

## SOCIAL STUDIES CURRICULUM GUIDE

### GRADE 11-12

#### United States

Democratic Citizenship	Historical Understanding	Geographical Understanding
Standards 1, 2	3, 4, 5, 6	7, 8, 9
<ol style="list-style-type: none"> <li>1. principles in the United States Constitution</li> <li>2. role of the individual and the government in promoting the common good</li> <li>3. democratic citizenship through the study of humanities</li> </ol>	<ol style="list-style-type: none"> <li>1. historical causation, historiography, divergent interpretations, primary and secondary source materials</li> <li>2. how individuals, groups, and institutions influence solutions to problems in the United States</li> <li>3. support an ethical response to a social problem based on Catholic Church teaching</li> <li>4. the impact of various cultures on the United States</li> <li>5. successes and failures of economic policies in the United States</li> </ol>	<ol style="list-style-type: none"> <li>1. interpretation of maps and other graphic representations of the United States</li> <li>2. the impact of demographics, natural resources, and climate on the people of the United States</li> <li>3. policies and programs related to ecology in the United States and their impact on the global community</li> </ol>



<p style="text-align: center;"><b>Outcomes</b></p> <p><b>Students will:</b></p>	<p style="text-align: center;"><b>Assessment</b></p>	<p style="text-align: center;"><b>Strategies</b></p>
<ul style="list-style-type: none"> <li>• locate, access, analyze, organize and apply information about public issues in order to evaluate the validity of differing points of view.</li>   <li>• analyze the functioning of government processes including elections, budget-making, and law-making.</li>   <li>• analyze the role of the individual and government in promoting the general welfare of the community under our Constitution through service and stewardship employing time, treasure, and talent; education; social welfare net (federal and state).</li> </ul>	<p>The student will summarize his/her findings on positions on a public issue and propose a position which best responds to the public issue.</p> <p>The students will introduce a bill that addresses a particular concern of theirs and propose steps they would take to have it enacted.</p> <p>The student will propose an initiative which s/he believes best responds to the problem of hunger.</p>	<p>The students will access the Internet to find differing positions on a public issue.</p> <p>The students will research an important piece of legislation, such as the Civil Rights Act of 1964, and describe the process that led to its passage.</p> <p>The students will discuss initiatives taken by the government and by individuals to eradicate hunger.</p>

SOCIAL STUDIES CURRICULUM GUIDE

**GRADE 11-12**

2. All students will learn democratic citizenship through the Humanities, by studying Literature, Art, History, and Philosophy and related fields.

<p><b>Outcomes</b> <b>Students will:</b></p>	<p><b>Assessment</b></p>	<p><b>Strategies</b></p>
<ul style="list-style-type: none"> <li>• give examples of historical, Biblical, literary, and artistic works which have influenced society in the past and present and identify their effects on our understanding of basic human rights.</li> <li>• assess the relationship between the beliefs and life circumstances of a writer, artist, and philosopher, and that person’s creative work.</li> <li>• compare artistic and literary interpretations of historical events with accounts of the same events that aim at objectivity.</li> </ul>	<p>The students will assess how the Ten Commandments (Exodus 20:1-17) and the Beatitudes (Matthew 5:1-12) impact on the contemporary discussions of capital punishment.</p> <p>The students will dramatize life in a Shaker community and then relate how life in this community is impacted by Shaker philosophy.</p> <p>The students will compare Stephen Crane’s presentation of the Civil War with the textbook’s presentation of the Civil War.</p>	<p>The students will compare the understanding of human rights found in the Ten Commandments and in the Beatitudes.</p> <p>The students will research the philosophy of Shakers and explain how this philosophy is reflected in Shaker music and crafts.</p> <p>The students will read <i>The Red Badge of Courage</i> and describe Stephen Crane’s interpretation of the Civil War.</p>

