

# United States History

## 11<sup>th</sup> Grade

### SOC 521/522 United States History

1 credit

5 days per week; 1 year

Taught in English

This is a **required course for 11<sup>th</sup> grade students** in the Mexican and U.S. diploma programs. United States History is a survey course focused on the formation, creation and growth of the United States of America in the context of the world around it. The time period covered will include the colonial period through the present; the first half of the course covering information regarding the colonization of North America through the American Civil War, and the second half of the course focusing on the growth of the United States as an industrial nation and world power. Major conflicts (both internal and external), reform movements, and popular culture will provide the anchor points for course content. This course will also focus on the development of critical thinking skills through various assignments and projects designed to familiarize the student with the content of the course while also encouraging debate, appropriate writing and speaking skills, and creativity.

Textbook: Norton, Mary Beth, Jane Kamensky, Carol Sheriff, David W. Blight, Howard P. Chudacoff, Fredrick Logevall, and Beth Bailey. *A People & A Nation*, 10th Ed. Stamford, CT: Cengage Learning, 2015.

Prerequisite: Modern World History (10<sup>th</sup>)

Benchmark Code – Subject: Social Studies = SS

Strand 1= Geographic Understandings

Strand 2= Historical Understandings

Strand 3= Sociological Understandings

Strand 4= Economic Understandings

Strand 5= Civic and Governmental Understandings

Strand 6= Philosophic and Ethical Understandings

Strand 7= Developmental and Psychological Understandings

Strand 8= Reading Standards for Literacy

Strand 9= Writing Standards for Literacy

Code: Subject.Grade.Strand#.Standard#. Benchmark#

Example: SS.8.2.4.3 – Social Studies, Eighth Grade, Strand 2, Standard 4, Benchmark 3

### **Strand 2: Historical Understandings**

Standard 1: The student describes European settlement in North America during the 17th century

| Benchmark Code | Benchmark                                                                                                                                                                                                                                                                                                 |
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| SS.11.2.1.1    | The student will describe Virginia's development; include the Virginia Company, tobacco cultivation, and relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, the development of slavery, and the reasons for beginning American Colonization. |

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| SS.11.2.1.2                                                                                                      | The student will describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Philip's War), the establishment of town meetings and development of a legislature, religious tensions that led to colonies such as Rhode Island, the half-way covenant, the Salem Witch Trials, and the loss of the Massachusetts charter and the beginning American colonization. |
| SS.11.2.1.3                                                                                                      | The student will describe the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania and the beginning of American colonization.                                                                                                                                                                               |
| Standard 2: The student traces the ways that the economy and society of British North America developed.         |                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Benchmark Code                                                                                                   | Benchmark                                                                                                                                                                                                                                                                                                                                                                                                           |
| SS.11.2.2.1                                                                                                      | The student will defend the development of mercantilism and the Trans-Atlantic trade and the beginning of American colonization.                                                                                                                                                                                                                                                                                    |
| SS.11.2.2.2                                                                                                      | The student will examine the Middle Passage, the growth of the African population, and early African-American culture.                                                                                                                                                                                                                                                                                              |
| SS.11.2.2.3                                                                                                      | The student will identify Benjamin Franklin as a symbol of social mobility and individualism.                                                                                                                                                                                                                                                                                                                       |
| SS.11.2.2.4                                                                                                      | The student will trace the significance of the Great Awakening and how religious ideas influence the USA today.                                                                                                                                                                                                                                                                                                     |
| Standard 3: The student evaluates the primary causes of the American Revolution.                                 |                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Benchmark Code                                                                                                   | Benchmark                                                                                                                                                                                                                                                                                                                                                                                                           |
| SS.11.2.3.1                                                                                                      | The student will understand how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.                                                                                                                                                                                                                     |
| SS.11.2.3.2                                                                                                      | The student will discover colonial response to British actions such as the Proclamation of 1763, the Stamp Act, Sugar Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and Committees of Correspondence.                                                                                                                                                                                  |
| SS.11.2.3.3                                                                                                      | The student will justify the importance of Thomas Paine's "Common Sense" to the movement for independence.                                                                                                                                                                                                                                                                                                          |
| Standard 4: The student identifies the ideological, military, and diplomatic aspects of the American Revolution. |                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Benchmark Code                                                                                                   | Benchmark                                                                                                                                                                                                                                                                                                                                                                                                           |
| SS.11.2.4.1                                                                                                      | The student will evaluate the language, organization, and intellectual sources of the <i>Declaration of Independence</i> ; including the writings of John Locke and Montesquieu, and the role of Thomas Jefferson.                                                                                                                                                                                                  |
| SS.11.2.4.2                                                                                                      | The student will identify the reason(s) for and significance of the French alliance with the Americans, and evaluate the roles of Benjamin Franklin and Marquis de Lafayette during the 2nd half of the American Revolution.                                                                                                                                                                                        |
| SS.11.2.4.3                                                                                                      | The student will analyze George Washington as a military and political leader during the year leading up to and during the American Revolution.                                                                                                                                                                                                                                                                     |

