

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

AHSGE – **Social Studies** – Standards, Objectives, and Eligible Content

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date Tested	% of Students who mastered skills
<p>I – 1 Identify and evaluate America’s exploration, development, and divergence: Economic, Political, Social, Cultural, Geographic (10)</p> <p>a. Identify the effects of the Crusades, the Renaissance, and the Reformation: - Motivation – Subsequent Action</p> <p>b. Trace the development and impact of the Columbian Exchange: - Destabilization of Native American societies</p> <p>c. Trace, compare, and explain the significance of early European conquests, colonization, and business ventures: - Conquistadors- St. Augustine -Jamestown -Virginia House of Burgesses</p> <p>d. Identify the critical economic and political events leading to the Colonial separation from England:</p> <ul style="list-style-type: none"> - taxation - French and Indian War - lack of free trade - Boston Massacre - Boston Tea Party - Lexington and Concord 					

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date Tested	% of Students who mastered skills
<p>II – 1 Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems of the United States. (6)</p> <p>a. Identify and describe the impact and the influences of the intellectual and religious thought on the political systems of the United States.</p> <ul style="list-style-type: none"> - Magna Carta - Political concepts of Locke, Rousseau, and Montesquieu - Great Awakening - Bill of Rights - <p>b. Identify and describe models and concepts for central government.</p> <ul style="list-style-type: none"> - First and Second Continental Congresses - Political parties - Declaration of Independence - Articles of Confederation: strengths and weaknesses - Constitutional Convention: state vs. national power, major crises and compromises, debate over ratification, Federalist Papers - First American Political Systems: economic differences, Jefferson vs. Hamilton (Examples: national debt, state debt, banking system) - Washington’s Farewell Address - Impact of John Marshall on the Supreme Court: Judicial Review – <i>Marbury v. Madison</i> 					

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date Tested	% of Students who mastered skills
<p>II – 2 Identify and comprehend the provisions of essential documents of the United States government: - Declaration of Independence – Constitution – Bill of Rights – 13th, 14th, 15th and 19th Amendments. (14)</p> <p>a. Identify, explain, describe, and/or compare the provisions of essential documents of the United States Government:</p> <ul style="list-style-type: none"> - Declaration of Independence: philosophical background, concept of equality, Social Contract Theory - Basics of the Constitution: Preamble, Separation of Powers, Federal System, Elastic Clause, Bill of Rights, 13th, 14th, 15th, and 19th Amendments, Violations (Examples: Black Codes, Jim Crow Laws) <p>b. Relate Separation of Powers, Federal System, and the Bill or Rights to colonial experiences.</p>					
<p>III – 1 Identify and evaluate the impact of the American Revolution. (6)</p> <p>a. Trace and describe the causes, course, and consequences of the Revolutionary War:</p> <ul style="list-style-type: none"> - Causes: Lack of free trade, Boston Tea Party, Issues of Second Continental Congress, Boston Massacre, Patrick Henry's speech - Course: Leaders (Examples: George Washington, Samuel Adams, Paul Revere), Military Campaigns (Examples: Saratoga, Yorktown, Valley Forge) - Consequences: Treaty of Paris – recognition of independence, territorial acquisition, Unfinished business – War of 1812: impressment and embargo 					

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date Tested	% of Students who mastered skills
<p>III – 2 Identify and evaluate the Era of Expansion Note: Use map on territorial expansion (6)</p> <p>a. Trace and compare the expansion of the U.S. from 1783-1853: Territorial expansion: Treaty of Paris – 1783 (Land Ordinance – 1785, Northwest Ordinance – 1787) Louisiana Purchase: background, Lewis and Clark expedition Economic nationalism during the “Era of Good Feeling”: Economic Issues (Examples: internal improvements, Henry Clay’s American System), Alabama Statehood, Missouri Compromise, Monroe Doctrine Westward expansion: Indian Removal Act (Examples: Trail of Tears {Note: Alabama may be included}, Pre-Civil War expansion west of the Mississippi (Examples: Santa Fe, Oregon, Mormon, and California trails; Gold Rush) Growing sectional divisions: Texas Independence, Mexican War (Example: Manifest Destiny)</p>					

