

# New Hampton Curriculum

## New Hampton Community School District

### Social Studies Standards and Benchmarks-SS

#### American History-Grade 11

SS.HIST.1: Culture: The students will examine the impact of culture and cultural diversity. (MCGF) SS.HIST.1A – I Benchmarks: The student will be able to: A. Analyze and explain the ways groups, societies, and cultures address human needs and concerns as

well as how these cultures interact. (GE) (HOTS) (MCGF)

B. Apply an understanding of culture as an integrated whole that explains the functions and interactions

of various elements of culture, such as language, literature, beliefs, values, government, education,

and behavioral patterns. (GE) (HOTS) (MCGF)

C. Compare and contrast societal patterns for preserving and transmitting culture while adapting to

environmental and social changes. (LS) (GE) (HOTS)

D. Demonstrate the value of cultural diversity as well as cohesion within and across groups. (MCGF)

E. Analyze various ideas, philosophies, technologies, legal concepts, and religions that have not only

impacted the world, but also have been adopted by cultures in the modern world. (GE) (MCGF) (TECH)

F. Demonstrate the acceptance of people with ideas and lifestyles which differ from the majority of the

population. (GE) (MCGF) (HOTS) (CS)

G. Compare and contrast differing cultural values and beliefs that make up the composition of our society.

(GE) (MCGF) (HOTS)

H. Understands the impact of change on systems. (ES)

I. Demonstrate an understanding of the global economy and how it affects each individual. (NCDG)

Assessed by: Rubric, Student Performance/Product, Test/Essay and Teacher Observation

SS.HIST.2: Time. Continuity and Change: The students will develop a historical perspective of the ways human beings view themselves in and over time. (GE) (NCDG)

SS.HIST.2A –J Benchmarks: The student will be able to: A. Demonstrate that historical knowledge and the concept of time are socially influenced constructions

that lead historians to be selective in the questions they seek to answer and the evidence they use.

(LS) (HOTS)

B. Apply cause and effect to explain, analyze and show connections among patterns of historical change

and continuity. (HOTS) (CE) (NCDG)

C. Identify and describe significant historical periods of change as well as the social, economic,

technological and political revolutions. (HOTS) (GE)

D. Utilize processes of critical historical inquiry to reconstruct and interpret the past. (HOTS) (LS) (CS)

E. Employ the skills of skepticism and critical judgment when researching, reconstructing, interpreting,

and discussing history. (HOTS) (LS) (CS) (NCDG)

F. Analyze the importance to the individual as well as to groups of developing a life-long commitment to

being well informed. (HOTS) (ES) (NCDG)

G. Evaluate the impact of key inventions, discoveries, and technologies to the development of the

United States. (HOTS) (TECH) (CE)

H. Develop a chronological perspective of United States history. (HOTS) (LS)

and discussing history. (HOTS) (LS) (CS) (NCDG)

I. Applies problem-solving and decision-making strategies to real world situations. (ES)

J. Adapt solutions and decisions to incorporate new information and/or changing situations and

requirements. (ES)

Assessed by: Rubric, Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HIST.3. People, Places and Environment: The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE) SS.HIST.3A – H Benchmarks:

The student will be able to:

A. Demonstrate understanding of relative location, direction, size and shape of the regions to be studied.

(GE)

B. Explain the connection between geographical themes and their impact on the past as well as the

present. (HOTS) (LS) (GE)

C. Explain how geography, climate, and the dispersement of resources affects the development and

growth of nations. (GE) (HOTS)

D. Understand how people have cared for, used, and abused the environment in the past. (GE) (HOTS)

(LS)

E. Examine the interdependence of people to one another as well as to the environment. (HOTS) (LS)

F. Compare and contrast the duties of people in various cultures as they relate to government, society,

and family. (HOTS) (MCGF)

G. Interpret charts, maps, and graphs which show key information. (ES) (NCDG) (HOTS) (LS)

H. Examine options available in choices regarding the use of our environment. (GE) (HOTS) (CS)

Assessed by: Rubric, Student Performance/Product, Project, Test/Essays and Teacher Observation

