.12.4-5, 6.12.1-4, 6.12.6-7)

Students will:

Essential Learnings		Assessment	Map
2.3.1	evaluate the significance of the 13 th , 14 th , and 15 th amendments.	V, W, O, P	D, M

2.3.2	discuss the role of African Americans in the Reconstruction government.	V, W	D
2.3.3	outline the evolution of discrimination against African Americans in the South.	V, W, O, P	D, M

Standard 3: Students will examine reasons for US expansion westward and the problems that resulted from that expansion. (SSCS—2-6)

Benchmarks

3.1 Students will identify different reasons for both expansion and the development of “Western Industries.” (3.12.3, 4.12.1, 4.12.5, 5.12.2)

Students will:

	Essential Learnings	Assessment	Map
3.1.1	define the term “frontier.”	V, W	D, M
3.1.2	discuss reasons for migration to the West.	V, W, O, P	D, M
3.1.3	understand reasons for the growth of farming, ranching and mining.	V, W	D, M
3.1.4	analyze how the closing of the frontier led to increased urbanization.	V, W	D

3.2 Students will analyze the problems that arose between the settlers and the Native Americans. (2.12.3, 2.12.5-6, 3.12.3, 4.12.1-2, 4.12.4-5, 6.12.2-3, 6.12.6-7)

Students will:

	Essential Learnings	Assessment	Map
3.2.1	discuss the reservation policy of the US Government and the problems that arose from it.	V, W, O, P	D, M
3.2.2	trace the major military conflicts that developed between the Native Americans and those of European ancestry.	V, W, O, P	D

Standard 4: Students will discuss the growth of American society during the period known as the “Gilded Age,” especially in terms of industrialization, immigration and politics. (SSCS—2, 3, 4, 6)

4.1 Students will examine the reasons for the Reform Movement of the first two decades of the Twentieth Century. (2.12.5-6, 4.12.4-5, 5.12.3, 6.12.1, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
4.1.1	understand the factors that led to the growth of business in the United States.	V, W	D, M for all.
4.1.2	describe the different forms of business organizations that developed.	V, W	
4.1.3	identify the big business leaders of the time period.	V, W	

Columbia Falls - SD6

4.1.4	evaluate the positive and negative effects of these business organizations.	V, W	
4.1.5	examine the relationship that developed between business and labor.	V, W	
4.1.6	explore the evolution of the labor movement.	V, W, O, P	

4.2 Students will analyze the impact of extensive immigration to the United States. (2.12.5-7, 3.12.3 4.12.2, 4.12.4, 6.12.2-3, 6.12.6-7)

Students will:

	Essential Learnings	Assessment	Map
4.2.1	understand reasons people emigrated to the US, including their expectations and realities.	V, W, O, P	D, M for all.
4.2.2	examine the impact that the large number of immigrants had on labor and the industrialization of the US.	V, W, O, P	
4.2.3	explore the attitudes of both the government and society toward the immigrants.	V, W, O, P	

4.3 Students will explore the evolution of governmental philosophy and other influences during this period. (2.12.6, 2.12.8, 4.12.2, 4.12.5, 5.12.2-3, 6.12.1)

Students will:

	Essential Learnings	Assessment	Map
4.3.1	understand the basic economic principles of capitalism and the governmental ideology of laissez faire.	V, W	I, D for all.
4.3.2	discuss the political movements intended to reform government policy toward big business.	V, W	
4.3.3	analyze the changes in governmental policies toward big business, labor, political organization and society.	V, W, P	

Standard 5: Students will evaluate how the United States emerged from World War I as a world power. (SSCS—2-4, 6)

Benchmarks

5.1 Students will explore how imperialism, industrialization and military power combined to make the US a world power. (2.12.6, 2.12.8, 3.12.3, 4.12.1-2, 4.12.4-5, 6.12.6)

Students will:

	Essential Learnings	Assessment	Map
5.1.1	define the concept of Manifest Destiny and the major thrusts of American Imperialism prior to WWI.	V, W, O, P	D, M
5.1.2	understand reasons for US neutrality before and isolation after WWI.	V, W, P	I, D
5.1.3	outline the fundamental causes of WWI in Europe.	V, W, O, P	I, D, M
5.1.4	trace the factors that led to US involvement in WWI.	V, W, O, P	I, D, M
5.1.5	examine the impact of the US on WWI.	V, W, P	I, D

