

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 11**

Theme: US HISTORY II

<i>Students will be able to :</i>	STUDENT LEARNING OUTCOMES*	ASSESSMENT STRATEGIES AND ACTIVITIES
<p>Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)</p> <p>Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)</p> <p>Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)</p> <p>Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)</p> <p>Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)</p> <p>Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)</p> <p>Distinguish intended from unintended consequences. (H, E, C)</p> <p>Distinguish historical fact from opinion. (H, E, C)</p>	<p style="text-align: center;"><i>A student will be able to:</i></p> <p>USIL.1 Explain the various causes of the Industrial Revolution. (H, E)</p> <ul style="list-style-type: none"> A. the economic impetus provided by the Civil War B. important technological and scientific advances C. the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt <p>USIL.2 Explain the important consequences of the Industrial Revolution. (H, E)</p> <ul style="list-style-type: none"> A. the growth of big business B. environmental impact C. the expansion of cities <p>USIL.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)</p> <p>USIL.4 Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)</p> <p>USIL.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E)</p> <ul style="list-style-type: none"> A. the Knights of Labor B. the American Federation of Labor headed by Samuel Gompers C. the Populist Party D. the Socialist Party headed by Eugene Debs <p>USIL.6 Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I. (H, E)</p> <ul style="list-style-type: none"> A. the influence of the ideas associated with Social Darwinism B. the purchase of Alaska from Russia C. America's growing influence in Hawaii leading to annexation D. the Spanish-American War E. U.S. expansion into Asia under the Open Door policy F. the influence of the ideas associated with Social Darwinism 	<p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Open ended questions & reflection</p> <p>Analysis of primary source documents</p> <p>Presentations</p> <p>Tests, quizzes and exams</p> <p>Analysis of political cartoons/propaganda posters and speeches</p> <p>Cause & Effect flowchart</p> <p>Mapping</p> <p>Historical Timelines Debates</p> <p><i>Webquest</i></p>

* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.73-80

DISCIPLINES:

H= History

G= Geography

E= Economics

C= Civics and government

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 11**

Theme: US HISTORY II

<i>Students will demonstrate an understanding of the following concepts:</i>	STUDENT LEARNING OUTCOMES* <i>A student will be able to:</i>	SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES																				
<p>The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</p> <p>The growth and impact of centralized state power.</p> <p>The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</p> <p>The growth and spread of free markets and industrial economies.</p> <p>The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</p> <p>The origins and impact of sectionalism on American life and politics.</p> <p>The rise and continuing international influence of the United States.</p>	<p>USIL.6 Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I. (H, E)</p> <ul style="list-style-type: none"> G. the purchase of Alaska from Russia H. America's growing influence in Hawaii leading to annexation the Spanish-American War I. U.S. expansion into Asia under the Open Door policy J. President Roosevelt's Corollary to the Monroe Doctrine K. America's role in the building of the Panama Canal L. President Taft's Dollar Diplomacy M. President Wilson's intervention in Mexico N. American entry into World War I <p>USIL.7 Explain the course and significance of President Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H) Wartime domestic and foreign policy , Organization of economy and society for war</p> <p>USIL.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><i>People</i></th> <th style="text-align: left; padding: 5px;"><i>Policies</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">A. Jane Addams</td> <td style="padding: 5px;">○ bans against child labor</td> </tr> <tr> <td style="padding: 5px;">B. William Jennings Bryan</td> <td style="padding: 5px;">○ the initiative referendum and its recall</td> </tr> <tr> <td style="padding: 5px;">C. John Dewey</td> <td style="padding: 5px;">○ the Sherman Anti-Trust Act (1890)</td> </tr> <tr> <td style="padding: 5px;">D. Robert La Follette</td> <td style="padding: 5px;">○ the Pure Food and Drug Act (1906)</td> </tr> <tr> <td style="padding: 5px;">E. President Theodore Roosevelt</td> <td style="padding: 5px;">○ the Meat Inspection Act (1906)</td> </tr> <tr> <td style="padding: 5px;">F. Upton Sinclair</td> <td style="padding: 5px;">○ 16th and 17th Amendments</td> </tr> <tr> <td style="padding: 5px;">G. President William H. Taft</td> <td style="padding: 5px;">○ the Federal Reserve Act (1913)</td> </tr> <tr> <td style="padding: 5px;">H. Ida Tarbell</td> <td style="padding: 5px;">○ the Clayton Anti-Trust Act (1914)</td> </tr> <tr> <td style="padding: 5px;">I. President Woodrow Wilson</td> <td style="padding: 5px;">○ the ratification of the 19th Amendment</td> </tr> </tbody> </table> <p>USIL.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)</p> <ul style="list-style-type: none"> • Carrie Chapman Catt • W.E.B. Du Bois • Marcus Garvey • the National Association for the Advancement of Colored People (NAACP) • Alice Paul • Booker T. Washington 	<i>People</i>	<i>Policies</i>	A. Jane Addams	○ bans against child labor	B. William Jennings Bryan	○ the initiative referendum and its recall	C. John Dewey	○ the Sherman Anti-Trust Act (1890)	D. Robert La Follette	○ the Pure Food and Drug Act (1906)	E. President Theodore Roosevelt	○ the Meat Inspection Act (1906)	F. Upton Sinclair	○ 16th and 17th Amendments	G. President William H. Taft	○ the Federal Reserve Act (1913)	H. Ida Tarbell	○ the Clayton Anti-Trust Act (1914)	I. President Woodrow Wilson	○ the ratification of the 19 th Amendment	<p>Analysis of primary source documents</p> <p>Problem Solving Initiatives Group Activities</p> <p>Debate Research Project</p> <p>Map Activities</p> <p>Reading for content and relevance</p> <p>Open-response questions Oral Presentations</p> <p>Locate information using indexes, table of contents, computerized directories</p> <p>Lecture/note taking Discussion, notetaking, study guides</p> <p>Graphic Organizers Role playing</p> <p>Curriculum Produced Materials</p>
<i>People</i>	<i>Policies</i>																					
A. Jane Addams	○ bans against child labor																					
B. William Jennings Bryan	○ the initiative referendum and its recall																					
C. John Dewey	○ the Sherman Anti-Trust Act (1890)																					
D. Robert La Follette	○ the Pure Food and Drug Act (1906)																					
E. President Theodore Roosevelt	○ the Meat Inspection Act (1906)																					
F. Upton Sinclair	○ 16th and 17th Amendments																					
G. President William H. Taft	○ the Federal Reserve Act (1913)																					
H. Ida Tarbell	○ the Clayton Anti-Trust Act (1914)																					
I. President Woodrow Wilson	○ the ratification of the 19 th Amendment																					

* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.73-80

DISCIPLINES:

H= History

G= Geography

E= Economics

C= Civics and government

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 11**

Theme: US HISTORY II

	STUDENT LEARNING OUTCOMES*	SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES
<p><i>Students will demonstrate an understanding of the following vocabulary:</i></p> <p>Alexander Graham Bell Andrew Carnegie Thomas Edison J.P. Morgan John D. Rockefeller Cornelius Vanderbilt George Pullman Haymarket Affair Affirmative action Alien and Sedition Acts AFL CIO Baby boom generation Bay of Pigs Civil Rights Act of 1964 Civilian Conservation Corps Civil Works Administration De facto segregation de jure segregation Desert Storm farm labor movement Executive, judicial and legislative branches Fireside chats New Deal Full dinner pail GI Bill Good Neighbor Policy Grand Alliance Indian Reorganization Act of 1934 Iran-Contra affair Kuwait National Democratic Party National Republican Party Green Party <i>Plessy vs. Ferguson</i> <i>Brown vs the Board of Education</i> Public Works Administration Relocation center Rural Electrification Administration</p>	<p><i>A student will be able to:</i></p> <p>USI1.10 Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H) A. the Boston police strike in 1919 B. the Red Scare and Sacco and Vanzetti C. racial and ethnic tensions D. the Scopes Trial and the debate over Darwin's <i>On the Origins of Species</i> E. Prohibition</p> <p>USI1.11 Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E) A. restrictive monetary policies B. unemployment C. support for political and economic reform D. the influence of the ideas of John Maynard Keynes</p> <p>USI1.12 Analyze the important policies, institutions, and personalities of the New Deal era. (H) <i>People</i> A. President Herbert Hoover B. President Franklin D. Roosevelt C. Eleanor Roosevelt D. Huey Long E. Charles Coughlin</p> <p><i>Policies:</i> the establishment of A. the Federal Deposit Insurance Corporation B. the 100 Days -AAA CCC ,NRA, FERA C. the Securities and Exchange Commission D. the Tennessee Valley Authority E. the Social Security Act, the National Labor Relations Act F. the Works Progress Administration G. the Fair Labor Standards Act</p> <p><i>Institutions</i> A. the American Federation of Labor B. the Congress of Industrial Organizations C. the American Communist Party</p>	<p>TEXTS</p> <p><i>The Americans</i> by Gerald Danzer, et al.</p> <p>ADDITIONAL SOURCES</p> <p><i>The Americans:</i> Teacher Resource Package</p> <p><i>Voices of the American Past: Documents in U.S. History (volume 2)</i> Hyser and Arndt</p> <p>Selections from John Steinbeck's <i>The Grapes of Wrath</i></p> <p>Music from the Civil Rights movement and Vietnam War era</p>

* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.73-80

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 11**

Theme: US HISTORY II

<p>Students will demonstrate an understanding of the following vocabulary:</p> <p>Tennessee Valley Authority Title I, Title IX, New Deal US Community Party War bond War on Poverty War Powers Act of March 1942 Anti-immigrant attitude Camp David Accords Christian evangelical movement Church of Jesus Christ of Latter Day Saints Eisenhower Doctrine Equal Rights amendment Fair Deal Family assistance program Great Society Huey Long Impeachment Iranian hostage crisis John Marshall the Marshall Plan Joseph McCarthy Ku Klux Klan Little Rock 1957 Malcolm X NAACP Populist party Progressive era Seneca Falls Convention Roosevelt coalition Soviet espionage Truman Doctrine</p>	<p style="text-align: center;">STUDENT LEARNING OUTCOMES*</p> <p><i>A student will be able to:</i></p> <p>USII.13 Explain how the Great Depression and the New Deal affected American society. (H) A. the increased importance of the federal government in establishing economic and social policies B. the emergence of a “New Deal coalition” consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics</p> <p>USII.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy. (H)</p> <p>USII.15 Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H) A. Fascism in Germany and Italy B. German rearmament and militarization of the Rhineland C. Germany’s seizure of Austria and Czechoslovakia and Germany’s invasion of Poland D. Japan’s invasion of China and the Rape of Nanking E. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences F. ETO Invasions of N. Africa, Italy-Day, the Battle of the Bulge G. PTO-Pearl Harbor, Midway Okinawa, , Iwo Jima, and the Yalta and Potsdam conferences H. Important military leaders- Eisenhower, Patton, Nimitz, MacArthur</p> <p>USII.16 Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)</p> <p>USII.17 Explain important domestic events that took place during the war. (H, E) A. how war-inspired economic growth ended the Great Depression B. A. Philip Randolph and the efforts to eliminate employment discrimination C. the entry of large numbers of women into the workforce D. the internment of West Coast Japanese-Americans in the U.S. and Canada E. Wartime domestic and foreign policy organization of economy and society for war</p>	<p>SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES</p> <p><i>Documents</i></p> <p>Emma Lazarus, “The New Colossus” (1883) Andrew Carnegie “Wealth “</p> <p>Younghill Kang, <i>East Goes West</i> (1937) Letters Home from Chicago</p> <p>John Keegan- Fields of Battle</p> <p>Wm J.Bryan- <i>Cross of Gold Speech</i></p> <p>Mark Twain, “To the Person Sitting in Darkness”</p> <p>Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905)</p> <p>President Theodore Roosevelt, “The New Nationalism,” speech (1910).</p> <p>President Woodrow Wilson, “Peace Without Victory,” speech (1917)), The 14 Points</p> <p>Lochner v. New York, Muller v. Oregon</p> <p>Lind and Lind, <i>Middletown</i></p> <p><i>FDR- Commonwealth Club Speech; First Inaugural Address</i></p> <p>President Franklin Roosevelt, “Four Freedoms,” speech (1941)</p> <p>Lindbergh –Speech on America and the War</p>
---	---	---

* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.73-80

DISCIPLINES:

