

**RIDGECROFT SCHOOL
US HISTORY**

PACING GUIDE

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES	RESOURCE(S) HISTORY OF US (Boorstein), Pearson Prentice Hall, 2005
FIRST GRADING PERIOD	30 Days		
WHAT EUROPEANS FOUND: THE AMERICAN SURPRISE	6		TEXTBOOK: Chapter 1
AN ASSORTMENT OF COLONIES	6		TEXTBOOK: Chapter 2
NEW WAYS IN THE NEW WORLD	6		TEXTBOOK: Chapter 3
THE ROAD TO REVOLUTION	6		TEXTBOOK: Chapter 4
FROM CONFEDERATION TO NATION	6	1.01, 1.02, 1.03	TEXTBOOK: Chapter 5
SECOND GRADING PERIOD	30 Days		
THE US BEGINS	8	1.03	TEXTBOOK: Chapter 6
JEFFERSON IN POWER	8	1.03	TEXTBOOK: Chapter 7
STRUGGLES OF A YOUNG NATION	7	1.03	TEXTBOOK: Chapter 8
THE JACKSONIAN ERA	6	2.01	TEXTBOOK: Chapter 9
THIRD GRADING PERIOD	30 Days		
THE FLOURISHING LAND	5	2.01, 2.03	TEXTBOOK: Chapter 10
REFORMING AND EXPANDING	5	2.01, 2.02, 2.03, 2.04	TEXTBOOK: Chapter 11
THE FAILURE OF THE POLITICIANS	5	2.01, 2.03, 2.04, 3.02	TEXTBOOK: Chapter 12
THE CIVIL WAR	5	3.01, 3.02, 3.03	TEXTBOOK: Chapter 13
TO PUNISH OR TO FORGIVE	5	3.04, 3.05	TEXTBOOK: Chapter 14
REVIEW AND ASSESSMENT	5		
FOURTH GRADING PERIOD	30 Days		
THE PASSING OF THE FRONTIER	7	4.01, 4.02, 4.03	TEXTBOOK: Chapter 15
THE NATION TRANSFORMED	7	4.04	TEXTBOOK: Chapter 16
THE CHALLENGE OF THE CITIES	8	5.01, 5.02, 5.03, 5.04	TEXTBOOK: Chapter 17
POLITICS IN THE GILDED AGE	8	4.03	TEXTBOOK: Chapter 18
FIFTH GRADING PERIOD	30 Days		
THE US AND THE WORLD	5	6.01, 6.02, 6.03	TEXTBOOK: Chapter 19
THE PROGRESSIVE ERA	4	5.01, 5.02, 5.03, 5.04, 7.01, 7.02, 7.03, 7.04	TEXTBOOK: Chapter 20

THE US AND WWI	5	8.01, 8.02, 8.03	TEXTBOOK: Chapter 21
RETURN TO NORMALCY	4	9.01, 9.02, 9.03, 9.04, 9.05	TEXTBOOK: Chapter 22
COMING OF THE GREAT DEPRESSION	5	9.01, 9.02, 9.03, 9.04, 9.05	TEXTBOOK: Chapter 23
“NOTHING TO FEAR, BUT FEAR ITSELF” RESHAPING AMERICAN LIFE	7	9.01, 9.02, 9.03, 9.04, 9.05	TEXTBOOK: Chapter 24, 25
SIXTH GRADING PERIOD	30 Days		
CLOUDS OF WAR A WORLD CONFLICT	4	10.01, 10.02, 10.03	TEXTBOOK: Chapter 26, 27
TRUMAN, NEITHER WAR NOR PEACE	2	10.04, 10.05, 11.01	TEXTBOOK: Chapter 28
EISENHOWER, MODERATE REPUBLICAN	3	11.01	TEXTBOOK: Chapter 29
YEARS OF HOPE AND PROMISE	3	11.02, 11.03	TEXTBOOK: Chapter 31
LBJ: FROM GREAT SOCIETY AND VIETNAM	5	11.02, 11.03, 11.04	TEXTBOOK: Chapter 32
RISE AND FALL OF NIXON	3	11.04, 11.05, 11.06	TEXTBOOK: Chapter 33
IN PURSUIT OF CIVIL RIGHTS FOR ALL	3	11.02	TEXTBOOK: Chapter 34
CHANGING LEADERS IN WASHINGTON	2	12.01, 12.02, 12.03, 12.04, 12.05, 12.06	TEXTBOOK: Chapter 35
REVIEW AND ASSESSMENT	5		

