

Orange Unified School District
UNITED STATES HISTORY
(Year Course)

GRADE LEVEL: 11

PREREQUISITES: None

INTRODUCTION TO THE SUBJECT:

Students 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 an educated citizenry for their preservation and protection.

ADOPTED TEXT: Danzer, Gerald A., J. Jorge Klor de Alva, Larry S. Krieger, Louis E. Wilson, Nancy Woloch. *The Americans: Reconstruction to the 21st Century*. Holt McDougal © 2003.

FIRST SEMESTER ASSESSMENT BLUEPRINT:

| Semester | Standard | # of Questions |
|--|--|----------------|
| 1 | 1.2 Ideological origins of American Revolution; drafting of Constitution; addition of Bill of Rights | 3 |
| | 1.4 Effects of Civil War and Reconstruction; industrial revolution; demographic shifts; world power | 3 |
| | 2.1 Effect of industrialization on living and working conditions; Upton Sinclair's <i>The Jungle</i> | 3 |
| | 2.2 Growth of cities; cities divided by race, ethnicity, class | 1 |
| | 2.4 Effect of urban political machines and responses by immigrant and middle-class reformers | 2 |
| | 2.5 Corporate mergers that produced trusts and cartels; economic/political policies of industry | 1 |
| | 2.8 Effect of political programs and activities of Populists | 2 |
| | 2.9 Effect of political programs and activities of the Progressives | 2 |
| | 3.2 Great religious revivals/leaders: Great Awakenings, etc. | 1 |
| | 3.3 Religious intolerance in the US; persecution of Mormons; anti-Catholicism; anti-Semitism | 1 |
| | 3.5 Religious liberty found in the Establishment/Free Exercise clauses of First Amendment | 1 |
| | 4.1 Purpose and effects of the Open Door policy | 1 |
| | 4.2 Spanish-American War and U.S. expansion in the South Pacific | 1 |
| | 4.4 Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, & Wilson's Moral Diplomacy | 2 |
| | 4.5 Political, economic, social ramification of World War I on the home front | 2 |
| | 5.1 Policies of Warren Harding, Calving Coolidge, Herbert Hoover | 1 |
| | 5.2 Attacks on civil liberties: Palmer Raids, Ku Klux Klan, immigration quotas, ACLU, NAACP, etc. | 5 |
| | 5.4 19 th Amendment; changing role of women in society | 1 |
| | 5.5 Harlem renaissance | 1 |
| | 5.6 Growth/effects of radio/movies; their role in diffusion of popular culture | 1 |
| | 6.2 Principal causes of the Great Depression; steps taken to combat the economic crisis | 1 |
| 6.3 Human toll of the Depression, etc. ; Dust Bowl refugees impact on California | 1 | |
| 6.4 Effects/controversies of New Deal economic policies | 2 | |
| 10.7 Women's rights movement (Elizabeth Stanton/Susan Anthony to the 1960s) | 1 | |

Founding of the Nation and the Civil War

Essential Question:

- **How did religion and philosophy affect the founding of the nation?**

| Topics | Text | Standards | Time |
|--|--------------------------|------------------|---------|
| Enlightenment and the Rise of Democracy | Chapter 1 section 4 | 11.1.1 11.3.1 | 2 weeks |
| Ideological Origins of the Revolution | Chapter 2 | 11.1.2 | |
| Philosophy of the Founding Fathers and the Constitutional Debate | Chapter 2 section 2 | 11.1.3 | |
| Growing Democratization | Chapter 3 sections 1-2 | 11.1.3 | 1 week |
| Causes and Effects of the Civil War and Reconstruction | Chapter 4 sections 1 & 4 | 11.1.4 | |

Industrialization, Urbanization, and Immigration

Essential Question:

- **What are the relationships between urbanization, industrialization, and immigration?**

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|---------------------------------------|------------------------------------|----------------------------|---------|
| Populists and the Plight of the Farms | Chapter 5 section 3 | 11.2.8 | 3 weeks |
| Inventions Changing Life | Chapter 6 section 1 p. 233 | 11.2.1 | |
| Age of Railroads | Chapter 6 section 2 | 11.2.2 | |
| Big Business | Chapter 6 section 3 pp. 241-244 | 11.2.5 11.2.6 11.2.7 | |
| Labor Unions | Chapter 6 section 3 pp. 244-249 | 11.6.5 | |
| Immigration | Chapter 7 section 1 | 11.2 | |
| Urbanization | Chapter 7 section 2 | 11.2.2 11.2.3 | |
| Politics in the Gilded Age | Chapter 7 section 3 | | |

