

Grade 11 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p>1. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.f., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>Interpreting the impact of change from workshop to factory on workers' lives, including the New Industrial Age from 1870 to 1900, the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.1</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the impact of the shift from an agrarian to an industrialized nation on various groups in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>agrarian</li> <li>industrialized</li> <li>industrialization</li> <li>transition</li> <li>technological</li> <li>laissez faire</li> <li>interdependent</li> <li>globalized</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The path the United States took to transition from an agrarian to an industrialized nation.</li> <li>The roles of technological advancement, laissez faire economic policies, and deregulation in the switch from agrarian to industrialized.</li> <li>Key social changes, political events, industries, and individuals who were instrumental in the move of the U.S. from an agrarian to an industrialized society.</li> <li>The organization of workers and</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe the progression of a society as it transitioned from one type of society to another, such as transition of American society from an agrarian to an industrialized nation,</li> <li>Analyze the roles of individuals, industry, technological advancements, social changes, and political advances and movements in the changes seen in societies.</li> <li>Identify the complexities of the major shifts of pre-industrialized society to post-industrialized society.</li> <li>Analyze primary and secondary</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>The United States shifted from an agrarian to an industrialized society, and this shift influenced the complexities of interdependent relationships among groups in the country, and there are comparisons between this shift in the United States to changes in the globalized society of today.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison</p>				<p>farmers in response to the changes resulting from industrialization and the impact of these changes on American society.</p> <ul style="list-style-type: none"> <li>The complexities of major shifts of pre-industrialized society to post-industrialized society.</li> </ul>	<p>historical sources.</p> <ul style="list-style-type: none"> <li>Cite specific textual evidence to support analysis of primary and secondary sources.</li> </ul>		
<p>2. Evaluate social and political origins, accomplishments, and limitations of Progressivism. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.f., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>Explaining the impact of the Populist Movement on the role of the federal government in American society</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.2</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Evaluate the political, economic, and social origins, accomplishments, and limitations of the Progressive Era and determine the influence it has had on American society through the present.</li> </ul>	<ul style="list-style-type: none"> <li>textual evidence</li> <li>evaluate</li> <li>cite</li> <li>Progressivism</li> <li>muckraker</li> <li>trust</li> <li>antitrust</li> <li>suffrage</li> <li>temperance movement</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The social, economic, and political origins, accomplishments, and limitations of the Progressive.</li> <li>The impact of the Populist Movement on the role of the federal government in</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Effectively evaluate the complexities, origins, limitations, accomplishments and affects of social and political movements such as the Progressive and Populist Movements.</li> <li>Evaluate the influence of prominent</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were political, economic, and social origins, accomplishments, and limitations of the Progressive Era and these have impacted American society through the present.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<ul style="list-style-type: none"> <li>Assessing the impact of muckrakers on public opinion during the Progressive movement, including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell Examples: women's suffrage, Ida B. Wells-Barnett, temperance movement</li> <li>Explaining national legislation affecting the Progressive movement, including the Sherman Antitrust Act and the Clayton Antitrust Act</li> <li>Determining the influence of the Niagara Movement,</li> </ul>			<ul style="list-style-type: none"> <li>civil rights</li> <li>trust-busting</li> <li>conservation</li> </ul>	<p>American society.</p> <ul style="list-style-type: none"> <li>The impact of muckrakers on public opinion during the Progressive movement, including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell.</li> <li>The influence and impact of social movements, including: women's suffrage, temperance movement, and civil rights for African-Americans.</li> <li>The influence of specific social groups and influential individuals on the Progressive Era, including: Ida B. Wells-Barnett, the Niagara Movement, the National</li> </ul>	<p>individuals and groups from specific historical time periods on public opinion, social and political movements, and national legislation.</p> <ul style="list-style-type: none"> <li>Explain national legislation that was influence by and that affected social and political movements.</li> <li>Assess the significance of the public education movement initiated by Horace Mann.</li> <li>Compare the presidential leadership during specific historical periods.</li> <li>Analyze primary and secondary historical sources.</li> <li>Cite specific textual evidence to support</li> </ul>		