| SS.11.2.4.4                                                                                                                                          | The student will evaluate the major turning points at the end of the American Revolutionary War (winter at Valley Forge, introduction of Baron Von Steuben, campaign of Saratoga, etc.).                                                                                                                                                                                 |
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| SS.11.2.4.5                                                                                                                                          | The student will discuss the terms of the Treaty of Paris of 1783 that brought an end to the American Revolution.                                                                                                                                                                                                                                                        |
| Standard 5: The student outlines specific events and key ideas that brought about the adoption and implementation of the United States Constitution. |                                                                                                                                                                                                                                                                                                                                                                          |
| Benchmark Code                                                                                                                                       | Benchmark                                                                                                                                                                                                                                                                                                                                                                |
| SS.11.2.5.1                                                                                                                                          | The student will identify how weaknesses in the Articles of Confederation and why Daniel Shays' Rebellion led to a call for a stronger central government.                                                                                                                                                                                                               |
| SS.11.2.5.2                                                                                                                                          | The student will evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in the Federalist Letters concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison, and the Federalist Papers. |
| SS.11.2.5.3                                                                                                                                          | The student will analyze the New Jersey and Virginia Plans and the creation of the Constitution, and consider arguments from the Three-Fifths Compromise in the creation of the Constitution.                                                                                                                                                                            |
| SS.11.2.5.4                                                                                                                                          | The student will explain the key features of the Constitution, specifically the Great Compromise, separation of powers, Limited government, and how the issue of slavery, in terms of population and representation, was handled.                                                                                                                                        |
| SS.11.2.5.5                                                                                                                                          | The student will evaluate how the Bill of Rights serves as a protector of individual and states' rights.                                                                                                                                                                                                                                                                 |
| Standard 6: The student analyzes the political and diplomatic role of the president at the end of the 18th century.                                  |                                                                                                                                                                                                                                                                                                                                                                          |
| Benchmark Code                                                                                                                                       | Benchmark                                                                                                                                                                                                                                                                                                                                                                |
| SS.11.2.6.1                                                                                                                                          | The student will compare the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).                                                                                                                                               |
| SS.11.2.6.2                                                                                                                                          | The student will analyze the diplomatic, economic, and political aspects of Washington's <i>Farewell Address</i> .                                                                                                                                                                                                                                                       |
| SS.11.2.6.3                                                                                                                                          | The student will analyze the impact of the Alien and Sedition Acts and the attitudes developed between the French and U.S. citizens and explain how the Acts contradict the First Amendment.                                                                                                                                                                             |
| Standard 7: The student analyzes the nature of territorial and population growth and its impact during the early decades of the new nation.          |                                                                                                                                                                                                                                                                                                                                                                          |
| Benchmark Code                                                                                                                                       | Benchmark                                                                                                                                                                                                                                                                                                                                                                |
| SS.11.2.7.1.                                                                                                                                         | The student will cite the Northwest Ordinance's importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.                                                                                                                                                                                                     |