The Progressive Era

Essential Questions:

- **What were the goals of the Progressives, and what lasting impact did they have on American society?**
- **What impact did Progressive ideas have on the political, economic, and social aspects of the United States?**

| Topics | Text | Standards | Time |
|--------------------------------|---------------------|-------------------------------|---------|
| Expanding Public Education | Chapter 8 section 2 | 11.2.3 11.2.4 11.2.7 | 3 weeks |
| Segregation and Discrimination | Chapter 8 section 3 | 11.10.1 11.10.2 11.10.5 | |
| Dawn of Mass Culture | Chapter 8 section 4 | 11.2.1 11.8.8 | |

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| The Progressive Era | Chapter 9 section 1 | 11.2.4 11.2.9 | |
| Women in Public Life | Chapter 9 section 2 | 11.10.7 | |
| The Square Deal | Chapter 9 section 3 | 11.1.3 11.2.9 11.5.2 | |
| Taft | Chapter 9 section 4 | 11.2.9 | |
| Wilson | Chapter 9 section 5 | 11.2.9 11.5.4 11.6.1 11.10.7 | |
| <i>The Jungle</i> | | 11.2.1 | |

American Imperialism and World War I

Essential Question:

- **How did the United States become a world power in the late nineteenth and early twentieth centuries?**

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|---|----------------------|------------------|---------|
| Imperialism and American Spanish—American War | Chapter 10 section 1 | 11.4.2 | 2 weeks |
| | Chapter 10 section 2 | 11.4.2 | |
| Acquiring New Lands | Chapter 10 section 3 | 11.4.1 11.4.2 | |
| America as a World Power | Chapter 10 section 4 | 11.4.3 11.4.4 | |
| The War at Home | Chapter 11 section 3 | 11.4.5 | |
| Wilson and the Treaty of Versailles | Chapter 11 section 4 | 11.4.4 11.4.6 | |

The 1920s

Essential Question:

- **How did the major social, political, economic, technological, and cultural changes define the 1920s in the United States?**

| Topics | Text | Standards | Time |
|---------------------|----------------------|----------------------------|-------------|
| Postwar Issues | Chapter 12 section 1 | 11.5.1 11.5.2 | 2 weeks |
| Harding | Chapter 12 section 2 | 11.5.1 | |
| Business of America | Chapter 12 section 3 | 11.5.1 11.5.7 | |
| Ways of Life | Chapter 13 section 1 | 11.3.2 11.5.2 11.5.3 | |
| 1920s Women | Chapter 13 section 2 | 11.10.7 | |
| Popular Culture | Chapter 13 section 3 | 11.5.6 11.8.8 | |
| Harlem Renaissance | Chapter 13 section 4 | 11.5.5 11.8.8 | |

Great Depression and New Deal

Essential Question:

- **What were the different causes of the Great Depression and how did the New Deal fundamentally change the role of the federal government?**

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|-------------------|---------------------------|--------------------------------------|---------|
| Sick Economy | Chapter 14 section 1 | 11.5.1 11.6.1 11.6.2 11.6.3 | 3 weeks |
| Suffering | Chapter 14 section 2 | 11.6.3 | |
| Hoover | Chapter 14 section 3 | 11.5.1 11.6.2 11.6.3 | |
| New Deal | Chapter 15 section 1 | 11.6.4 11.8.5 | |
| Second New Deal | Chapter 15 section 2 | 11.6.3 11.6.4 11.6.5 | |
| Effects on People | Chapter 15 sections 3 & 5 | 11.6.4 11.6.5 | |

SECOND SEMESTER ASSESSMENT BLUEPRINT:

| Semester | Standard | # of Questions |
|--|--|----------------|
| 2 | 7.1 Origin of American involvement in World War II; events precipitating Pearl Harbor attack | 2 |
| | 7.2 US/Allied wartime strategy; major battles of Midway, Normandy, Iwo Jima, Okinawa, Bulge | 2 |
| | 7.3 Role/sacrifices of soldiers/special fighting forces (Tuskegee Airmen, Navajo Codetalkers, etc) | 2 |
| | 7.4 Roosevelt's foreign policies during World War II (Four Freedoms speech) | 1 |
| | 7.5 US home front: Japanese internment, etc. | 1 |
| | 7.6 War's impact on location of American industry/use of resources | 1 |
| | 7.7 Atomic bombs on Hiroshima and Nagasaki | 1 |
| | 8.2 Significance of Mexican immigration; relationship to agricultural economy, especially in CA | 1 |
| | 8.3 Truman's labor policy and congressional reaction | 1 |
| | 8.4 Federal spending on defense, welfare, interest on national debt, education spending, CA Master | 3 |
| | 8.7 Technological developments since 1945: computers, communication, medicine, agriculture tech | 1 |
| | 9.1 UN, Declaration of Human Rights, IMF, World Bank, GATT | 1 |
| | 9.2 NATO, SEATO | 1 |
| | 9.3.a McCarthyism, blacklisting | 1 |
| | 9.3.d Korean War | 1 |
| | 9.3.f Atomic testing | 1 |
| | 9.3.g Vietnam War | 1 |
| | 9.4 Effects of foreign policy on domestic policies and vice versa(Vietnam protests) | 1 |
| | 9.6 US Middle East policy including those related to the Gulf War | 2 |
| | 10.1 African American civil rights; end of discrimination in defense industry and armed forces | 1 |
| | 10.2 Key court cases in evolution of civil rights | 5 |
| | 10.4 Role of civil rights advocates | 2 |
| | 10.5 Diffusion of civil rights movement | 1 |
| 10.6 Civil rights and voting rights legislation; 24 th Amendment | 3 | |
| 11.1 Immigration Act of 1965 | 1 | |
| 11.5 Environmental conservation; interaction of environmental protection/property rights advocates | 1 | |
| 11.7 Government response to population shifts to suburbs, etc. | 1 | |

American Involvement in World War II

Essential Questions:

- Analyze the factors for U.S. involvement in World War II and how it transformed the role of the United States in world affairs.
- How did events of the conflict alter the political, social, cultural, and economic landscape of America?

| Topics | Text | Standards | Time |
|---------------------|-------------------------|--------------------------------------|---------|
| Why We Fight | Chapter 16 section 4 | 11.7 | 2 weeks |
| Mobilizing | Chapter 17 section 1 | 11.7 | |
| Fighting the War | Chapter 17 sections 2-3 | 11.7.2 11.7.3 11.7.5 11.7.7 | |
| The Homefront | Chapter 17 section 4 | 11.7.5 11.7.6 | |
| Four Freedom Lesson | | | |

The Cold War

Essential Question:

- Explain how Cold War rivalries shaped American foreign affairs and domestic policies in the decades after World War II.

| Topics | Text | Standards | Time |
|-------------------------------------|---------------------------------------|----------------------------|---------|
| Origins of the Cold War | Chapter 18 section 1 | 11.7.8 11.9.1 11.9.2 | 4 weeks |
| Cold War Heats Up (Korean Conflict) | Chapter 18 section 2 | 11.9.3 | |
| Cold War at Home | Chapter 18 section 3 | 11.9.3 | |
| Two Nations Live on the Edge | Chapter 18 section 4 | 11.7.6 11.9.4 11.9.6 | |
| Kennedy and the Cold War | Chapter 20 section 1 | 11.9.3 | |
| Vietnam War | Chapter 22 section 1 | 11.9.3 | |
| Nixon and the Cold War | Chapter 24 section 1 pp. 799-801 | 11.9.4 | |
| Ford and Carter and the Cold War | Chapter 24 section 3 pp. 811 & 815 | 11.9.3 11.9.6 | |
| The Cold War Ends | Chapter 25 section 4 | 11.9.3 11.9.5 11.9.6 | |

Civil Rights

Essential Question:

- **Analyze the successes and failures of the Civil Rights Movement.**

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|------------------------------|---------------------------------------|--------------------|---------|
| Segregation | Chapter 21 section 1 | 11.10.1 | 3 weeks |
| Triumphs | Chapter 21 section 2 pp. 687 & 690 | 11.10.1 | |
| Challenges and Changes | Chapter 21 section 3 | 11.10.1 | |
| Latinos and Native Americans | Chapter 23 section 1 | 11.8.2 | |
| The Other America | Chapter 19 section 4 | 11.10.5 | |
| Women | Chapter 23 section 2 | 11.10.7 11.11.3 | |
| Catch up and review for CST | | | 1 week |

Domestic Life in the Decades after World War II

Essential Questions:

- **Describe how consumerism, conformity, social norms, and popular culture shaped the American character that emerged in the 1950s.**
- **How does the idealism of the early 1960s transform into the cynicism of the end of the decade?**
- **Examine the various domestic crises – economic, environmental, political – of the 1970s and the solutions proposed by the Nixon, Ford, and Carter administrations.**
- **What factors led to the rise of the new conservatism of the 1980s? How effective were conservative policies at addressing American economic and social concerns?**