SS.HIST. 4: Individual Development and Identity: The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

SS.HIST.4A – J Benchmarks: The student will be able to:

A. Demonstrate positive social skills and respect toward class members and their views. (CS) (LS) (MCGF)

B. Show a positive attitude toward group work. (LS) (CS) (ES) (NCDG)

C. Respond sensitively and perceptively to a variety of materials that may include viewpoints and/or

experiences from diverse cultures. (GE) (MCGF)

D. Persist with text that goes beyond immediate knowledge and linguistic development (Zone of

Proximal Development). (LS) (CS) (HOTS)

E. Use communication skills productively for self-directed learning activities and personal enrichment.

(CE) (HOTS)

F. Express their own personal viewpoints in class discussions. (NCDG) (CS)

G. Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.

(HOTS)

H. Describe the ways family, religion, gender roles, ethnicity, socioeconomic status, and other group and

cultural influences contribute to the development of a sense of self. (GE) (MCGF) (HOTS) (CS)

I. Use a variety of strategies to support one's viewpoint. (ES)

J. Use objectivity in assessing other viewpoints. (ES)

Assessed by: Student Performance/Product, Scored discussion, and Teacher Observation

SS.HIST. 5: Individuals, Groups, and Institutions: The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF) SS.HIST.5A – I Benchmarks:

The student will be able to:

A. Develop timelines to show when key governmental systems, cultural traits, and value systems that are

considered key to the development of America were introduced in history. (GE) (HOTS)

(LS)

B. Analyze the motivations and forces that led to change in history. (GE) (MCGF) (HOTS)

C. Examine the influence of key individuals, groups and institutions not only on the time period when

they first existed, but also on today, if applicable. (GE) (MCGF) (HOTS)

D. Classify ideas, technology, religions, and beliefs that our country has adopted from other areas of the

world. (LS) (HOTS) (GE) (MCGF)

E. Identify various ideas and philosophies that have impacted the world. (HOTS) (GE) (MCGF)

F. Understand the importance of planning (Planners) and preparing for one's future and role in the world

of work, family, and community. (ES) (CE) (NCDG) (CS)

G. Describe the various forms institutions take, and explain how they develop, change, and influence

individuals as well as societies over time. (GE) (HOTS)

H. Know the advantages and disadvantages of working for self and working for others. (NCDG)

I. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner. (NCDG)

Assessed by: Planners. Test/Essays, Student Performance/Project, and Teacher Observation

SS.HIST. 6: Power, Authority, and Governance: The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES) SS.HIST.6A – L Benchmarks:

The student will be able to:

A. Recognize and utilize information from a variety of materials found in society. (LS)  
(TECH) (MCGF)

B. Compare and contrast various styles of government throughout human history and understand why

each came about. (GE) (MCGF) (LS) (HOTS)

C. Examine the influences of nationalism, militarism, imperialism, communism and democracy. (HOTS)

D. Explain how nations interact to resolve conflicts as well as what brings conflict in the first place. (GE)

(HOTS) (CS)

E. Compare and contrast the roles of people and their leaders/rulers in various cultures as they relate to

government and authority. (HOTS) (GE) (MCGF)

F. Evaluate the extent to which governments achieve their stated ideals and policies. (GE) (HOTS) (LS)

G. Examine the role of technology in communication, transportation, information processing, weapons

development or other areas as it contributes to or helps resolve conflicts. (GE) (HOTS) (TECH)

H. Explain the purpose of government and analyze how its powers are acquired, used, and justified. (GE)

(HOTS) (MCGF)

I. Understands the various leadership styles and their effectiveness in different situations. (ES)

J. Evaluates the feasibility of various solutions to problems. (ES)

K. Identify alternatives in given decision making situations. (NCDG)

L. Apply the Big Six to solve information problems in the study of American history. (TECH) (HOTS) (LS) (GE)

Assessed by: Rubric, Test/Essays, Student Performance/Product, and Teacher Observation

SS.HIST.7: Production, Distribution, and Consumption: The students will learn about production,

distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

SS.HIST.7A –I Benchmarks:

The student will be able to:

A. Develop an understanding of key economic and technological forces which have and do shape our

world. (TECH) (ES) (HOTS)

B. Examine how key inventions and discoveries have changed how people live. (GE) (MCGF) (HOTS)

C. Analyze the importance of trade as a means to not only exchange products, but also cultural ideas.

(GE) (MCGF) (ES) (HOTS)

D. Convert economic theories into real life, practical situations so he/she can become a smart consumer

and handle money well. (LS) (HOTS) (ES) (CE)

E. Chart how business reforms changed, and are still changing, the course of history. (TECH) (GE) (ES)

F. Compare how values and beliefs influence economic decisions in different societies. (GE) (MCGF)

G. Analyze the costs and benefits to society of allocating goods and services through private and public

sectors. (GE) (HOTS) (ES)

H. Describe the impact that supply and demand of goods and services have on national and global economics and how these forces interact as well as affect individuals in their daily lives. (GE) (HOTS) (CE)

I. Explain the need for a well informed society involved in making good choices in the use of resources. (GE) (HOTS) (LS) (CS)

Assessed by: Reading strategies, Test/Essays, Scored discussion, Student Performance, and Teacher Observation

SS.HIST. 8: Science. Technology and Society: The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE) SS.HIST.8A – J Benchmarks: The student will be able to: A. Identify and describe both current and historical examples of the interaction and interdependence of

science, technology, and society in a variety of cultural settings. (HOTS) (GE) (CS) (TECH)

B. Explain how key inventions and discoveries have changed how people live. (GE) (MCGF) (LS) (TECH)

C. Describe key scientific, technological, and societal concepts and changes that still influence our

nation today. (GE) (MCGF) (HOTS) (CE)

D. Analyze how science and technology influence the core values, beliefs, and attitudes of society and

vice-versa. (HOTS) (TECH) (ES) (GE)

E. Evaluate various policies that have been proposed as ways of dealing with social changes resulting

from new technologies. (HOTS) (NCDG) (GE) (LS) (ES)

F. Use a variety of current technology to extend learning. (LS) (TECH)

G. Examine the changes in our society tied to the advancements made in our transportation and

communication systems. (GE) (HOTS) (CS) (CE) (TECH)

H. Speculate how future lifestyles will change as communication, transportation, and information systems

continue to advance, especially how the Internet will change the way we live. (TECH) (HOTS) (CS) (CE)

I. Know examples of advanced and emerging technologies and how they could impact society. (ES)

J. Apply the Big Six to solve information problems in the study of American history. (TECH) (LS) (HOTS)

Assessed by: Test/Essays, Reading strategies, Scored discussion, and Teacher Observation

SS.HIST. 9: Global Connections: The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

SS.HIST.9A – J Benchmarks: The student will be able to: A. Understand how cultural beliefs, values, and accepted ways of behavior come about and influence the

way people live. (GE) (MCGF) (HOTS)

B. Analyze the global nature of change and conflict. (GE) (MCGF) (HOTS)

C. Possess a thematic as well as chronological sense of history and be able to evaluate how past events

have and do shape current events. (GE) (MCGF) (ES) (LS) (CS) (HOTS)

D. Explain key influences and periods to past, present, and future. (HOTS) (CS) (LS) (GE)

E. Do critical research and relate topics in world history to current events and across cultures. (GE) (MCGF)

(HOTS) (CS) (LS)

F. Make predictions of the future based on the past. (HOTS) (CS) (ES)

G. Analyze and evaluate the effects of changing technologies on the global community. (GE) (TECH)

H. Illustrate how individual behaviors and decisions connect with global systems. (GE) (HOTS) (LS) (ES)

I. Understand that people, their community, and their nation are integral players in an interconnected

system. (GE) (MCGF) (HOTS)

J. Analyze how nations throughout the world have become more interdependent on one another. (GE)

(MCGF) (HOTS)

Assessed by: Student Performance/Project, Scored discussion, Rubric, Test/Essays, and Teacher Observation

