

History / Social Science Standards

Level 11

U.S. HISTORY AND GEOGRAPHY : *CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY*

INTRODUCTION:

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U. S. Constitution are a precious inheritance that depends on the educated citizenry for their preservation and protection.

**HISTORY /SOCIAL SCIENCE
UNIFYING STANDARDS
LEVELS PRE K – 12**

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives, which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They communicate their thinking through writing, reading, speaking and multi-media presentations.

FOCUS GOALS

Level 11

U. S. HISTORY AND GEOGRAPHY

The standards for the year long course in U.S. History and Geography are taught and learned across four major themes sequenced chronologically:

- *Reviewing the Nation's Beginnings and the Impact of the Enlightenment on U.S. Democratic Ideals*
- *Understanding America's Changing Role in the 20th century*
- *Analyzing America's participation in World War II and Into the Cold War*
- *Development of Federal Civil Rights and Liberties*

The essential **FOCUS GOALS** for each of the **UNIFYING STANDARDS** that students are expected to achieve in this course include:

Historical Literacy 1.0:

- 1.1 Understand the major ideas that influenced the founding of the U.S.
- 1.2 Understand America's changing role as a world power in the early 20th century.
- 1.3 Understand why the U.S. intervened in World War I, and the impact at home and abroad.
- 1.4 Analyze America's participation in World War II.
- 1.5 Analyze the development of federal civil rights and liberties.
- 1.6 Analyze the development of voting rights.

Cultural Literacy 2.0:

- 2.1 Understand and analyze the role of religion in the founding of America, as well as its ongoing moral, social and political impact.
- 2.2 Understand the major cultural developments of the 1920's.
- 2.3 Understand how the social transformation occurred after World War II.

Geographic Literacy 3.0:

- 3.1 Understand the central issues that faced the U.S. during the 19th century: industrialization, migration, immigration.
- 3.2 Understand how events that occurred during the expansion of the U.S. between 1801 and 1899 affected European and Native American relationships.
- 3.3 Examine how geographic factions influenced life after World War II.
- 3.4 Examine how government on all levels has responded to demographic and social changes.

Economic Literacy 4.0:

- 4.1 Describe the major economic developments of the 1920's.
- 4.2 Analyze the economic boom and social transformation that occurred after World War II.

Sociopolitical Literacy 5.0:

- 5.1 Understand and explain the changes in lifestyle that occurred as a result of the impact of Populist and Progressive activities.
- 5.2 Understand the major social and political developments of the 1920's.
- 5.3 Understand and analyze the cause of the Great Depression and how the New Deal affected the role of federal government.
- 5.4 Analyze U.S. foreign policy since World War II.
- 5.5 Understand the foreign and domestic consequences of U.S. involvement in Vietnam.
- 5.6 Understand the major social problems and domestic policy issues in contemporary America.

Historical Thinking 6.0:

- 6.1 Make historical connections by applying Language Arts literacy skills in reading.
- 6.2 Make historical connections by applying Language Arts literacy skills in writing.
- 6.3 Make historical connections by applying Language Arts literacy skills in listening/speaking.

Historical Thinking 6.0: This standard and its Focus Goals will be embedded and reflected in each unit of study throughout the year. It is printed here, for your reference, rather than to include it repeatedly in each of the following pages:

6.1 *Make historical connections by applying Language Arts literacy skills in reading (p)*

- Apply vocabulary encountered through the reading of primary and secondary source documents and text resources to learn fundamental U.S. History and Geography concepts. (r .1.0)
- Know and use strategies to comprehend informational materials and grade level text in U.S. History and Geography education. (r. 2.0)
- Read a wide variety of genres including newspapers, political advertisements, cartoons, and speeches. (r.3.0)

6.2 *Make historical connections by applying Language Arts literacy skills in writing (p)*