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<p>the National Association for the Advancement of Colored People (NAACP), Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, and Carter G. Woodson on the Progressive Era</p> <ul style="list-style-type: none"> <li>Assessing the significance of the public education movement initiated by Horace Mann</li> <li>Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining passage of</li> </ul>				<p>*Association for the Advancement of Colored People (NAACP), Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, and Carter G. Woodson.</p> <ul style="list-style-type: none"> <li>National legislation affecting the Progressive movement, including the Sherman Antitrust Act and the Clayton Antitrust Act.</li> <li>The significance of the public education movement initiated by Horace Mann.</li> <li>The impact of the presidential leadership of Theodore Roosevelt, William</li> </ul>	<p>analysis of primary and secondary sources.</p>		
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<p>measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation</p>				<p>Howard Taft, and Woodrow Wilson in obtaining passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation.</p>			
<p><b>3. Explain the United States' changing role in the early twentieth century as a world power. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.f., A.1.i., A.1.k.]</b></p> <ul style="list-style-type: none"> <li>Describing causes of the Spanish-American War, including yellow journalism, the sinking of the Battleship USS <i>Maine</i>, and</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.3</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Analyze changes in the global role of the United States during the early 20<sup>th</sup> Century and explain the causes of these changes and the resulting consequences for the nation.</li> </ul>	<ul style="list-style-type: none"> <li>Spanish-American War</li> <li>imperialism</li> <li>annexation</li> <li>global role</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The internal and external factors that resulted in changes in America's role as a world power during the early 20<sup>th</sup> Century. Factors that lead to the Spanish-American War and the consequences of the war.</li> <li>Theodore Roosevelt's</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe the internal and external factors that result in changes in the development of a specific country during a specific time period and the consequences of these changes.</li> <li>Evacuate factors that lead to war and the consequences of the war.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were many causes and consequences of the changes in the United States' role as it became a global power during the early 20<sup>th</sup> Century.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>economic interests in Cuba</p> <ul style="list-style-type: none"> <li>Identifying the role of the Rough Riders on the iconic status of President Theodore Roosevelt</li> <li>Describing consequences of the Spanish-American War, including the Treaty of Paris of 1898, insurgency in the Philippines, and territorial expansion in the Pacific and Caribbean</li> <li>Analyzing the involvement of the United States in the Hawaiian Islands for economic</li> </ul>				<p>involvement in the Spanish-American War and its role in his popularity and involvement in politics.</p> <ul style="list-style-type: none"> <li>Social, political, and economic causes for the United State's involvement in the Hawaiian Islands.</li> <li>The contributions of Alabama and Alabamians to the United States between Reconstruction and World War I.</li> <li>Consequences of political policies, such as the Open Door policy and the Roosevelt Corollary on American economic and</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the effects of popularity on political power.</li> <li>Analyze the social, political, and economic causes for the United State's involvement in other countries and regions.</li> <li>Appraise the contributions of Alabama and Alabamians to the United States during specific historical periods.</li> <li>Evaluate the consequences of political policies, such as the Open Door policy and the Roosevelt Corollary on American economic and geographic interests.</li> <li>Compare the policies and leadership of influential political,</li> </ul>		
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<p>and imperialistic interests</p> <ul style="list-style-type: none"> <li>Appraising Alabama's contributions to the United States between Reconstruction and World War I, including those of William Crawford Gorgas, Joseph Wheeler, and John Tyler Morgan (Alabama)</li> <li>Evaluating the role of the Open Door policy and the Roosevelt Corollary on America's expanding economic and geographic interests</li> <li>Comparing the executive</li> </ul>				<p>geographic interests.</p> <ul style="list-style-type: none"> <li>Policies and leadership of American presidents during the early 20<sup>th</sup> Century.</li> </ul>	<p>economic, and social leaders.</p> <ul style="list-style-type: none"> <li>Analyze primary and secondary sources.</li> <li>Cite specific textual evidence to support analysis of primary and secondary sources.</li> </ul>		
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<p>leadership represented by William Howard Taft's Dollar Diplomacy, Theodore Roosevelt's Big Stick Diplomacy, and Woodrow Wilson's Moral Diplomacy</p>							
