

# ***History/Social Science: Essential Standards - 11th Grade***

## **United States History and Geography: Continuity and Change in the Twentieth Century**

Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. (11.1)

Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. (11.2)

Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. (11.3)

Students trace the rise of the United States to its role as a world power in the twentieth century. (11.4)

Students analyze the major political, social, economic, technological, and cultural developments of the 1920's. (11.5)

Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government. (11.6)

Students analyze America's participation in World War II. (11.7)

Students analyze the economic boom and social transformation of post-World War II America. (11.8)

Students analyze United States foreign policy since World War II. (11.9)

Students analyze the development of federal civil rights and voting rights. (11.10)

Students analyze the major social problems and domestic policy issues in contemporary American society. (11.11)

## **Historical and Social Sciences Analysis Skills**

### **Chronological and Spatial Thinking:**

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determine the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and

understand that change is complicated and affects not only technology and politics but also values and beliefs.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

### **Historical Research, Evidence, and Point of View:**

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

### **Historical Interpretation:**

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the United States economy.