

**SOCIAL STUDIES****VIRGINIA AND UNITED STATES HISTORY
GRADE 11**

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Virginia and United States History examines the origins and development of the issues, patterns, and conflicts that characterize the American experience. Central themes are the growth and expansion of democratic principles and beliefs, the impact of expansion and technology, the development of political institutions and practices, and the role of dissent and reform in a democracy. By identifying these themes and tracing their historical paths, the relationships between our past and present are revealed.

Students' skills are refined and reinforced by using and interpreting maps, charts, graphs, and political cartoons. Thinking skills are emphasized as students analyze primary source documents, art, literature, and music from historical periods to identify cause/effect relationships within and among eras. Communication skills are strengthened and creativity is encouraged as students compose oral, written, and visual responses to depict their perceptions about the events, people, conflicts, and changes that have shaped the development of our nation and state. Students will take the SOL test for Virginia and United States History or a substitute test approved by the State Board of Education. See the Student Guide for information about substitute tests. Specific dates for the SOL test will be announced by the school.

PREREQUISITE

World Geography

or

World History and Geography, Part I

or

World History and Geography, Part II

OPTIONS FOR NEXT COURSE

Following the successful completion of Virginia and United States History students may select either Virginia and United States Government or Advanced Placement United States Government and Politics. Advanced Placement Comparative Government is also available as an elective.

REQUIRED STUDENT TEXTBOOK

The American Vision (Glencoe/McGraw-Hill, 2008)

SUPPLEMENTARY MATERIALS

The basal textbook is supplemented with materials to extend and enrich the students' understanding of course topics. These materials are drawn from daily newspapers, periodicals, television and other visual media, primary source documents, simulations, and computer programs.

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE VIRGINIA AND UNITED STATES HISTORY COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:

TOPICS OF STUDY

Unit 1: “. . . Our License To Make Habitation . . .”

- VUSH.1.1 Describe the physical environment of North America. **(VUS.1, VUS.2)**
- VUSH.1.2 Describe the positive and negative effects of cultural interaction between European and American Indian cultures. **(VUS.2)**
- VUSH.1.3 Describe the political, economic, and social characteristics of the New England colonies **(VUS.2, VUS.3)**
- VUSH.1.4 Describe the political, economic, and social characteristics of the Middle (Middle Atlantic) Colonies. **(VUS.2, VUS.3)**
- VUSH.1.5 Describe the political, economic, and social characteristics of the Southern Colonies. **(VUS.2, VUS.3)**
- VUSH.1.6 Compare democratic and undemocratic practices in colonial America. **(VUS.2, VUS.3)**

Unit 2: “The Shot Heard Round The World”

- VUSH.2.1 Identify the causes of British colonial policies between 1763 and 1776, and explain the effects of those policies on British/colonial relations. **(VUS.4)**
- VUSH.2.2 Explain how Enlightenment ideas influenced American beliefs. **(VUS.4)**
- VUSH.2.3 Describe the political difference among colonists concerning separation from England. **(VUS.4)**
- VUSH.2.4 Explain the role of important leaders in the struggle to win American independence from England. **(VUS.4)**
- VUSH.2.5 Describe the reasons for the colonial victory in the American Revolution. **(VUS.4)**
- VUSH.2.6 Account for the territorial expansion of the United States to 1783. **(VUS.1, VUS.4)**

Unit 3: “A Republic, If You Can Keep It”

- VUSH.3.1 Describe how the colonial experience influenced the development of early national and state governments in the United States. **(VUS.5)**
- VUSH.3.2 Describe the role of conflict and compromise in the creation of the *U.S. Constitution*. **(VUS.5)**
- VUSH.3.3 Describe the role of key figures at the Constitutional Convention. **(VUS.5)**
- VUSH.3.4 Compare the arguments for and against ratification of the Constitution. **(VUS.5)**
- VUSH.3.5 Describe the purposes and principles of the Constitution. **(VUS.5)**

Unit 4: “Visions Of What Will Be”

- VUSH.4.1 Describe the role of selected events on the development of political parties. **(VUS.6)**
- VUSH.4.2 Identify the significance of the Election of 1800. **(VUS.6)**
- VUSH.4.3 Describe the sources and effects of American territorial expansion from 1803 to 1845. **(VUS.6)**
- VUSH.4.4 Characterize American foreign policy during the early National Period. **(VUS.6)**
- VUSH.4.5 Cite the role of John Marshall in strengthening the Supreme Court and the national government. **(VUS.5)**
- VUSH.4.6 Assess the factors that increased popular participation in government in the early 19th century. **(VUS.6)**
- VUSH.4.7 Identify the effects of the early Industrial Revolution in America. **(VUS.6)**
- VUSH.4.8 Explain the causes of increasing sectional tensions in the early 19th century. **(VUS.6)**
- VUSH.4.9 Trace the democratic and undemocratic characteristics of Jacksonian democracy. **(VUS.6)**

