

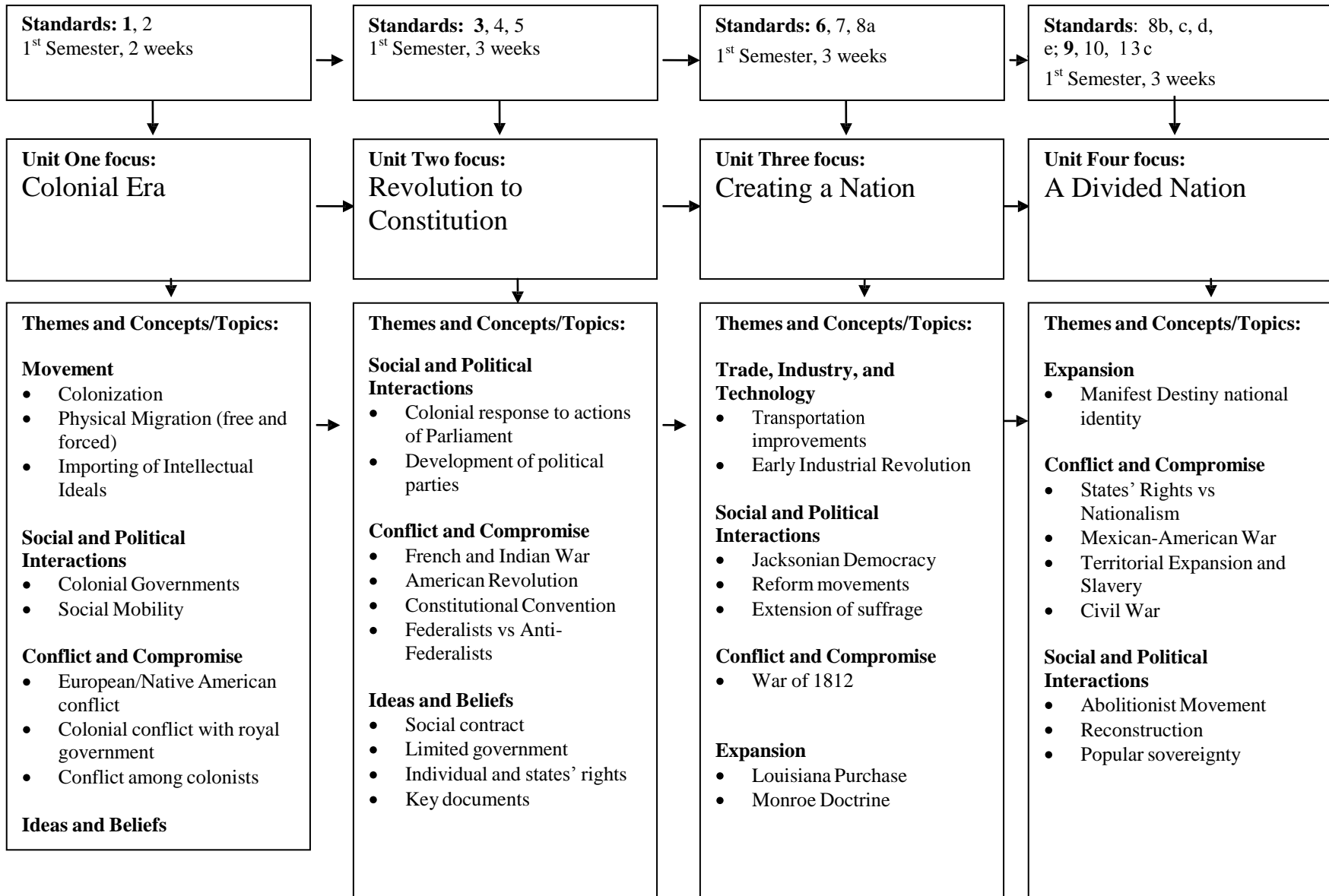
Social Studies Curriculum Guide Eleventh Grade

