
Social Studies: Grade 11 – United States History: 1877 to the Present

Standards Introduction: The standards for eleventh grade students cover United States history from 1877 to the present. Students build on the eighth grade standards and expand their knowledge on the major issues, movements, people, and events in United States history. Students summarize cause and effect of the major events. Students develop skill in analyzing documents, writing journals, evaluating sources, and communicating findings, orally and in detailed papers. Discussions, debate, and persuasive writing are skills used to address issues.

SK – Skills

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills so that the learner can:

SK1a: interpret climate, topographic, demographic and historical maps.

SK1b: formulate and communicate an opinion based on critical examination of information.

SK1c: detect bias in data presented in various forms.

SK1d: evaluate the appropriateness of resource materials (biographies, journals, interviews, letters).

SK1e: use and cite a variety of primary and secondary sources to formulate and defend positions on issues both orally and in writing.

SK1f: design and develop a personal database.

SK1g: access and use electronic databases and communication networks of all types including the Internet.

SK1h: create and design PowerPoint presentations using text, color, and importing graphics, sound, special effects and/or animation.

Strand/Theme:

SS1 Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards:

SS1a: assume the responsibilities of a democratic citizen.

SS1b: discuss national security and individual rights.

SS1c: trace the historical development of options that citizens may use to change government policies.

SS1d: prepare examples of the impact of media on the formation of public opinion.

Strand/Theme:

SS2 Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards:

SS2a: evaluate how a society's norms and mores greatly influence its laws.

SS2b: identify effects resulting from contact between two or more cultures.

SS2c: discuss the philosophical move from self-reliance to reliance on the government.

SS2d: describe and interpret values and attitudes that create obstacles to cross-cultural understanding.

SS2e: analyze how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture.

Strand/Theme:

SS3 Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standards:

SS3a: explain the cycle of reform philosophies in United States society.

SS3b: trace perceptions of government as they change over time.

SS3c: discuss the increase in awareness of minority problems.

SS3d: show the impact of given historical events on the social fabric the United States.

Strand/Theme:

SS4 Space and Place

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

SS4a: discuss the effects of the philosophy of the frontier.

SS4b: show the relationship between transportation and the development of major urban centers.

SS4c: compare factors that contributed to the development of industry and agriculture in United States' expansion.

SS4d: locate the geographic sites where the United States has acted as peacekeepers.

Strand/Theme:

SS5 Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

SS5a: evaluate violence and civil disobedience in society.

SS5b: examines personal beliefs about discrimination.

SS5c: summarize how and why a distinct American character has developed and continues to evolve.

SS5d: describe how an individual's view of the world is affected by one's gender, class, religion, education, race, and family

Strand/Theme:

SS6 Individuals, Groups, and Institutions

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

SS6a: describe the effects of government policies on minority and political groups.

SS6b: identify and summarize the major reform leaders (to include protest groups) and their programs.

SS6c: evaluate the impact of the media on the development of foreign and domestic policy.

SS6d: analyze how groups influence United States' involvement in foreign affairs.

SS6e: discuss examples of citizens' reactions to fear (e.g., government control, technology, Red Scare, terrorism).

Strand/Theme:

SS7 Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

SS7a: discuss the role of the stock market in both domestic and international settings.

SS7b: examine how economic flux contributes to civil unrest.

SS7c: analyze how global economic interests lead to United States' international involvement.

SS7d: identify and analyze how policies are formulated in response to economic demand or to solve an economic problem.

SS7e: describe the conditions which fostered the creation of industrial development in the United States (e.g., immigration, government policies).

Strand/Theme:

SS8 Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

SS8a: trace the historical development of the growth of government and federal agencies.

SS8b: summarize the impact of domestic and international efforts to promote peace (e.g., Nye Committee, League of Nations, United Nations, Sovereignty Debate).

SS8c: explain the rationale for government regulations of financial and business organizations.

SS8d: describe how position, doctrines, and the alliance systems expanded governmental authority (e.g., Truman Doctrine, Marshall Plan, NATO, SEATO).

SS8e: outline the development of the protection of civil rights and civil liberties.

Strand/Theme:

SS9 Science, Technology, and Society

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

SS9a: trace the development of technology and its effects on society.

SS9b: discuss the need for the governmental regulation of science and technology (e.g., FAA, AEC, FCC).

Strand/Theme:

SS10 Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

SS10a: describe how the United States economy is linked to world markets and events.

SS10b: analyze world reactions to United States policies (e.g., terrorism, boycotts).

SS10c: explain and propose solutions to global problems.

SS10d: discuss the role of the United States as a peace keeper.