Unit 5: “A Firebell in the Night”

- VUSH.5.1 Summarize the debates regarding the nature of the union as a contributor to sectional tensions. **(VUS.6)**
- VUSH.5.2 Summarize the role of competing economic interests in the rise of sectional tensions (from 1820 – 1860). **(VUS.6)**
- VUSH.5.3 Summarize the role of slavery in the rise of sectional tensions from 1820 to 1860. **(VUS.6)**
- VUSH.5.4 Summarize the role of western expansion in the rise of sectional tensions from 1820 to 1860. **(VUS.6)**
- VUSH.5.5 Describe the political, economic, and social causes of the Civil War. **(VUS.6, VUS.7)**

Unit 6: “This Mighty Scourge”

- VUSH.6.1 Describe advantages and disadvantages of the North and South at the outbreak of the Civil War. **(VUS.6, VUS.7)**
- VUSH.6.2 Describe the contributions of key leaders during the Civil War. **(VUS.7)**
- VUSH.6.3 Identify key battles and their political significance of the Civil War. **(VUS.7)**
- VUSH.6.4 Describe the political effects of the Civil War on the United States. **(VUS.7)**
- VUSH.6.5 Describe the economic effects of the Civil War on the United States. **(VUS.7)**
- VUSH.6.6 Describe the social effects of the Civil War on the United States. **(VUS.7)**

Unit 7: “From A Lady’s Watch To A Locomotive”

- VUSH.7.1 Describe the factors that influenced America’s westward growth after 1865.
- VUSH.7.2 Explain how resources and inventions contributed to the rapid business and industrial growth of the United States during the 19th and early 20th centuries. **(VUS.8)**
- VUSH.7.3 Describe how new business forms accelerated economic growth. **(VUS.8)**
- VUSH.7.4 Analyze the actions and effects of government in addressing rapid industrialization. **(VUS.8)**
- VUSH.7.5 Assess the role of selected industrialists in the economic growth of the United States. **(VUS.8)**
- VUSH.7.6 Describe labor and industry problems of the Progressive Era and efforts to address those problems. **(VUS.8)**

Unit 8: “A Mighty Woman With A Torch”

- VUSH.8.1 Describe the causes, patterns, and contributions of immigration in the late 19th and early 20th century. **(VUS.8)**
- VUSH.8.2 Describe social problems of the Progressive Era and efforts to address those problems. **(VUS.8)**
- VUSH.8.3 Describe the aims and results of the Progressives to expand democracy during the Progressive Era. **(VUS.8)**

Unit 9: “The Yanks Are Coming”

- VUSH.9.1 Identify reasons for the abandonment of America’s traditional foreign policy at the turn of the 19th century. **(VUS.9)**
- VUSH.9.2 Describe the foreign policy goals of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. **(VUS.9)**
- VUSH.9.3 Describe events that increased American influence in Latin America. **(VUS.9)**
- VUSH.9.4 Describe events that increased American influence in Asia and the Pacific. **(VUS.9)**
- VUSH.9.5 Describe the causes of World War I. **(VUS.9)**
- VUSH.9.6 Identify the events which influenced the American decision to enter World War I. **(VUS.9)**
- VUSH.9.7 Describe America’s role in the Allied Victory during World War I.
- VUSH.9.8 Explain the provisions of the Treaty of Versailles. **(VUS.9)**
- VUSH.9.9 Assess the political impact of the Treaty of Versailles and the League of Nations on Europe and the United States. **(VUS.9)**

Unit 10: “These Critical Days”

- VUSH.10.1 Explain the economic consequences of World War I on the United States.
- VUSH.10.2 Describe the effects of mass media and changing values on Americans during the 1920s. **(VUS.10)**

- VUSH.10.3 Explain the causes of the Great Depression. **(VUS.10)**
- VUSH.10.4 Describe the initial response of the U.S. government to the Depression. **(VUS.10)**
- VUSH.10.5 Describe the impact of the Depression on the American people. **(VUS.10)**
- VUSH.10.6 Characterize Roosevelt’s effort to combat the Depression. **(VUS.10)**
- VUSH.10.7 Evaluate the long-term significance of the New Deal on the role of the American government in the economy. **(VUS.10)**

Unit 11: “The Great Crusade”

- VUSH.11.1 Explain the causes and effects of the failure of collective security during the 1930s. **(VUS.11)**
- VUSH.11.12 Describe American responses to the increasing totalitarian aggression in Europe and Asia. **(VUS.11)**
- VUSH.11.3 Describe the impact of American entry into World War II on American society and industry. **(VUS.12)**
- VUSH.11.4 Describe the obstacles and opportunities encountered by minorities in the United States during World War II. **(VUS.10, VUS.12)**
- VUSH.11.5 Evaluate the effectiveness and ethical issues of the Allied strategies and efforts to achieve victory in the Pacific and European theaters during World War II. **(VUS.11)**
- VUSH.11.6 Describe the Holocaust and explain its historical significance. **(VUS.11)**
- VUSH.11.7 Describe the political consequences of World War II. **(VUS.13)**

Unit 12: The Fierce Urgency of Now.”

