

## Essential Standards Chart: What is it we expect students to learn?

Grade:	11	Subject:	U.S. History	Semester	Team Members:	Ron Grove				
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Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?
I can analyze key ideas (i.e. compromise) contained in the Constitution and their lasting effect on U.S. government		Students will create a venn diagram comparing and contrasting the Federalist and the Anti-Federalists		<ul style="list-style-type: none"> <li>•Enlightenment democratic ideas</li> <li>•Unalienable natural rights</li> <li>•Thomas Jefferson</li> <li>•Constitution</li> <li>•Bill of Rights</li> <li>•Ratify</li> <li>-Experience analyzing historical documents</li> <li>-3 branches of government</li> </ul>		common assessment to be developed by teachers by Dec. 19		Unit 1: 7-8 days of instruction		Students will analyze primary documents debating the pros and cons of the new Constitution
I will analyze the causes and consequences of the Civil War including the legacy of Reconstruction		Students will identify four causes and four effects of Reconstruction		<ul style="list-style-type: none"> <li>-Slavery</li> <li>-Compromise</li> <li>-Federalism</li> <li>-Civil War</li> <li>-Cause and effect relationships</li> <li>-geography of North and South</li> </ul>		common assessment to be developed by teachers by Dec. 19		Unit 2: 7 days		Students will be able to list the effects the Civil War and Reconstruction has had on the U.S.
I can describe the factors that led to the U.S. becoming an industrial power and the impact of the U.S. becoming a world power		Students will be able to fill out a chart that can analyze and describe the causes of the U.S. becoming an industrial world power and how those causes affected the U.S.		<ul style="list-style-type: none"> <li>-Industrialization</li> <li>-Technology</li> <li>-Natural resources</li> <li>-Urban</li> <li>-Cause and effect relationships</li> </ul>		common assessment to be developed by teachers by Dec. 19		Unit 3: 8 days		Create a plan on how the U.S. could become a great industrial power today
I can trace the development of reform movements in the United States		Students will be able to trace the problems in the gilded age that led to the		<ul style="list-style-type: none"> <li>-Reform</li> <li>-Progressive</li> </ul>		-common assessment to be developed by teachers by Jan. 23		Unit 4: 8-9 days		Evaluate current efforts at reform in comparison to the reform movement.

	reform movement and how the reform movement impacted people in the U.S on a timeline.				
I can describe the rise of the U.S. to its role as a world power in the 20 <sup>th</sup> century	Students will be able to identify the reasons for and the effects of American Imperialism in the late 19 <sup>th</sup> and early 20 <sup>th</sup> century on a matching quiz.	Imperialism Darwinism	common assessment to be developed by teachers by Jan. 30	Unit 5: 6- 7 days	Speculate how foreign policy would be changed if different Presidents had set foreign policy.
I can explain the causes of U.S. entry into WWI, the impact on the homefront, and the results of U.S. involvement in WWI	Students will be able to describe the affect and legacy World War I had on the U.S.	Home Front Nationalism Propaganda Alliance Unrestricted	common assessment to be developed by teachers by Feb. 5	Unit 6: 5-7 days	Compare the similarities and differences between World War I and other wars the U.S. has participated in
I can explain the big political, economic, technological and cultural changes that took place during the 1920s	Students will be able to describe the impact the 1920s had on the U.S.	Technology	common assessment to be developed by teachers Feb. 27	Unit 7: -6-7 days	Trace the changes that started in the 20s and relate them to today.
I can analyze the causes and effects of the Great Depression including the New Deal and its legacy	Students will be able to analyze causes of the Great Depression and the effect the New Deal had on Federal Government.	Stock/Stock Market Federal Reserve Economic Theories	common assessment to be developed by teachers by March 5	Unit 8: 5-6 days	List and explain the causes of the depression.
I can explain how the participation of the U.S. in WWII affected the U.S. at home and the world	Students will be able to analyze the cuases and lasting effects World War II had on the U.S.	Totalitarian States in Europe in the 1930s International Incidents in 1930s	common assessment to be developed by teachers by March 12	Unit 9: 7-8 days	Describe events that occurred in World War II and its effect on the U.S. in the post war world
I can describe the changes in U.S. foreign policy after WWII	Students will be able to list and analyze the Cold War events and evaluate their legacy.	Events in Europe after World War II History of previous U.S. Foreign Policy Communism	common assessment to be developed by teachers by March 19	Unit 10: 6-7 days	Trace the Cold War and Cold War incidents from the end of World War II until the fall of the Berlin Wall
I can describe the changes in U.S. domestic policy after WWII.	Students will be able to understand and evaluate the transformation of the U.S. in the years following World War II	Baby Boom "White Collar vs Blue Collar" Geography of the U.S.	common assessment to be developed by teachers by March 26	Unit 11: 4-5 days	Analyze U.S. domestic policy and rank the parts of it based on importance of its effect on the country

<p>I can analyze the development of the Civil Rights Movement and its effects</p>	<p>Students will be able identify the actions in the Civil Rights Movement and analyze the effects.</p>	<p>Gandhi  Nonviolent Resistance  Civil Disobedience  Supreme Court  African Americans in the U.S from Reconstruction to the 1950s.  Prejudice</p>	<p>common assessment to be developed by teachers  April 26</p>	<p>Unit 12: 4-5 days</p>	<p>Student will identify and evaluate the strategies of the Civil Rights movement and evaluate their effectiveness in achieving its goals.</p>
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