| SS.11.2.7.2                                                                                                                                                                             | The student will describe Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark with the help of Sacagawea.                                                                                                                        |
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| SS.11.2.7.3                                                                                                                                                                             | The student will report major reasons such as trade and British impressment for the War of 1812 and the war's significance on the development of a national identity.                                                                                                                                 |
| SS.11.2.7.4                                                                                                                                                                             | The student will recognize the construction of the Erie Canal, the rise of New York City, and the development of the nation's infrastructure.                                                                                                                                                         |
| SS.11.2.7.5                                                                                                                                                                             | The student will identify the reasons for and importance of the Monroe Doctrine and how it will influence US foreign policy.                                                                                                                                                                          |
| Standard 8: The student explains the process of economic growth, its regional and national impact in the first half of the 19 <sup>th</sup> century, and the different responses to it. |                                                                                                                                                                                                                                                                                                       |
| Benchmark Code                                                                                                                                                                          | Benchmark                                                                                                                                                                                                                                                                                             |
| SS.11.2.8.1                                                                                                                                                                             | The student will illustrate the impact of the Industrial Revolution on the formation of sectional identities and culture within the United States.                                                                                                                                                    |
| SS.11.2.8.2.                                                                                                                                                                            | The student will trace the westward growth of the United States; include the emerging concept of Manifest Destiny.                                                                                                                                                                                    |
| SS.11.2.8.3                                                                                                                                                                             | The student will compare reform movements, specifically temperance, abolitionism, and public school.                                                                                                                                                                                                  |
| SS.11.2.8.4                                                                                                                                                                             | The student will outline women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.                                                                                                                                                                            |
| SS.11.2.8.5                                                                                                                                                                             | The student will define Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.                                                                                                                                                 |
| SS.11.2.8.6                                                                                                                                                                             | The student will analyze and explain the displacement of Native Americans and their territory (Trail of Tears, establishing the Indian Territory, etc.).                                                                                                                                              |
| Standard 9: The student explains the relationship between growing north-south divisions and westward expansion.                                                                         |                                                                                                                                                                                                                                                                                                       |
| Benchmark Code                                                                                                                                                                          | Benchmark                                                                                                                                                                                                                                                                                             |
| SS.11.2.9.1                                                                                                                                                                             | The student will observe how slavery became a significant issue in American politics by analyzing the slave rebellion of Nat Turner and the rise of abolitionism and abolitionists such as William Lloyd Garrison, Frederick Douglass, the Grimke sisters, Harriet Tubman, and Harriet Beecher Stowe. |
| SS.11.2.9.2                                                                                                                                                                             | The student will describe the Missouri Compromise, the Compromise of 1850, the issue of slavery in western states and territories, the Wilmot Proviso, and the impact of the California Gold Rush.                                                                                                    |
| SS.11.2.9.3                                                                                                                                                                             | The student will discuss the Nullification Crisis and the emergence of states' rights ideology; include the role of John C. Calhoun and the development of sectionalism.                                                                                                                              |

