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US History (Grade 11) Anchor Standards


Unit 1: The Nation's Beginnings

☐ I can articulate the reasons why people began to immigrate to the new colonies in North America, and continued to migrate westward in the centuries following.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
The Nation's Beginnings	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Religious Persecution -Economic Opportunity -Manifest Destiny -Expanding Slavery -Market Economy -Compromises	I can articulate the reasons why people began to immigrate to the new colonies in North America, and continued to migrate westward in the centuries following.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:		<p>What is Manifest Destiny?</p> <p>a. The belief that it was American's God-given right to expand from the Atlantic Ocean to the Pacific Ocean</p> <p>b. A religious term to explain Christ's second coming</p> <p>c. The belief of the American Dream manifesting itself in new immigrants to the United States</p> <p>d. The belief that it was the destiny of immigrants to manifest in the United States</p>	<p>When colonists first started coming to North America there was several major reasons for them doing so. These reasons included...</p> <p>a. Economic Opportunity, Religious Freedom, Establishing Reputation</p> <p>b. Religious Persecution, Spice Trade, Establishing Treaties with Native American's</p> <p>c. Economic Opportunity,</p>	 <p>The painting above is entitled "American Progress," created by John Gast in 1872. What is Manifest Destiny and how does "American Progress" embody it? Identify three different examples within the painting of how progress is portrayed, and describe how each is an</p>

			Religious Persecution, Escape from Criminal Punishment d. Economic Opportunity, Religious Persecution, Gun Rights	example of progress.
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☐ I can explain the events and motivations that led to the colonies fighting for their independence from Great Britain, and the results of the conflicts.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -American Revolution -Peaceful/Violent Protests -Boston Massacre & Tea Party -Constitution -Declaration of Independence -Intolerable Acts -Quartering Act -Townshend Acts	I can explain the events and motivations that led to the colonies fighting for their independence from Great Britain, and the results of the conflicts.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:		There were several turning points in the relationship between the Colonists and England. Some of the key turning points did <u>not</u> include.... a. The discovery of massive oil fields in the Western United States b. The French and Indian War c. The Quartering	In the Declaration of Independence, Jefferson argued government should only be overthrown when it: a. Uses military force against its own people. b. Fails repeatedly to act in the interests of its people. c. When it levies unfair taxes on the people. d. All of the	 <p>Benjamin Franklin drew and published this cartoon in 1754, soon after the start of the French and Indian War. The cartoon depicts a snake divided into eight parts, representing the eight colonies at</p>

		Act d. The Stamp Act	above.	the time. What message did Franklin intend, and how did it contribute to the American Revolution?
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☐ I can explain the cause and effect of the events leading up to the Civil War, as well as the successes and failures of Reconstruction.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Republican Party -Civil War -Reconstruction -Freedmen's Bureau -13th, 14th, 15th Amendments -Poll Tax & Literacy Test -Ku Klux Klan -Jim Crow Laws	I can explain the cause and effect of the events leading up to the Civil War, as well as the successes and failures of Reconstruction.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:		Reconstruction refers to the period of time: a. Following the American Revolution. b. When African Americans were hired to work construction jobs. c. During the French and Indian War. d. After the Civil War when the United States began to rebuild.	Although the Civil War had not ended yet, President Lincoln announced his Proclamation of Amnesty and Reconstruction towards the end of 1863. The following were terms of his plan: -A general amnesty would be granted to all who would take an oath of loyalty to the United States and pledge to obey all federal laws pertaining to	Explain the 13th, 14th, and 15th Amendments. How did each of these intend to improve life in the United States. Analyze the success or failure of each of these amendments.

