
Social Studies Curriculum

PASCO SCHOOL DISTRICT #1

11th Grade: U.S. History & Government

In eleventh grade, students have the intellectual and social capacity to develop serious historical knowledge and perspective, geographic literacy, economic understanding, and civic wisdom and commitment. The recommended context in eleventh grade in which to tap this capacity is U.S. history and government, 1890 to the present. Students consider multiple accounts of events and issues in order to understand the politics, economics, geography, and history of this country from a variety of perspectives. In addition, students examine the state and national constitutions and treaties and how these documents govern the rights and responsibilities of all residents and citizens in Washington and the rest of the United States.



Washington State Social Studies Unit Outlines—Eleventh Grade

Established Goals for 11th Grade Social Studies:

Students will understand how themes and developments help to define eras in U.S. history from 1776-1791; and from 1890-the present.

First Semester	Major Projects/Assessments*
US—Our Foundations (1776-1791)	
US—Industrialization and the Emergence of the United States as a World Power (1870-Present)	
US—Reform, Prosperity, and Depression (1918- 1939)	
Second Semester	Major Projects/Assessments
US—WWII, the Cold War, and International Rela- tions (1939-1991)	
US—Movements and Is- sues at Home	
US—Entering a New Era (1991-Present)	
* Projects vary from school to school in order to best serve the academic needs of the students while maintaining high standards.	

US Our Foundations (1776-1791) APX. 10 DAYS

This unit will focus on:

- ◆ How a nation's stated ideals and principles shape how its citizens think and act
- ◆ How the founding of the United States shaped its history.

By the end of the unit students will know and be able to:

- ◆ Analyze and evaluate the ways in which the US Constitution and other fundamental documents promote key ideals and principles.

Common Content Vocabulary for this Unit:

Electoral College

Three-Fifths Compromise

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.1.1

4.1.2, Part 1

Core Materials for this Unit:
McDougal Littell, "The Americans"
Chapter 5

US Industrialization and the Emergence of the United States as a World Power (1870-Present)

APX. 45 DAYS

This unit will focus on:

- ◆ How a nation becomes a world power
- ◆ The advantages and disadvantages of being a world power
- ◆ How and why the United States emerged as a world power
- ◆ The impact World War I had on the United States at home and abroad

By the end of the unit students will know:

- ◆ The causes and effects of voluntary and involuntary migration in the United States in the past or present.
- ◆ How individuals and movements have shaped the United States (1890-present)
- ◆ The role of the US government in regulating a market economy in the past or present.

By the end of the unit students will be able to:

- ◆ Analyze and evaluate elements of geography to trace the emergence of the United States as a global economic and political force in the past or present
- ◆ Analyze information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.
- ◆ Evaluate and interpret other points of view on an issue within a paper or presentation.

Common Content Vocabulary for this Unit:

Dollar diplomacy	Gold Standard	Grange
Imperialism	militarism	Populism
Progressive Movement		

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

2.3.1	4.1.2, Part 2
3.1.1	4.2.1
3.2.3	5.4.1
3.3.1	

Core Materials for this Unit:
 McDougal Littell, "The Americans"
 Chapter 13, section 3
 Chapters 14, 15, 17, 18, 19

US Reform, Prosperity, and Depression (1918-1939) APX. 27 DAYS

This unit will focus on:

- ◆ How has the United States faced the dilemma of maintaining the balance between free enterprise and governmental regulation and oversight?
- ◆ What are the relationships among the rise of industrialization, large-scale rural-to-urban migration, and increases in immigration?
- ◆ What are the different explanations for the Great Depression and how did the New Deal fundamentally change the role of the federal government?
- ◆ How did the balance of federal power shift between the legislative, executive and judicial branches in the 20th century?

By the end of the unit students will know:

- ◆ The effectiveness of the system of checks and balances during a particular presidential administration, Supreme Court, or Congress

At the end of the unit, students will be able to:

- ◆ Analyze the incentives for people's economic choices in the United States in the past or present.
- ◆ Evaluated the validity, reliability, and credibility of sources when researching an issue or event.

Common Content Vocabulary for this Unit:

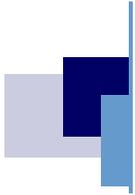
Buying on the margin	communism	Deficit Spending
Hawley-Smoot Tariff Act	New Deal	speculation

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.2.2	4.1.2, Part 3
2.1.1	5.2.2

Core Materials for this Unit:
McDougal Littell, "The Americans"
Chapters 20, 22, 23



US WWII, the Cold War, and International Relations (1939-1991) APX. 27 DAYS

This unit will focus on:

- ◆ What has been the role of the United States in the spread of global interdependence?
- ◆ What caused World War II and how did World War II transform the role of the United States in world affairs and foreign policy?
- ◆ What were the causes and consequences of the Cold War?