<p>4. Describe causes, events, and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</p> <ul style="list-style-type: none"> <li>Identifying the role of militarism, alliances, imperialism, and nationalism in World War I</li> <li>Explaining controversies over the</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.4</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Analyze the causes and events of the United States' military involvement in World War I in order to determine the long-term social, political, and economic impact on the United States.</li> </ul>	<ul style="list-style-type: none"> <li>World War I</li> <li>Treaty of Versailles</li> <li>mobilization</li> <li>imperialism</li> <li>nationalism</li> <li>militarism</li> <li>nativism</li> <li>fascist</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The causes, events, and the impact of military involvement of the United States in World War I.</li> <li>Social and political changes and attitudes in the United States related to involvement in World War I, including: American neutrality, mobilization, economic</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Explain the changing role of the United States during specific historical periods and in relationship to specific historical events.</li> <li>Describe the effects of political and social movements and ideologies.</li> <li>Analyze the social and political causes, events, and</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were many causes and effects of the United States' military involvement in World War I and these had significant social, political, and economic impact on the United States.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>



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<p>Treaty of Versailles of 1919, Woodrow Wilson's Fourteen Points, and the League of Nations</p> <ul style="list-style-type: none"> <li>Explaining how the Treaty of Versailles led to worsening economic and political conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain</li> <li>Comparing short- and long-term effects of changing boundaries in pre- and post-World War I in Europe and the Middle</li> </ul>				<p>changes, and political changes.</p> <ul style="list-style-type: none"> <li>The role of imperialism, militarism, nationalism, nativism, and the alliance system in World War I.</li> <li>Geographical and political boundaries of Europe and the Middle East, pre- and post-World War I.</li> <li>Controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen Points, and the League of Nations.</li> <li>Short- and long-term effects of the Treaty of Versailles.</li> </ul>	<p>impact of specific historical events.</p> <ul style="list-style-type: none"> <li>Identify geographical and political changes related to specific historical events.</li> <li>Analyze controversies related to political policies, plans, and agreements.</li> <li>Analyze primary and secondary sources.</li> <li>Cite specific textual evidence to support analysis of primary and secondary sources.</li> </ul>		
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East, leading to the creation of new countries							
<p><b>5. Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald. (Alabama) [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</b></p> <ul style="list-style-type: none"> <li>Analyzing radio, cinema, and print media for their impact on the creation</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.5</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Evaluate the short- and long-term impacts of social changes and the influence of prominent figures in the United States from WWI through the 1920s.</li> </ul>	<ul style="list-style-type: none"> <li>prohibition</li> <li>Nineteenth Amendment</li> <li>Scopes trial</li> <li>Ku Klux Klan</li> <li>Red Scare</li> <li>Harlem Renaissance</li> <li>mass culture</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The causes, effects, and impact of social and political events in the United States from World War I through the 1920, including Prohibition, passage of the Nineteenth Amendment, the *Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, and the Jazz Age.</li> <li>The impact of influential individuals on social, political, and economic realities in the United States</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Explain social, economic, political, and cultural changes in the United States during specific historical periods and related to specific historical events.</li> <li>Describe the influence of specific individuals and groups on the United States during specific historical periods into modern times.</li> <li>Analyze the impact of technical innovations and changing media on American social and political realities.</li> <li>Determine central ideas of</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were significant impacts of the social changes and the influence of prominent figures in the United States from WWI through the 1920s.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>of mass culture</p> <ul style="list-style-type: none"> <li>Analyzing works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s</li> <li>Determining the relationship between technological innovations and the creation of increased leisure time</li> </ul>				<p>from World War I through the 1920, including Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald.</p> <ul style="list-style-type: none"> <li>The impact of media on social and political realities in the United States from World War I through the 1920.</li> <li>The impact of major works of American artists and writers from World War I through the 1920, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes and H.L. Mencken.</li> <li>The importance of</li> </ul>	<p>primary and secondary sources.</p> <ul style="list-style-type: none"> <li>Cite specific textual evidence to support analysis of primary and secondary sources.</li> </ul>		
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				technological innovations through the 1920s and the impact these had on social, economic, political, and individual realities in the United States.			
