

**SANTA ROSA CITY SCHOOLS
CONTENT AND PERFORMANCE STANDARDS
UNITED STATES HISTORY**

The Founding of a Nation:

CONCEPTS ADDRESSED: Democracy, natural rights, republicanism:

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>11.1 The student will analyze ideologies surrounding the founding of the nation: The Declaration of Independence, the American Revolution and the Constitution.</p> <p>11.1.3 The student will identify branches of government and the role of each in preserving democratic principles.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Researching the role and ideology of the framers of the Constitution. ▪ Recreating the Constitutional Convention with short speeches by each framer and a discussion that addresses these views. ▪ Creating a document each framer can agree upon.
Important to Know and Do	
<p>11.1.1 The student will understand causes, effects, and consequences of the American Revolution.</p> <p>11.1.2 The student will understand the complexities of forming a government.</p>	
Worth Being Familiar With	

Civil War and Reconstruction:

CONCEPTS ADDRESSED: Federalism, civil liberties

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>11.2 The student will examine the internal conflicts of Civil War and Reconstruction.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Writing an essay that evaluates the extent to which African Americans achieved equality as a result of the Civil War.

Important to Know and Do	<ul style="list-style-type: none"> ▪ Debating the causes of the Civil War.
11.2.1 The student will identify issues that led to the Civil War.	
11.2.2 The student will analyze inconsistencies between federal and states rights.	
11.2.3 The student will evaluate the effectiveness of the Reconstruction era.	
Worth Being Familiar With	

Moral Foundations:

CONCEPTS ADDRESSED: Religious, tolerance/persecution, and social equality

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
	Students may demonstrate these performance standards by:
Important to Know and Do	<ul style="list-style-type: none"> ▪ Creating a Tele-evangelist video addressing a religious movement such as the Great Awakening that illustrates a modern problem and a religious explanation. ▪ Creating a mural that depicts the influence of various religions on American society.
11.3 The student will analyze the moral foundations for our social, political, and economic institutions.	
11.3.2 The student will explain why the first amendment addresses the issue of church and state.	
Worth Being Familiar With	
11.3.1 The student will identify contributions of various religious groups to American principles.	
11.3.3 The student will evaluate the extent to which religious reform movements have shaped American policies.	

Industrialization:

CONCEPTS ADDRESSED: Industrialization, demographics, social Darwinism, progressivism

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>11.4 The student will identify connections between advancements in technology and industry and the demographic shift from rural to urban areas, increasing immigration, political corruption, and the rise of Progressives.</p> <p>11.4.2 The student will understand the differences in ideologies between the industrialists and the Progressives.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Reading passages from Upton Sinclair's <i>The Jungle</i> and Ida Tarbell's <i>The History of Standard Oil</i> and Lincoln Steffens' <i>The Shame of Cities</i>, outlining the issues addressed and researching legislation passed in response to those issues. ▪ Charting the similarities and differences between Jeffersonian Democrats, Populism, and Progressivism.
Important to Know and Do	
<p>11.4.1 The student will identify increasing tensions between traditional values (rural) and modern values (urban).</p>	
Worth Being Familiar With	

Rise to World Power:

CONCEPTS ADDRESSED: Foreign policy, imperialism, isolationism, and pacifism

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>11.5 The student will trace the rise of the United States to its role as a world power in the 20th century.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Participating in a mock senate conference concerning ratification of the Treaty of Paris (1899) by hearing speeches in opposition and support and coming to a decision. ▪ Researching the causes and consequences of war from the perspective of various social groups in the United States and presenting findings in an analytical essay.
Important to Know and Do	
<p>11.5.1 The student will understand the United States expansion into the Caribbean and the Pacific.</p> <p>11.5.2 The student will explain the social ramifications of World War I, differences in U.S. diplomacy, and the creation of a global economy.</p>	
Worth Being Familiar With	

The Twenties:

CONCEPTS ADDRESSED: Laissez-faire economics, moral reform, materialism, consumerism, and civil liberties

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>11.6 The student will analyze the major social, political, economic and cultural developments in the 1920s.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Making a chart comparing the economic policies of the Harding, Coolidge and Hoover administrations. ▪ Writing an essay comparing values of rural and urban cultures in terms of women's roles, immigration, prohibition, and religion. ▪ Selecting a 1920's theme and creating a photo essay of the era.
<p>Important to Know and Do</p>	
<p>11.6.2 The student will analyze problems within an ethnically diverse population: nativism.</p>	
<p>11.6.3 The student will compare positive and negative effects of popular culture, relating them to the rise of mass media and other technological changes.</p>	
<p>Worth Being Familiar With</p>	
<p>11.6.1 The student will explain economic policies of the Harding, Coolidge and Hoover administrations.</p>	

The Great Depression and the New Deal

CONCEPTS ADDRESSED: Socialism, conservatism, federalism

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>11.7 The student will demonstrate an understanding of the causes of the Great depression and how FDR and the New Deal changed the role of the federal government.</p> <p>11.7.1 The student will demonstrate how the economic policies of the Twenties created the economic depression of the Thirties.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Simulating the stock market of the Twenties and ultimate crash of 1929 using scenarios from the period: buying on margin, corporate mergers, political scandals, and the ultimate crash. ▪ Creating a museum exhibit dedicated to those people most ravaged by the Great Depression. ▪ Debating the effectiveness of the New Deal in pulling the country out of the Depression.
<p>Important to Know and Do</p>	
<p>11.7.2 The student will analyze the impact of the Depression on ordinary people: Oakies, Mexican farm workers, laborers, African Americans, teenagers, and women.</p>	
<p>11.7.3 The student will express the extent to which the New Deal solved the problems of the Depression.</p>	

