



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 1 – Three Worlds Meet</p> <p><u>Essential Question(s):</u></p> <p>What theories explain when and how the first people arrived in the Americas?</p> <p>What factors contributed to the diverse cultures that developed among the people that first settled the Americas?</p> <p>What methods of colonization did Spain use in the Americas?</p>	1-2	<p>Textbook</p> <p>Web Resources: www.regentsprep.org www.americanheritage.com www.phschool.com www.unitedstreaming.com “New World Explored”</p> <p>Videos:</p> <ul style="list-style-type: none"> • Roots • Amistad <p>Additional Resources:</p> <ul style="list-style-type: none"> • Ancient Cultures of North America • North America in the 1400’s 	<p>Thematic Essay: “Explain how Columbus’s transatlantic voyage permanently changed Africa, Europe, and the Americas.”</p> <p>DBQ Essay: “Why did so many people move to colonial America?”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2C	<ul style="list-style-type: none"> • Students compare and contrast the experiences of different groups in the United States. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> • Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> • Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> • Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>			
SS3.C.1A	<ul style="list-style-type: none"> • Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and 			



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	questions.			
SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities. 			
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth's surface. 			
	<p>Chapter 2 – American Colonies Emerge</p> <p><u>Essential Questions:</u></p> <p>How did Spanish colonization of North America impact Native Americans?</p> <p>What issues caused conflicts between Native Americans and settlers in Virginia and New England?</p> <p>How was the settlement of the Middle Colonies and New England influenced by religious beliefs?</p>	1-2	<p>Textbook</p> <p>Web Resources: www.regentsprep.org www.americanheritage.com www.phschool.com</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> European Exploration of the Americas (1492-1682)-map The Jamestown Settlement-map The Thirteen Colonies to the mid-1700's-map 	<p>Thematic Essay: “Explain why and how the English colonies in North America developed in such a diversified way.”</p> <p>DBQ Essay: “How much economic opportunity truly existed in colonial America and what factors affected the colonists’ opportunities to succeed?”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			



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SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
	<p>Chapter 3 – Colonies Come of Age</p> <p>Essential Questions:</p>	1-2	<p>Textbook</p> <p>Primary Sources:</p>	<p>Thematic Essay: “How did the French and Indian War set the stage for the American</p>



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	<p>What was a nation's ultimate goal under mercantilism and how did Great Britain strive to achieve this goal?</p> <p>Why did plantations develop instead of towns in most parts of the South?</p> <p>What factors led the North to develop an industrial based economy?</p> <p>What were the causes and effects of the French and Indian War?</p> <p>Why did the Sugar Act anger many colonial merchants?</p>		<ul style="list-style-type: none"> • Navigation Acts • Sugar Act <p>Web Resources: www.regentsprep.org www.americanheritage.com www.phschool.com</p> <p>Videos:</p> <ul style="list-style-type: none"> • Last of the Mohicans <p>Additional Resources:</p> <ul style="list-style-type: none"> • European Claims in North America (1754-1763) Map 	<p>Revolution?"</p> <p>DBQ Essay: English colonies North and South</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<p>Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture.</p>			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
	<p>Chapter 4 – War for Independence</p> <p>Essential Questions:</p> <p>What growing conflicts between Great Britain and the American colonies led to</p>	<p>5-6</p>	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> “Common Sense” Declaration of Independence Jefferson’s unedited version 	<p>Thematic Essay:</p> <p>“How are the ideas of the Enlightenment evident in the Declaration of Independence?”</p> <p>“Explain how the colonists</p>



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	<p>the American Revolution?</p> <p>What tensions existed within the colonies in 1775-1776 to lead to an independence declaration in spite of division among colonists?</p> <p>What role did civilians play in the fighting of the American Revolution?</p> <p>How did key battles lead to the defeat of the British in the American Revolution?</p>		<ul style="list-style-type: none"> • Revere’s engraving of the Boston Massacre • Tea tax stamp/Cross and Bones • Patrick Henry “Give me Liberty” Speech • Ben Franklin “Join or Die” • Longfellow “Paul Revere’s Famous Ride” <p>Videos:</p> <ul style="list-style-type: none"> • 1776 • The Crossing • The Patriot • School House Rocks • “Shot Heard Round the World” • “Patriot Father, Loyalist Son” <p>Web Resources:</p> <p>www.regentsprep.org</p> <p>www.americanheritage.com</p> <p>www.phschool.com</p> <p>www.history.com/topics/militarywar</p>	<p>successfully used propaganda to encourage support for independence.”</p> <p>DBQ Essay: “Were the American colonists justified in waging war and breaking away from Britain?”</p> <p>Chapter Tests</p>



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			www.unitedstreaming.com “American Revolution from the colonies to the Constitution” Additional Resources: <ul style="list-style-type: none"> • Revolutionary War 1775-1778 (Map) • Revolutionary War 1778-1781- (Map) 	
SS1.1	Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> • Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			



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SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate 			



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	the author's perspectives.			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			
	<p>Chapter 5 – Shaping a New Nation</p> <p><u>Essential Questions:</u></p> <p>What disagreement existed concerning the role of the national government at the beginning of American independence?</p> <p>How did the Articles of Confederation prove to be an ineffective government for the new nation?</p> <p>What role did compromise play in the writing of the new constitution?</p> <p>What were the features of the new government under the Constitution?</p>	3	<p>Textbook</p> <p>Primary Sources</p> <ul style="list-style-type: none"> Articles of Confederation Federalist papers Letters from a Federal Farmers Madison’s notes from the Constitutional Convention <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.history.com/topics/militarywar</p> <p>www.unitedstreaming.com</p> <p>“American Revolution from the colonies to the Constitution”</p>	<p>Thematic Essay:</p> <p>“Why were the Articles of Confederation too weak to handle the new nation’s problems?”</p> <p>“Why was compromise needed in writing the Constitution? How was it used?”</p> <p>“Identify the beliefs of the Federalist and the Anti-Federalists. Which made a more valid argument, considering the time they were living in?”</p> <p>“Explain the system of federalism.”</p>