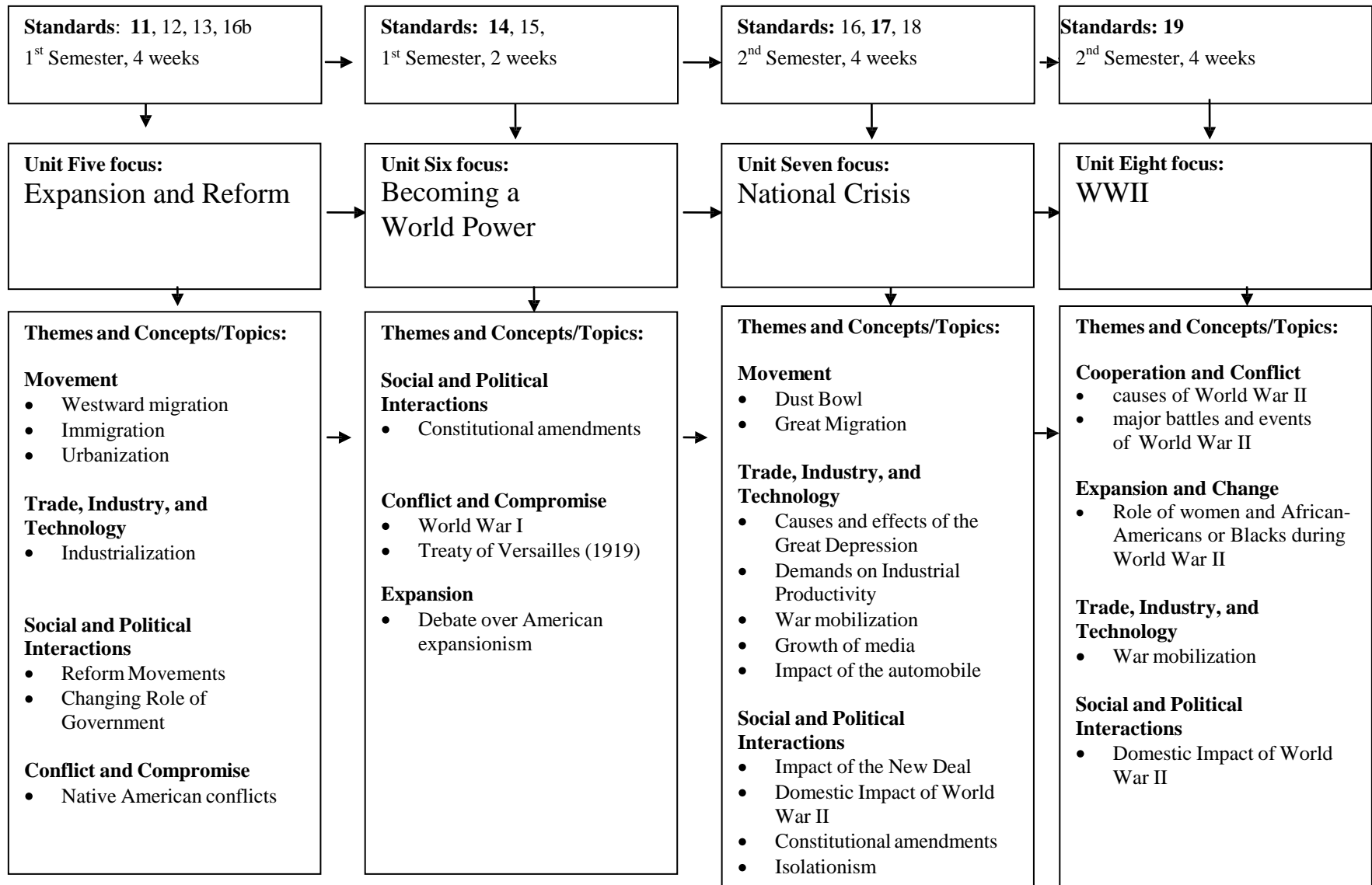
GSE UNITED STATES HISTORY

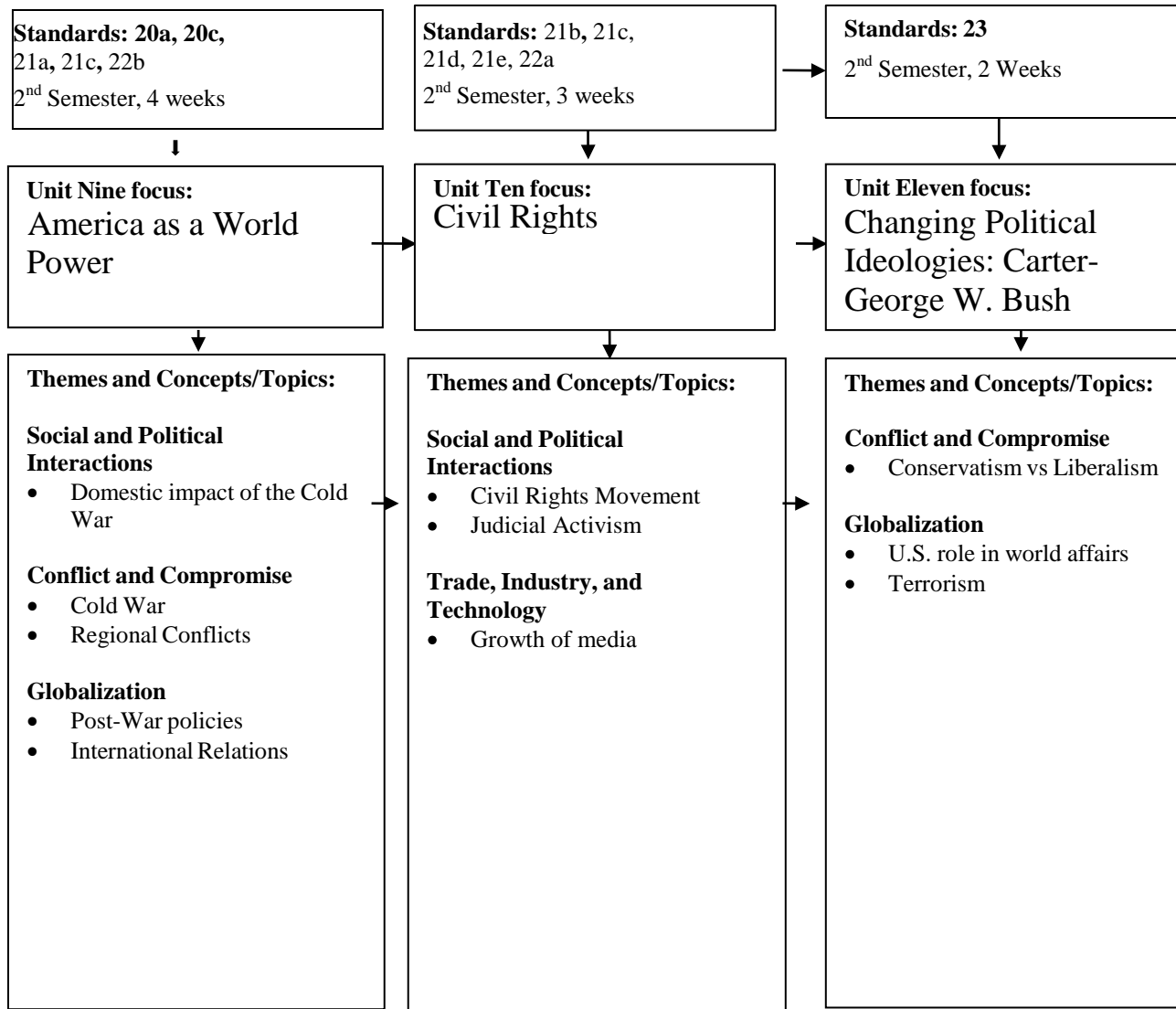
***BOLD** text indicates **Prioritized Standard**

May 2017

Grade/Course: U.S. History, Grades 9-12







United States History
Unit 1: Colonial Era

Elaborated Unit Focus: This unit is centered on the development of the English colonies in America. It traces the evolution of the economies, governments, social structures, relations with Native Americans, and introduction of slavery within the three colonial regions. The role of religion is examined through an examination of the Great Awakening. Benjamin Franklin is used as an example of how America presented opportunities, regardless of birth, for individual advancement.