<p>6. Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</p> <ul style="list-style-type: none"> <li>Assessing effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.6</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Analyze the social, political, and economic conditions that contributed to the Great Depression.</li> <li>Identify and describe the effects of the Great Depression on American life and art.</li> </ul>	<ul style="list-style-type: none"> <li>assess</li> <li>identify</li> <li>analyze</li> <li>Great Depression</li> <li>stock market crash</li> <li>overproduction</li> <li>speculation</li> <li>Smoot-Haley Tariff Act</li> <li>John Steinbeck</li> <li>William Faulkner</li> <li>Zora Neale Hurston</li> <li>Bonus Army</li> <li>Hoovervilles</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The social, political, and economic conditions from the 1920s through the Great Depression.</li> <li>Social and political factors and policies that were influenced by and that contributed to the deepening crisis during the Great Depression.</li> <li>Economic factors and policies that contributed to the beginning</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Analyze the social, political, and economic conditions of a specific historical period.</li> <li>Determine and evaluate the factors that contributed to a specific historical period.</li> <li>Evaluate works of art and literature from a specific time period in order to determine their impact.</li> <li>Determine central ideas of primary and</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were various political, social and economic conditions that contributed to the Great Depression.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<ul style="list-style-type: none"> <li>Describing the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression</li> <li>Identifying notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston (Alabama)</li> <li>Analyzing the Great Depression for its impact on the American family Examples: Bonus Army, Hoovervilles, Dust Bowl, Dorothea Lange</li> </ul>			<ul style="list-style-type: none"> <li>Dust Bowl</li> <li>Dorothea Lange</li> <li>Jim Crow</li> <li>Japanese Internment</li> <li>Southern Tenant Farmers' Union</li> </ul>	<p>of the Great Depression and the deepening crisis as the Great Depression continued in the United States and globally, including the effects of overproduction, stock market speculation, restrictive monetary policies, the Smoot-Hawley Tariff Act.</p> <ul style="list-style-type: none"> <li>The ways authors' works during the Great Depression were influenced by and influenced the social, political, and economic realities of the time.</li> <li>The impact of the Great Depression on</li> </ul>	<p>secondary sources.</p> <ul style="list-style-type: none"> <li>Cite specific textual evidence to support analysis of primary and secondary sources.</li> </ul>		
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				class, region, race, and gender relations during the time period of the 1920s to the 1940s.			