		<p>slavery.</p> <p>-High Confederate officials and military leaders were to be temporarily excluded from the process.</p> <p>-When one tenth of the number of voters who had participated in the 1860 election had taken the oath within a particular state, then that state could launch a new government and elect representatives to Congress.</p> <p>In reviewing the above terms of Lincoln's formal Reconstruction plan, what can you infer about his intentions in readmitting the South back to the United States?</p> <p>a. He wanted a lenient policy for Southerners to accept to prompt a swift end to the war and ensure preservation of the Union.</p> <p>b. He collaborated with members of Congress to adequately address the issue of rights for newly freed slaves.</p> <p>c. He wanted to implement a harsh policy to punish the South for starting the Civil War which</p>	
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			<p>resulted in the highest number of casualties of American soldiers up to that date.</p> <p>d. He wanted to propose a modern policy so as to not alienate conservative voters in the 1864 presidential election.</p>	
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Unit 2: Industrialization, Urbanization, Immigration, and Progressive Reform

☐ I can explain how westward migration, immigration, industrialization, and urbanization all impacted each other in the late 19th and early 20th centuries.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	<p>Academic Language:</p> <ul style="list-style-type: none"> -Immigration -Industrialization -Political Machines -Vertical & Horizontal Integration -Working and Living Conditions -Monopolies -Progressivism -Urbanization 	I can explain how westward migration, immigration, industrialization, and urbanization all impacted each other in the late 19th and early 20th centuries.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:		<p>All of the following led to an industrial boom in the United States <u>except</u>:</p> <ul style="list-style-type: none"> a. Wealth of natural resources. b. Government support for business. c. Expensive labor force. 	In a paragraph, define industrialization, immigration, urbanization, and the progressive movement. What Then, explain how each of them are interconnected with each other.	Identify and explain two different causes that led to the industrialization of the United States. Following, explain two different causes that industrialization had on American

		d. Growing urban population.		people and American society. Was industrialization overall positive or negative for the United States?
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Unit 3: The Rise of the United States as a World Power (Imperialism and WWI)

☐ I can explain the MAIN reasons why WWI began, and how they worked together to begin and perpetuate a world war. (Militarism, Alliances, Imperialism, Nationalism)

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Alliances -Imperialism -Militarism -Nationalism	I can explain the MAIN reasons why WWI began, and how they worked together to begin and perpetuate a world war.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:				

☐ I can explain how the United States made an impact during the war, as well as how the United States changed as a result of WWI.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Total War -Espionage & Sedition Acts -Lost Generation -Propaganda -Treaty of Versailles	I can explain how the United States made an impact during the war, as well as how the United States changed as a result of WWI.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:				

Unit 4: The 1920s

☐ I can explain why the 1920s were filled with political, social, and economic extremes, and can identify specific political, social, and economic trends.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -18th Amendment -19th Amendment -Consumerism -Credit -Flappers -Harlem Renaissance -Income inequality	I can explain why the 1920s were filled with political, social, and economic extremes, and can identify specific political, social, and economic trends.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:				

☐ I can explain how multiple events worked together to lead to the crash of the stock market.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Bear Market -Bull Market -Credit -Stock Market Crash -Black Tuesday	I can explain how multiple events worked together to lead to the crash of the stock market.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:				

Unit 5: Great Depression and New Deal

☐ I can explain why there was a Great Depression, the major problems that occurred during the Great Depression, and how various social groups were impacted by the Great Depression.