GSE Standards:

SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.

- a. Investigate how mercantilism and trans- Atlantic trade led to the development of colonies.
- b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- d. Explain the development of the Mid- Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

SSUSH2 Describe the early English colonial society and investigate the development of its governance.

- a. Describe European cultural diversity including the contributions of different ethnic and religious groups.
- b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.
- c. Describe different methods of colonial self-governance in the period of Salutary Neglect
- d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.

Unit 1
Enduring Understandings and Unit Essential Questions

The movement of people, ideas, and goods has a profound influence on a society.

- How did the arrival of European settlers on the east coast of North America impact the Native Americans? (USH1 b, c, d)
- What was the impact of slavery on the development of Colonial America? (USH1a; USH2b)
- How did American colonies become wealthy in the later colonial period? (USH1a)

Colonies frequently develop a different social and political system from their mother country.

- How was each colonial region a reflection of its colonists? (USH1 b, c, d)
- How have the colonial ideas of civil liberties and rights changed over time? (USH1)

Nations build upon compromise and conflict.

- Why was America's idea of representative government different from the English idea? (USH1c,d)

Democracies build upon the ideas of individualism and reform.

- How did religion play a role in creating the American character? (USH1c: USH2d)
- How was the Great Awakening more than a revival? (USH2d)

United States History
Unit 2: Revolution to Constitution

Elaborated Unit Focus: The unit begins with an examination of the causes of the American Revolution, including its ideological background. The middle section of the unit focuses on the roles of key individuals in forging a new nation in the crucible of conflict. The unit concludes by examining events and key ideas that led to the creation of the Constitution and Bill of Rights.

GSE Standards:

SSUSH3 Analyze the causes of the American Revolution.

- a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- b. Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.
- c. Explain the importance of Thomas Paine's *Common Sense* to the movement for independence.

SSUSH4 Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.

- a. Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.
- b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.
- c. Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.
- d. Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.
- e. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.
- f. Explain the significance of the Treaty of Paris, 1783.

SSUSH5 Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- a. Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states.
- b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
- c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.
- d. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, *The Federalist Papers*, and the roles of Alexander Hamilton and James Madison.
- e. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.

Unit 2

Enduring Understandings and Unit Essential Questions

Ideas and interests that are in direct conflict with existing governments may cause revolutions.

- Why was winning the French and Indian War the beginning of conflict for the British and the colonists? (USH3a)
- Why did the British and the colonists have different goals following the Treaty of Paris, 1763?

The philosophical principles of American democracy were laid with the Declaration of Independence, the United States Constitution, and the Bill of Rights.

- What are the key ideas of American democracy? (USH4a)
- How did the Age of Enlightenment play a role in independence? (USH4a)

Fighting a war comes at a great cost.

- How were the colonists able to defeat the British, a much stronger adversary? (USH4b, c; USH5d)
- What sacrifices did the colonists make in order to win independence? (USH4c, d)

Individuals play a role in creating a nation.

- How did personality play a role in America's successful diplomacy during the Revolution? (USH4b)
- Why would European aristocrats want to fight in the American Revolution? (USH4b)
- Why did the conflict between Alexander Hamilton and Thomas Jefferson escalate to such a high level? (USH5b)

Nations build upon both compromise and conflict.

- Why would Americans, who have just ended a centralized form government, see a need for a stronger central government? (USH5a, b)
- Why is the American Constitution one of the most enduring constitutions in the western world? (USH5c, d)

United States History
Unit 3: Creating a Nation

Elaborated Unit Focus: This unit centers on how the new nation dealt with the issues of territorial growth, the development of a national economy, and the expansion of democracy during America's first four decades.

GSE Standards:

SSUSH6 Analyze the challenges faced by the first five presidents and how they responded.

- a. Examine the presidency of Washington, including the precedents he set.
- b. Explain the presidency of John Adams including the Sedition Act and its influence on the election of 1800.
- c. Explore Jefferson's expansion of presidential power including the purchase and exploration of the Louisiana Territory.
- d. Explain James Madison's presidency in relation to the War of 1812 and the war's significance in the development of a national identity.
- e. Explain James Monroe's presidency in relation to the Monroe Doctrine.