<p><b>7. Explain strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</b></p> <ul style="list-style-type: none"> <li>Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.7</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the impact of geographic, social, political, and economic conditions during the Great Depression.</li> <li>Analyze the strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs.</li> </ul>	<ul style="list-style-type: none"> <li>relief</li> <li>recovery</li> <li>reform</li> <li>Tennessee Valley Authority</li> <li>Works Progress Administration</li> <li>Civilian Conservation Corps</li> <li>Social Security Act</li> <li>Dust Bowl</li> <li>Great Depression</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The strengths and weaknesses of the New Deal in managing the problems of the Great Depression.</li> <li>Purpose and impact of relief, recovery, and reform programs of the New Deal, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC),</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Analyze the strengths, weaknesses, and impacts of political and social programs during specific historical events.</li> <li>Describe the purpose and effectiveness of specific programs and agencies.</li> <li>Evaluate the impact of specific geographic, social, political, and economic conditions on life in the United States.</li> <li>Trace and analyze migration patterns in the United States.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were many strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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				<p>and the Social Security Act.</p> <ul style="list-style-type: none"> <li>The impact of geographic, social, political, and economic conditions during the Great Depression, such as the conditions created by the Dust Bowl and its impact on migration patterns.</li> </ul>			
<p>8. Summarize events leading to World War II, including the militarization of the Rhineland, Germany's seizure of Austria and Czechoslovakia, Japan's invasion of China, and the Rape of Nanjing. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>Analyzing the impact of fascism, Nazism, and communism on growing conflicts in Europe</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.8</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Evaluate the events and policies leading up to World War II.</li> </ul>	<ul style="list-style-type: none"> <li>Fascism</li> <li>Nazism</li> <li>Communism</li> <li>Isolationism</li> <li>Holocaust</li> <li>appeasement</li> <li>invasion</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The events that lead to World War II.</li> <li>The impact of political movements such as fascism, Nazism, and communism on conflicts in Europe.</li> <li>The effects of isolationism, including the debate about United States isolationism</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Integrate and evaluate multiple sources of information presented in diverse formats and media.</li> <li>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were many events and policies leading up to WWII.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<ul style="list-style-type: none"> <li>Explaining the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States' foreign policy</li> <li>Identifying roles of significant World War II leaders Examples: Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, Sir Winston Churchill, Bernard Montgomery, Joseph Stalin, Benito Mussolini, Emperor Hirohito,</li> </ul>				<p>and changes in attitudes after Pearl Harbor.</p> <ul style="list-style-type: none"> <li>Roles of significant World War II leaders, including Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, Sir Winston Churchill, Bernard Montgomery, Joseph Stalin, Benito Mussolini, Emperor Hirohito, Hedeki Tōjō, Erwin Rommel, Adolf Hitler.</li> <li>The impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland.</li> </ul>	<ul style="list-style-type: none"> <li>Read and comprehend historical texts independently and proficiently on various topics related to events that led to WWII and the effect of those events on American foreign policy today.</li> </ul>		
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<p>Hedeki Tōjō, Erwin Rommel, Adolf Hitler</p> <ul style="list-style-type: none"> <li>Evaluating the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland</li> </ul>							
<p><b>9. Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</b></p> <ul style="list-style-type: none"> <li>Locating on a map or globe the major battles of World War II and the extent of the Allied and Axis</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.9</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Explain the impact of key events and battles of WWII on the outcome of the war and the relationships between countries in the post-war world.</li> </ul>	<ul style="list-style-type: none"> <li>WWII campaigns</li> <li>Midway</li> <li>Normandy</li> <li>Okinawa</li> <li>Battle of the Bulge</li> <li>Iwo Jima</li> <li>Yalta Conference</li> <li>Potsdam Conference</li> <li>allied and axis expansion</li> <li>Blitzkrieg</li> <li>island-hopping</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Major battles, events, and consequences of World War II campaigns.</li> <li>The location on a map of major battles of WWII and the territorial claims of the different WWII powers.</li> <li>Military strategies used in WWII.</li> <li>Reasons for and results of dropping</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Locate specific points on a map and identify political, social, and geographic changes that occurred during or as a result of a historical event.</li> <li>Integrate and evaluate multiple sources of information presented in diverse formats and media.</li> <li>Evaluate an author's premises, claims, and evidence by corroborating or</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were many key events and battles of WWII that had an impact on the outcome of the war, and the relationships between countries in the post-war world.