8/1/06

NC STANDARD COURSE OF STUDY

The study of United States History in the eleventh grade is designed as a survey course and a continuation of the Civics and Economics curriculum. After the study of Civics and Economics, this survey course will begin with the national period and the administration of George Washington. Throughout the competency goals, there will be some overlap of time periods to allow for teacher flexibility and to address the complexity of the issues and events. The overall curriculum continues to current times.

The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

Strands: Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity.

COMPETENCY GOAL 1: THE NEW NATION (1789-1820) - THE LEARNER WILL IDENTIFY, INVESTIGATE, AND ASSESS THE EFFECTIVENESS OF THE INSTITUTIONS OF THE EMERGING REPUBLIC.

- 1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.
- 1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.
- 1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.

COMPETENCY GOAL 2: EXPANSION AND REFORM (1801-1850) - THE LEARNER WILL ASSESS THE COMPETING FORCES OF EXPANSIONISM, NATIONALISM, AND SECTIONALISM.

- 2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.

- 2.02 Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.
- 2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism.
- 2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism.
- 2.05 Identify the major reform movements and evaluate their effectiveness.
- 2.06 Evaluate the role of religion in the debate over slavery and other social movements and issues.

COMPETENCY GOAL 3: CRISIS, CIVIL WAR, AND RECONSTRUCTION (1848-1877) - THE LEARNER WILL ANALYZE THE ISSUES THAT LED TO THE CIVIL WAR, THE EFFECTS OF THE WAR, AND THE IMPACT OF RECONSTRUCTION ON THE NATION.

- 3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.
- 3.02 Analyze and assess the causes of the Civil War.
- 3.03 Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.
- 3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.
- 3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.

COMPETENCY GOAL 4: THE GREAT WEST AND THE RISE OF THE DEBTOR (1860S-1896) - THE LEARNER WILL EVALUATE THE GREAT WESTWARD MOVEMENT AND ASSESS THE IMPACT OF THE AGRICULTURAL REVOLUTION ON THE NATION.

- 4.01 Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.
- 4.02 Evaluate the impact that settlement in the West had upon different groups of people and the environment.
- 4.03 Describe the causes and effects of the financial difficulties that plagued the American farmer and trace the rise and decline of Populism.
- 4.04 Describe innovations in agricultural technology and business practices and assess their impact on the West.

COMPETENCY GOAL 5: BECOMING AN INDUSTRIAL SOCIETY (1877-1900) - THE LEARNER WILL DESCRIBE INNOVATIONS IN TECHNOLOGY AND BUSINESS PRACTICES AND ASSESS THEIR IMPACT ON ECONOMIC, POLITICAL, AND SOCIAL LIFE IN AMERICA.

- 5.01 Evaluate the influence of immigration and rapid industrialization on urban life.
- 5.02 Explain how business and industrial leaders accumulated wealth and wielded political and economic power.
- 5.03 Assess the impact of labor unions on industry and the lives of workers.
- 5.04 Describe the changing role of government in economic and political affairs.

COMPETENCY GOAL 6: THE EMERGENCE OF THE UNITED STATES IN WORLD AFFAIRS (1890-1914) - THE LEARNER WILL ANALYZE CAUSES AND EFFECTS OF THE UNITED STATES EMERGENCE AS A WORLD POWER.

- 6.01 Examine the factors that led to the United States taking an increasingly active role in world affairs.
- 6.02 Identify the areas of United States military, economic, and political involvement and influence.
- 6.03 Describe how the policies and actions of the United States government impacted the affairs of other countries.

COMPETENCY GOAL 7: THE PROGRESSIVE MOVEMENT IN THE UNITED STATES (1890-1914) - THE LEARNER WILL ANALYZE THE ECONOMIC, POLITICAL, AND SOCIAL REFORMS OF THE PROGRESSIVE PERIOD.