5.1.6	examine the impact of WWI on the US.	V, W, P	I, D
5.1.7	analyze the Treaty of Versailles and the impact of it on later events.	V, W	I, D, M

Standard 6: Students will examine and understand the ideas, events, and philosophies of the Roaring Twenties. (SSCS—2, 4-6)

Benchmarks

6.1 Students will explore the political and social aspects of the Roaring Twenties. (2.12.2, 2.12.5, 4.12.5, 5.12.2, 6.12.1-2, 6.12.4)

Students will:

Essential Learnings		Assessment	Map
6.1.1	describe the presidencies of Harding and Coolidge.	O, W, P	I, D for all.
6.1.2	identify the effects of the 18 th and 19 th amendments in regard to the Roaring Twenties.	V, W, O	
6.1.3	explain the political and economic developments of the 20s (i.e., Teapot Dome Scandal, Sacco and Vanzetti, Scopes Monkey Trial).	O, W, P	
6.1.4	explain the trends of the 20s era (i.e., speakeasies, flappers, bootleggers)	V, W, O	
6.1.5	analyze the elements that led to the stock market crash of 1929.	V, W, P	

Standard 7: Students will explore the American political, economical and social events in relation to the Great Depression. (SSCS—2-6)

Benchmarks

7.1 Students will comprehend the presidencies, the banking crisis and the farming problems of the Great Depression era. (2.12.2, 3.12.2, 4.12.5, 5.12.2, 6.12.1)

Students will:

Essential Learnings		Assessment	Map
7.1.1	list several reasons for the Great Depression.	V, W	I, D, M
7.1.2	explore the Hoover administration and its attempts to turn the economy around.	V, W	I, D
7.1.3	identify several social problems that resulted from the banking crisis.	V, W, O, P	I, D, M
7.1.4	describe the election of 1932 and the advent of FDR’s first New Deal.	V, W	I, D
7.1.5	analyze the second New Deal as well as the problems associated with the Dust Bowl of the Great Plains.	V, W	I, D
7.1.6	examine the characteristics of foreign policy that ended the New Deal era.	V, W	I, D

Standard 8: Students will examine the elements and events of World War II. (SSCS—1-4, 6)

Benchmarks

8.1 Students will explore the elements of the European Theater which led to World War II and identify key aspects of the War itself. (2.12.2, 2.12.6, 3.12.3, 4.12.1-2, 4.12.4-5, 6.12.3, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
8.1.1	explain the rise of Hitler and the Nazi Party in Germany.	V, W, P	I, D, M
8.1.2	trace the events that propelled Europe into war.	W, P	I, D
8.1.3	describe and evaluate the US pre-war policy.	O, W, P	I, D, M
8.1.4	chart the events that led to American involvement in the War.	V, W	I, D, M
8.1.5	identify several key events of the War including battles of the European theater, the Pacific theater and North Africa.	O, W	I, D

8.2 Students will describe the political and social effects of World War II on the American home front. (2.12.6, 4.12.2, 6.12.2, 6.12.4, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
8.2.1	explain the “work machine” at home (i.e., “Rosie the Riveter” and factory production).	V, W, O	I, D for all.
8.2.2	describe the social structure of the home front.	V, W	
8.2.3	evaluate the cooperation of those on the home front including the purchase of war bonds, the development of victory gardens and the drive for scrap metal.	V, W, O	

8.3 Students will describe elements of the Holocaust, the development and use of atomic weapons, and the treaties ending World War II. (1.12.1, 2.12.6-7, 3.12.2-3, 4.12.1-5, 6.12.2-3, 6.12.6-7)

Students will:

	Essential Learnings	Assessment	Map
8.3.1	comprehend the tragic practice of genocide by the Nazis.	V, W, O	I, D, M
8.3.2	outline the Manhattan Project and the race for the atomic bomb.	O, W, P	I, D, M
8.3.3	chart the events that led to the use of the atomic bomb over Japan.	V, W, P	I, D
8.3.4	examine the treaties that ended World War II, including the development of the United Nations.	W, P	I, D