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	<p>What disagreements had to be overcome for the Constitution to be ratified and how was ratification accomplished?</p>		<p>Additional Resources:</p> <ul style="list-style-type: none"> The Land Ordinance of 1785 (Map) 	<p>“Explain how the system of checks and balances work.” (provide examples)</p> <p>DBQ Essay: “What were the major arguments used by each side in the debates over the ratification of the US Constitution?”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural 			



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	developments, issues, and events from New York State and United States history.			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives.			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			
	<p>Chapter 6 – US Constitution</p> <p><u>Essential Questions:</u></p> <p>How did the Constitution create a more effective government than what existed under the Articles of Confederation?</p>	7-10	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> US Constitution Bill of Rights Magna Carta Mayflower Compact 	<p>Thematic Essay:</p> <p>“Explain how the Constitution created a more perfect union.”</p> <p>“What is the elastic clause? How has Congress made use of it in the past?”</p>



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	<p>What are the qualifications and responsibilities for each of the three branches of government?</p> <p>How does the system of checks and balances work?</p> <p>How does the system of federalism divide power between the federal and state governments?</p> <p>Why is the Constitution considered to be a living and breathing document?</p> <p>What is the Bill of Rights and why was it essential to the ratification of the Constitution?</p>		<p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org www.unitedstreaming.com “American Revolution from the colonies to the Constitution”</p> <p>Videos:</p> <ul style="list-style-type: none"> • School House Rocks • “I’m Just a Bill” • “Three Ring Circus” 	<p>“Explain why the Constitution is considered to be a living, breathing document.”</p> <p>DBQ Essay: “Discuss how the Constitution was both a product of its time and & a document with enough flexibility to meet the challenges of the future.”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			



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SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
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SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability,</p>			



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	and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			
	<p>Chapter 7 – Launching the New Nation</p> <p><u>Essential Questions:</u></p> <p>What actions were taken by Washington’s administration to bring the constitution to life, set the constitutional government in motion, and establish precedent for the nation’s future?</p> <p>How did US foreign policy develop during the late 18th century and what issues were faced at that time?</p> <p>What key decisions were made by the Jefferson administration as the US began</p>	5-6	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Washington’s Farewell Address Lewis and Clark Journal <i>Marbury V. Madison</i> Map of Louisiana Purchase <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <p>Videos:</p> <ul style="list-style-type: none"> Almost Heroes 	<p>Thematic Essay:</p> <p>“How did Jefferson expand the power of the presidency?”</p> <p>“Explain why the Federalists lost power and basically disappeared by the early 1800’s.”</p> <p>“In a span of approximately thirty years, the US established itself on the world’s stage. Explain the factors that contributed to this success.”</p>