SS.HIST. 10: Civic Ideals and Practices: The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG) SS.HIST.10A – H Benchmarks:

The student will be able to:

A. Use listening skills for learning new information and/or receiving instruction or direction. (CE) (ES) (CS)

B. Use questioning skills to confirm and refine new learning. (CS) (ES)

C. Organize and deliver effectively a variety of types of oral classroom presentations and be able to

express one's views through scored discussions. (CE) (ES) (CS)

D. Gives relevant and sensitive feedback to presentations of others. (ES)

E. Demonstrate positive social skills and respect toward class members. (ES) (CS) (MCGF)

F. Explain the origins and interpret the continuing influence of key ideals of the democratic republican

form of government, such as individual human dignity, individual rights and responsibilities, liberty,

justice, equality, and the rule of law. (GE) (MCGF) (HOTS) (CS)

G. Examine the rights AND responsibilities of citizens in our country and apply this learning. (HOTS) (LS)

(CS)

H. Care and respect for self and others. (MCGF) (ES) (NCDG)

Assessed by: Rubrics, Peer Evaluations, Self-Evaluations, Service learning project, and Teacher Observation

SS.HIST. 11: Habits of the Mind: The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance social studies learning. (HOTS) (ES) (HOTS, CE) SS.HIST.11A – E Benchmarks: The student will be able to: A. Engage in creative thinking to solve problems, including engaging intensely in tasks even when

answers or solutions are not immediately apparent, pushing the limits of his/her knowledge and abilities, generating, trusting, and maintaining his/her own standards of evaluation, and generating new ways of viewing a situation outside the boundaries of standard conventions. (HOTS) (ES)

B. Utilize self-regulation techniques in their daily lives, including being aware of

his/her

own thinking, planning, being aware of necessary resources, being sensitive to feedback, and evaluating the effectiveness of his/her actions. (HOTS) (NCDG)

C. Utilize critical thinking in daily tasks, including being accurate and seeking accuracy, being clear and seeking clarity, being open-minded, restraining impulsivity, taking a position when the situation warrants it, and being sensitive to others' feelings and level of knowledge. (HOTS)

D. Know criteria to evaluate own decision-making and problem-solving processes. (ES)

E. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS)

Assessed by: Planners, Checklists, Student Performance/Product, and Teacher Observation

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

Materials and Resources

(List all materials and resources. Be specific.)

**Textbook:** "American Odyssey" (publisher Glencoe/McGraw-Hill) copyright 2005

**Textbook Supplementary Materials** -worksheets, graph/chart skills, transparencies, critical thinking activities

**Videos:** "How Hitler Lost the War"; "Memory of the Camps"; "Schindler's List"; "The Century"; "Mein Kampf";

"Gulf War" (V 09531, V 09803); The Death of Glory: WWI; The Great Depression; Secrets, Lies, and Atomic

Spies; Pearl Harbor, Saving Private Ryan; Vietnam: Chronicle of War; Kennedy Assassination; All the

President's Men

**CD-ROM** "World War 2", "The 20 th Century"

**Laser Discs** that accompany the "American Odyssey" textbook

**Internet Websites :**

[www.voter.com](http://www.voter.com) (during elections only)

[www.historycentral.com](http://www.historycentral.com)

[www.historychannel.com](http://www.historychannel.com)

[www.foxnews.com](http://www.foxnews.com)

[www.cnn.com](http://www.cnn.com)

[www.abcnews.com](http://www.abcnews.com)

[www.msnbc.com](http://www.msnbc.com)

[www.worldbookonline.com](http://www.worldbookonline.com)

**Books :** History of World War 2

The Warren Commission

The Road Between Wars: 1918-1941

other media center resources

## American History

*Required Course for Juniors*

### Unit Themes

- World War I
- The Roaring Twenties
- The Great Depression
- Road to World War II: 1919-1941
- World War II
- Beginning of the Cold War
- Civil Rights
- Cold War Part II
- Post War Society:1945-1970
- Vietnam
- The 1970's
- The Reagan and Bush Era
- The Clinton Years
- 2000-Present