- VUSH.12.1 Review the historical origins of the Civil Rights movement.
- VUSH.12.2 Describe the achievements of the civil rights movement with respect to educational opportunity. **(VUS.14)**
- VUSH.12.3 Describe the achievements of the civil rights movement with respect to political participation. **(VUS.14)**
- VUSH.12.4 Describe the achievements of the civil rights movement with respect to social equality. **(VUS.14)**
- VUSH.12.5 Describe the role of key individuals and events of the civil rights movement. **(VUS.14, VUS.15)**
- VUSH.12.6 Describe efforts to improve the social, economic, and political equality of American Indians, women, and Hispanic Americans. **(VUS.15)**
- VUSH.12.7 Describe how immigration continues to affect American society. **(VUS.14)**

Unit 13: “Bear Any Burden”

- VUSH.13.1 Describe the origins of the Cold War. (VUS.13)
- VUSH.13.2 Characterize the competition between the United States and the Soviet Union during the Cold War. (VUS.13)
- VUSH.13.3 Describe the effects of competition against communism affecting American political, social, and economic life. (VUS.13)
- VUSH.13.4 Describe American response to communist aggression in Korea, Cuba, and Vietnam. (VUS.13)
- VUSH.13.5 Explain the causes and effects of the collapse of the Soviet Union. (VUS.13)
- VUSH.13.6 Identify factors and explain the effects of tensions between unity and diversity in the United States and in the world today. (VUS.13, VUS.15)

Unit 14: Struggles Ahead and Dangers to Face

- VUSH.14.1 Assess the goals and results of the Reagan revolution. (VUS.15)
- VUSH.14.2 Evaluate the influence of fiscal and monetary policy on the American economy. (VUS.15)
- VUSH.14.3 Describe America’s response to post-Cold War tensions. (VUS.13, VUS.15)
- VUSH.14.4 Identify factors and explain the effects of tensions between unity and diversity in the United States and in the world today. (VUS.12, VUS.14)
- VUSH.14.5 Assess factors affecting the current US and global economy.

CITIZENSHIP GOALS

- Working cooperatively with classmates to accomplish tasks and solve problems
- Valuing democratic traditions and respecting the rights, values, and property of others
- appreciating the heritage of American Government and its contributions to American democratic institutions, values, and beliefs
- Recognizing the power of an individual to make a difference
- Accepting responsibility for class work and personal behavior
- Managing time and tasks efficiently and productively
- Accepting the rights and responsibilities of citizenship
- Keeping informed on current issues and events
- Participating in school elections and community service projects

SKILLS

- **Study Skills**
 - Taking organized and useful notes from lectures, discussions, and various printed sources of information
 - Preparing a bibliography
- **Chart/Graph Skills**
 - Drawing inferences from varied charts, graphs, tables, and time lines
 - Using and creating charts, graphs, and tables to organize, display, and depict data
- **Map/Globe Skills**
 - Making and interpreting special purpose maps
- **Problem-Solving/Decision-making Skills**
 - Applying the problem-solving process to investigate key decisions in American Government
 - Evaluating the decision-making and problem-solving processes of key political leaders
 - Identifying alternative courses of action and predicting likely consequences of each
- **Critical Thinking Skills**
 - Distinguish between causes and effects
 - Distinguish between fact and opinion, recognizing propaganda, and detecting author bias
 - Assessing the validity of differing political interpretations
- **Communication Skills**
 - Preparing oral and written reports, projects, and presentations
 - Expressing ideas orally and in writing
 - Contributing ideas and suggestions to class discussion
 - Reading for a variety of purposes: critically, analytically, to predict outcomes, to answer questions, to form opinions, and to skim for facts
 - Restating major ideas of a complex topic in concise form
 - Writing papers analyzing historical issues or topics
 - Collecting, analyzing, and evaluating historical information related to an issue, or question; drawing conclusions from the data; and forming a thesis or hypothesis



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Curriculum and Instruction, Director of Secondary Instructional Services, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038, Telephone (757) 263-1070 or (757) 263-1429, fax (757) 263-1412.