| SS.11.2.9.4                                                                                                                              | The student will research the war with Mexico (including the addition of western territories from Mexico), the Treaty of Guadalupe the Wilmot Proviso.                                                                                                                  |
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| Standard 10: The student analyzes key events, issues, and individuals relating to the causes, course, and consequences of the Civil War. |                                                                                                                                                                                                                                                                         |
| Benchmark Code                                                                                                                           | Benchmark                                                                                                                                                                                                                                                               |
| SS.11.2.10.1                                                                                                                             | The student will review the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.                                                                            |
| SS.11.2.10.2                                                                                                                             | The student will outline the events leading to the Civil War, such as the Kansas Nebraska Act, the Dred Scott case, John Brown's Raid, the election of 1860, the secession of South Carolina and other states forming the Confederacy and Lincoln's reaction.           |
| SS.11.2.10.3                                                                                                                             | The student will describe President Lincoln's efforts to preserve the Union as seen in his Second Inaugural Address and the <i>Gettysburg Address</i> .                                                                                                                 |
| SS.11.2.10.4                                                                                                                             | The student will evaluate the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis in the Civil War.                                                                                                                     |
| SS.11.2.10.5                                                                                                                             | The student will expand on the importance of Fort Sumter, Lincoln's use of emergency powers, such as his decision to suspend habeas corpus, the battles of Antietam, Vicksburg, and Gettysburg, the different efforts on multiple war fronts, and the March to Atlanta. |
| SS.11.2.10.6                                                                                                                             | The student will identify the significance of the Emancipation Proclamation.                                                                                                                                                                                            |
| SS.11.2.10.7                                                                                                                             | The student will evaluate and explain the major battles and the turning points of the American Civil War.                                                                                                                                                               |
| Standard 11: The student analyzes the legal, political, and social dimensions of Reconstruction.                                         |                                                                                                                                                                                                                                                                         |
| Benchmark Code                                                                                                                           | Benchmark                                                                                                                                                                                                                                                               |
| SS.11.2.11.1                                                                                                                             | The student will compare and contrast Congressional, Presidential, and Lincoln's compromises made during Reconstruction.                                                                                                                                                |
| SS.11.2.11.2                                                                                                                             | The student will evaluate efforts to redistribute land in the South among the former slaves and provide advanced education (e.g., Morehouse College) and describe the role of the Freedmen's Bureau.                                                                    |
| SS.11.2.11.3                                                                                                                             | The student will identify the significance of the 13th, 14th, and 15th amendments for African Americans.                                                                                                                                                                |
| SS.11.2.11.4                                                                                                                             | The student will analyze Black Codes, the Ku Klux Klan, Jim Crow, Plessy vs. Ferguson and other forms of resistance to racial equality during Reconstruction and following Reconstruction.                                                                              |
| SS.11.2.11.5                                                                                                                             | The student will explain the impeachment of Andrew Johnson in relationship to Reconstruction with the Military Reconstruction Act, the Tenure of Office Act, etc.                                                                                                       |

| Standard 12: The student evaluates the growth of big business and technological innovations after Reconstruction. |                                                                                                                                                                                                                                   |
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| Benchmark Code                                                                                                    | Benchmark                                                                                                                                                                                                                         |
| SS.11.2.12.1                                                                                                      | The student will identify the impact of the railroads on national expansion and other industries, such as steel, and on the organization of big business.                                                                         |
| SS.11.2.12.2                                                                                                      | The student will describe Andrew Carnegie, Vanderbilt, John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies.                                                                                    |
| SS.11.2.12.3                                                                                                      | The student will identify new inventions of the era such as the inventions of Thomas Edison (which could include the electric light bulb, motion pictures, and the phonograph) and analyze their impact on American life.         |
| Standard 13: The student analyzes important consequences of American industrial growth.                           |                                                                                                                                                                                                                                   |
| Benchmark Code                                                                                                    | Benchmark                                                                                                                                                                                                                         |
| SS.11.2.13.1                                                                                                      | The student will research Ellis Island and Angel Island, the change in immigrants' origins to southern and eastern Europeans, push and pull factors for European immigration, and the impact of this change on urban America.     |
| SS.11.2.13.2                                                                                                      | The student will analyze the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.                                                                                                                |
| SS.11.2.13.3                                                                                                      | The student will identify the importance of labor unions such as American Federation of Labor.                                                                                                                                    |
| SS.11.2.13.4                                                                                                      | The student will make sense of the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.                                                                           |
| SS.11.2.13.5                                                                                                      | The student will analyze the Haymarket Riot of 1886, Homestead Strike of 1892, and the 1894 Pullman strike as examples of industrial unrest.                                                                                      |
| Standard 14: The student identifies major efforts to reform American society and politics in the Progressive Era. |                                                                                                                                                                                                                                   |
| Benchmark Code                                                                                                    | Benchmark                                                                                                                                                                                                                         |
| SS.11.2.14.1                                                                                                      | The student will discuss Upton Sinclair's "The Jungle" and federal oversight of the meat packing industry.                                                                                                                        |
| SS.11.2.14.2                                                                                                      | The student will describe role of women in reform movements, such as Jane Addams Hull House.                                                                                                                                      |
| SS.11.2.14.3                                                                                                      | The student will estimate the role of yellow journalism and Muckrakers within the Progressive movement.                                                                                                                           |
| SS.11.2.14.4                                                                                                      | The student will describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.                                                                               |
| SS.11.2.13.5                                                                                                      | The student will elaborate upon the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor. |