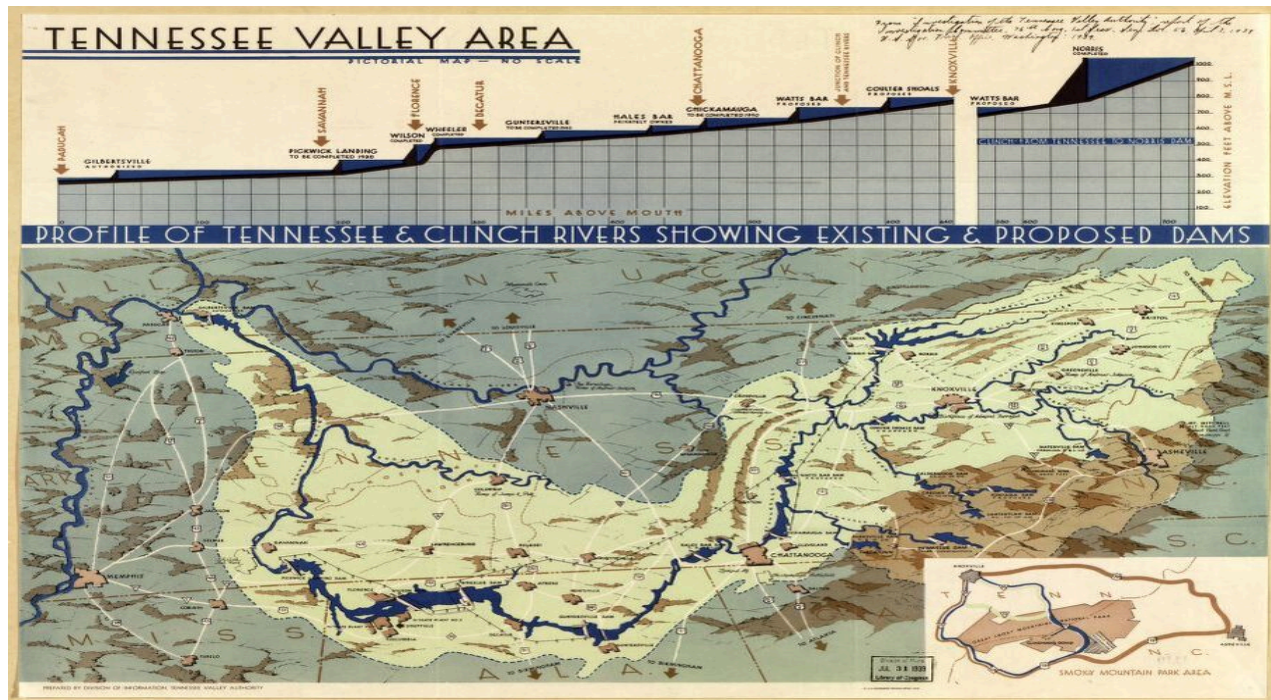
Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)

	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Dust Bowl -Stock Market Crash -Unemployment -Hoovervilles -Bonus Army	I can explain why there was a Great Depression, the major problems that occurred during the Great Depression, and how various social groups were impacted by the Great Depression.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:				

☐ I can explain how the New Deal attempted to remedy problems from the Great Depression, as well as the lasting legacy of a variety of New Deal programs.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -FDR's 3 R's (relief, recovery, reform) -New Deal Programs -Arguments for and against the New Deal	I can explain how the New Deal attempted to remedy problems from the Great Depression, as well as the lasting legacy of a variety of New Deal programs.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:				

Sample Assessment Question



Using the image above, answer the following three questions

1. Identify the New Deal program pictured above and briefly explain it's goal. (Simple Content - 2)
2. Compare and contrast the New Deal program pictured above with a different New Deal program (Target Content - 3)
3. Analyze the arguments for and against one New Deal program and compare the arguments to different issues about Federal Authority from different time periods (Complex Content - 4)

Unit 6: America's Participation in WWII

☐ I can identify what countries were communist, fascist, nazist, and isolationist prior to the outbreak of WWII. I can describe what each of these political agendas mean, and how they impacted the outbreak and progression of the war.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Alliances -Communism -Fascism -Isolationism - Militarism -Nazism -Lend Lease -Manhattan	I can identify what countries were communist, fascist, nazist, and isolationist prior to the outbreak of WWII. I can describe what each of these political agendas	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)

		Project	mean, and how they impacted the outbreak and progression of the war.	
Examples:				

☐ I can explain the lasting consequences of WWII around the world, including the advancement of movements for equality at home and abroad.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Bracero Program -Executive Order 9066 -Double V Campaign -Nuremburg Trials -Unconditional Surrender	I can explain the lasting consequences of WWII around the world, including the advancement of movements for equality at home and abroad.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:				