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>expanding and changing?</p> <p>What conflicts between Britain and the US and key events led to the war of 1812?</p>		<p>Additional Resources:</p> <ul style="list-style-type: none"> The War of 1812 Map 	<p>DBQ Essay:</p> <p>“What led to the rise of political parties in the 1790’s?”</p> <p>“What forces led Americans to declare war on Britain in 1812?”</p> <p>Chapter Tests</p> <p>1st Quarterly Exam - Chapters 1-6</p>
SS1.1	<p>Key Idea:</p> <p>The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea:</p> <p>Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	developments, issues, and events from New York State and United States history.			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			
	<p>Chapter 8 – Balancing Nationalism and Sectionalism</p> <p><u>Essential Questions:</u></p> <p>What conflicts developed among the regions of the US because of their growing</p>	4-5	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Monroe Doctrine Indian Removal Act of 1830 Political Cartoons of Andrew Jackson 	<p>Thematic Essay:</p> <p>In the United States history, the rights of “life, liberty, and the pursuit of happiness,” as stated in the Declaration of Independence, have often been denied to certain groups of Americans.</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>economic differences, and how did Henry Clay attempt to resolve them?</p> <p>How did a spirit on nationalism develop in the US after the War of 1812 and how did the Supreme Court rulings, federal government policy decisions and Westward expansion reflect that spirit? What changes resulted from Andrew Jackson’s rise to power which reflected the views of the common people, but violated the rights of Native Americans?</p> <p>How did growing divisions over states rights and economic problems starting in the 1830s threaten the spirit of nationalism that had grown since 1812?</p>		<ul style="list-style-type: none"> • Missouri Compromise <p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org www.unitedstreaming.com</p> <p>Videos:</p> <ul style="list-style-type: none"> • The Buccaneer <p>Additional Resources:</p> <ul style="list-style-type: none"> • Major Roads and Canals, 1840 (Map) • Boundary Settlements of the U.S. 1803-1819 (Map) 	<p>-Native Americans</p> <p>DBQ Essay: “What were the major arguments used in the debate over expanding suffrage during the age of Jackson?”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	in the United States, explaining their contributions to American society and culture.			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
	<p>Chapter 9 – Reforming American Society</p> <p><u>Essential Questions:</u></p> <p>How did the Second Great Awakening and other spiritual reform movements shape social and policies reforms in the decades preceding the Civil War?</p> <p>How did the slavery conflict create growing divisions between North and South in the early to mid-1800's?</p>	2-3	<p>Textbook</p> <p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org www.unitedstreaming.com</p> <p>Videos:</p> <ul style="list-style-type: none"> Amistad 	<p>Thematic Essay: In the United States history, the rights of “life, liberty, and the pursuit of happiness,” as stated in the Declaration of Independence, have often been denied to certain groups of Americans. -African Americans</p> <p>DBQ Essay: “What forces or ideas motivated and inspired this effort to remake and reform American society</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>How did the early development of the Women's rights movement challenge traditional women's roles and lead to later reforms?</p> <p>What changes began to develop in factories and manufacturing in the mid-1800s, and what problems did this create for the industrial workforce?</p>			<p>during the Antebellum years?"</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<p>Students discuss several schemes for periodizing the history of New York State and the United States.</p>			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	history involves learning about the important roles and contributions of individuals and groups.			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS2.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
	<p>Chapter 10 – Expanding Markets and Moving West</p> <p><u>Essential Questions:</u></p> <p>In the United States in the early 19th century, What changes took place in transportation, communication, and manufacturing, and what was the resulting impact on national markets for products?</p> <p>What was Manifest Destiny and what factors promoted it before the Civil War?</p> <p>Why did the Americans settle in Texas in the 1820’s and 1830’s and how did Texas</p>	2-3	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Morris Code Declaration of Sentiments <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <p>“United States Expansionism”</p> <p>“Colonizing the American West”</p> <p>Videos:</p> <ul style="list-style-type: none"> The Alamo 	<p>Thematic Essay:</p> <p>“Explain how the US successfully expanded its territory by the mid-1800’s?”</p> <p>DBQ Essay:</p> <p>The settlement of the West</p> <p>Chapter Tests</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	bring the United States and Mexico into conflict? What were the causes and results of the Mexican war in the 1840's and how did it advance the cause of Manifest Destiny at that time?		Additional Resources: <ul style="list-style-type: none"> • Trails West 1860-map • War for Texas Independence 1835-1847-map • The War with Mexico 1846-1847-map 	
SS1.1	Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.2	Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> • Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> • Students compare and contrast the experiences of different groups in the United States. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
	<p>Chapter 11 – The Union in Peril</p> <p>Essential Questions: What conflicts arose over slavery with the emission of California and the Utah and New Mexico territories and how were they resolved by the compromise of 1850? How did popular sovereignty and the Kansas-Nebraska Act of 1854 raise the level of the violent conflict over the slavery issue? How did the issues of the early 1850's lead</p>	4-5	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> <i>Dred Scott V. Sanford</i> Lincoln Douglas Debates <p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org www.unitedstreaming.com</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> <u>Uncle Tom's Cabin</u> 	<p>Thematic Essay: Reform movements have been an important part of United States History. (August '04) -Abolitionist Movement</p> <p>DBQ Essay: “What led the Southern States to secede from the Union in 1860 and 1861?”</p> <p>Chapter Tests</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	to the birth of the Republican party? How did the events of the late 1850's and the early 1860's lead to the secession of the South and the Civil War?		<ul style="list-style-type: none"> • The Underground Railroad 1850-1854-map • Free and Slave States and Territories 1820-1854-map 	
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> • Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> • Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> • Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> • Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 12 – Civil War</p> <p><u>Essential Questions:</u></p> <p>What role did military actions play in the Civil War at Fort Sumter, Gettysburg, and Appomattox Court House?</p> <p>What was actually done and not done by the Emancipation Proclamation?</p> <p>What precedence in governing the nation during wartime was set by Lincoln for future presidents?</p> <p>What were the political, economic, and social results of the American Civil War?</p>	2-3	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Emancipation Proclamation • Gettysburg Address • Civil War Battles Map • 13th Amendment <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Civil War” • “American Civil War, The War Years” Part I and II • “American History: The Civil War. A Nation Divided” <p>Videos:</p> <ul style="list-style-type: none"> • Glory • Gods and Generals • Gettysburg 	<p>Thematic Essay:</p> <p>“Compare and contrast the leadership styles, tactics, and success of Lee and Grant.”</p> <p>DBQ Essay:</p> <p>“Identify and discuss one social, one political, and one economic change in American society that occurred as a result of the Civil War”</p> <p>Chapter Tests</p>



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
			<ul style="list-style-type: none"> • Gone with the Wind • North and South <p>Additional Resources:</p> <ul style="list-style-type: none"> • Civil War 1861-1863 • Battle of Gettysburg 1863-Map • Civil War 1863-1865-Map 	
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<p>Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents.</p>			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> • Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			
	<p>Chapter 13 – Reconstruction</p> <p><u>Essential Questions:</u></p> <p>Describe the difference between presidential and congressional plans and policies for Reconstruction from 1865 to 1870?</p> <p>What political, economic, and social changes that took place in the South following the Civil War and what groups were involved?</p>	4	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> 14th and 15th Amendments <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> “Reconstruction” <p>Videos:</p> <ul style="list-style-type: none"> Gone With the Wind 	<p>Thematic Essay: “Compare and Contrast Presidential and Congressional plans for Reconstruction.”</p> <p>DBQ Essay: “Why did Congress’ reconstruction efforts to ensure equal rights to the freedman fail?”</p> <p>Chapter Tests</p> <p>2nd Quarterly Exam - Chapters 7-12</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	Describe the factors and events that led up to the collapse of Reconstruction from 1876-1877.		Additional Resources: <ul style="list-style-type: none"> Southern Military Districts 1867-Map 	
SS1.1	Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.			
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
	Chapter 14 – Changes on the Western Frontier	4-5	Textbook	Thematic Essay: “Evaluate the political impact of