SSUSH7 Investigate political, economic, and social developments during the Age of Jackson.

- a. Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.
- b. Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.
- c. Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women's efforts to gain suffrage.
- d. Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.

Unit 3
Enduring Understandings and Unit Essential Questions

Territorial and economic growth cause change in politics and society.

- How did the acquisition and exploration of the Louisiana Territory agree with Jefferson's political philosophy? (USH6c)
- How was the identity of the United States strengthened by the War of 1812, territorial expansion, Monroe Doctrine? (USH6d, e)
- How was the identity expansion influence societal reforms such as abolition, temperance, education, women's rights, and universal suffrage? (USH7c)

Individuals play a role in creating a nation.

- What effect did free blacks have on the cause of abolition? (USH7d)
- What is the connection between abolitionism and women's suffrage? (USH7)

United States History
Unit 4: A Divided Nation

Elaborated Unit Focus: The Civil War is one of the key events that formed America’s national character. This unit examines the causes of the conflict. It also provides a rich field for examining the role of the individual in shaping history. The unit concludes with a focus on political reconstruction of the South, the struggle between the presidency and Congress, and assimilation of newly freed African-Americans into the nation.

GSE Standards:

SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.

- a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
- b. Examine James K. Polk’s presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
- c. Analyze the impact of the Mexican War on growing sectionalism.
- d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
- e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, *Scott v. Sanford*, John Brown’s Raid on Harper’s Ferry, and the election of 1860 as events leading to the Civil War.

SSUSH9 Evaluate key events, issues, and individuals related to the Civil War.

- a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
- b. Discuss Lincoln’s purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.
- c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.
- d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.

SSUSH10 Identify legal, political, and social dimensions of Reconstruction.

- a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln’s assassination and Johnson’s impeachment.
- b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians.
- c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.
- d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- e. Analyze how the Presidential Election of 1876 marked the end of Reconstruction.

Unit 4

Enduring Understanding and Essential Questions

The failure to follow the principles of compromise and consensus often leads to conflict and division.

- How did the issue of slavery intensify the differences between the northern and southern economy, social structure, and culture? (USH8a, b; USH9a)
- Why did the idea of states' rights continue to be one of the main issues of the first half of the 19th century? (USH8c)
- How did western expansion in the 1840s make conflict between the north and south inevitable? (USH8b, d; USH9a)

Fighting a war involves planning and sacrifice.

- How were the key battles (Antietam, Vicksburg, Gettysburg, Atlanta) examples of successful or failed national war strategies? (USH9d)

Individuals play a role in creating a nation.

- How did the Kansas-Nebraska Act, failure of popular sovereignty, Scott v. Sanford, the actions of John Brown, and the election of 1860 contribute to the Civil War? (USH8c)
- How did the military and political leadership of the North compare with that of the South? (USH9b,c)

The federal government plays a role in mandating political and social change.

- To what extent can society regulate morals and ethics with laws? (USH9a; USH10c)
- How was Reconstruction a struggle between the executive and legislative branches of government? (USH10a)

United States History Unit 5: Expansion and Reform

Elaborated Unit Focus: The post-Civil War years in the United States saw huge changes in the American story. America’s “second industrial revolution” brought changes to the national economy with the creation of corporations. As Americans renewed westward expansion, there was conflict with Native Americans. There was a rebirth of anti-immigrant feelings. Harsh working conditions and unresponsive government gave birth to labor unions and the creation of the Progressive Party.

GSE Standards:

SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.

- a. Explain the effects of railroads on other industries, including steel and oil.
- b. Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.
- c. Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.
- d. Describe Ellis and Angel Islands, the change in immigrants’ origins and their influence on the economy, politics, and culture of the United States.
- e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.

SSUSH12 Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.

- a. Examine the construction of the transcontinental railroad including the use of immigrant labor.
- b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.
- c. Explain the Plains Indians’ resistance to western expansion of the United States and the consequences of their resistance.

SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.