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>territorial expansion</p> <ul style="list-style-type: none"> <li>• Describing military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings</li> <li>• Explaining reasons for and results of dropping atomic bombs on Japan</li> <li>• Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human</li> </ul>			<ul style="list-style-type: none"> <li>• amphibious landings</li> <li>• atomic bomb</li> <li>• Holocaust</li> <li>• Bataan Death March</li> <li>• Nuremberg Trials</li> <li>• Declaration of Human Rights</li> <li>• Genocide Convention</li> </ul>	<p>atomic bombs on Japan.</p> <ul style="list-style-type: none"> <li>• Events, incidents, and consequences of war crimes committed during WWII.</li> </ul>	<p>challenging them with other information related to historical events.</p> <ul style="list-style-type: none"> <li>• Read and comprehend historical texts independently and proficiently on various topics related to events that led to WWII and the effect of those events on American foreign policy today.</li> </ul>		
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Rights, and the Genocide Convention							
<p>10. Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African-American community, racial and ethnic tensions, Servicemen's Readjustment Act of 1944 (G. I. Bill of Rights), and desegregation of the military. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>Describing Alabama's participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War (POW)</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.10</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe WWII's domestic impact and its lasting effects on the political, social, and economic environment of the United States, including the participation of and impact on Alabama.</li> </ul>	<ul style="list-style-type: none"> <li>wartime economic measures</li> <li>G.I. Bill of Rights</li> <li>desegregation</li> <li>Tuskegee Airmen</li> <li>Aliceville POW camp</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The impact of WWII on national economic issues.</li> <li>Population shifts that occurred as a result of WWII.</li> <li>Social changes in the nation, including the growth of the middle class.</li> <li>The growth of industrialization in the nation and the impact of this growth.</li> <li>Advancements in science and technology and the lasting impact of these advancements</li> <li>Changes in racial</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Integrate and evaluate multiple sources of information presented in diverse formats and media.</li> <li>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.</li> <li>Read and comprehend historical texts independently and proficiently on various topics related to events that led to WWII and the effect of those events on American foreign policy today.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There was a significant domestic impact from WWII with lasting effects on the political, social, and economic environment of the United States.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases (Alabama)</p>				<p>dynamics, including increased wealth in the African-American community, desegregation of the military, and changes in the racial and ethnic tensions in the nation.</p> <ul style="list-style-type: none"> <li>• Political actions that impacted the effects of the war, including the Servicemen's Readjustment Act of 1944.</li> <li>• Alabama's participation in WWII, including the role of Tuskegee Airmen, Aliceville Prisoner of War camp, the growth of the Port of Mobile, production of Birmingham steel, and the</li> </ul>			
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				establishment of military bases.			
<p><b>11. Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO).</b> [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>Describing Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the House Un-American Activities Committee, and the</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.11</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO).</li> <li>Describe Cold War policies and issues, the domino theory, McCarthyism, and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Cold War</li> <li>domino theory</li> <li>McCarthyism</li> <li>space race</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The international role of the United States from 1945 through 1960.</li> <li>Important events, policies, and issues such as the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization, the domino theory, Sputnik and the beginning of the space race, and the consequences of each.</li> <li>Important domestic events, policies, and issues such as McCarthyism, the institution</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Locate specific points on a map and identify political, social, and geographic changes that occurred during or as a result of a historical event.</li> <li>Integrate and evaluate multiple sources of information presented in diverse formats and media.</li> <li>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.</li> <li>Read and comprehend historical texts independently and proficiently on various topics</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>The United States played an important international role from 1945 through 1960, including domestic and foreign policies and actions related to this expanded role and the Cold War.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>execution of Julius and Ethel Rosenberg Examples: G.I. Bill of Rights, consumer economy, Sputnik, rock and roll, bomb shelters, Federal-Aid Highway Act</p> <ul style="list-style-type: none"> <li>Locating areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China</li> </ul>				<p>of loyalty oaths, the Alger Hiss case, the House Un-American Activities Committee, the execution of Julius and Ethel Rosenberg, the G.I. Bill of Rights, growth in the consumer economy, rock and roll, bomb shelters, Federal-Aid Highway Act and the consequences of each.</p> <ul style="list-style-type: none"> <li>Location of areas of conflict during the Cold War.</li> </ul>	related to historical events.		