- Write “quick writes” that address current trends, events and controversial issues. (w.2.0)
- Write expository compositions, essays, research reports and historical investigation reports on U.S. History and Geography topics. (w 2.0)
- Write reflective compositions on a variety of U.S. History and Geography topics. (w.2.0)
- Use technology and various reference sources to gather information that will be organized and interpreted to create thesis-based research papers. (w.3.0)

6.3 *Make historical connections by applying Language Arts literacy skills in listening and speaking.(p)*

- Take notes in U.S. History and Geography classes. (l.1.0)
- Participate actively in discussions. (s.2.0)
- Deliver presentations, persuasive debates and multimedia presentations on U.S. History and Geography topics. (s.3.0)

PLEASE NOTE:

Numbering System: As you study these standards, be aware of the numbering system. Each of the ***Unifying Standards*** is reflected and addressed during the year. However, each unit of study will vary in terms of which ***Unifying Standards*** are represented. You may see some, all, or none of the ***Unifying Standards*** in each individual unit of instruction. The ***Focus Goals*** are numbered in relationship to the

Unifying Standard they represent, and therefore the numbering sequence for the goals appears accumulative in nature.

U.S. HISTORY AND GEOGRAPHY LEVEL 11

REVIEWING THE NATION'S BEGINNINGS AND THE IMPACT OF ENLIGHTENMENT ON U.S. DEMOCRATIC IDEALS

Historical Literacy

1.1 Understand the major ideas that influenced the forming of the U.S. (11.1)

- Describe the Enlightenment and the rise of democratic ideas in which the nation was founded. (11.1.1)
- Examine the origins of the American Revolution as presented in the Declaration of Independence. (11.1.1)
- Describe the debates and issues involving the framing of the Article of the Confederation, The Constitution, and the Bill of Rights. (11.1.2)
- Describe the relationship of the Constitution and the Bill of Rights to contemporary issues. (11.1.3)
- Analyze constitutional questions and related consequences of federal versus state authority. (11.1.3)
- Understand the Constitution as a living document emphasizing the growing democracy. (11.1.4)

Cultural Literacy

2.1 Understand and analyze the role of religion in the founding of America, as well as its ongoing moral, social and political impact. (11.3)

- Describe the contributions that various groups have made to America civic principles and social return. (11.2.1)
- Analyze the great religious revivals and leaders involved, including the First Great Awakening, Social Gospel Movement, and the rise of Christian Fundamentalism in present times. (11.3.2)
- Examine the expanding religious pluralism in the U.S. and California as a result of immigration. (11.3.4)
- Understand the principles of religious liberty defined in the Establishment and Free Exercise clauses of the First Amendment, including debate around separation of church and state. (11.3.5)

Geographic Literacy

3.1 Understand the central issues that faced the U.S. during the 19th century: industrialization, migration, immigration. (11.2.0)

- Describe the factors that promoted industrial growth and its affect on living and working conditions described in Sinclair's, *The Jungle*. (11.2.1)
- Describe the causal relationship between immigration and ethnic diversity and the result of the development of cities divided by race, ethnicity and class. (11.2.2)
- Explain how the accumulative effects of the Civil War, Reconstruction and the Industrial Revolution resulted in demographic shifts and the emergence of the U.S. as a world power. (11.2.4)
- Trace the economic development of the United States and its emergence as a major industrial power. (11.2.6)

3.2 Understand how events that occurred during the expansion of the U.S. between 1801 and 1899 affected European and Native American relationships. (p)

- Analyze the impact of removal and resettlement of the indigenous American groups. (11.1.4)
- Explain how the concept of Manifest Destiny influenced westward expansion of the nation. (11.1.4)
- Explain the effects of major technological developments that revolutionized land and water transportation: transformation of the economy, international markets, and environmental impact. (11.2.6)

Sociopolitical Literacy

5.1 Understand and explain the changes in lifestyle that occurred as a result of the impact of Populist and Progressive activities. (11.2,11.2.9)

- Identify and explain the factors that caused rapid urbanization. (11.2.2)
- Analyze and explain how urban political machines gained power and how immigrants and middle class reformers viewed them. (11.2.5)