H= History

G= Geography

E= Economics

C= Civics and government

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 11**

Theme: US HISTORY II

Students will demonstrate an understanding of the following vocabulary:	STUDENT LEARNING OUTCOMES*	SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES
<p>Works Progress Administration WPA project Internment of Japanese Americans New Frontier Stock market crash of 1929 The Great Depression The Dust Bowl Reagan revolution Prohibition National Organization for Women Harlem Renaissance The Great War League of Nations Woodrow Wilson Charles De Gaulle Petain and Vichy France Battle of Britain Atlantic Charter Pearl Harbor Enigma Erwin Rommel Desert Fox Barbarossa Stalingrad Lend-lease program MacArthur Bataan Death March D-Day</p>	<p><i>A student will be able to:</i></p> <p>USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H) A. the differences between the Soviet and American political and economic systems B. Soviet aggression in Eastern Europe C. the Truman Doctrine, the Marshall Plan, and NATO</p> <p>USII.19 Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G) A. the Korean War B. Germany C. China D. the Middle East E. the arms race F. Latin America G. Africa</p> <p>USII.20 Analyze the sources and, with a map of the world, locate the areas of the Vietnam War.</p> <p>USII.21 Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)</p> <p>USII.22 Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)</p> <p>USII.23 Analyze the causes and consequences of important domestic Cold War trends. (H, E) A. economic growth and declining poverty B. the baby boom C. the growth of suburbs and home-ownership D. the increase in education levels E. the development of mass media and consumerism</p> <p>USII.24 Analyze the following domestic policies of Presidents Truman and Eisenhower. (H) Truman’s Fair Deal , the Taft-Hartley Act (1947) , Eisenhower’s response to the Soviet’s launching of Sputnik , Eisenhower’s civil rights record .</p>	<p><i>Documents</i></p> <p>Justice Robert M. Jackson’s opinion for the Supreme Court in <i>West Virginia State Board of Education v. Barnette</i> (1943)</p> <p>World War II Artifacts and Learned Hand’s <i>The Spirit of Liberty</i> (1944)</p> <p>The Truman Doctrine (1947), and George Kennan, “The Sources of Soviet Conduct” (1947)) NSC - 68</p> <p>President John F. Kennedy, Inaugural Address (1961)</p> <p>President Ronald Reagan, Speech at Moscow State University (1988) “Mr. Gorbachev, Tear Down This Wall” speech</p> <p>Reverend Martin Luther King’s, “I Have A Dream” speech and his <i>Letter from Birmingham City Jail</i> (1963),</p> <p>President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)</p>

* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.73-80

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 11**

Theme: US HISTORY II

	STUDENT LEARNING OUTCOMES*	SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES
<p><i>Students will demonstrate an understanding of the following vocabulary:</i></p> <p>Eisenhower Battle of the Bulge V-E Day Holocaust Genocide Midway Guadalcanal Iwo Jima El Alamein Okinawa Harry Truman Hiroshima Nagasaki Hirohito Nuremberg Trials United Nations Universal Declaration of Human Rights Satellite states Iron Curtain George Kennan and Containment Truman Doctrine Marshall Plan Berlin Airlift NATO Korean Conflict Warsaw Pact Eisenhower Doctrine Hungarian Uprising Berlin Wall</p>	<p><i>A student will be able to:</i></p> <p>USII.25 Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)</p> <p><i>People</i></p> <ul style="list-style-type: none"> A. Whittaker Chambers B. Alger Hiss C. Edgar Hoover D. Senator Joseph McCarthy E. Julius and Ethel Rosenberg <p><i>Institutions</i></p> <ul style="list-style-type: none"> A. the American Communist Party (including its close relationship to the Soviet Union) B. the Federal Bureau of Investigation (FBI) C. the House Committee on Un-American Activities (HUAC) <p>USII.26 Analyze the origins, goals, and key events of the Civil Rights movement. (H)</p> <p><i>People</i></p> <ul style="list-style-type: none"> A. Robert Kennedy B. Martin Luther King, Jr. C. Thurgood Marshall D. Rosa Parks E. Malcolm X <p><i>Institution</i></p> <ul style="list-style-type: none"> the National Association for the Advancement of Colored People (NAACP) <p><i>Events</i></p> <ul style="list-style-type: none"> A. <i>Brown v. Board of Education</i> (1954) B. the 1955-1956 Montgomery Bus Boycott C. the 1957-1958 Little Rock School Crisis D. the sit-ins and freedom rides of the early 1960s E. the 1963 civil rights protest in Birmingham F. the 1963 March on Washington G. the 1965 civil rights protest in Selma H. the 1968 assassination of Martin Luther King, Jr. <p>USII.27 Describe the accomplishments of the civil rights movement. (H, E)</p> <ul style="list-style-type: none"> A. the 1964 Civil Rights Act and the 1965 Voting Rights Act B. the growth of the African American middle class, C. increased political power, and D. declining rates of African American poverty 	<p><i>Videos</i></p> <p><i>The Century: Decades of Change</i> <i>Chicago: City of the Century</i> <i>The Grapes of Wrath</i> <i>Eyes on the Prize</i> <i>The World at War: Genocide</i> <i>Cold War: 1945-1989</i> <i>History of the 20th Century: Communism</i> <i>Soviet Union: Rise and Fall</i> <i>Osama Bin Laden</i></p>

* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.73-80

DISCIPLINES:

H= History

G= Geography

E= Economics

C= Civics and government

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 11**

Theme: US HISTORY II

Students will demonstrate an understanding of the following vocabulary:	STUDENT LEARNING OUTCOMES*	RELATED SOFTWARE AND WEBSITES:
<p>Cuban Missile Crisis Prague Spring Vaclav Havel Lech Walesa SALT I, SALT II Mikhail Gorbachev Glasnost Perestroika Boris Yeltsin Nationalist Movements Great Leap Forward Cultural Revolution Tiananmen Square Sputnik Evil Empire Zionism Balfour Declaration Holocaust UN Declaration Arab nationalism Palestinian nationalism PLO Yassir Arafat</p>	<p><i>A student will be able to:</i></p> <p>USII.28 Analyze the causes and course of the women’s rights movement in the 1960s and 1970s. (H)</p> <ul style="list-style-type: none"> A. Betty Friedan and Gloria Steinem B. the birth control pill C. the increasing number of working women D. the formation of the National Organization of Women in 1967 E. the debate over the Equal Rights Amendment F. the 1973 Supreme Court case, <i>Roe v. Wade</i> <p>USII.29 Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, Nixon and Carter. (H)</p> <ul style="list-style-type: none"> A. the space exploration program B. the assassination of President Kennedy C. Johnson’s Great Society programs- strengths and weaknesses D. Nixon’s appeal to “the silent majority” E. the anti-war and counter-cultural movements F. the creation of the Environmental Protection Agency (EPA) in 1970 G. the Watergate scandal (including the Supreme Court case, <i>U.S. v. Nixon</i>) H. Carter and the Iran hostages <p>USII.30 Analyze the presidency of Ronald Reagan. (H, E)</p> <ul style="list-style-type: none"> A. tax rate cuts B. anticommunist foreign and defense policies C. Supreme Court appointments D. the revitalization of the conservative movement during Reagan’s tenure as President E. the replacement of striking air traffic controllers with non-union personnel <p>USII.31 Describe some of the major economic and social trends of the late 20th century. (H, E)</p> <ul style="list-style-type: none"> A. the computer and technological revolution of the 1980s and 1990s B. scientific and medical discoveries C. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal) D. the weakening of the nuclear family and the rise in divorce rates 	

* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.73-80

DISCIPLINES:

H= History

G= Geography

E= Economics

C= Civics and government

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 11**

Theme: US HISTORY II

<p>Students will demonstrate an understanding of the following vocabulary: 1948 and 1956 wars Six day war Yom Kippur War Anwar Sadat Menachem Began Camp David Accords OPEC Islamic fundamentalism Ayatollah Khomeini Saudi Arabia Intifada Saddam Hussein Osama Bin Laden</p>	<p style="text-align: center;">STUDENT LEARNING OUTCOMES*</p> <p><i>A student will be able to:</i></p> <p>USII.31 Analyze the important domestic policies and events of the Clinton presidency. (H, E)</p> <ul style="list-style-type: none"> A. the passage of the North American Free Trade Agreement (NAFTA) in 1993 B. President Clinton's welfare reform legislation and expansion of the earned income tax credit C. the first balanced budget in more than 25 years D. the election in 1994 of the first Republican majority in both the House and Senate in 40 years E. tax credits for higher education F. the causes and consequences of the impeachment of President Clinton in 1998 <p>USII.32 Explain the importance of the 2000 presidential election. (H, C)</p> <ul style="list-style-type: none"> A. the Supreme Court case, <i>Bush v. Gore</i> B. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts <p>USII.33 Analyze the course and consequences of America's recent diplomatic initiatives.(H, C)</p> <ul style="list-style-type: none"> A. the invasion of Panama and the Persian Gulf War B. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo C. the attempts to negotiate a settlement to the Israeli-Palestinian conflict D. America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C E. War on Terrorism, Iraq, Afghanistan 	<p>RELATED SOFTWARE AND WEBSITES:</p>
--	--	--

** Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.73-80*

DISCIPLINES:

H= History

G= Geography

E= Economics

C= Civics and government