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|--|---|------------------------------|
| The 1950s: Post-World War II Domestic Issues | Chapter 19 | 11.8 |
| The 1960s: New Frontier, Great Society | Chapter 20 sections 2-3 | 11.1 |
| “The ‘60s” | Chapter 22 sections 3-4 Chapter 23 section 3 | 11.9.4 |
| The 1970s: Decade of Crisis | Chapter 24 | 11.10.2 11.11.2 |
| The 1980s: Resurgent Conservatism | Chapter 25 sections 1-3 | 11.3.1 11.11.2 11.11.6 |

| CALIFORNIA CONTENT STANDARDS: GRADE 11 | # of Items | % |
|---|------------|------|
| <p>UNITED STATES HISTORY AND GEOGRAPHY: CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY Students in grade eleven study the major turning points in American history in the 20th 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 comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.</p> | 60 | 100% |
| <p>Reporting Cluster 1 – FOUNDATIONS OF AMERICAN POLITICAL AND SOCIAL THOUGHT (formerly titled FOUNDATIONS OF AMERICAN POLITICAL AND SOCIAL IDEOLOGY)</p> | 10 | 17% |
| <p>11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</p> | 5 | |
| <p>1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</p> | * | |
| <p>2. Analyze the ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights.</p> | * | |
| <p>3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.</p> | * | |
| <p>4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.</p> | * | |

| CALIFORNIA CONTENT STANDARDS: GRADE 11 | # of Items | % |
|---|------------|------------|
| 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty. | 5 | |
| 1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities). | * | |
| 2. Analyze the great religious revivals and the leaders involved, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in 19th century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times. | * | |
| 3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism). | * | |
| 4. Discuss the expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century. | * | |
| 5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state. | * | |
| Reporting Cluster 2 – INDUSTRIALIZATION AND THE U.S. ROLE AS A WORLD POWER (formerly titled INDUSTRIALIZATION AND AMERICA’S ROLE AS A WORLD POWER) | 13 | 22% |
| 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe. | 7 | |
| 1. Know the effect of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s <i>The Jungle</i> . | * | |
| 2. Describe the changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class. | A** | |
| 3. Trace the effect of the Americanization movement. | * | |
| 4. Analyze the effect of urban political machines and responses by immigrants and middle-class reformers. | A** | |
| 5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders. | A** | |
| 6. Trace the economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography. | * | |

| CALIFORNIA CONTENT STANDARDS: GRADE 11 | # of Items | % |
|---|-------------------|------------|
| 7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody). | * | |
| 8. Examine the effect of political programs and activities of Populists. | * | |
| 9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the 16th Amendment, Theodore Roosevelt, Hiram Johnson). | A** | |
| 11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century. | 6 | |
| 1. List the purpose and the effects of the Open Door policy. | * | |
| 2. Describe the Spanish-American War and U.S. expansion in the South Pacific. | * | |
| 3. Discuss America’s role in the Panama Revolution and the building of the Panama Canal. | * | |
| 4. Explain Roosevelt’s Big Stick diplomacy, Taft’s Dollar Diplomacy, and Wilson’s Moral Diplomacy, drawing on relevant speeches. | * | |
| 5. Analyze the political, economic and social ramifications of World War I on the homefront. | * | |
| 6. Trace the declining role of Great Britain and the expanding role of the U.S. in world affairs after World War II. | * | |
| Reporting Cluster 3 – UNITED STATES BETWEEN THE WORLD WARS (formerly titled AMERICA BETWEEN THE WORLD WARS) | 12 | 20% |
| 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. | 5 | |
| 1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover. | * | |
| 2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. | A** | |
| 3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition). | * | |
| 4. Analyze the passage of the 19th Amendment and the changing role of women in society. | A** | |
| 5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes). | A** | |
| 6. Trace the growth and effects of radio and movies and their role in the wide world diffusion of popular culture. | * | |

| CALIFORNIA CONTENT STANDARDS: GRADE 11 | # of Items | % |
|---|-------------------|------------|
| 7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape. | * | |
| 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government. | 7 | |
| 1. Describe the monetary issues of the late 19th and early 20th century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's. | * | |
| 2. Understand the explanations of the principal causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis. | * | |
| 3. Discuss the human toll of the Depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impacts in California. | * | |
| 4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam). | * | |
| 5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farm Workers in California. | * | |
| Reporting Cluster 4 – WORLD WAR II AND FOREIGN AFFAIRS (formerly titled WORLD WAR II: POLITICAL, SOCIAL, AND ECONOMIC IMPACT) | 12 | 20% |
| 11.7 Students analyze the American participation in World War II. | 6 | |
| 1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. | * | |
| 2. Explain United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. | * | |
| 3. Identify the role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Codetalkers). | * | |
| 4. Analyze Roosevelt's foreign policies during World War II (e.g., Four Freedoms speech). | * | |

