

# Cambridge US History 1

## 11<sup>th</sup> Grade

### *Knowledge*

PS 1 - Understands the era of the Expansion of US Power from the 1840s to the 1930s in US History.

PS 2 - Understands the era of the Civil War and Reconstruction (1861-1877) in US History.

PS 3 - Understands the era of the Gilded Age and the Progressive Era, from the 1870s to the 1920s in US History.

PS 4 - Understands the era of the Great Crash, the Great Depression and the New Deal, 1929-1941 US History.

PS 5 - Understands key ideals and principles of the US including those in the Declaration of Independence, the Constitution, and other fundamental documents.

PS 6- Understands the physical characteristics, cultural characteristics and location of places, regions, and spatial patterns on the Earth's surface.

PS7 - C2.11-12.2: Analyze the origins, functions, and structure of government with reference to the United States, Washington state, and tribal constitutions.

### *Critical Thinking*

PS 8 - RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

PS 9 - RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

PS 10 RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PS 11 - Students will develop and utilize grade appropriate organizational tools to ensure academic success and college readiness

PS12 - C2.11-12.1: Analyze citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.

### *Source Analysis*

PS 13 - RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

PS 14 - RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

PS 15 RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

### *Writing*

PS 16 - WHST.1 Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

PS 17 - WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PS 18 - WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.