- 7.01 Explain the conditions that led to the rise of Progressivism.
- 7.02 Analyze how different groups of Americans made economic and political gains in the Progressive Period.
- 7.03 Evaluate the effects of racial segregation on different regions and segments of the United States' society.
- 7.04 Examine the impact of technological changes on economic, social, and cultural life in the United States.

COMPETENCY GOAL 8: THE GREAT WAR AND ITS AFTERMATH (1914-1930) - THE LEARNER WILL ANALYZE UNITED STATES INVOLVEMENT IN WORLD WAR I AND THE WAR'S INFLUENCE ON INTERNATIONAL AFFAIRS DURING THE 1920'S.

- 8.01 Examine the reasons why the United States remained neutral at the beginning of World War I but later became involved.
- 8.02 Identify political and military turning points of the war and determine their significance to the outcome of the conflict.
- 8.03 Assess the political, economic, social, and cultural effects of the war on the United States and other nations.

COMPETENCY GOAL 9: PROSPERITY AND DEPRESSION (1919-1939) - THE LEARNER WILL APPRAISE THE ECONOMIC, SOCIAL, AND POLITICAL CHANGES OF THE DECADES OF "THE TWENTIES" AND "THE THIRTIES."

- 9.01 Elaborate on the cycle of economic boom and bust in the 1920's and 1930's.
- 9.02 Analyze the extent of prosperity for different segments of society during this period.
- 9.03 Analyze the significance of social, intellectual, and technological changes of lifestyles in the United States.
- 9.04 Describe challenges to traditional practices in religion, race, and gender.
- 9.05 Assess the impact of New Deal reforms in enlarging the role of the federal government in American life.

COMPETENCY GOAL 10: WORLD WAR II AND THE BEGINNING OF THE COLD WAR (1930S-1963) - THE LEARNER WILL ANALYZE UNITED STATES INVOLVEMENT IN WORLD WAR II AND THE WAR'S INFLUENCE ON INTERNATIONAL AFFAIRS IN FOLLOWING DECADES.

- 10.01 Elaborate on the causes of World War II and reasons for United States entry into the war.
- 10.02 Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict.
- 10.03 Describe and analyze the effects of the war on American economic, social, political, and cultural life.
- 10.04 Elaborate on changes in the direction of foreign policy related to the beginnings of the Cold War.
- 10.05 Assess the role of organizations established to maintain peace and examine their continuing effectiveness.

COMPETENCY GOAL 11: RECOVERY, PROSPERITY, AND TURMOIL (1945-1980) - THE LEARNER WILL TRACE ECONOMIC, POLITICAL, AND SOCIAL DEVELOPMENTS AND ASSESS THEIR SIGNIFICANCE FOR THE LIVES OF AMERICANS DURING THIS TIME PERIOD.

- 11.01 Describe the effects of the Cold War on economic, political, and social life in America.
- 11.02 Trace major events of the Civil Rights Movement and evaluate its impact.
- 11.03 Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements on the United States' society.
- 11.04 Identify the causes of United States' involvement in Vietnam and examine how this involvement affected society.
- 11.05 Examine the impact of technological innovations that have impacted American life.
- 11.06 Identify political events and the actions and reactions of the government officials and citizens, and assess the social and political consequences.

COMPETENCY GOAL 12: HE UNITED STATES SINCE THE VIETNAM WAR (1973-PRESENT) - THE LEARNER WILL IDENTIFY AND ANALYZE TRENDS IN DOMESTIC AND FOREIGN AFFAIRS OF THE UNITED STATES DURING THIS TIME PERIOD.

- 12.01 Summarize significant events in foreign policy since the Vietnam War.
- 12.02 Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens.
- 12.03 Identify and assess the impact of economic, technological, and environmental changes in the United States.
- 12.04 Identify and assess the impact of social, political, and cultural changes in the United States.
- 12.05 Assess the impact of growing racial and ethnic diversity in American society.
- 12.06 Assess the impact of twenty-first century terrorist activity on American society.