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p><u>Essential Questions:</u></p> <p>How did the government promote the settlement of the Western frontier?</p> <p>What conflicts took place during the settlement of the Western frontier between the lifestyle of the settlers moving west and the Native Americans already there?</p> <p>What role did government play in conflicts between Native Americans and settlers in the late 1800's?</p> <p>What was the difference between the myth and reality of the cowboy's life and work in the late 1800's?</p> <p>What problems were faced by American farmers from 1865 to the early years of the 20th century and what groups were formed to deal with them?</p>		<p>Primary Sources:</p> <ul style="list-style-type: none"> • "Cross of Gold" Speech • Populist Political Cartoons <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • West Region, the People and Heritage • American History: At the Western Frontier <p>Videos:</p> <ul style="list-style-type: none"> • Dances with Wolves • Young Guns • Bury My Heart at Wounded Knee <p>Additional Resources:</p> <ul style="list-style-type: none"> • Shrinking Native American Lands 1894 and Battle Sites 1860's-1890's-Map 	<p>the populist party.”</p> <p>“Explain the differences between the myths and realities of the American cowboy.”</p> <p>DBQ Essay:</p> <p>“What caused the farmers plight in the late 19th century and how did farmers propose to resolve these problems?”</p> <p>Chapter Tests</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	Describe the factors that led first to the rise, then to the fall, of the Populist movement?		<ul style="list-style-type: none"> • The Legend of the Buffalo 1800,1865, 1996-Map • Cattle Trails and the Railroad 1870's-1890's-Map 	
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time, and how they unite all Americans. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> • Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> • Students compare and contrast the experiences of different groups in the United States. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> • Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	in the United States, explaining their contributions to American society and culture.			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
	<p>Chapter 15 – Industrial Age</p> <p><u>Essential Questions:</u></p> <p>What late 1800’s inventions, new technological processes, and other factors,</p>	5-6	<p>Textbook</p> <p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org</p>	<p>Thematic Essay: “Evaluate the political impact of the populist party.”</p> <p>“Explain the differences between the myths and realities of the</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p> fueled the expansion of the industry in the late 1800's?</p> <p>Describe what led to the growth and consolidation of railroads in the late 1800's, as well as their impact on the expansion of industry.</p> <p>What problems resulted from the rise of big business, which led to attempts by government to regulate it?</p> <p>What specific actions were taken by government as it moved from laissez-faire economic policies to regulation?</p>		<p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Discovery History 20th Century Biographies prominent Americans” • “The American Industrial Revolution” <p>Videos:</p> <ul style="list-style-type: none"> • Locomotion <p>Additional Resources:</p> <ul style="list-style-type: none"> • Natural Resources and the Birth of a Steel Town 1886-1906-map • Major Railroad Lines 1870-1890-map 	<p>American cowboy.”</p> <p>DBQ Essay: “What caused the farmers plight in the late 19th century and how did farmers propose to resolve these problems?”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	connections and interactions of people and events across time and from a variety of perspectives.			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States. 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
	<p>Chapter 16 – Immigrants and Urbanization</p> <p><u>Essential Questions:</u></p>	3-4	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Thomas Nast’s cartoons Jacob Riis “How the Other Half 	<p>Thematic Essay: “Compare and contrast the experiences of immigrants from Europe, Asia, and the Caribbean.”</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>What caused people from other lands to leave those lands, but what challenges did they have to overcome to be an immigrant?</p> <p>What were the positive and the negative features of the rapid growth of American cities in the late 1800's and early 1900's?</p> <p>What role did the emerging political machine play in American cities in the 19th century?</p> <p>What ere the national effects of political corruption in the late 19th century which led Americans to want reform?</p>		<p>Lives”</p> <p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Immigration to the United States: American Heritage Series” • “New York Up Close: Immigration and the Industrial Revolution” <p>Videos:</p> <ul style="list-style-type: none"> • Far and Away • The Presidents “The Gilded Age” <p>Additional Resources:</p> <ul style="list-style-type: none"> • Ethnic Enclaves in New York City 1910-map 	<p>DBQ Essay: “Why did American native groups, oppose free unrestricted immigration in the late 19th and early 20th centuries?”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	multicultural context, and the ways people are unified by many values, practices, and traditions.			
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
	<p>Chapter 17 – Life at the Turn of the Century</p> <p><u>Essential Questions:</u></p> <p>How did change in education and the promotion of high culture, affect America's changing identity?</p>	2-3	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Southern Literacy Test <i>Plessy V. Ferguson</i> <p>Web Resources: www.phschool.com</p>	<p>Thematic Essay: “Explain three leisure activities that become popular the turn of the century. How did they affect life then and now?”</p> <p>DBQ Essay: “How did technological changes at</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>What racial tensions in the late 19th century continued the persistence of racial discrimination in America?</p> <p>How did technological changes at the turn of the century bring developments in architecture, transportation, and communication, which affected American cities?</p> <p>How was the emergence of modern mass culture seen in transformations in leisure activities, shopping, and advertising?</p>		<p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “History in Focus: 1900-1909” <p>Videos:</p> <ul style="list-style-type: none"> • Ragtime <p>Additional Resources:</p> <ul style="list-style-type: none"> • The Adventures of Tom Sawyer—Mark Twain • The Adventures of Huck Finn—Mark Twain 	<p>the turn of the century affect American cities?”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	connections and interactions of people and events across time and from a variety of perspectives.			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
	<p>Chapter 18 – Progressive Era</p> <p><u>Essential Questions:</u></p> <p>How did the political, economic, and moral roots of progressivism create reforms which changed modern America?</p> <p>How did women’s growing participation in work, education, and politics, and reform, change women’s lives in the early 20th century?</p> <p>What reforms resulted from Theodore Roosevelt’s domestic agenda and policies?</p> <p>How do the policies of the Taft administration show the growing conflict between progressive reform and business interests?</p>	4-5	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> The Jungle—Upton Sinclair <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> “America in the 20th Century: The Progressive Era” “World History: The Modern Era” <p>Videos:</p> <ul style="list-style-type: none"> Iron Jawed Angels The American Presidents “The Progressives” 	<p>Thematic Essay:</p> <p>“Explain how investigative journalism helped to expose injustices in American Society.”</p> <p>“Reform movements have been an important part of United States History. “(August ’04) -Progressive movement</p> <p>DBQ Essay:</p> <p>“How would you define and describe the progressive reform movement?”</p> <p>Chapter Tests</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	What victories and defeats for progressivism took place under Woodrow Wilson and his approach to reform?		Additional Resources: <ul style="list-style-type: none"> • U.S. National Parks 1872-1947-map • Election of 1912-map 	
SS1.1	Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> • Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> • Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> • Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> • Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	together Americans from diverse roots and traditions.			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
	Chapter 19 – America Claims an Empire	4-5	Textbook	Thematic Essay: “Explain the causes of American