Unit 7: Postwar America

☐ I can explain why the years following World War II were characterized by remarkable prosperity, led to a growth of the “American Dream”, and the development of a social culture that is reflective of our modern society.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -American Dream -Baby Boomers -Consumerism -Counterculture -Interstate Highway Act	I can explain why the years following World War II were characterized by remarkable prosperity, led to a growth of the	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking

		-Planned Obsolescence -Suburbs -Teenagers -Rock n Roll	"American Dream", and the development of a social culture that is reflective of our modern society.	skills (comparison, causation, CCOT)
Examples:				

Unit 8: Cold War Struggles Abroad

☐ I can define the concept of the Iron Curtain, explain how the Cold War affected Europe and Asia, and explain how American foreign policy shifted as a result of the Cold War.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Truman Doctrine -Marshall Plan -NATO/Warsaw Pact -Containment -Korean War -Vietnam War -Military Industrial Complex	I can define the concept of the Iron Curtain, explain how it affected Europe, and explain how American foreign policy shifted as a result.	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:				

Unit 9: Cold War Struggles at Home

☐ I can explain how the United States got pulled into the Vietnam War, why it was such a controversial conflict to be apart of, and how it led to a cultural shift in the United States.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Red Scare -McCarthyism -Mutually Assured Destruction	I can explain how the United States got pulled into the Vietnam War, why it was such a controversial conflict to be apart	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by utilizing one of the

			of, and how it led to a cultural shift in the United States.	historical thinking skills (comparison, causation, CCOT)
Examples:				

Sample Assessment

Opfer Project, The Ohio State University Cartoon Research Library



Using the image above, answer the following questions

1. Identify which perspective the cartoon supports. Is this supporting anti-war protestors or criticizing them? How do you know? (Simple Content - 2)
2. Compare and contrast the viewpoints of the Silent Majority and the perspective of anti-war protestors about the merits of the Vietnam War. (Target Content - 3)
3. Analyze the short and long term social and political consequences of American involvement in Vietnam (Complex Content - 4)

Unit 10: Movements for Equality

☐ I can compare and contrast the different civil rights movements of specific demographics, and analyze their successes and failures.

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some	Academic Language:	I can compare and contrast the	I can demonstrate mastery of the

	knowledge of the essential vocabulary or learning target	<i>-Brown v. Board of Education</i> -Cesar Chavez -Civil Rights Act of 1964 -Feminism -Freedom Summer -LGBTQ -Malcolm X -Martin Luther King, Jr. -Stonewall Riots	different civil rights movements of specific demographics, and analyze their successes and failures.	essential learning target AND can go beyond the learning target by utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:				

Unit 11: Contemporary American Society

☐ I can explain the controversies associated with education, civil rights, economic policy, environmental policy that continue to affect America today.

Sample Assessment - Use the quote for the following three questions

“Those who contemplate the beauty of the earth find reserves of strength that will endure as long as life lasts. There is something infinitely healing in the repeated refrains of nature -- the assurance that dawn comes after night, and spring after winter. In nature nothing exists alone.” Rachel Carson “Silent Spring” 1962

1. Summarize the viewpoint of the passage above (Simple Content - 2)
2. Identify and briefly explain the implication of this message and one specific piece of legislation that will come out of it. (Target Content - 3)
3. Compare and Contrast the implications of the viewpoint expressed in the source with the policies of the Ronald Reagan Administration. Be sure to address change and continuity among these two viewpoints from the 1960's to the present day (Complex Content - 4)

Standard/Learning Target	Needs Improvement (1)	Simple Content (2)	Target Content (3)	Complex Content (4)
	I can, with help, show some knowledge of the essential vocabulary or learning target	Academic Language: -Jimmy Carter -NAFTA -Rachel Carlson -Richard Nixon	I can explain the controversies associated with education, civil rights, economic policy,	I can demonstrate mastery of the essential learning target AND can go beyond the learning target by

		-Ronald Reagan -De-regulation -Watergate	environmental policy that continue to affect America today.	utilizing one of the historical thinking skills (comparison, causation, CCOT)
Examples:				