

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: American History
GRADE LEVEL: 11
PREREQUISITES: None

COURSE DESCRIPTION: American History is a two semester required course for graduation. In this class, students are asked to examine movements in America, both past and present, which have shaped the American point of view. Students will study periods of American History from post-Reconstruction (1877) to present day.

UCSD CONTENT STANDARDS:

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's American History program should be able to...

Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmarks: Identify/recognize the historical development of the behavioral sciences and the changing nature of society.
Tell the influences on individual and group behavior and group decision-making.
Evaluate current social issues to determine how the individual is able to formulate opinions and responds to those issues.
Explain how social status, social groups, social change, and social institutions influence individual and group behaviors.
Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.

Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmarks: Describe the functions of economic institutions.
Distinguish how governments throughout the world influence economic behavior.
Examine the local, state, regional, national, and international factors that create patterns of interdependence in the global economy.

Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmarks: Describe the use of geographic tools to locate and analyze information about people, places, and environments.
Identify how physical and human characteristics create and define regions.
Relate how culture affects the interaction of human populations through time and



space.
Analyze how cultural factors influence the design of human communities.

Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.

Benchmarks: Describe historical patterns, periods of time, and the relationships among these elements.
Recognize how and why people create, maintain, or change systems of power, authority, and governance.
Examine the role of culture and cultural diffusion on the development and maintenance of societies.
Compare the role of individuals and groups within a society as promoters of change or the status quo.
Interpret the effect of economic needs and wants on individual and group decisions.
Identify the effects of geographic factors on historical events.
Analyze the role of innovation on the development and interaction of societies.
Synthesize cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

Benchmarks: Examine how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.
Assess the role of the United States in current world affairs.

Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmarks: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Determine the central ideas or information of a primary source; provide an accurate summary that makes clear the relationship among the key ideas.
Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address questions or solve a problem.
Write informative/explanatory texts, focused on discipline-specific content.
Conduct research projects and gather relevant information from multiple sources.
Evaluate multiple sources in order to interpret and justify appropriate topics while following standard format for citations.
Prepare long- and short-term writing assignments that focus on reflection, revision and audience-specific topics.



**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: American History
GRADE LEVEL: 11
PREREQUISITES: None

**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
AMERICAN HISTORY:**

Standard I: Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmark: Identify/recognize the historical development of the behavioral sciences and the changing nature of society.

Indicators: Identify the role of major social institutions as well as individual and group behaviors, in bringing about social change.
Describe the effects of mass media, migrations, and conquests on social change.
Explain how change and development in institutions further both continuity and change in societies.

Benchmark: Tell the influences on individual and group behavior and group decision making.

Indicators: Explain the components of social structure and how social structure affects the individual in society.
Recognize that a group may act, hold beliefs, and/or present itself as a cohesive whole, and yet individual members may hold varying beliefs.

Benchmark: Evaluate current social issues to determine how the individual is able to formulate opinions and responds to those issues.

Indicators: Assess past and current cultural, religious, and social reform movements.
Recognize that conflict between people or groups may arise from competition over ideas, resources, power, and/or status.
Identify the influence that personal value has on the types of conclusions people make.
Recognize that even when the majority of people in a society agree on a social decision, the minority who disagree must be protected from oppression.

Benchmark: Explain how social status, social groups, social change, and social institutions influence individual and group behaviors.



Indicators: Examine how gender, age, health, and socioeconomic status affect social inequality.
Recognize changes in social and political institutions reflect and affect individuals' values and behaviors.

Benchmark: Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.

Indicators: Explain the interaction of heredity, culture, and personal experience in shaping human behavior.
Recall the concept of culture.
Conclude that peoples' values and behavior are shaped by their culture.
Assess the processes of cultural transmission and cultural change.

Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmark: Describe the functions of economic institutions.

Indicators: Describe the effects banks and other financial institutions have on the economy.
Describe the effect government policies have on economic institutions.

Benchmark: Distinguish how governments throughout the world influence economic behavior.

Indicators: Explain government regulation of industries.
Identify the impact of the federal budget on the economy at the individual, household, and business levels.

Benchmark: Examine the local, state, regional, national, and international factors that create patterns of interdependence in the global economy.

Indicators: Define the difference between domestic and global economic systems and how the two interact.
Explain trade barriers imposed by the United States from a historical perspective and the impact of those actions.

Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmark: Describe the use of geographic tools to locate and analyze information about people, places, and environments.