UNDERSTAND AMERICA'S CHANGING ROLE IN THE 20TH CENTURY

Historical Literacy

1.2 Understand America's changing role as a world power in the early 20th century. (11.4)

- Explain the purposes and effects of the Open Door Policy. (11.4.1)
- Evaluate Teddy Roosevelt's foreign policies, including the significance of the Spanish American War and expansion of the South Pacific. (11.2)
- Compare and evaluate the results of Taft's Dollar Diplomacy with Roosevelt's Big Stick diplomacy and Wilson's Moral Diplomacy. (11.4.4)
- Discuss the significance of America's role in the building of the Panama Canal. (11.4.3)

1.3 Understand why the U.S. intervened in World War I, and the impact at home and abroad.

- Analyze why the U.S. declared neutrality from 1914-1917. (11.4.5)
- Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. (11.4.5)

Cultural Literacy

2.2 Understand the major cultural developments of the 1920's. (11.5)

- Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (automobiles, electricity) and analyze how the media influenced culture and consumerism (radios, advertisements, movies). (12.5.6)

Economic Literacy

4.1 Describe the major economic developments of the 1920's.

- Explain how prosperity resulted in the emergence of the modern market. (11.5.7)
- Evaluate the economic policies of Harding, Coolidge, and Hoover. (11.5.1)
- Explain how government policies contribute to the Great Crash of the stock market. (11.5.2)

Sociopolitical Literacy

5.2 Understand the major social and political developments of the 1920's.

- Examine the passage of the 18th Amendment and the consequence of prohibition and the Volstead Act (11.5.3)
- Examine the passage of the 19th Amendment and the significance of the changing roles of women. (11.5.4)
- Analyze international and domestic events, interests and philosophies that prompted attacks on civil liberties: the Palmer Raids, Marcus Garvey's "Back to Africa" movement, the rise and decline of the Ku Klux Klan, immigration quotas, and responses of special interest organizations. (11.5.2)

5.3 Analyze and understand the cause of the Great Depression and how the New Deal affected the role of federal government. (11.6)

- Understand the principal explanations of the causes of the Great Depression. (11.6.2)

- Identify steps taken by the Federal Reserve, Congress and the President to combat the economic crisis. (11.6.1)
 - Describe the effects of the Depression on Americans across the nation and understand the links between severe economic distress and social turmoil. (11.6.3)
 - Evaluate the impact of natural disasters and unwise agricultural practice on the depopulation of rural regions, the political movements of the left and right, and the Dust Bowl refugees in California. (11.6.3)
 - Analyze the effects and the controversies of the New Deal economic policies that expanded the role of the federal government. (11.6.4)
 - Assess the impact of the Great Depression as it relates to the powers of the president and advances and retreats of organized labor. (11.6.5)
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ANALYZING AMERICA’S PARTICIPATION IN WORLD WAR II INTO THE COLD WAR

Historical Literacy

1.3 Analyze America’s participation in World War II. (11.7)

- Examine the origins of American involvement in the war, leading to the attack on Pearl Harbor. (11.7.1)
- Analyze the impact of issues and events on the U.S. home front: employment of women in military production, growing political demands of African Americans, internment of Japanese-Americans and war rationing. (11.7.4, 11.7.5)
- Examine the controversy and consequences of the decision to drop atomic bombs as a means to end the war. (11.7.7)

Cultural Literacy

2.3 Understand how the social transformation occurred after World War II. (11.8.8)

- Discuss forms of popular culture, such as jazz and other popular music, sports, new architecture and art. (11.8.8)
- Analyze the impact of new technological development, including the computer revolution, mass media, advances in medicine and improvements in agricultural technology. (11.8.7)
- Examine the expansion of scientific research and developments. (11.8.7)

Geographic Literacy

3.3 Identify the geographic faction that influenced life after World War II. (11.8)

- Analyze the “American Dream” and movement to the suburbs.
- Examine environmental problems in various regions of North America. (11.8.6)