Worth Being Familiar With	

World War II:

CONCEPTS ADDRESSED: Fascism, propoganda, racism, isolationism:

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>11.8 The student will understand the role of the United States' domestic and foreign policies prior to, during, and after World War II.</p> <p>11.8.2 The student will identify civil rights violations regarding the internment of Japanese-Americans during World War II.</p> <p>11.8.3 The student will recognize the expansion of opportunities for women and minorities during and after the war.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Reading personal accounts of Japanese-Americans during World War II and identifying each right that was violated by Executive Order 9066. ▪ Discussing issues of national security in terms of Supreme Court cases and tracing domestic policies of the U.S. toward its Asian populations. ▪ Viewing newsreels and propoganda campaigns, creating his/her own video newsreel and propoganda video demonstrating the U.S. attitude toward a particular group of individuals within the United States during World War II. ▪ Writing an opinion paper based on the justification for massive civilian casualties during World War II.
Important to Know and Do	
<p>11.8.1 The student will compare the factors contributing to the rise of dictatorships.</p> <p>11.8.4 The student will identify issues surrounding use of civilian cities as military targets between belligerent nations: Nanking, Berlin, Dresden, Tokyo, Hiroshima and Nagasaki.</p>	
Worth Being Familiar With	

Post World War II:

CONCEPTS ADDRESSED: Cold War, containment, Communism, military-industrial complex, nuclear age

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>11.9 The student will analyze post World War II US foreign policy from the Truman Doctrine to the Reagan/Bush "victory".</p> <p>11.9.1 The student will outline the U.S. containment policy and the events which reinforce our commitment to those policies.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Creating an illustrated map that shows the division of the postwar world between communist and

Important to Know and Do	<p>capitalist influences and the areas of conflict—Cuba, Korea, and Vietnam.</p> <ul style="list-style-type: none"> ▪ Creating a model United Nations debate and creating plans for solutions to cold war issues.
Worth Being Familiar With	
11.9.2 The student will understand the growth of a global economic and military system in terms of GATT, NATO, the IMF and World Bank, and the United Nations.	

Civil Rights:

CONCEPTS ADDRESSED: Civil rights, civil disobedience, equal opportunity, prejudice, segregation, integration:

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>11.10 The student will examine and analyze federal civil rights and voting rights development in the US from 1950-1970.</p> <p>11.10.1 The student will understand the causes for civil rights protest and the impact of these protests on the nation.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Writing essays comparing the ideas of Malcolm X and Martin Luther King. ▪ Creating a timeline of important civil rights milestones and creating a web site with links to major speeches of the era. ▪ Reviewing a movie that deals with an historical episode from the period and analyzing it with regard to historical accuracy. ▪ Debating the effectiveness of Affirmative Action.
Important to Know and Do	
<p>11.10.2 The student will identify major civil rights legislation and the impact of each on Hispanic Americans, African Americans, Asian Americans, Native Americans and women.</p> <p>11.10.3 The student will evaluate the effectiveness of civil disobedience.</p>	
Worth Being Familiar With	

Contemporary United States:

CONCEPTS ADDRESSED: Counterculture, geopolitics, communism, conservatism, inflation, economic growth, social policy

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>11.11 The student will examine the domestic and foreign policies of the contemporary period.</p> <p>11.11.1 The student will investigate the reasons for and the consequences of the Bay of Pigs invasion and Cuban Missile crises and the impact of each on U.S. foreign policy.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Comparing and contrasting the social policies of the New Deal and the Great Society. ▪ Simulating trade negotiations between Canada, the U.S., and Mexico and either pass or reject NAFTA. ▪ Creating oral presentations that focus on alternative energy use. ▪ Comparing Nixon, Reagan and the Clinton scandals. ▪ Creating country profiles for Peace Corps volunteers.
<p style="text-align: center;">Important to Know and Do</p>	
<p>11.11.2 The student will evaluate the social reforms of the Great Society.</p> <p>11.11.3 The student will identify the causes of the Watergate scandal and Nixon’s resignation and the consequences of each for American society.</p> <p>11.11.6 The student will identify the causes of the Gulf War and its aftermath regarding Middle East relations and environmental damages.</p>	
<p style="text-align: center;">Worth Being Familiar With</p>	
<p>11.11.4 The student will demonstrate an understanding of the causes of the economic recession of the 1970’s.</p> <p>11.11.5 The student will evaluate the effectiveness of NAFTA.</p>	

United States History Skill Emphasis:

Enduring Understanding	Teacher Notes
<p>⇒ Writing and oral presentation skills</p> <p>⇒ Historical interpretation</p> <p>⇒ Content Area Reading</p>	

Important to Know and Do	
<ul style="list-style-type: none"> ⇒ Information technology ⇒ Fine Arts ⇒ Note taking ⇒ Outlining ⇒ Research Skills including the Internet 	
Worth Being Familiar With	

United States History Concept Emphasis:

Enduring Understanding	Teacher Notes:
<ul style="list-style-type: none"> ⇒ Civil Rights ⇒ Freedom ⇒ Democracy ⇒ Prejudice ⇒ Imperialism ⇒ Progressivism ⇒ Industrialization ⇒ Justice 	
Important to Know and Do	
<ul style="list-style-type: none"> ⇒ Technology ⇒ Power ⇒ Communism ⇒ Liberties ⇒ Civil Disobedience ⇒ Conservatism ⇒ Liberalism ⇒ Constitutionalism ⇒ Federalism ⇒ Economic Growth and Development 	
Worth Being Familiar With	