Standard 9: Students will explore aspects of the Cold War. (SSCS—2-4, 6)

Benchmarks

9.1 Students will examine causes, implications, and outcomes of the Cold War. (2.12.5-6, 3.12.3, 4.12.1-2, 4.12.4, 6.12.3-4, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
9.1.1	describe characteristics of the Cold War and the Truman Doctrine.	O, W, P	I, D, M
9.1.2	explain the “red scare” and McCarthyism in the US.	V, O	I, D
9.1.3	describe American political responses to the events in Eastern Europe, the USSR, and the Middle East.	O, P	I, D
9.1.4	trace the events leading up to the Korean Conflict.	O, W, P	I, D

Standard 10: Students will explore the Civil Rights era of the United States. (SSCS—2, 4, 6)

Benchmarks

10.1 Students will examine the major events, leaders, and legislation of the Civil Rights movement. (2.12.2, 2.12.5-6, 2.12.8, 4.12.1, 4.12.5, 6.12.1-4, 6.12.6-7)

Students will:

	Essential Learnings	Assessment	Map
10.1.1	evaluate the effects of landmark Supreme Court decision.	O, W, P	I, D
10.1.2	list the major leaders of the Civil Rights movement and their impacts.	V, W, O	D, M
10.1.3	evaluate the importance of the Civil Rights Act.	V, O, P	I, D
10.1.4	outline the major events and characteristics of the Kennedy administration.	O, W, P	I, D
10.1.5	explain the effects of Kennedy’s assassination.	V, O	I, D, M

Standard 11: Students will explore the intricacies of the Vietnam Conflict. (SSCS—2-4, 6)

Benchmarks

11.1 Students will evaluate the Vietnam Conflict and its lasting effect on the American social conscience. (2.12.6, 3.12.3, 4.12.1-5, 6.12.2-4, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
11.1.1	discuss the major policy decisions involved in the Vietnam Conflict.	V, W, P	I, D
11.1.2	describe the soldier’s experience in Vietnam.	V, W, P	I, D, M
11.1.3	describe the “hawk” and “dove” sentiments in the US during the war, including the counterculture prevalent at that time.	V, O, P	I, D, M

11.2 Students will examine the presidencies of the Vietnam and post-Vietnam eras. (2.12.2, 2.12.8, 4.12.1-2, 4.12.4-5)

Students will:

Essential Learnings	Assessment	Map
11.2.1 describe both the domestic and foreign policies of Johnson and Nixon.	V, W	I, D for all.
11.2.2 interpret the impact of events leading up to and following the Watergate scandal.	O, W, P	
11.2.3 discuss public opinion regarding politicians following Watergate, and Ford’s post-Nixon administration.	V, W, O	

Standard 12: Students will examine the foreign and domestic policies of the Carter, Reagan, and Bush administrations. (SSCS—2-6)

Benchmarks

12.1 Students will describe Carter’s presidency. (2.12.2, 2.12.6, 3.12.3, 4.12.5, 5.12.4, 6.12.3)

Students will:

Essential Learnings	Assessment	Map
12.1.1 identify key issues in Carter’s presidency, including the crisis in the Middle East.	O, W	I, D

12.2 Students will understand the foreign controversies and the domestic economy of the US under the Reagan and Bush administrations. (2.12.2, 2.12.6, 3.12.3, 4.12.5, 6.12.3)

Students will:

Essential Learnings	Assessment	Map
12.2.1 describe the economic policies of the Reagan administration	O, W, P	I, D
12.2.2 examine the foreign policies of the Reagan presidency, including the Iran-Contra Affair.	V, W, O	I, D, M
12.2.3 describe US involvement in the Persian Gulf War.	V, W, O	I, D, M
12.2.4 discuss the fall of Communism in Eastern Europe and its impact on US foreign policy.	V, W, O	I, D, M
12.2.5 describe the dissolution of the Soviet Union (Glasnost, Perestroika) and its impact on US/Russian relations.	V, W, O	I, D, M
12.2.6 examine US intervention overseas in Somalia, Haiti, Iraq, and Bosnia.	W, O	I, D
12.2.7 Discuss the impact of both domestic and international terrorism on US public policy.	V, W, O	I, D, M