Economic Literacy:

4.2 Analyze the economic boom and social transformation that occurred after World War II. (11.8)

- Describe consequences of growth in the service, white collar and professional sector jobs. (11.8.1)
- Explain the significance of Mexican immigration and its relationship to the agricultural economy, especially in California. (11.8.2)
- Analyze new federal government funds for education, defense and welfare that contributed to economic prosperity. (11.8.7)
- Explain the reasons for sustained growth of post war consumer economy. (11.8.6, 11.8.7)

Sociopolitical Literacy

5.4 Analyze U.S. foreign policy since World War II. (11.9)

- Determine the policies that shaped modern Europe, on-going peace and international order: United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT. (11.9.1)
- Understand the role of military alliances including NATO and SEATO in maintaining security during the Cold War and deterring communism. (11.9.2)
- Analyze the Cold War and containment policy. (McCarthyism and blacklisting, the Truman Doctrine, the Berlin Blockage, the Korean War, the Bay of Pigs and the Cuban Missile Crisis, atomic testing, the “mutual assured destruction” doctrine and disarmament policies, the Vietnam War, and Latin American policy.) (11.9.3)
- Analyze the impact of Middle East policy, including the Gulf War. (11.9.6)
- Analyze the impact of foreign policy on U.S.-Mexican relations and issues. (11.9.7)

5.5 Understand the foreign and domestic consequence of U.S. involvement in Vietnam.

- Assess the constitutional issues and Vietnam policies of Eisenhower, Kennedy, Johnson, and Nixon, and the shifts in public opinion about the war. (11.9.4)
- Examine the different perspectives of American involvement in the Vietnam War. (11.9.3, 11.9.4)

DEVELOPMENT OF FEDERAL CIVIL RIGHTS AND LIBERTIES

Historical Literacy

1.4 Analyze the development of federal civil rights and liberties. (11.10)

- Analyze the factors that stimulated the movement for civil rights: Roosevelt’s ban on racial discrimination in 1941, African American service in World War II, Truman’s decision to end segregation in the armed forces in 1948. (11.10.1)
- Analyze the key events, policies, and court cases: Dred Scott v. Standford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209. (11.10.2)
- Identify the contribution of civil rights advocates using primary and secondary source documents and biographical literature. (11.10.4)
- Understand how diffusion of the civil rights movement broadened greater participation of women, American Indians, Asian American, and Hispanic Americans and the handicapped in their pursuit for civil equality. (11.10.5)
- Explain the passage of the Civil Rights Act of 1964, and the Civil Rights (Housing) 1968. (11.10.6)

1.5 Analyze the development of voting rights. (11.10.6)

- Understand the women’s rights movement from the era of Elizabeth Stanton and Susan B. Anthony, the passage of the 19th Amendment and the role of women’s rights movement. (11.10.7)
- Examine the passage of Voting Rights Act of 1965, the 24th and 26th Amendment. (11.10.6)

Geographic Literacy

3.4 Examine how government on all levels has responded to demographic and social changes.

- Determine the locations and impact of population shifts to suburbs, racial concentrations in cities, Frostbelt-to-Sunbelt migration, and international migration. (11.11.7)
- Identify the locations and impact of the decline of the family farms. (11.11.7)

Sociopolitical Literacy

5.6 Understand the major social problems and domestic policy issues in contemporary America. (11.11)

- Understand the significance and effects of the changing immigration policy. (11.11.1)
- Understand the concepts and effects of policy speeches of Truman, Eisenhower, Kennedy... (11.11.2)

- Recognize when women made a major entry into the work force and its effect on the changing family structure. (11.11.3)
- Define the constitutional issues raised by the Watergate affair. (11.11.4)
- Recognize the impact, need and controversies associated with environmental conservation, expansion and protection laws. (11.11.5)
- Acknowledge the persistence of poverty and how different perspectives on the issue impact policies. (11.11.6)