

GLENCOE CORRELATION
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WASHINGTON

The Essential Academic Learning Requirements
Grade 11 U.S. History, Geography, and Social Studies Skills
Benchmark 3 -- Grade 10

The Essential Academic Learning Requirements Grade 11 U.S. History

OBJECTIVES	PAGE REFERENCES
1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology and cause-effect relationships in United States, world, and Washington State history.	
1.1 Understand and analyze historical time and chronology	
1.1.3a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time	SE: 14-15, 106-107, 127-133, 146-147, 149-154 TWE: ICA 128 F 127 TLA 107, 147 C 133
1.1.3b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability	SE: <i>World Literature</i> 182-183, 366-367, 572-573, 708-709, 840-841, 980-981 TWE: F 183, 367, 573 T 183, 367, 573
1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history	
U.S. History	
US1.2.3 Identify and analyze major concepts, people, and events in 20th century U.S. history including: <ul style="list-style-type: none"> • Emergence of America as a world power (1890-1918) • Reform, prosperity, and depression • World War II, the Cold War, and International Relations (1939-present) • Post World War II domestic, political, social, and economic issues (1945-present) 	SE: 844-845, 849-854, 863-868 <i>Eyewitness to History</i> 869 TWE: T 844, 869 F 849 ETC 850 CLA 863 CTA 864

OBJECTIVES	PAGE REFERENCES
World History	
WH1.2.3 Identify and analyze major concepts, people, and events in world history from 1600 to the present including: <ul style="list-style-type: none"> • Global expansion and encounter (1450-1770) • Age of Revolutions (1750-1914) • Causes and consequences of WW1 and WWII (1870-1989) • Emergence and development of new nations (1945-present) • Challenges to democracy and human rights (1900-present) 	SE: 518-525, 526-534, 536-540, 547-553 TWE: WA 519 CTA 520 F 547 CLA 549 ETC 551 MIN 552
1.3 Examine the influence of culture on United States, world, and Washington State history	
1.3.3 Examine and analyze how the contributions of various cultural groups influence society in the United States.	SE: 127-133, 191-194, 236-241 <i>Eyewitness to History</i> 126 TWE: T 126 F 127, 236 CT 131 CTA 193 C 194
2. The student understands the origin and impact of ideas and technological developments on history.	
2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the inter-relationships between ideas, change, and conflict	
2.1.3 Compare and analyze major ideas in different places, times, and cultures, and how those ideas have brought about continuity, change, or conflict	SE: 518-525, 526-534, 536-540, 547-553 TWE: WA 519 CTA 520 F 547 CLA 549 ETC 551 MIN 552
2.2 Understand how ideas and technological developments influence people, culture, and environment	
2.2.3 Analyze how technological developments have changed people's ideas about the natural world and evaluate their short- and long-term consequences	SE: <i>Science, Technology, & Society</i> 409 TWE: ETC 411 F 511 W 512 CC 514 CTA 515 CLA 576

Social Studies: Geography Essential Academic Learning Requirements

OBJECTIVES	PAGE REFERENCES
1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.	
1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information	
1.1.3b Use maps, tables, and graphs to construct solutions to problems involving transportation networks within regions, literacy rates, voting patterns, or the variation in population density in relation to resources and land use (Five Themes)	SE: RA24-RA25, RA26-RA27, 31, 984-986 <i>Geography Skills</i> 903 TWE: GS 903
1.2 Recognize spatial patterns on Earth's surface and understand the processes that create these patterns	
1.2.3a Explain why different places of the world have particular physical and human characteristics (Five Themes)	SE: RA2-RA34, 1-10 TWE: NG 1 CT 2 CLA 6 E 7
1.2.3b Evaluate how physical and human processes that change landscape can affect public policy (Five Themes)	SE: 581-588, 969-971 <i>Picturing History</i> 588 TWE: CT 3 CAT 3 F 581 CC 584 TP 583
2. The student understands the complex physical and human characteristics of places and regions.	
2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics	
2.1.3 Describe and interpret the physical processes that shape places and regions (Location, Region, Place)	SE: <i>Connections Around the World</i> 438 TWE: CLA 6 CON 438
2.2 Describe the patterns humans make on places and regions	
2.2.3 Analyze how social, cultural, and economic influences shape the physical features of places and regions (Five Themes)	SE: 581-588, 969-971 <i>Picturing History</i> 588 TWE: CT 3 CAT 3 F 581 CC 584 TP 583

OBJECTIVES	PAGE REFERENCES
2.3 Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions	Pacific Northwest and the Pacific Rim as regions
2.3.3 Analyze how cultural and physical features define the Pacific Rim as a region (Five Themes)	SE: 957-962 <i>Eyewitness to History</i> 963 <i>Chart Skills</i> 959 <i>Geography Skills</i> 958 TWE: F 957 T 963 GS 958 CS 959 CTA 961
3. The student observes and analyzes the interaction between people, the environment, and culture.	
3.1 Identify and examine people's interaction with and impact on the environment	
3.1.3a Analyze and evaluate the positive benefits and negative consequences of people's different uses of the environment (Human/Environment Interaction, Region)	SE: 581-588, 969-971 <i>Picturing History</i> 588 TWE: CT 3 CAT 3 F 581 CC 584 TP 583 R 973 CLA 970 C 973
3.1.3b Analyze how environmental knowledge and responsible action can encourage species' survival in the midst of air, water, and land issues (Human/ Environment Interaction, Region)	SE: 969-971 TWE: R 973 CLA 970 C 973
3.2 Analyze how the environment and environmental changes affect people	
3.2.3a Detect and interpret how changes in the physical environment enhance or diminish its capacity to support human activity (Five Themes)	SE: 581-588, 969-971 <i>Picturing History</i> 588 TWE: CT 3 CAT 3 F 581 CC 584 TP 583 R 973 CLA 970 C 973 E 7
3.2.3b Analyze how technological innovation may both solve environmental problems and create new ones (Five Themes)	SE: 581-588, 969-971 <i>Picturing History</i> 588 TWE: CT 3 CAT 3 F 581 CC 584 TP 583