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date Tested	% of Students who mastered skills
<p>III – 3 Identify and evaluate the impact of American social and political reform and the emergence of a distinct American culture. (6)</p> <p>a. Identify, describe, and/or compare the impact of social, political, and economic reforms before the Civil War: Social reforms before the Civil War: <i>Women and women’s rights</i> (Examples: Elizabeth Cady Stanton, Sojourner Truth, Susan B. Anthony, Seneca Falls Convention), <i>Abolitionists</i> (Examples: William Lloyd Garrison, Harriet Beecher Stowe, Frederick Douglass, Harriet Tubman and the Underground Railroad), <i>Other Reform Movements</i> (Examples: Dorothea Dix, temperance, Utopian Communities) Political and economic reform: <i>War of 1812 – Course of the War</i> (Examples: Horseshoe Bend, Ft. McHenry, New Orleans) Consequences of the War – [a. Growth of Nationalism (Example: tariff protection), b. Marshall’s Supreme Court (Examples: <i>Madison v. Marbury</i> and <i>Gibbons v. Ogden</i>), c. Jacksonian Democracy: Common Man Ideal, d. Extension of voting rights, e. Creation of the Spoils System], Nullification Crisis <i>Emergence of a distinct American culture</i> – Authors and poets (Examples: Webster, Emerson, Thoreau, Whitman, Poe, Hawthorne, Irving, Cooper, and Dickinson)</p>					

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date tested	% of Students who mastered skills
<p>IV – 1 Identify and evaluate events, causes, and effects of the Civil War Era. (8)</p> <p>a. Recognize and analyze the factors leading to sectional division. Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act Formation of Republican Party, Dred Scott Decision John Brown Raid</p> <p>b. Identify & relate the election of Lincoln to the division of the nation. Background: Issues debated, Democratic Party split Secession and the federal response: (Examples: formation of Confederacy [Note: include Montgomery, Alabama], Ft. Sumter, Northern goals, Southern goals) Northern Alabama's perspective on secession (Note: include Winston County, Alabama, and western counties of Virginia), Pockets of resistance to secession</p> <p>c. Identify and analyze the non-military events of the Civil War. Political: (Example: creation of black military units) Economic: (Examples: Homestead Act, Morrill-Land Grant Act) Cultural: (Examples: draft opposition, Emancipation Proclamation) Legal: (Examples: suspension of the Writ of Habeas Corpus)</p> <p>d. Examine the military defeat of the Confederacy. Geographic: (Examples: Battles of Vicksburg and Gettysburg, Sherman's March) Political: Gettysburg Address Economic: Lee's surrender, Cost of war</p> <p>e. Identify and compare the successes and failure of the Reconstruction Era and the emergence of the New South. Plans for Reconstruction: Lincoln's Plan, Congressional Plan Radical Reconstruction: (Examples: Southern Military Districts, Black Codes, carpetbaggers, scalawags, organized resistance groups) Presidency of U.S. Grant End of Reconstruction: (Examples: election of 1876, Compromise of 1877) The New South: Politics, Industrialization, Race relations (Examples: Jim Crow Laws), Black cultural structures (Examples: schools, churches, and family)</p>					

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date Tested	% of Students who mastered skills
<p>V – 1 Identify and evaluate events that led to the settlement of the West. (6)</p> <p>a. Identify and explain the closing of the frontier and the transition from an agrarian society to an industrial nation during the 1800's.</p> <p>Indian tribes: (Examples: new states, U.S. Army and Indian conflicts, buffalo annihilation, and geographic impact)</p> <p>Settlement of the Midwest/immigrant movement: (Examples: steel plow, windmill, revolver, barbed wire, and railroad)</p> <p>Changing roles of the American farmers: (Examples: early mechanization of agriculture, farmers' grievances, American agrarian rebellion, Populist Movement, and Alabama farmers)</p>	<p>Indian Wars Little Bighorn George A. Custer Steel plow Railroads Great Plains geography Alabama Farmers Immigration Buffalo annihilation Agrarian agriculture barbed wire diversification boll weevil</p>	<p>Item Specs. & Power points Enrichment Plus American Book Co. Passing the AHSGE Who Wants To Be A Millionaire Game Flashcards</p>	<p>August</p>	<p>October</p>	