Standard 15: The student explains America's evolving relationship with the world at the turn of the twentieth century.

| Benchmark Code | Benchmark                                                                                                                                                                                  |
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| SS.11.2.15.1   | The student will analyze the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.                                                                         |
| SS.11.2.15.2   | The student will evaluate the Spanish-American War, the war in the Philippines, and the debate over American expansionism. US Rise onto World Stage and WWI Imperialism and Latin America. |
| SS.11.2.15.3   | The student will explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.                           |

Standard 16: The student analyzes the origins and impact of U.S. involvement in World War I.

| Benchmark Code | Benchmark                                                                                                                                            |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| SS.11.2.16.1   | The student will describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.          |
| SS.11.2.16.2   | The student will identify the domestic impact of World War I, as reflected by the origins of the Great Migration and the Espionage and Sedition Act. |
| SS.11.2.16.3   | The student will compare Wilson's Fourteen Points with the Treaty of Versailles with special consideration for the League of Nations.                |

Standard 17: The student explains the emergence of the Roaring 20's as a direct response to WW1.

| Benchmark Code | Benchmark                                                                                                                                                                                                 |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SS.11.2.17.1   | The student will explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.                                                                          |
| SS.11.2.17.2   | The student will identify and address the importance of mass production techniques on American culture of consumerism.                                                                                    |
| SS.11.2.17.3   | The student will describe the impact of radio, cars and the movies on American leisure time activities.                                                                                                   |
| SS.11.2.17.4   | The student will reproduce modern forms of cultural expression, possibly including Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley. |

Standard 18: The student analyzes the causes and consequences of the Great Depression.

| Benchmark Code | Benchmark                                                                                                                                                      |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SS.11.2.18.1   | The student will classify the causes, including overproduction, underconsumption, and the stock market speculation that led to the stock market crash of 1929. |
| SS.11.2.18.2   | The student will explain the impact of the drought in the creation of the Dust Bowl.                                                                           |
| SS.11.2.18.3   | The student will identify the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.                       |

| Standard 19: The student describes governmental responses to the Great Depression.                                                                         |                                                                                                                                                                                                                                                                                              |
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| Benchmark Code                                                                                                                                             | Benchmark                                                                                                                                                                                                                                                                                    |
| SS.11.2.19.1                                                                                                                                               | The student will describe New Deal Programs implemented under the presidency of FDR; such as the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment, the Wagner Act and the rise of industrial unionism, and the Social Security Act. |
| SS.11.2.19.2                                                                                                                                               | The student will identify Eleanor Roosevelt as a symbol of social progress and women's activism.                                                                                                                                                                                             |
| SS.11.2.19.3                                                                                                                                               | The student will analyze the political challenges to Roosevelt's domestic and international leadership; possibly including the role of Huey Long, the "court-packing bill", and the Neutrality Act.                                                                                          |
| Standard 20: The student tracks the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government. |                                                                                                                                                                                                                                                                                              |
| Benchmark Code                                                                                                                                             | Benchmark                                                                                                                                                                                                                                                                                    |
| SS.11.2.20.1                                                                                                                                               | The student will explain A. Philip Randolph's proposed march on Washington, D.C., and President Franklin D. Roosevelt's response.                                                                                                                                                            |
| SS.11.2.20.2                                                                                                                                               | The student will analyze the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.                                                                                                                                              |
| SS.11.2.20.3                                                                                                                                               | The student will identify major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.                                                                                                                                                                 |
| SS.11.2.20.4                                                                                                                                               | The student will describe war mobilization, as indicated by rationing, war-time conversion, and the role of women and Native Americans, African Americans, Mexicans (Bracero Program and Zoot Suit riots) in war industries.                                                                 |
| SS.11.2.20.5                                                                                                                                               | The student will debate Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.                                                                                                                                                                    |
| SS.11.2.20.6                                                                                                                                               | The student will investigate the United States role in the newly formed national committees such as the United Nations and NATO.                                                                                                                                                             |
| Standard 21: The student analyzes the domestic and international impact of the Cold War on the United States.                                              |                                                                                                                                                                                                                                                                                              |
| Benchmark Code                                                                                                                                             | Benchmark                                                                                                                                                                                                                                                                                    |
| SS.11.2.21.1                                                                                                                                               | The student will outline the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.                                                                                                                      |
| SS.11.2.21.2                                                                                                                                               | The student will explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.                                                                                                         |
| SS.11.2.21.3                                                                                                                                               | The student will sequence the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.                                                                                                                                                                                               |
| SS.11.2.21.4                                                                                                                                               | The student will interpret the Vietnam War, the Tet offensive, and growing opposition to the war.                                                                                                                                                                                            |