- a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.
- b. Examine and explain the roles of women in reform movements.
- c. Connect the decision of *Plessy v. Ferguson* to the expansion of Jim Crow laws and the formation of the NAACP.
- d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.

- a. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.

Unit 5
Enduring Understanding and Unit Essential Questions

Territorial and economic growth causes change in politics and society.

- How did the development of the railroad influence territorial growth, economic growth, and industrial growth during the years after the Civil War? (USH11a; USH12c)

Changes in the economy often bring about social and political changes.

- How did immigration influence the United States in the last quarter of the nineteenth century? (USH11d)
- How did the labor movement evolve during this era? (USH11e)

Individuals play a role in creating a nation.

- Why were reformers more successful in the Gilded Age than they had been previously? (USH13a, b)
- How did African-Americans react to federal recognition of “Jim Crow”? (USH13c)

United States History
Unit 6: Becoming a World Power

Elaborated Unit Focus: The focus of this unit is on emergence of the United States as a world power as a result of the Spanish-American War and the changes in American society and politics brought about by World War I. Debates over the U.S. role in world affairs began with expansion into the Pacific and Caribbean and ended with isolationism after World War I.

GSE Standards:

SSUSH14 Explain America's evolving relationship with the world at the turn of the twentieth century.

- a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.
- b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.

- a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.
- b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
- c. Explain Wilson's Fourteen Points and the debate over U.S. entry into the League of Nations.

Unit 6
Enduring Understandings and Unit Essential Questions

A nation's foreign policy changes to ensure that the nation's interests are protected and advanced.

- How was America's growing involvement in world affairs between 1890-1916 an extension of the ideas of Manifest Destiny and the Monroe Doctrine?
(USH14a, b)
- How did industrialization lead to a greater involvement in world affairs?
(USH14a)
- How were Wilson's Fourteen Points a reflection of his "Missionary Diplomacy?"
(USH14b, USH15a,c)

United States History Unit 7: National Crisis

Elaborated Unit Focus: The accelerated movement of African-Americans out of the Deep South to industrial jobs in the north during World War II sparked the development of the Harlem Renaissance. The influence of new inventions and ideas such as the automobile, radio, and jazz on American life will be examined as part of the Roaring Twenties. Two of the most important events in the 20th century were the Great Depression and World War II. This unit focuses on the causes and effects of these pivotal events. The influence of science and technology was critical to the defeat of the Axis Powers.

GSE Standards:

SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.

- a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- b. Describe the effects of the Eighteenth and Nineteenth Amendments.
- c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.
- d. Describe the impact of radio and movies as a unifying force in the national culture.
- e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.

SSUSH17 Analyze the causes and consequences of the Great Depression.

- a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
- b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.
- c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hooverilles.

SSUSH18 Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.

- a. Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs.
- b. Explain the passage of the Social Security Act as a part of the second New Deal.
- c. Analyze political challenges to Roosevelt's leadership and New Deal programs.
- d. Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.

Unit 7

Enduring Understandings and Unit Essential Questions

Conflicts have wide-ranging and long-term effects

- How was the “Red Scare” an example of America’s reluctance to be involved in world affairs? (USH16a)
- How was the creation of the automobile industry an example of the impact of mass production upon the economy, politics, and culture of the United States? (USH16c)
- How did mass media, the birth and evolution of jazz, and the Harlem Renaissance create a new blend of American culture? (USH16d, e)

Conflicts have wide-ranging and long-term effects.

- What effect did the 18th and 19th Amendments have on the people and culture of the United States? (USH16b)

Economic depression have many causes and multiple effects.

- How did the causes of the Great Depression illustrate the intra-dependence of the American economy? (USH17a)
- How did widespread unemployment between 1929-1932 affect the social and political fabric of the United States? (USH17b, c)
- How did the Great Depression and World War II impact civil rights? (USH17c; USH19d, e)

Government plays a role in mandating political and social change.

- What were the short-term and long-term effects of the New Deal? (USH18a, b, c)
- How was Eleanor Roosevelt a symbol of social progress and activities? (USH18d)
- How did economic conditions of the 1930s aid the United States government as it prepared for World War II? (USH18a: USH19d)
- What was the effect of the Bonus March and the proposed March on Washington in 1941 on relations between the federal government and its citizens? (USH19a)

Fighting a war comes at great cost.