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date Tested	% of Students who mastered skills
<p>V – 2 Evaluate the concepts, developments, and consequences of industrialization and urbanization. (8)</p> <p>a. Describe the concepts, developments, and consequences of industrialization and urbanization.</p> <ul style="list-style-type: none"> - Geographic factors that influenced industrialization: (Examples: natural resources, mountains, rivers) - Sources of power for new industries: (Examples: oil, electricity) - Communication Revolution: (Examples: transatlantic cable, telephone, radio) - Early industry/role of labor in Alabama [Note: Alabama maps may be used] (Examples: iron, steel, coal, railroad, lumber, shipping, textiles, convict leasing) - Monopolies/mergers: (Examples: Robber barons, Rockefeller, Carnegie) - Ideologies of business: (Examples: Social Darwinism, Gospel of Wealth, Horatio Alger) - Urbanization in the late 1800's [Note: photos, political cartoons, and graphs may be used] - Geographic: [Note: population maps may be used] (Example: from farm to factory) - Economic: (Examples: immigrant labor, child labor, female labor, labor unions, labor strikes, immigration restrictions) <p>b. Identify, explain, and relate the accomplishments and limitations of the Progressive Movement. Characteristics</p> <ul style="list-style-type: none"> - Social: Role of women, Muckrakers (Examples: <i>The Jungle</i> by Upton Sinclair, <i>History of the Standard Oil Company</i> by Ida Tarbell), Public education (Example: Horace Mann) - The Niagara Movement: W.E.B. DuBois, National Association for the Advancement of Colored People (NAACP) - Atlanta Exposition/Compromise - Tuskegee Insti.: Bkr. T. Washington, George Washington Carver , Political: <i>Plessy v. Ferguson</i> - Alabama's 1901 Constitution - Progressive Constitutional Amendments and impact: 16th, 17th, 18th, 19th Amendments - Progressive leadership of Theodore Roosevelt and Woodrow Wilson: (Examples: antitrust laws such as the Clayton Act and Federal Trade Commission, labor reforms, conservation movements, Federal Reserve System) - Election of 1912 	<p>Progressives Urbanization Muckrakers Social Darwinism Plessy v. Ferguson B. T. Washington Horace Mann Standard Oil Carver Carnegie Suffrage of Women 19th Amendment</p>	<p>Item Specs. & Power points Enrichment Plus American Book Co. Passing the AHSGE Who Wants To Be A Millionaire Game Flashcards</p>	<p>September</p>	<p>October</p>	

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date Tested	% of Students who mastered skills
<p>VI – 1 Evaluate the causes of World War I: Socioeconomic climate of the United States, European economy, Nationalism, Imperialism, Militarism. (9)</p> <p>a. Identify and explain American imperialism and territorial expansion prior to World War I.</p> <ul style="list-style-type: none"> - Search for raw materials - Global balance of power - Hawaiian Islands - Spanish American War: (Examples: Yellow press, Rough Riders, Cuba and the Philippines) - Open Door Policy - Panama Canal: (Example: William C. Gorgas) - Roosevelt’s Corollary - <p>b. Identify and analyze America’s involvement in World War I.</p> <ul style="list-style-type: none"> - Causes of the war: long term and immediate - Causes of the United States’ entry into the war - Mobilization - American military role (Note: no specific battles) - Homefront - Technological innovations - Treaty of Versailles - <p>c. Trace and explain global transformation: European nationalism and Western imperialism.</p> <ul style="list-style-type: none"> - Economic roots of ideology: Nationalism and militarism (Italian, Germany, Austria-Hungary), Social Darwinism, Racism - European colonialism and rivalries in Africa, Asia, and the Middle East - U. S. imperialism:(Examples: Philippines, Cuba, Central America) 	<p>Imperialism Yellow Press/ Journalism Open Door Policy Isolationism Global Power Treaty of Versailles Social Darwinism Militarism Mobilization Adversary allies</p>	<p>Item Specs. & Power points Enrichment Plus American Book Co. Passing the AHSGE Who Wants To Be A Millionaire Game Flashcards</p>	<p>October</p>	<p>December</p>	