Indicators: Discuss perspective and point of view in interpreting data on maps.



Benchmark: Identify how physical and human characteristics create and define regions.

Indicators: Examine how regional boundaries change.
Identify how places and regions are important to individual human identity and as symbols for unifying or fragmenting society.

Benchmark: Relate how culture affects the interaction of human populations through time and space.

Indicators: Examine how technology and human mobility have changed various cultural landscapes.
Analyze the effects of spatial change on history.
Examine the role culture plays in incidences of cooperation and conflict in the present day world.
Identify the causes of boundary conflicts and internal disputes between culture groups.
Analyze diverse cultural responses to persistent human issues.

Benchmark: Analyze how cultural factors influence the design of human communities.

Indicators: Explain how cultures influence the characteristics of regions.
Describe how people create places that reflect culture, human needs, government policy, and current values and ideals.

Standard IV. Investigate historical interactions to determine the development and evolution of societies.

Benchmark: Describe historical patterns, periods of time, and the relationships among these elements.

Indicators: Describe concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
Identify patterns of social and cultural continuity in various societies.

Benchmark: Recognize how and why people create, maintain, or change systems of power, authority, and governance.

Indicators: Identify the purpose of government and how its powers have been acquired, used, and justified.
Explain, from a historical perspective, the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.

Benchmark: Examine the role of culture and cultural diffusion on the development and maintenance of societies.



Indicators: Describe the ways groups, societies, and cultures have addressed human needs and concerns in the past.
Analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
Explain the value of cultural diversity, as well as cohesion, within and across groups.
Identify cultural factors that have promoted political conflict.

Benchmark: Compare the role of individuals and groups within a society as promoters of change or the status quo.

Indicators: Explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts.
Identify the role the values of specific people in history play in influencing history.
Examine significant social movements and their impacts on society and social reform.
Interpret the effect of “chance events” on history.

Benchmark: Interpret the effect of economic needs and wants on individual and group decisions.

Indicators: Describe how economic issues have influenced society in the past.
Explain that choices made by individuals or government officials often have unintended consequences that can offset the initial effects of the decision.
Explain the impact of the introduction of new products and production methods by entrepreneurs on economic growth, competition, technological progress, and job opportunities.
Analyze the historical relationship between economic growth, higher production levels, new technologies, and standard of living.

Benchmark: Identify the effects of geographic factors on historical events.

Indicators: Analyze ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
Assess reasons for changes in the world’s political boundaries.
Identify historic reasons for conflicts within specific world regions.

Benchmark: Analyze the role of innovation on the development and interaction of societies.

Indicators: Analyze significant changes caused by technology, industrialization, urbanization, and population growth and the effects of these changes.



Explain the historical impact of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

Benchmark: Synthesize cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Indicators: Analyze processes such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
Analyze relationships between and among significant events.
Interpret facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.
Use the process of critical historical inquiry to reconstruct and reinterpret the past.
Interpret multiple viewpoints within and across cultures related to important events, recurring dilemmas, and issues.
Evaluate how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.

Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

Benchmark: Examine how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.

Indicators: Explain the role of government in major areas of domestic and foreign policy.

Benchmark: Assess the role of the United States in current world affairs.

Indicators: Give examples of conditions, actions and motivations that contribute to conflict and cooperation between nations.
Interpret the significance of foreign policies and events in the United States' relations with the world.
Analyze the effects that significant world political developments have on the United States.

Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmark: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Indicators: Review primary and secondary sources.
Summarize primary and secondary sources.

Benchmark: Determine the central ideas or information of a primary source; provide an



accurate summary that makes clear the relationship among the key ideas.

Indicators: Identify historical sources.
Recognize the point of view of the source.
Paraphrase the key ideas of a source.

Benchmark: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address questions or solve a problem.

Indicators: Apply a variety of sources to the content reading.
Assess how a variety of sources can be used to solve a problem.

Benchmark: Write informative/explanatory texts, focused on discipline-specific content.

Indicators: Construct responses to various content topics.

Benchmark: Conduct research projects and gather relevant information from multiple sources.

Indicators: Analyze information to explain content topics.

Benchmark: Evaluate multiple sources in order to interpret and justify appropriate topics while following standard format for citations.

Indicators: Analyze various sources to support points of view.
Create appropriate credit for materials used.

Benchmark: Prepare long- and short-term writing assignments that focus on reflection, revision and audience-specific topics.

Indicators: Generate written responses to various content topics.

