

11th Grade - U.S. History Standards and Expectations

The learner will be able to:

STANDARD A: Culture

- 11.A.1 analyze and explain the ways diverse groups, societies, and cultures address human needs and concerns.
- 11.A.2 design products and artifacts that demonstrate understanding of culture as an integrated whole and explain the interactions of language, literature, traditions, beliefs, and values, and behavior patterns.
- 11.A.3 compare and analyze patterns for preserving and transmitting culture and adapting to environmental and social change.
- 11.A.4 demonstrate the value of cultural diversity and cohesion within and across groups.
- 11.A.5 describe and interpret patterns of behavior that reflect values and attitudes that contribute to or pose obstacles to cross-cultural understanding.

STANDARD B: Time, Continuity, and Change

- 11.B.1 demonstrate an understanding of history as a social construction that influences the questions historians ask and evidence they select to describe events throughout history.
- 11.B.2 explain, analyze, and support conclusions regarding connections and patterns of historical change and continuity.
- 11.B.3 describe and explain significant historical periods and patterns of change within and across cultures and civilizations.
- 11.B.4 apply processes of critical historical inquiry to reconstruct and reinterpret the past using a variety of sources.
- 11.B.5 apply critical judgment skills, empathy, and skepticism when investigating a variety of historical and contemporary viewpoints related to important events and persistent issues.
- 11.B.6 apply processes of historical inquiry to analyze historical and contemporary developments as they relate to public policy issues.

STANDARD C: People, Places, & Environments

- 11.C.1 refine use of local, regional, and global mental maps, demonstrating an understanding of the five themes of geography (location, place, human-environment interaction, movement, and region).
- 11.C.6 use knowledge of physical system changes, such as seasons, climate, and the weather to explain geographic phenomena.
- 11.C.8 interpret, explain, and evaluate the interaction of people and their environment historically, and relative to contemporary issues of environmental change.
- 11.C.9 evaluate past and current policies for utilization of resources and propose alternative policies at the local, regional, national, and global levels.

Statements in *italic print* are specifically assessed through this course. Non-italic print statements are addressed through instruction, but are not the focus of assessment.

The learner will be able to:

STANDARD D: Individual Development & Identity

- 11.D.1 identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 11.D.3 apply concepts, methods, and theories about the study of human growth and development.
- 11.D.4 examine the interaction of ethnic, national, or cultural influences in specific events.
- 11.D.5 analyze the role of perception, attitudes, values, and beliefs in the development of personal identity.
- 11.D.6 compare and evaluate the impact of stereotyping, conformity, and other behaviors on individuals and groups.
- 11.D.7 work independently and cooperatively within groups and institutions to accomplish goals.
- 11.D.8 investigate and interpret factors that affect mental health and behavioral disorders in contemporary society.

STANDARD E: Individuals, Groups, and Institutions

- 11.E.1 apply concepts of role, status, and social class in describing the interactions and connections between individuals and groups/institutions in historical and contemporary settings.
- 11.E.3 analyze examples of conflict between individual beliefs and efforts used to promote social conformity by groups/institutions.
- 11.E.4 analyze currently and historically, the extent to which groups/institutions meet individual needs and promote the common good.
- 11.E.5 apply theories and inquiry processes from the behavioral sciences in the examination of current issues and social problems.

STANDARD F: Power, Authority, and Governance

- 11.F.1 examine issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 11.F.2 explain the purpose of government and how it acquires, uses, and justifies its powers.
- 11.F.3 analyze and explain ideas and mechanisms to meet needs and wants of citizens, establish order and security, and balance competing conceptions of a "just" society.
- 11.F.4 compare a variety of political systems and ideologies to the United States and analyze and evaluate applications of these political systems.
- 11.F.6 apply ideas and theories from political science to the examination of historical and contemporary issues and problems.
- 11.F.7 evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 11.F.8 evaluate the role of technology in government as it contributes to or helps resolve conflicts.

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The learner will be able to:

STANDARD G: Production, Distribution, and Consumption

- 11.G.1 explain how the abundance and scarcity of goods and services requires the development and intervention of economic systems.
- 11.G.2 analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 11.G.3 consider the costs and benefits to society of private versus public allocation of goods and services.
- 11.G.4 describe relationships among the various institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations.
- 11.G.5 analyze the role of specialization and exchange in economic processes.
- 11.G.6 compare how values and beliefs influence economic decisions in different societies.
- 11.G.9 interpret and explain the relationship between domestic and global economic systems.

STANDARD H: Science, Technology, and Society

- 11.H.1 describe and depict the interdependence of science, technology, and cultural factors using examples from historical and contemporary societies.
- 11.H.2 make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 11.H.3 analyze the influence of scientific and technological change on societal values, attitudes, and beliefs.

STANDARD I: Global Connections

- 11.I.2 explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 11.I.3 analyze the causes, consequences, and possible solutions to current and emerging global issues, such as resource allocation and economic development.
- 11.I.4 analyze existing policy statements or formulate reasoned and justified new policy statements that address concerns and issues related to universal human rights.
- 11.I.5 describe and evaluate the role of international and multinational organizations in the global arena.
- 11.I.6 analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.

STANDARD J: Civic Ideals And Practices

- 11.J.1 explain how a democratic form of government and its ideals continue to reflect their origins in current issues such as, human dignity, equity, and the rule of law.
- 11.J.2 evaluate sources and examples of citizens' rights and responsibilities.
- 11.J.3 analyze selected public issues from multiple points of view.
- 11.J.5 evaluate the effectiveness of public opinion and various forms of citizen action in influencing and shaping public policy development and decision-making.

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The learner will be able to:

STANDARD J: Civic Ideals And Practices

- 11.J.6 evaluate the degree to which public policies and citizen behavior reflect the ideals of a democratic republican form of government.
- 11.J.7 construct an action plan to achieve one or more goals related to an issue of public concern.
- 11.J.8 participate fully in identifying, describing, analyzing, and proposing solutions to local, state, and national issues through membership in formal and informal influence groups.
- 11.J.9 construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.
- 11.J.10 participate in activities to strengthen the “common good” based upon careful evaluation of possible opinion of citizen action.

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