| CALIFORNIA CONTENT STANDARDS: GRADE 11 | # of Items | % |
|---|------------|---|
| 5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the role of women in military production; the role and growing political demands of African Americans. | * | |
| 6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources. | * | |
| 7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki). | * | |
| 8. Analyze the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and the importance of a rebuilt Europe to the U.S. economy. | * | |
| 11.9 Students analyze United States foreign policy since World War II. | 6 | |
| 1. Discuss the establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order. | * | |
| 2. Understand the role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War. | * | |
| 3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: <ul style="list-style-type: none"> • The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting • The Truman Doctrine • The Berlin Blockade • The Korean War • The Bay of Pigs invasion and the Cuban Missile Crisis • Atomic testing in the American west, the "mutual assured destruction" doctrine, and disarmament policies • The Vietnam War • Latin American policy | A** | |
| 4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement). | A** | |
| 5. Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War. | * | |
| 6. Describe the U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War. | * | |
| 7. Examine U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues. | * | |

| CALIFORNIA CONTENT STANDARDS: GRADE 11 | # of Items | % |
|--|------------|-----|
| Reporting Cluster 5 – POST-WORLD WAR II DOMESTIC ISSUES (formerly titled POST-WORLD WAR II DOMESTIC ISSUES, DEVELOPMENTS, AND POLICIES) | 13 | 21% |
| 11.8 Students analyze the economic boom and social transformation of post-World War II America. | 5 | |
| 1. Trace the growth of service sector, white collar, and professional sector jobs in government and business. | * | |
| 2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California. | A** | |
| 3. Examine Truman’s labor policy and congressional reaction to it. | * | |
| 4. Analyze new federal government spending on defense, welfare, interest on the national debt, and Federal and state spending on education, including the California Master Plan. | * | |
| 5. Describe the increased powers of the presidency in response to the Great Depression, World War II and the Cold War. | A** | |
| 6. Discuss the diverse environmental regions in North America, their relation to local economies particular forms of economic life, and the origins and prospects of environmental problems in those regions. | * | |
| 7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology. | * | |
| 8. Discuss forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles). | * | |
| 11.10 Students analyze the development of federal civil rights and voting rights. | 5 | |
| 1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African American service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948. | * | |
| 2. Examine and analyze the key events, policies and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209. | A** | |
| 3. Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education. | * | |

| CALIFORNIA CONTENT STANDARDS: GRADE 11 | # of Items | % |
|--|------------|---|
| 4. Examine the role of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King's "Letter from Birmingham Jail" and "I Have a Dream" Speech. | A** | |
| 5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. | A** | |
| 6. Analyze the passage and effect of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment with an emphasis on equality of access to education and to the political process. | * | |
| 7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the 19th Amendment to the movement launched in the 1960s, including differing perspectives on the role of women. | A** | |
| 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society. | 3 | |
| 1. Discuss the reasons for the nation's changing immigration policy with emphasis on the way the Immigration Act of 1965 and successor acts have transformed American society. | A** | |
| 2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy). | * | |
| 3. Describe the changing role of women in society as reflected in the major entry of women into the labor force and the changing family structure. | A** | |
| 4. Explain the constitutional crisis originating from the Watergate scandal. | A** | |
| 5. Trace the impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates. | * | |
| 6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies. | * | |
| 7. Explain how the federal, state and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, international migration, decline of the family farm, increase in out-of-wedlock births, and drug abuse. | * | |

| CALIFORNIA CONTENT STANDARDS: GRADE 11 | # of Items | % |
|---|------------|------------|
| HISTORICAL AND SOCIAL SCIENCE ANALYSIS SKILLS (Grade 11)*** | 15 | 25% |
| <i>CHRONOLOGICAL AND SPATIAL THINKING</i> | | |
| 1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. | | |
| 2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. | | |
| 3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. | | |
| 4. Students relate current events to the physical and human characteristics of places and regions. | | |
| <i>HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW</i> | | |
| 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. | | |
| 2. Students identify bias and prejudice in historical interpretations. | | |
| 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. | | |
| 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. | | |
| <i>HISTORICAL INTERPRETATION</i> | | |
| 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. | | |
| 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect. | | |
| 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values. | | |
| 4. Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions. | | |
| 5. Students analyze human modifications of a landscape, and examine the resulting environmental policy issues. | | |
| 6. Students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy. | | |

*** The analysis skills are embedded in 15 (25%) of the content items for grade 11.