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p><u>Essential Questions:</u></p> <p>How did economic and cultural factors shape American foreign policy at the turn of the century to turn the United States into and imperial power?</p> <p>What were the causes and results of the Spanish-American War?</p> <p>How did United States imperialism develop around the world in places like Cuba, Puerto Rico, and the Philippines?</p> <p>How and why did Presidents Theodore Roosevelt and Woodrow Wilson use American military and economic power around the world in circumstances like the Russo-Japanese War, the building of the Panama Canal, and the Mexican Revolution?</p>		<p>Primary Sources:</p> <ul style="list-style-type: none"> • Roosevelt Corollary • De Lome Letter • Yellow Journalism—Hearst <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • War in the Philippines 1898-map • The Boxer Protocol-map • U.S. Imperialism 1880-1910-map 	<p>imperialism and evaluate its impact on one area of the world.”</p> <p>“Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate and long-term results.” (January ’05)</p> <p>-Theodore Roosevelt’s Corollary to the Monroe Doctrine</p> <p>DBQ Essay:</p> <p>“Was imperialism a proper and legitimate policy for the US to follow at the turn of the 19th Century?”</p> <p>Chapter Tests</p>
SS1.1	Key Idea:			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> • Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> • Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> • Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> • Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> • Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> • Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			
	<p>Chapter 20 – World War I</p> <p><u>Essential Questions:</u></p> <p>What was the American experience in fighting World War I and how did the United States tip the balance?</p> <p>How did international politics bring about World War I and how and why did the United States become involved?</p> <p>What change took place within the United States during World War I and what were the political, economic, and social results?</p> <p>What were the results of President Woodrow Wilson’s attempts to negotiate the Treaty of Versailles and establish the League of Nations?</p>	3-4	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Zimmerman Note <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> “Great Books: All Quiet on the Western Front” “Archives of War: World War and the Interwar Years” “American History: From the Great War the Great Depression” <p>Videos:</p> <ul style="list-style-type: none"> Fly Boys All Quiet on the Western Front 	<p>Thematic Essay:</p> <p>“Explain how the end of WWI led to the rise of Adolf Hitler.”</p> <p>“Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate and long-term results.” (January ’05)</p> <p>-Woodrow Wilson’s Fourteen Points</p> <p>DBQ Essay:</p> <p>“Why did the US abandon its neutrality and choose to enter WWI on the side of the allies?”</p> <p>Chapter Tests</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
			<ul style="list-style-type: none"> • Letters from Home • Legends of the Fall <p>Additional Resources:</p> <ul style="list-style-type: none"> • The Warring Powers 1915-map • Postwar Europe 1919-map • The Sun Also Rises—Hemingway 	
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> • Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> • Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	clear and valid criteria for judging the importance and significance of these events, eras, or issues.			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	the author's perspectives.			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			
	<p>Chapter 21/22 – The Roaring Twenties</p> <p><u>Essential Questions:</u></p> <p>How were policies including postwar isolationism and the immigration quota system carried out by the Harding Administration?</p> <p>How did the rise of and fear of communism affect civil liberties and the labor movement in America immediately after World War I?</p> <p>What was the impact of automobiles, electric power, advertising, and installment buying on the American consumer and</p>	5-6	<p>Textbook</p> <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> “American History: From the Great War the Great Depression” “The Roaring Twenties” <p>Videos</p> <ul style="list-style-type: none"> The Untouchables Inherit the Wind Somewhere in Time <p>Additional Resources:</p>	<p>Thematic Essay:</p> <p>Throughout the 20th century, individuals attempted to address problems within American society. Their efforts have had a significant impact on American life. (August '07)</p> <p>-Henry Ford -Langston Hughes</p> <p>DBQ Essay:</p> <p>“Describe the urban-rural culture wars of the 1920s and the issues over which they were fought?”</p> <p>Chapter Tests</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>American business in the 1920's?</p> <p>How did life in the cities, Prohibition, and the outcome of the Scopes trial reflect the conflicts and tensions of the 1920's?</p> <p>How did lifestyles, jobs, families, and women's roles change during the 1920's?</p> <p>How did America develop a popular culture, criticized by many artists and writers through the growth of schools, movies, mass media, and spectator sports?</p> <p>How did the efforts of the NAACP, Marcus Garvey's movement, and the Harlem Renaissance, shape a crucial era in African-American history?</p>		<ul style="list-style-type: none"> • Historic Flights 1919-1932-map • Swing Music • Jazz—Armstrong, Ellington, Bessie Smith • The Great Gatsby—Fitzgerald 	<p>3rd Quarterly Exam—Chapters 13-21</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	and how they unite all Americans.			
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 23 – The Great Depression</p> <p><u>Essential Questions:</u></p> <p>How did people who lived during the Depression cope with the hard times they faced?</p> <p>What was President Herbert Hoover’s connection to the Great Depression and how did it cost him support?</p> <p>What were the causes of the Great Depression in terms of economic problems confronting industries, farmers, and consumers, at home and abroad?</p>	3-4	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Newspaper Stock Page (current and past) <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “The Great Depression” • “Great Books: The Grapes of Wrath” • “American History: From the Great War to the Great Depression” • “American History: America’s Economy Sorrow and Hope” <p>Videos</p> <ul style="list-style-type: none"> • Brother Where Art Thou • Seabiscuit 	<p>Thematic Essay:</p> <p>“Explain how the excess of the 1920’s contributed to the great depression.”</p> <p>DBQ Essay:</p> <p>“Discuss problems faced by the American people during the Great Depression of the 1930’s.”</p> <p>Chapter Tests</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
			<ul style="list-style-type: none"> • Wizard of Oz <p>Additional Resources:</p> <ul style="list-style-type: none"> • The Dust Bowl 1933-1946-map • Bluegrass Music • The Grapes of Wrath – Steinbeck • Photographs from relief programs 	
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> • Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> • Students compare and contrast the experiences of different groups in the United States. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> • Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> • Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> • Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> • Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> • Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> • Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 24 – New Deal</p> <p><u>Essential Questions:</u></p> <p>How did FDR extend the relief, recovery, and reform programs in the Second New Deal?</p> <p>What actions did President Franklin Roosevelt take early in the New Deal to combat the Great Depression?</p> <p>How did New Deal policies affect various social and ethnic groups, allowing the Democratic Party to form a new political coalition?</p> <p>How were the arts, entertainment, and literature influenced by the Great Depression and New Deal during the 1930's?</p> <p>What were the short-term and long-term</p>	<p>4-5</p>	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • FDR’s “Fear Itself Speech” • FDR’s “Fireside Chats” • War of the Worlds (radio broadcast) <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Men of Our Time: Franklin D. Roosevelt <p>Additional Resources:</p> <ul style="list-style-type: none"> • War of the Worlds – radio broadcasts • American Gothic - painting 	<p>Thematic Essay:</p> <p>“How did FDR expand the role and influence of the federal government?”</p> <p>“Throughout the 20th century, individuals attempted to address problems within American society. Their efforts have had a significant impact on American life.” (August ’07) – Eleanor Roosevelt</p> <p>DBQ Essay:</p> <p>“Identify those groups that most strongly opposed the new deal and explain the reasons for their opposition.”</p> <p>Chapter Tests</p>