- How did the involvement of the United States in World War II help lead to the Allied victory? (USH19b,c)
- How was the Manhattan Project more than a secret weapon project? (USH19b)

United States History
Unit 8: WWII

Elaborated Unit Focus: World War II is one of the most important events in the 20th century. This unit focuses on the causes and effects of World War II. The influence of science and technology was critical to the defeat of the Axis Powers.

GSE Standards:

SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

- a. Investigate the origins of U.S. involvement in the war including Lend- lease and the Japanese attack on Pearl Harbor.
- b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.
- c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.
- d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.
- e. Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans.

Unit 8
Enduring Understandings and Unit Essential Questions

Economic depression have many causes and multiple effects.

- How did the Great Depression and World War II impact civil rights? (USH19d, e)

Government plays a role in mandating political and social change.

- How did economic conditions of the 1930s aid the United States government as it prepared for World War II? (USH19d)
- What was the effect of the Bonus March and the proposed March on Washington in 1941 on relations between the federal government and its citizens? (USH19a)

Fighting a war comes at great cost.

- How did the involvement of the United States in World War II help lead to the Allied victory? (USH19b, c)
- How was the Manhattan Project more than a secret weapon project? (USH19b)

United States History
Unit 9: America as a World Power

Elaborated Unit Focus: This unit focus begins with the impact of the Cold War. Attention is paid to how the Cold War conflict was unlike any other in the nation's history. It will also examine the involvement of the United States in the Middle East during the Cold War.

GPS Standards:

SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.

- a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.
- c. Examine the influence of Sputnik on U.S. technological innovations and education.

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations

- a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.
- c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.

SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.

- b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon's resignation due to the Watergate scandal, and his pardon by Ford.

Unit 9
Enduring Understanding and Unit Essential Questions

Conflicts impact domestic and international politics.

- Why did both sides in the Cold War have misperceptions of each other? (USH20)
- How did the Cold War affect the United States' view of post-war nationalism around the world? (USH21)
- Why did the United States develop a policy of containment? (USH20)
- How did the Cold War influence events within the United States? (USH20)

United States History
Unit 10: Civil Rights

Elaborated Unit Focus: The focus of this unit is the Civil Rights Movement as a unique social movement. The unit also includes the political, technological and social changes associated with the Civil Rights movement.

GPS Standards:

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations

- b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.
- c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.
- d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.
- e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.

SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.

- a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter’s response to the 1979 Iranian Revolution and hostage crisis.

Unit 10
Enduring Understanding and Unit Essential Questions

For a democracy to be strong and sustaining, all of its citizens should have equal political, social, and economic rights.

- How did television influence public opinion about the Civil Rights Movement? (USH21c)
- How did Dr. Martin Luther King, Jr., and his message of non-violence aid in achieving the goals of the Civil Rights Movement? (USH21d, e)
- How did the Civil Rights Movement expand to encompass other minority groups? (USH22b)

United States History
Unit 11: Changing Political Ideologies

Elaborated Unit Focus: This unit focuses on political developments following World War II. The unit develops a clear understanding of changing political ideologies, as U.S. politics shifted from liberalism to conservatism. It will also examine the growing power of television to shape politics. The final standard and elements examine history up to the war on terrorism.

GSE Standards:

SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.

- a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton's impeachment, the attacks of September 11, 2001, and the war against terrorism.
- b. Examine economic policies of recent presidents including Reaganomics.
- c. Examine the influence of technological changes on society including the personal computer, the Internet, and social media.
- d. Examine the historic nature of the presidential election of 2008.

Unit 11
Enduring Understandings and Unit Essential Questions

National politics is often defined in terms of ideology.

- How did domestic and international events affect the presidencies of Ronald Reagan through George W. Bush? (USH23)

A nation's foreign policy changes to insure that the nation's interests are protected and advanced.

- Why does the United States have such a powerful influence on the world economy? (USH23b)

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A