## SOCIAL STUDIES CURRICULUM GUIDE

### GRADE 11-12

3. All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the world.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> <li>• understand the complexity of historical causation.</li>   <li>• analyze methods and trends in historiography.</li>   <li>• use supportive evidence to compare and contrast divergent interpretations of historical turning points.</li>   <li>• use primary and secondary source materials to formulate opinions about significant historical events.</li> </ul>	<p>The student will evaluate in his/her journal the reasons why the United States went to war in 1812 and predict whether diplomacy could have produced a different outcome.</p> <p>The students will propose a theory as to why there are differences in these accounts.</p> <p>The students will predict the outcome if the Board of Education's position had been upheld by the Supreme Court.</p> <p>The students will debate whether or not, according to the <i>Constitution of the United States</i>, President Clinton should have been impeached.</p>	<p>The students will create a bulletin board on the chronology of the War of 1812.</p> <p>The students will study a contemporary account of the Cold War and compare it with older pro-American or pro-Russian accounts.</p> <p>The students will read two differing accounts of <i>Brown v. Board of Education</i> (of Topeka, KS).</p> <p>The students will read the account of the decision to impeach President Clinton from <i>The Congressional Record</i> available at <a href="http://thomas.loc.gov">http://thomas.loc.gov</a> .</p>

## SOCIAL STUDIES CURRICULUM GUIDE

### GRADE 11-12

4. All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the world.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> <li>•</li> <li>• evaluate the views, beliefs, and impact of different groups in society on a given historical event or issue.</li> <li>• evaluate how individuals, groups, and institutions influence solutions to society's problems.</li> <li>• analyze historical and contemporary situations in which institutions function either to maintain continuity or promote change.</li> <li>• formulate an ethical position based on Catholic Church teaching regarding key turning points in history.</li> <li>• evaluate actions an individual, group, or institution might take to counteract incidents of injustice.</li> </ul>	<p>The students will create a Power Point presentation contrasting the viewpoints of those supporting and those opposing the Equal Rights Amendment.</p> <p>The students will create a web describing the efforts of SADD (Students Against Drunk Driving) to combat automobile fatalities and assess their effectiveness in achieving their goal.</p> <p>The students will write an essay which predicts what the outcome would have been if FDR had not implemented social spending programs during his administration.</p> <p>Using the U.S. Bishops' pastoral letter, <i>The Challenge of Peace</i>, the students will debate what the Church's stance should be on war.</p> <p>The students will dramatize Rosa Park's refusal to ride in the back of the bus and its impact on the civil rights movement.</p>	<p>The students will discuss the movement to draft an Equal Rights Amendment to the <i>Constitution</i>.</p> <p>The students will create a graph which demonstrates how increased consumption of alcohol affects the number of automobile fatalities.</p> <p>The students will illustrate how the administration of Franklin D. Roosevelt worked to establish a social safety net for citizens of the United States.</p> <p>The students will compare the viewpoints of Dorothy Day of the Catholic Worker movement and the bishops of the United States on World War II.</p> <p>The students will create a graphic presentation of the chronology of the civil rights movement in the United States</p>

## SOCIAL STUDIES CURRICULUM GUIDE

### GRADE 11-12

5. All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> <li>•</li> <li>• analyze the mutual influences among different cultures in the United States.</li> <li>• analyze how beliefs and principles are transmitted in a culture.</li> <li>• assess the multiple cultural factors that influence an individual.</li> <li>• evaluate the impact of science and technology on culture, and the impact of culture on science and technology.</li> </ul>	<p>The students will write an essay which compares/contrasts a tenet of the Napoleonic Code with contemporary law in the United States.</p> <p>The students will debate whether or not the original aims of Catholic education in the United States are appropriate today.</p> <p>Choosing one of these cultural factors, the student will give evidence that it was the factor which had the greatest influence on Rudy.</p> <p>In a letter to a young person in the early twentieth century United States, the student will describe how advances in technology have affected education.</p>	<p>The students will create a chart which describes the major tenets of the Napoleonic Code available at <a href="http://www.historyserver.org">http://www.historyserver.org</a>.</p> <p>The students will research the origins of Catholic education in the United States especially by studying the lives of St. Elizabeth Ann Seton and St. John Neumann.</p> <p>The student will view the video, <i>Rudy</i>, and list the cultural factors that influenced the title character.</p> <p>The students will dramatize a day in a classroom in the early twentieth century.</p>

## SOCIAL STUDIES CURRICULUM GUIDE

### GRADE 11-12

6. All students will acquire historical understanding of economic forces, ideas, and institutions throughout the history of New Jersey, the United States, and the world.