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	effects of the New Deal on American society?			
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	ideas and traditions leading to these foreign policies.			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
viewpoints and/or frames of reference influence historical interpretations.				
	<p>Chapter 25/26 – World War II</p> <p><u>Essential Questions:</u></p> <p>How did Hitler’s aggressive move in the late 1930’s and the weak response of world leaders, lead to the start of World War II?</p> <p>How did the rise of totalitarian dictatorship in Europe and Asia challenge the U.S. policy of neutrality?</p> <p>What were Hitler’s plans for the German “master race” and what was the fate of Jews and other Third Reich “enemies” as a result?</p> <p>What were the American responses to aggression in Europe and Asia and how did this lead the United States to enter the war?</p>	5-6	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • <i>Korematsu vs. United States</i> • Neutrality Acts of the 1930’s <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <p>Videos:</p> <ul style="list-style-type: none"> • Pearl Harbor • A League of Their Own • Tora Tora Tora • Saving Private Ryan • Bank of Brothers • The Great Escape • Schindler’s List • Jacob the Liar • Winds of War 	<p>Thematic Essay:</p> <p>Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate and long-term results. (January ’05)</p> <ul style="list-style-type: none"> - The Lend-Lease Act <p>DBQ Essay:</p> <p>The decision to drop the atomic bomb.</p> <p>Chapter Tests</p>



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>How did the United States mobilize its human and industrial resources to fight on two fronts?</p> <p>How did the allies defeat Germany and Italy?</p>		<ul style="list-style-type: none"> • Windtalkers • Flags Our Fathers • Letters from Iwo Jima • Captain Corelli's Mandolin • The Dirty Dozen <p>Additional Resources:</p> <ul style="list-style-type: none"> • The Rise of Nationalism 1922-1941-map • The Attack on Pearl Harbor December 7, 1941-map • World War II: Europe and Africa 1942-1943-map • World War II: Japan's Defeat 1942-1945 • Diary of Anne Frank 	
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	in the United States, explaining their contributions to American society and culture.			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
	<p>Chapter 27 – Cold War Conflicts</p> <p><u>Essential Questions:</u></p>	3-4	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Iron Curtain Speech – Winston 	<p>Thematic Essay: Following World War II, the United States and the Soviet Union were engaged in a conflict that</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>When did the United States become involved in the Korean War?</p> <p>What was the Cold War and how did it begin?</p> <p>How and why did the fear of communism sweep the United States?</p> <p>How and why did tensions grow between the United States and the Soviet Union?</p>		<p>Churchill</p> <ul style="list-style-type: none"> • Yalta and Potsdam pictures <p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Archives of War: The Cold War” <p>Videos:</p> <ul style="list-style-type: none"> • Invasion of the Body Snatchers • Star Wars • Space Odyssey 2001 • MASH <p>Additional Resources:</p> <ul style="list-style-type: none"> • The “Iron Curtain” 1948-map • Postwar Germany 1949-map • The War in Korea 1950-1953-map 	<p>became known as the Cold War. The Cold War created problems that the United States addressed with specific actions. These actions had varying degrees of success. (August '06).</p> <ul style="list-style-type: none"> - Western Europe - Soviet takeover of Eastern Europe - Threat of Communist takeover of Greece - Soviet Blockade of Berlin - Nuclear Arms Race - Placement of the Soviet missiles in Cuba since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate and long-term results. (January '05) - The Marshall Plan - The Blockade of Cuba