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<p>12. Describe major initiatives of the John F. Kennedy and Lyndon B. Johnson Administrations. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</p>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the domestic and foreign policies and major events of John F. Kennedy and Lyndon B.</li> </ul>	<ul style="list-style-type: none"> <li>New Frontier</li> <li>Great Society</li> <li>National Aeronautics and Space</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Major initiatives of the John F. Kennedy Administration .</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Integrate and evaluate multiple sources of information presented in</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>The domestic and foreign policies and major events of John F. Kennedy and</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
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<p>Examples: President Kennedy—New Frontier President Johnson—Great Society</p> <ul style="list-style-type: none"> <li>Describing Alabama's role in the space program under the New Frontier (Alabama) Examples: National Aeronautics and Space Administration (NASA), space race, satellites</li> <li>Describing major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis</li> </ul>	<p>Revolution to the Present 11.U.S.H.12</p>	<p>Johnson Administrations and their lasting impact.</p>	<p>Administration (NASA)</p> <ul style="list-style-type: none"> <li>space race</li> <li>satellites</li> <li>Cold War</li> </ul>	<p>Example: the New Frontier.</p> <ul style="list-style-type: none"> <li>Major initiatives of the Lyndon B. Johnson Administration Example: the Great Society.</li> <li>Major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis.</li> <li>Alabama's role in the space program under the New Frontier. Examples: National Aeronautics and Space Administration (NASA), space race, satellites.</li> </ul>	<p>diverse formats and media.</p> <ul style="list-style-type: none"> <li>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.</li> <li>Read and comprehend historical texts independently and proficiently on various topics related to historical events.</li> </ul>	<p>Lyndon B. Johnson Administration s had lasting impacts on the nation.</p>	
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<p><b>13. Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975, including the Battle of Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</b></p> <ul style="list-style-type: none"> <li>Locating on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites</li> <li>Describing the creation of North and South Vietnam</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.13</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the course of the Vietnam Conflict and analyze the United State's role in the conflict.</li> </ul>	<ul style="list-style-type: none"> <li>destabilization</li> <li>offensive</li> <li>resolution</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Major events of the Vietnam Conflict after the United States became involved in the conflict, including the Battle Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, the destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon.</li> <li>Location of major areas, events, and battles in the Vietnam Conflict.</li> <li>Details of the creation of North and South Vietnam.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Locate specific points on a map and identify political, social, and geographic changes that occurred during or as a result of a historical event.</li> <li>Integrate and evaluate multiple sources of information presented in diverse formats and media.</li> <li>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.</li> <li>Read and comprehend historical texts independently and proficiently on various topics related to historical events.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>The Vietnam Conflict and the United State's role in the conflict had significant effects on the nation.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>



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<p>14. Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March. (Alabama) [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</p> <ul style="list-style-type: none"> <li>Tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, <i>Brown versus Board of Education</i> in</li> </ul>	<p>Economics, Geography, History, Civics and Government United States History II: The Industrial Revolution to the Present 11.USH.14</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the differing approaches to achieving equal rights for African Americans in the United States, the government's involvement in with the movement, and major events of the movement.</li> <li>Assess the impact of these efforts to achieve civil rights for African-Americans.</li> </ul>	<ul style="list-style-type: none"> <li>desegregation</li> <li>poll taxes</li> <li>civil rights</li> <li>economic impact</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Major events of the African-American Civil Rights Movement from the end of WWII through 1970.</li> <li>The federal government's involvement in the modern Civil Rights Movement.</li> <li>The contributions of individuals to the cause of civil rights for African-Americans.</li> <li>Involvement and contributions of groups in the cause of civil rights for African-Americans.</li> <li>Differences among philosophies of the various organizations who were</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Integrate and evaluate multiple sources of information presented in diverse formats and media.</li> <li>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.</li> <li>Read and comprehend historical texts independently and proficiently on various topics related to historical events.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were differing approaches to achieving equal rights for African Americans in the United States, the government's involvement in the movement, and impact of these efforts to achieve civil rights.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