By the end of the unit students will know:

- ◆ That nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources.
- ◆ The causes and effects of US foreign policy on people in the United States and the world in the past or present.
- ◆ Analyze how comparative advantage has affected United States imports and exports in the past or present.

At the end of the unit, students will be able to:

- ◆ Analyze and evaluate how technology and ideas have shaped US history (1890-present).
- ◆ Analyze the underlying assumptions of positions on an issue or event.
- ◆ Evaluate the depth of a position on an issue or event.
- ◆ Analyze multiple causes of events in US history, distinguishing between proximate and long-term causal factors. (1890-present).

Common Content Vocabulary for this Unit:

fascism	Iron curtain	Lend-Lease Act
Marshall Plan	Nazism	Nuremberg trials
totalitarian		

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.3.1	4.2.3
2.2.1	4.3.2
2.2.2	5.1.1
4.1.2, Part 4	5.1.2

Core Materials for this Unit:
McDougal Littell, "The Americans"
Chapters 24, 25, 26

US Movements and Issues at Home

APX. 36 DAYS

This unit will focus on:

- ◆ How has the United States dealt with issues of equality and the extension of civil liberties?
- ◆ How has the United States dealt with the gap between prosperity and poverty?
- ◆ What were the domestic economic and social changes as a result of World War II?
- ◆ What have been the causes and consequences of efforts to improve the environment?
- ◆ What are the major social problems and domestic policy issues in contemporary American society?
- ◆ How does America's changing cultural, ethnic, religious, economic, and social landscape impact public policy perceptions, and attitude both inside and outside our borders?

By the end of the unit students will know:

- ◆ How cultures and cultural groups have shaped the United States (1890-present)
- ◆ How differences in regions and spatial patterns have emerged in the United States from natural processes and human activities
- ◆ How people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present.

At the end of the unit, students will be able to:

- ◆ Analyze and evaluate human interaction with the environment in the United States in the past or present
- ◆ Analyze cultural interactions
- ◆ Analyze different interpretations of events in US history (1890-present)
- ◆ Evaluate and revise research questions to refine inquiry on an issue or event.

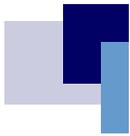
Common Content Vocabulary for this Unit:

braceros	Civil Rights Act of 1964	consumerism
Domino theory	Great Society	

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

Core Materials for this Unit:
McDougal Littell, "The Americans"
Chapters 27, 28, 29, 30



US Entering a New Era (1991-Present) APX. 20 DAYS

This unit will focus on:

- ◆ How do people respond to times of uncertainty?
- ◆ What themes and developments define the era in which we live?
- ◆ How are the issues and problems facing us today similar to or different from those that existed in previous eras?

By the end of the unit students will know:

- ◆ How an understanding of United States history can help us prevent problems today.
- ◆ How well court decisions and government policy have upheld key ideals and principles in the United States.

At the end of the unit, students will be able to:

- ◆ Create and articulate possible alternative resolutions to public issues and evaluate those resolutions using criteria that have been identified in the context of a discussion.
- ◆ Analyze and evaluate ways of influencing local, state, and national government to preserve individual rights and promote the common good.

Common Content Vocabulary for this Unit:

deregulation GATT NAFTA

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.1.2	4.4.1
1.4.1	5.3.1
4.1.2, Part 6	

Core Materials for this Unit:
McDougal Littell, "The Americans"
Chapters 33, 34 & Epilogue

Months	August	September	October	November	December	January
Events that take away instruction time						
# Days/Instr	1 21	22	18	14	19	
Units of Study	Our Foundations (1776-1791) Apx. 10 days	Industrialization & the Emergence of the US as a World Power (1870-Present) Apx. 45 days	Reform, Prosperity, and Depression (1918-1939) Apx. 27 days			
Civics Focus	1.1.1				1.2.2	
Economics Focus			2.3.1		2.1.1	
Geography Focus			3.1.1 3.2.3 3.3.1			
History Focus	4.1.2, Part 1		4.1.2, Part 2 4.2.1		4.1.2, Part 3	
Social Study Skills Focus			5.4.1		5.2.2	
American Literature Focus						

Months	February	March	April	May	June
Events that take away instruction time					
# Days/Instr	19	20	20	18	9
Units of Study	WWII, the Cold War, and International Relations (1939-1991) Apx. 27 days		Movements and Issues at Home (1945-1991) Apx. 36 days	Entering a New Era (1991-Present) Apx. 20 days	
Civics Focus	1.3.1				1.1.2 1.4.1
Economics Focus	2.2.1 2.2.2		2.4.1		
Geography Focus			3.1.2 3.2.1 3.2.2		
History Focus	4.1.2, Part 4 4.2.3 4.3.2		4.1.2, Part 5 4.2.2 4.3.1		4.1.2, Part 6 4.4.1
Social Study Skills Focus	5.1.1 5.1.2		5.2.1		5.3.1
American Literature Focus					