Standard 22: The student explains economic growth and its impact on the United States 1945-1970.

| Benchmark Code | Benchmark                                                                                                                                                                              |
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| SS.11.2.22.1   | The student will describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.                                                                           |
| SS.11.2.22.2   | The student will evaluate the impact of television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement. |
| SS.11.2.22.3   | The student will analyze the impact of technology on American life; include the development of the personal computer and the cellular telephone.                                       |
| SS.11.2.22.4   | The student will estimate the impact of competition with the USSR as evidenced by the launch of Sputnik I and the arms race.                                                           |

Standard 23: The student assesses dimensions of the Civil Rights Movement, 1945-1970.

| Benchmark Code | Benchmark                                                                                                                                                                                                                                                              |
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| SS.11.2.23.1   | The student will analyze the importance of President Truman's order to integrate the U.S. military and the federal government.                                                                                                                                         |
| SS.11.2.23.2   | The student will appreciate the significance of Jackie Robinson and the integration of baseball.                                                                                                                                                                       |
| SS.11.2.23.3   | The student will observe Brown v. Board of Education and efforts to resist the decision.                                                                                                                                                                               |
| SS.11.2.23.4   | The student will describe the significance of Martin Luther King, Jr.'s Letter from a Birmingham Jail and his "I Have a Dream" speech as well as Malcolm X and the Black Panther movement as a launching pad for other Civil Rights movements during this time period. |
| SS.11.2.23.5   | The student will analyze the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.                                                                                                                                                |

Standard 24: The student describes and assesses the impact of political developments between 1945 and 1970.

| Benchmark Code | Benchmark                                                                                                                                                                                                       |
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| SS.11.2.24.1   | The student will discuss the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.                                                                |
| SS.11.2.24.2   | The student will evaluate Lyndon Johnson's Great Society; including the establishment of Medicare.                                                                                                              |
| SS.11.2.24.3   | The student will describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention. |

Standard 25: The student analyzes the impact of social change movements and organizations of the 1960s.

| Benchmark Code | Benchmark                                                                                                                                                                                                             |
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| SS.11.2.25.1   | The student will compare and contrast the Student Nonviolent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition. |
| SS.11.2.25.2   | The student will sequence the National Organization of Women and the origins and goals of the modern women's movement.                                                                                                |
| SS.11.2.25.3   | The student will observe the anti-Vietnam War movement.                                                                                                                                                               |
| SS.11.2.25.4   | The student will analyze Cesar Chavez and the United Farm Workers' movement.                                                                                                                                          |
| SS.11.2.25.5   | The student will explain Rachel Carson and Silent Spring, Earth Day, the creation of the EPA, and the modern environmentalist movement.                                                                               |
| SS.11.2.25.6   | The student will describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).                                          |

Standard 26: The student describes changes in national politics since 1968.

| Benchmark Code | Benchmark                                                                                                                                                                                                                   |
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| SS.11.2.26.1   | The student will identify President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.                             |
| SS.11.2.26.2   | The student will evaluate the impact of Supreme Court decisions on ideas about civil liberties and civil rights ;include such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action.                 |
| SS.11.2.26.3   | The student will record the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.                                |
| SS.11.2.26.4   | The student will discuss domestic and international events of Ronald Reagan's presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.                                               |
| SS.11.2.26.5   | The student will explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.                                                   |
| SS.11.2.26.6   | The student will analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college.                                                                                                     |
| SS.11.2.26.7   | The student will analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq. |