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date Tested	% of Students who mastered skills
<p>VI – 2 Analyze the effects of World War I: America’s rejection of world leadership, American culture, Racial conflicts. (9)</p> <p>a. Identify and analyze the course and consequences of World War I.</p> <ul style="list-style-type: none"> - Course: Plans, Attrition on the Western front, Technology - Consequences: Political, Social, Economic - Post-World War I Era: League of Nations, Wilson’s support and congressional rejection - Unfinished business: World War II <p>b. Identify and explain the development of post-war American culture.</p> <ul style="list-style-type: none"> - Roaring Twenties: <i>Arts and Humanities</i> – American writers, Harlem Renaissance, Jazz Age (Example: W.C. Handy), Mass entertainment, Technological innovations (Examples: aviation, automobiles, home appliances) <i>Underside of the 1920’s</i> (Examples: poverty, unorganized labor force, decline in farm incomes, conditions in Alabama, invalidation of anti-child labor laws, prohibition, racism), Women’s issues (Examples: Margaret Sanger, Zelda Fitzgerald) - Racial and ethnic conflict (1920’s and 1930’s) Red Scare, Sacco and Vanzetti case, Ku Klux Klan activities, Black migration to northern cities, Racial violence (Examples: riots and lynchings), Immigration laws of the 1920’s 	<p>League of Nations Red Scare W. C. Hardy Harlem Renaissance Margaret Sanger Prohibition Sacco and Vanzetti Speakeasies Bootlegging</p>	<p>Item Specs. & Power points Enrichment Plus American Book Co. Passing the AHSGE Who Wants To Be A Millionaire Game Flashcards</p>	<p>October & November</p>	<p>December</p>	

Houston County School District (Grade 11) Begins with V-1 Formative Assessments Pacing Guide for Social Studies AHSGE Objectives

Objectives and Eligible Content	Vocabulary Terms	Resources	Date Introduced	Date Tested	% of Students who mastered skills
<p>VII – 1 Analyze the advent and impact of the Great Depression and the New Deal on American life: Political, Economic, and Social (8)</p> <p>a. Identify and analyze the causes of the Great Depression:</p> <ul style="list-style-type: none"> - Disparity of income - Stock market speculation - Collapse of farm economy <p>b. Identify and analyze the course of the Great Depression and its impact on American life.</p> <ul style="list-style-type: none"> - Geographic [Note: maps included] (Examples: Dust bowl, Southern Appalachian region, Tennessee Valley, impact on Alabama economy). - Hoover’s administration - Political and economic: FDR’s New Deal program (Examples: Federal Deposit Insurance Corporation (FDIC), Social Security, National Labor Relations Board (NLRB), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), Fair Labor Standards Act) - Cultural: (Examples: movies, radio, fireside chats, homelessness, malnutrition) 	<p>TVA Great Depression Dust Bowl CCC Fireside Chats Hoovervilles Alphabet Soup SSA New Deal</p>	<p>Item Specs. & Power points Enrichment Plus American Book Co. Passing the AHSGE Who Wants To Be A Millionaire Game Flashcards</p>	November	February	
<p>VII – 2 Analyze America’s involvement in World War II.</p> <p>a. Identify and analyze America’s involvement in World War II.</p> <ul style="list-style-type: none"> - Causes: Europe (Munich conference, Invasion of Poland), Asia (Japanese expansion, Attack on Pearl Harbor) - Homefront: Women’s participation: industry and volunteerism, Rationing, War bonds, Japanese internment - Political leaders: (Examples: FDR, Stalin, Churchill, Hitler, Mussolini) - Military participation: Turning Points (Examples: Stalingrad, Midway, North Africa, Normandy), Military leaders – Eisenhower, MacArthur - Holocaust: Liberation of concentration camps - Scientific and technological developments: Atomic bomb – Hiroshima and Nagasaki <p>b. Compare America’s involvement in World War II to World War I.</p>	<p>Pearl Harbor Holocaust Stalingrad D-Day Midway Rosie the Riveter Hiroshima & Nagasaki Manhattan Project</p>	<p>Item Specs. & Power points Enrichment Plus American Book Co. Passing the AHSGE Who Wants To Be A Millionaire Game Flashcards</p>	December	February	

January=10th Review everyone - eligible content

February=11th Review everyone-eligible content