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<p>1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965</p> <ul style="list-style-type: none"> <li>Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr.; James Meredith; Medgar Evers; Thurgood Marshall; the Southern Christian Leadership Conference (SCLC); the Student Nonviolent Coordinating Committee (SNCC); the Congress of Racial Equality (CORE); the National</li> </ul>				<p>working for civil rights.</p> <ul style="list-style-type: none"> <li>The lasting impact of the modern Civil Rights Movement.</li> </ul>			
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<p>Association for the Advancement of Colored People (NAACP); and the civil rights foot soldiers</p> <ul style="list-style-type: none"> <li>Appraising contributions of persons and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children's March, and key local persons and events (Alabama)</li> </ul>							
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<ul style="list-style-type: none"> <li>Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement</li> <li>Describing the economic impact of African-American entrepreneurs on the modern Civil Rights Movement, including S. B. Fuller and A. G. Gaston (Alabama)</li> </ul>							
<p><b>15. Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and</b></p>	<p>Economics, Geography, History, Civics and Government</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Summarize the changing social and cultural conditions in</li> </ul>	<ul style="list-style-type: none"> <li>feminist</li> <li>movement</li> <li>embargo</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The conditions that were conducive to the creation of</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Integrate and evaluate multiple sources of information</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>The social and cultural conditions in</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p>

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Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p><b>1970s. [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</b>  <b>Examples: economic impact on the culture, feminist movement, recession, Arab oil embargo, technical revolution</b></p>	<p>United States History II: The Industrial Revolution to the Present                      11.U.S.H.15</p>	<p>the United States during the 1950s, 1960s, and 1970s.</p>	<ul style="list-style-type: none"> <li>environmentalism</li> <li>counterculture</li> </ul>	<p>social and cultural movements during the 1950s-1970s, including the feminist movement, technical revolution, Chicano movement, Women's Movement, American Indian Movement, environmentalism, and the counterculture movement.</p> <ul style="list-style-type: none"> <li>Social and cultural movements in the United States of the 1950s-1970s.</li> </ul>	<p>presented in diverse formats and media.</p> <ul style="list-style-type: none"> <li>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.</li> <li>Read and comprehend historical texts independently and proficiently on various topics related to historical events.</li> </ul>	<p>the United States during 1950s, 1960, and 1970s changed significantly.</p>	<ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
<p><b>16. Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.h., A.1.i., A.1.k.]</b>  <b>Examples: Nixon's policy of détente;</b></p>	<p>Economics, Geography, History, Civics and Government                      United States History II: The Industrial Revolution to the Present                      11.U.S.H.16</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Evaluate and describe the importance and impact of significant foreign and domestic issues of presidential administrations from Richard M.</li> </ul>	<ul style="list-style-type: none"> <li>scandal</li> <li>pardon</li> <li>hostage</li> <li>Reaganomics</li> <li>crisis</li> <li>Cold War</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>Key foreign and domestic events during the presidential administrations from Richard M. Nixon to the present.</li> </ul>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>Locate specific points on a map and identify political, social, and geographic changes that occurred during or as a result of a historical event.</li> </ul>	<p><b>Students understand that:</b></p> <ul style="list-style-type: none"> <li>There were many importance and impact of significant foreign and domestic issues of presidential</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
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<p>Cambodia; Watergate scandal; pardon of Nixon; Iranian hostage situation; Reaganomics; Libyan crisis; end of the Cold War; Persian Gulf War; impeachment trial of William "Bill" Clinton; terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan; election of the first African-American president, Barack Obama; terrorism; global warming; immigration</p>		<p>Nixon to the present.</p>	<ul style="list-style-type: none"> <li>• impeachment</li> <li>• terrorist/terrorism</li> <li>• global warming</li> <li>• immigration</li> </ul>		<ul style="list-style-type: none"> <li>• Integrate and evaluate multiple sources of information presented in diverse formats and media.</li> <li>• Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.</li> <li>• Read and comprehend historical texts independently and proficiently on various topics related to historical events.</li> </ul>	<p>administrations from Richard M. Nixon to the present.</p>	
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