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
				<p>DBQ Essay: “Discuss how the need for military security and the protection of democratic ideals have shaped American foreign policy since 1939.”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	clear and valid criteria for judging the importance and significance of these events, eras, or issues.			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
	<p>Chapter 28 – The Post-War Boom</p> <p><u>Essential Questions:</u></p> <p>What were the benefits and costs of pursuing the Americans dream?</p> <p>How did the social, economic, and political readjustment after World War II lead to prosperity and rising conservation?</p> <p>How did popular culture reflect middle class values?</p> <p>What was the other side of the American dream?</p>	2-3	<p>Textbook</p> <p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org www.unitedstreaming.com</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> Music – Elvis Presley 	<p>Thematic Essay: “Explain how popular culture celebrated the growing middle class and its suburban lifestyle.” “Although many people were living “The American dream” in the 1950’s, the same could not be said regarding minorities. What were the conditions like for the following groups in the 1950’s? Urban poor, Mexican-Americans, and Native Americans.”</p> <p>DBQ Essay: “How is American society today different from what our grandparents’ generation knew in the years just after WWII?”</p>



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
				Chapter Tests
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
American Labor Movement; Great Depression; World Wars; contemporary United States.				
	<p>Chapter 29 – The New Frontier and Great Society</p> <p><u>Essential Questions:</u></p> <p>Why did Kennedy have trouble securing congressional approval of his reform package?</p> <p>How did Kennedy fail and succeed during the Cold War confrontations?</p> <p>What was Johnson's Great Society?</p>	4-5	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Inaugural Address - Kennedy <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <p>Video:</p> <p>13 Days</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Cuban Missile Crisis October 1962-map • Stings – The Russians 	<p>Thematic Essay:</p> <p>“How did JFK respond to Cold War Threats? Explain how LBJ’s Great Society built upon what was started by FDR’s New Deal.”</p> <p>“Explain how the Warren Court strengthened the rights of the accused.”</p> <p>DBQ Essay:</p> <p>“Discuss how Lyndon Johnson’s Great Society was similar to Franklin Roosevelt’s New Deal.”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea:</p> <p>The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	history involves learning about the important roles and contributions of individuals and groups.			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
	<p>Chapter 30 – Civil Rights</p> <p><u>Essential Questions:</u></p>	4-5	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> I Have a Dream – MLK 	<p>Thematic Essay: “Throughout the 20th century, individuals attempted to address problems within the American</p>



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>How did the Federal Government end segregation and ensure voting rights?</p> <p>When did the Civil Rights movement begin?</p> <p>What is the mixed legacy of the Civil Rights movement?</p>		<ul style="list-style-type: none"> • Letters from a Birmingham Jail • <i>Brown v. Board of Education</i> • Civil Rights Act of 1964 • Voting Rights Act of 1965 <p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Decisions that Shook the World: Lyndon Johnson and the Civil Rights Movement” • “Civil Rights: The Long Road to Equality” • “Heroes of Today and Yesterday” • “Rosa Parks and the Civil Rights Movement” • “President Kennedy Civil Rights Address June 15, 1963” • “Martin Luther King, Jr. Day America Celebrates” 	<p>society. Their efforts have had a significant impact on American life.” (August ’07)</p> <ul style="list-style-type: none"> - Martin Luther King, Jr. <p>“Reform movements have been an important part of United States History.” (August ’04)</p> <ul style="list-style-type: none"> - Civil Rights Movement <p>DBQ Essay: “The rhetoric and prose of the Civil Rights movement aimed to convince white Americans to support the cause of equal rights for African Americans by abolishing segregation and Jim Crow laws. What themes did the champions of Civil Rights use in their appeal?”</p> <p>Chapter Tests</p>



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
			Videos: <ul style="list-style-type: none"> • Mississippi Burnings • Malcolm X • Eyes on the Prize • The Night James Brown Saved Boston • King Additional Resources: <ul style="list-style-type: none"> • James Brown 	
SS1.1	Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> • Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			
	<p>Chapter 31 – Vietnam War</p> <p><u>Essential Questions:</u></p> <p>How did America slowly become involved in the Vietnam War?</p> <p>Why did the Vietnam War last longer than expected?</p> <p>How did the Vietnam War sharply divide</p>	5-6	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> The Pentagon Papers The Gulf of Tonkin Papers The War Powers Act <p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org</p>	<p>Thematic Essay: “Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate and long-term results.” (January '05)</p> <ul style="list-style-type: none"> The Strategic Arms Limitation Talks <p>Chapter Tests</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>the American public?</p> <p>Why was 1968 the most explosive year of the 1960's?</p> <p>How did the War have a lasting effect on America?</p>		<p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “First Television War, the A Documentary Report” • “Archives of War: The Vietnam War” <p>Videos:</p> <ul style="list-style-type: none"> • Apocalypse Now • Deer Hunter • First Blood • Born on the Fourth of July • Full Metal Jacket • Platoon • Good Morning Vietnam • The Green Berets <p>Additional Resources:</p> <ul style="list-style-type: none"> • Indochina 1959-map • Tet Offensive January 30-February 24, 1968-map • Goodnight Saigon – Billy Joel 	
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	multicultural context, and the ways people are unified by many values, practices, and traditions.			
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
	<p>Chapter 32 – An Era of Social Change</p> <p><u>Essential Questions:</u></p> <p>What were the social and economic barriers that women faced in American society?</p> <p>What was the campaign for Civil Rights</p>	3-4	<p>Textbook</p> <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> “American History: Social Activism in the United States” 	<p>Thematic Essay:</p> <p>“Contrast the strategies used by Native Americans and Latinos in their campaigns for Civil Rights in the late 1960’s and 1970’s.”</p> <p>“What barriers did women face in the late 1960’s and 1970’s and how did they fight to overcome them?”</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>and economic justice?</p> <p>How did the counter culture impact the young people?</p>		<p>Videos:</p> <ul style="list-style-type: none"> • Woodstock <p>Additional Resources:</p> <ul style="list-style-type: none"> • Music – Bob Dylan • Ohio – Crosby Stills Nash and Young • The Feminine Mystic – Steinheim • Silent Spring - Carson 	<p>DBQ Essay: “Discuss whether the American government, since 1950 has achieved the goals established for our nation in the preamble of the Constitution of the United States.”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> • Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3A	<ul style="list-style-type: none"> Students compare and contrast the experience of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. 			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	the author's perspectives.			
	<p>Chapter 33 – The Age of Limits</p> <p><u>Essential Questions:</u></p> <p>How did President Nixon’s domestic and foreign policy lead the nation in a conservative way to ease Cold War tensions?</p> <p>What were the events of the Watergate scandal?</p> <p>How did Ford and Carter attempt to address economics and political crisis?</p> <p>How did Carter fail in his Cold War policy?</p>	4-5	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Salty Treaty <p>Web Resources:</p> <p>www.phschool.com</p> <p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Commander in Chief: Richard Nixon” • “Speeches from History: Jimmy Carter” • “History in the Making 1980” <p>Videos:</p> <ul style="list-style-type: none"> • All the Presidents Men <p>Additional Resources:</p> <ul style="list-style-type: none"> • The Soviet – Afghanistan War- 	<p>Thematic Essay:</p> <p>“Explain how Nixon attempted to ease Cold War tensions during his presidency”</p> <p>Chapter Tests</p>