OBJECTIVES	PAGE REFERENCES
3.3 Examine cultural characteristics, transmission, diffusion, and interaction	
3.3.3a Evaluate how the numerous subcultures that comprise a national culture interact and examine the consequences of their interaction (Five Themes)	SE: 225-226, 228-234, 236-241 TWE: F 236 C 226 WA 239 CAT 237
3.3.3b Analyze how peoples' responses to policy debates are shaped by cultural influences (Five Themes)	SE: 864-868, 922-923 <i>People in History</i> 923 <i>The Way It Was</i> 864-865 <i>Eyewitness to History</i> 869 TWE: E 864 T 869 CT 865 ETC 865 CTA 864
3.3.3c Examine how communication technologies are bridging and impacting cultures (Five Themes)	SE: 971, 844-845 TWE: TP 971 CLA 844

Social Studies Skills: Essential Academic Learning Requirements

1. Inquiry and Information Skills	
1.1 Apply the methods of Social Science inquiry and information skills to be an informed citizen	
1.1.3a Formulate a thesis statement in the social studies that examines whys as well as hows	SE: <i>SkillBuilder</i> 211, 394, 472, 535, 690, 895 TWE: T 211, 394, 472, 535, 690, 895
1.1.3b Identify key words; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources	SE: 988-1001 <i>SkillBuilder</i> 211, 351, 394, 472, 535, 690, 895 TWE: T 211, 351, 394, 472, 535, 690, 895, 990-991, 992-993, 994-995
1.1.3d Evaluate reliability, credibility, and validity of information from a variety of social studies sources	SE: <i>SkillBuilder</i> 309, 351, 423, 440, 604, 635, 837 TWE: T 309, 351, 423, 440, 604, 635, 837
1.1.3e Produce and interpret outlines, charts, graphs, maps, tables, timelines, and decision-making grids that explain problems and/or construct solutions	SE: RA26-RA27, RA28-RA29, 14-15, 16-17 <i>SkillBuilder</i> 535 <i>Geography Skills</i> 22, 28 TWE: CTA 63 TLA 17 CLA 10, 971 GS 22, 28
1.1.3f Create a product that uses social studies content to support a thesis and present product in appropriate manner to a meaningful audience	TWE: CLA 72, 101, 110, 117, 122, 171, 209, 324 ICA 55

OBJECTIVES	PAGE REFERENCES
2. Interpersonal and Group Process Skills	
2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society	
2.1.3a Voice original ideas; demonstrate content knowledge; persuade audience; listen critically and build upon the ideas of others; ask clarifying questions and challenge statements of others; negotiate and compromise	TWE: CLA 72, 101, 110, 117, 122, 171, 209, 324, 694
2.1.3b Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences	TWE: CLA 72, 101, 110, 117, 122, 171, 209, 324, 694
2.1.3c Select appropriate people to gain needed information, identify bias of subject, ask questions to refine and verify understanding	SE: <i>SkillBuilder</i> 309, 351, 423, 440, 604, 635, 837 TWE: T 309, 351, 423, 440, 604, 635, 837
3. Critical Thinking Skills	
3.1 Understand and apply critical thinking and problem-solving skills to make informed and reasoned decisions	
3.1.4a Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem	SE: <i>SkillBuilder</i> 114, 279, 309, 351, 423, 440, 604, 635, 837 TWE: T 114, 279, 309, 351, 423, 440, 604, 635, 837
3.1.4b Distinguish between fact, opinion, and reasoned argument; clarify point of view and context; identify assumptions and fallacies, recognize stereotypes, clichés, bias, and propaganda techniques; evaluate accuracy and timeliness of information; determine main message and identify target audience; analyze credibility and authenticity	SE: <i>SkillBuilder</i> 114, 279, 309, 351, 423, 440, 604, 635, 837 TWE: T 114, 279, 309, 351, 423, 440, 604, 635, 837
3.1.4c Compare benefits and costs, suggest logical alternatives, predict probable consequences, provide evidence to justify best solution, select most effective manner of communicating solution	TWE: CLA 694, 970 CAT 970 C 973, 976
3.1.4d Hypothesize possible outcomes from an initial event recognizing multiple causes and accidental factors	SE: 536-540, 547-553 TWE: CT 537 F 536, 547 E 538 C 540, 561 CTA 560 ETC 551

OBJECTIVES	PAGE REFERENCES
3.1.4e Group human and natural events into broadly defined eras and use timelines to explain patterns of continuity and change in the succession of events	SE: 14-15, 106-107, 127-133, 146-147, 149-154 TWE: ICA 128 F 127 TLA 107, 147 C 133
3.1.4f Reconstruct and express multiple points of view and integrate an historic, geographic, civic, or economic perspective	TWE: CLA 72, 101, 110, 117, 122, 171, 209, 324, 694

Codes Used for TWE Pages

C	Close
CAT	Connecting Across Time
CC	Curriculum Connection
CLA	Cooperative Learning the World
CON	Connections Around the World
CT	Critical Thinking
CTA	Critical Thinking Activity
CS	Chart Skills
E	Enrich
ETC	Extending the Content
F	Focus
GS	Geography Skills
ICA	Interdisciplinary Connection Activity
MIN	Meeting Individual Needs
NG	National Geographic
R	Reteaching Activity
T	Teach
TLA	Time Line Activity
TP	Turning Point
W	Who? What? Where? When?
WA	Writing Activity