| Strand 8: Reading Standards for Literacy                                                                   |                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 1: The student reads closely to identify key ideas and details in informational text.             |                                                                                                                                                                                                    |
| Benchmark Code                                                                                             | Benchmark                                                                                                                                                                                          |
| SS.11.8.1.1                                                                                                | The student will cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| SS.11.8.1.2                                                                                                | The student will determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas.   |
| SS.11.8.1.3                                                                                                | The student will evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.    |
| Standard 2: The student identifies the craft and structure of an informational text.                       |                                                                                                                                                                                                    |
| Benchmark Code                                                                                             | Benchmark                                                                                                                                                                                          |
| SS.11.8.2.1                                                                                                | The student will determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.    |
| SS.11.8.2.2                                                                                                | The student will analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.                   |
| SS.11.8.2.3                                                                                                | The student will evaluate various authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.                               |
| Standard 3: The student integrates knowledge and ideas in informational text.                              |                                                                                                                                                                                                    |
| Benchmark Code                                                                                             | Benchmark                                                                                                                                                                                          |
| SS.11.8.3.1                                                                                                | The student will integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.                                  |
| SS.11.8.3.2                                                                                                | The student will evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.                                                                  |
| SS.11.8.3.3                                                                                                | The student will integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.                    |
| Standard 4: The student increases own range of reading and level of text complexity in informational text. |                                                                                                                                                                                                    |
| Benchmark Code                                                                                             | Benchmark                                                                                                                                                                                          |
| SS.11.8.4.1                                                                                                | The student will read and comprehend history/social studies texts in the grades 11 <sup>th</sup> to 12 <sup>th</sup> text complexity band independently and proficiently.                          |

| Strand 9: Writing Standards for Literacy                                                                                                                               |                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 1: The student writes arguments that focus on discipline-specific content.                                                                                    |                                                                                                                                                                                                                                                                                                                                              |
| Benchmark Code                                                                                                                                                         | Benchmark                                                                                                                                                                                                                                                                                                                                    |
| SS.12.9.1.1                                                                                                                                                            | The student will introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claims, counterclaims, reasons and evidence.                                                                           |
| SS.12.9.1.2                                                                                                                                                            | The student will develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| SS.12.9.1.3                                                                                                                                                            | The student will use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.                                                                             |
| SS.12.9.1.4                                                                                                                                                            | The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.                                                                                                                                                                          |
| SS.12.9.1.5                                                                                                                                                            | The student will provide a concluding statement or section that follows from or supports the argument presented.                                                                                                                                                                                                                             |
| Standard 2: The student writes informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes. |                                                                                                                                                                                                                                                                                                                                              |
| Benchmark Code                                                                                                                                                         | Benchmark                                                                                                                                                                                                                                                                                                                                    |
| SS.12.9.2.1                                                                                                                                                            | The student will introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.                                    |
| SS.12.9.2.2                                                                                                                                                            | The student will develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotation, or other information and examples appropriate to the audience's knowledge of the topic.                                                                                               |
| SS.12.9.2.3                                                                                                                                                            | The student will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                                                                                                                                                     |
| SS.12.9.2.4                                                                                                                                                            | The student will use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.                                            |
| SS.12.9.2.5                                                                                                                                                            | The student will provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).                                                                                                                                        |

| Standard 3: Production and Distribution of Writing  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Benchmark Code                                      | Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                              |
| SS.12.9.3.1                                         | The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                                                                                                                  |
| SS.12.9.3.2                                         | The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.                                                                                                                                                                                                                    |
| SS.12.9.3.3                                         | The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.                                                                                                                                                                                                                                |
| Standard 4: Research to Build and Present Knowledge |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Benchmark Code                                      | Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                              |
| SS.12.9.4.1                                         | The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. .                                                                                                                  |
| SS.12.9.4.2                                         | The student will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the specific task, purpose, and audience integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on al any one source and following standard format for citation. |
| SS.12.9.4.3                                         | The student will draw evidence from informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                                                                                                                 |
| Standard 5: Range of Writing                        |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Benchmark Code                                      | Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                              |
| SS.12.9.5.1                                         | The student will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific, purposes, and audiences.                                                                                                                                                                                                                  |