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
			map <ul style="list-style-type: none"> • The Middle East 1978-1982-map • Tie a Yellow Ribbon Around the Old Oak Tree – Tony Orlando and Dawn 	
SS1.1	<p>Key Idea The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.C.1B	<ul style="list-style-type: none"> • Students describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> • Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> • Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> • Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> • Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing 			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	together Americans from diverse roots and traditions.			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
	<p>Chapter 34 – The Conservative Tide</p> <p><u>Essential Questions:</u></p>	4-5	<p>Textbook</p> <p>Web Resources: www.phschool.com</p>	<p>Thematic Essay: “Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate</p>



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>How did conservative philosophy change government policies and priorities?</p> <p>How did the conservative movement change American politics?</p> <p>How did conservative policies affect society?</p> <p>How did the conservative policy of Reagan and Bush lead to the end of the Cold War?</p>		<p>www.americanheritage.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Decisions that Shook the World” Ronald Reagan and the Cold War” <p>Videos:</p> <ul style="list-style-type: none"> • Iran Contra Hearings • Footage of the Persian Gulf War <p>Additional Resources:</p> <ul style="list-style-type: none"> • Trouble Spots in Central America and the Caribbean 1980’s-map • The Persian Gulf War 1990-1991-map 	<p>and long-term results.” (January ’05)</p> <ul style="list-style-type: none"> - The Persian Gulf War <p>DBQ Essay:</p> <p>“Discuss how the conservative movement led to the elections of Presidents Reagan and Bush and the impact of the presidencies.”</p> <p>Chapter Tests</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p>			
SS1.C.1A	<ul style="list-style-type: none"> • Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.2	<p>Key Idea:</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 35 – US in Today’s World</p> <p><u>Essential Questions:</u></p> <p>How did America’s role change in a world economy?</p> <p>How did American politics change during the 1990’s?</p> <p>How did technological advances effect the 20th Century?</p> <p>What were the major social and economic changes in the U.S. in the late 20th Century?</p>	3-4	<p>Textbook</p> <p>Web Resources: www.phschool.com www.americanheritage.com www.regentsprep.org www.unitedstreaming.com</p> <p>Videos:</p> <ul style="list-style-type: none"> • 911 Documentaries • Clinton Impeachment Proceedings • Black War Down <p>Additional Resources:</p> <ul style="list-style-type: none"> • Humanitarian Relief in Somalia-map • World Trading Blocks-map • U.S. Immigration 1995-map 	<p>Thematic Essay: “Throughout the 20th century, individuals attempted to address problems within American society. Their efforts have had a significant impact on American life.” (August ’07) - Bill Gates</p> <p>DBQ Essay: “What values and beliefs united Americans and define our nation and its purpose?”</p> <p>Chapter Tests</p> <p>4th Quarterly Exam – Chapters 22-34</p> <p>Final Exam – Chapters 1-33</p>
SS1.1	<p>Key Idea: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and</p>			



Grade 11 United States History/Government Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	multicultural context, and the ways people are unified by many values, practices, and traditions.			
SS1.C.1A	<ul style="list-style-type: none"> Students analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. 			
SS1.2	<p>Key Idea: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>			
SS1.C.2A	<ul style="list-style-type: none"> Students discuss several schemes for periodizing the history of New York State and the United States. 			
SS1.C.2B	<ul style="list-style-type: none"> Students develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. 			
SS1.C.2C	<ul style="list-style-type: none"> Students compare and contrast the experiences of different groups in the United States. 			
SS1.C.2D	<ul style="list-style-type: none"> Students examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. 			
SS1.C.2E	<ul style="list-style-type: none"> Students analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. 			
SS1.C.2F	<ul style="list-style-type: none"> Students compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. 			
SS1.3	<p>Key Idea: Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
SS1.C.3B	<ul style="list-style-type: none"> Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American Labor Movement; Great Depression; World Wars; contemporary United States). 			
SS1.C.3C	<ul style="list-style-type: none"> Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. 			
SS1.C.3D	<ul style="list-style-type: none"> Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). 			
SS1.4	<p>Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
SS1.C.4A	<ul style="list-style-type: none"> Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives. 			
SS1.C.4B	<ul style="list-style-type: none"> Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations. 			
SS1.C.4C	<ul style="list-style-type: none"> Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. 			