<b>Outcomes</b> Students will:	<b>Assessment</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>•</li> <li>• apply economic concepts and reasoning when evaluating historical and contemporary developments and issues.</li> <li>• evaluate principles and policies associated with the United States and international trade.</li> <li>• assess the ability of economic systems to meet the wants and needs of individuals in society.</li> <li>• evaluate an economic decision.</li> </ul>	<p>The student will write a newspaper article which assesses the economic rationale for the United States' participation in the Gulf War.</p> <p>The students will debate whether or not NAFTA accomplished what its proponents said it would.</p> <p>The student will write a letter from a person receiving welfare benefits or workfare to his/her representative in the Congress delineating the advantages/disadvantages of these programs.</p> <p>The student will defend or criticize in her/his journal, the Federal Reserve Bank's decision to alter the prime lending rate.</p>	<p>The students will create a web with the reasons for the participation of the United States in the Gulf War.</p> <p>The students will discuss the reasons given by the Clinton administration for the implementation of the North American Free Trade Agreement (NAFTA).</p> <p>The students will create a chart which contrasts an individual's income and benefits from welfare and from workfare.</p> <p>The students will search the Internet to determine the current prime lending rate and why it was most recently changed.</p>

<p style="text-align: center;"><b>Outcomes</b></p> <p><b>Students will:</b></p>	<p style="text-align: center;"><b>Assessment</b></p>	<p style="text-align: center;"><b>Strategies</b></p>
<p>judge the proper balance between economic growth and environmental preservation.</p>	<p>The student will write an editorial supporting or opposing further development of The Meadowlands.</p>	<p>The students will research the economic reasons for and the ecological reasons against further development of The Meadowlands and enact a town meeting with half of the class supporting further development and the other half opposed.</p>

## SOCIAL STUDIES CURRICULUM GUIDE

### GRADE 11-12

7. All students will acquire geographical understanding by studying the work in spatial terms.

<b>Outcomes</b> <b>Students will:</b>	<b>Assessment</b>	<b>Strategies</b>
<ul style="list-style-type: none"><li>•</li><li>• use and interpret maps and other graphical representations to analyze, explain, and solve geographical problems.</li></ul>	The students will form a panel to present their findings to the class using maps and other graphical representations.	The students will research a major city in the United States and how its geography contributed to its development.

## SOCIAL STUDIES CURRICULUM GUIDE

### GRADE 11-12

8. All students will acquire geographical understanding by studying human systems in Geography.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> <li>•</li> <li>• predict trends in population numbers and patterns in regions of the United States.</li>   <li>• analyze and compare the functions and spatial arrangements of cities of the United States.</li>   <li>• analyze the processes that change urban structure and the impact of changes in urban areas.</li>   <li>• explain how physical, social, cultural, and economic processes shape the features of places and regions in the United States.</li> </ul>	<p>The students will predict the population of their county in ten years based on the graph that they created.</p> <p>The student will present a case for his/her city to be among the ten best cities in the United States. The class will then vote and choose the ten best cities.</p> <p>The student will create a policy for his/her city that will improve the quality of life in the city.</p> <p>The students will engage in a panel discussion to decide whether or not the title, “The Garden State” is appropriate for New Jersey.</p>	<p>The students will visit the United States Census website <a href="http://www.census.gov">www.census.gov</a> and create a graph of the total population of their county for three different years.</p> <p>Assigned a city in the United States, the student will write to its Chamber of Commerce and acquire information about the city.</p> <p>The student will select a city in New Jersey which is in transition and research the reasons for this transition.</p> <p>The students will form teams to investigate the origin and the use of the title, “The Garden State” for New Jersey.</p>

**SOCIAL STUDIES CURRICULUM GUIDE**

**GRADE 11-12**

9. All students will acquire geographical understanding by studying the environment and society.

<b>Outcomes</b> <b>Students will:</b>	<b>Assessment</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• evaluate policies and programs related to the use of resources locally and throughout the United States.</li> <li>• recognize and evaluate the environmental consequences of technological change in United States history.</li> </ul>	<p>The student will create a poster depicting the impact of recycling laws on New Jersey's environment.</p> <p>The students will form teams to propose a design for a motor vehicle which will be more environmentally friendly.</p>	<p>The student will research the advent of recycling laws in his/her town.</p> <p>The student will research the history of the motor vehicle and its impact on the environment.</p>