

**Curriculum Standard One: The students will analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</p> <p>*2. The students will analyze the ideological origins of the American Revolution, the Founding Fathers’ philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</p> <p>3. The students will understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.</p>	<p>A. Can the students explain the idea of natural rights?</p> <p>A. Can the students identify those parts of the Declaration that specify our unalienable natural rights?</p> <p>B. Can the students explain the weaknesses of the Articles of Confederation?</p> <p>C. Can the students describe the compromises in the Constitution?</p> <p>A. Can the students compare and contrast the positions of the Federalists and Anti-Federalists?</p>	<ul style="list-style-type: none"> <li>• The students will create a flow chart contrasting the Divine Right of Kings with John Locke’s Natural Rights philosophy.</li> <li>• The students will choose a signer of the Declaration and write a letter from his point of view, explaining the importance of our natural rights.</li> <li>• In a class discussion, the students will explain how the Articles limited the power of Congress.</li> <li>• The students will write a letter as a Delegate to the Constitutional Convention, explaining to his home district why the compromises in the Constitution are, or are not, acceptable.</li> <li>• On a poster, the students will outline the arguments for and against a Bill of Rights.</li> <li>• The students will discuss the reasons that the Federalists won approval of the Constitution.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</p>	<p>A. Can the students explain the factors which promoted the industrial growth of the United States and its position as a world power in the post-war period?</p>	<ul style="list-style-type: none"> <li>The students will create a flow chart showing the factors that promoted industrial growth.</li> </ul>

**Curriculum Standard Two: The students will analyze the relationship among the rise of the industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s <i>The Jungle</i>.</p>	<p>A. Can the students identify leading social reformers and muckrakers of the period and describe their impact on society?</p> <p>B. Can the students explain how massive immigration and industrialization produced urban slums?</p>	<ul style="list-style-type: none"> <li>• In a descriptive essay, the students will describe Upton Sinclair’s <i>The Jungle</i> and explain its impact on the progressive reform movement.</li> <li>• The students will construct a model of an urban slum and explain the factors that led to its creation.</li> </ul>
<p>2. The students will describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.</p>	<p>A. Can the students describe the living and working conditions in the large urban areas?</p>	<ul style="list-style-type: none"> <li>• The students will write a movie review of a film that depicts the living and working conditions in large urban areas.</li> </ul>
<p>*3. The students will trace the effect of the Americanization movement.</p>	<p>A. Can the students describe the effects of the Americanization movement?</p>	<ul style="list-style-type: none"> <li>• The students will make a chart of the policies of the American Protective Association.</li> </ul>
<p>4. The students will analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</p>	<p>A. Can the students analyze how urban political machines gained power and explain how they were viewed by immigrants and middle-class reformers?</p>	<ul style="list-style-type: none"> <li>• The students will write a research paper on the rise and fall of the Tweed Ring and Tammany Hall.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*5. The students will discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</p>	<p>A. Can the students describe the corporate mergers that produced trusts and cartels and state the short and long-term effects of these business practices?</p>	<ul style="list-style-type: none"> <li>• In small group discussions, the students will demonstrate an understanding of how corporate mergers produced trusts and cartels. The students will produce a graphic showing the short and long-term effects of these practices.</li> </ul>
<p>*6. The students will trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.</p>	<p>A. Can the students identify the causes and effects of the growth of big business?</p>	<ul style="list-style-type: none"> <li>• The students will create a chart showing the causes and effects of the growth of big business.</li> </ul>
<p>7. The students will analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).</p>	<p>A. Can the students explain the concepts of Social Darwinism and the Social Gospel?</p>	<ul style="list-style-type: none"> <li>• In a Venn diagram, the students will compare and contrast the basic tenants of social Darwinism and the Social Gospel.</li> </ul>
<p>*8. The students will examine the effect of political programs and activities of Populists.</p>	<p>A. Can the students analyze the benefits of the political programs of the Populists?</p>	<ul style="list-style-type: none"> <li>• The students will imagine that they are a farmer in the late 1800s. The students will identify some of the organizations that promise to help them and determine how the help will benefit them.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>9. The students will understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).</p>	<p>A. Can the students analyze and explain how the role of the federal government changed during the Progressive Era?</p>	<ul style="list-style-type: none"> <li>• In small group discussions, the students will analyze initiative, referendum, and recall as Progressive reforms and create a flow chart explaining them as progressive reforms.</li> </ul>

**Curriculum Standard Three:** The students will analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issue regarding religious liberty.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will 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, antimonarchy and self-rule, worker protection, family-centered communities).</p> <p>2. The students will analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.</p>	<p>A. Can the students explain the contributions that various religious groups have made to the founding of America?</p> <p>A. Can the students explain the concepts of Social Darwinism and the Social Gospel?</p>	<ul style="list-style-type: none"> <li>• The students will make a time line describing the contributions of various religious groups.</li> <li>• In a Venn diagram, the students will compare and contrast the basic tenants of social Darwinism and the Social Gospel.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).</p>	<p>A. Can the students cite incidences of religious intolerance in the United States?</p>	<ul style="list-style-type: none"> <li>• The students will research incidences of religious intolerance in the United States against Mormons, Catholics, and Jesus and present a report in class.</li> </ul>
<p>*4. The students will discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.</p>	<p>A. Can the students discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century?</p>	<ul style="list-style-type: none"> <li>• The students will participate in a class discussion on the freedom and tolerance of religions in the United States in contrast to conditions in countries that do not allow religious freedom.</li> </ul>
<p>*5. The students will 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.</p>	<p>A. Can the students describe the principles of religious liberty found in the First Amendment?</p>	<ul style="list-style-type: none"> <li>• The students will examine a current event article, such as stating the pledge of allegiance in public schools, and discuss how the First Amendment to the Constitution applies to the situation.</li> </ul>

**Curriculum Standard Four: The students will trace the rise of the United States to its role as a world power in the twentieth century.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The students will list the purpose and the effects of the Open Door policy.	A. Can the students explain the purpose and effect of the Open Door Policy?	<ul style="list-style-type: none"> <li>• In a letter to an editor of a newspaper from a merchant in China, the students will explain the purpose and effect of the Open Door Policy.</li> </ul>
2. The students will describe the Spanish-American War and U.S. expansion in the South Pacific.	<p>A. Can the students explain the issues involved in American expansion in the late 1800s?</p> <p>B. Can the students demonstrate an understanding of the Spanish-American War and its effect on American Foreign Policy?</p>	<ul style="list-style-type: none"> <li>• The students will participate in a debate involving American expansion in the late 1800s.</li> <li>• The students will demonstrate through a map or chart showing the cause and effect of the Spanish-American War on the American Foreign Policy.</li> </ul>
*3. The students will discuss America’s role in the Panama Revolution and the building of the Panama Canal.	A. Can the students discuss America’s role in the Panama Revolution and the building of the Panama Canal?	<ul style="list-style-type: none"> <li>• The students will participate in a debate over the pros and cons of America’s role in the Panama Revolution and of the value of the Panama Canal.</li> </ul>
*4. The students will explain Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy, drawing on relevant speeches.	A. Can the students analyze and explain the foreign policy decisions of the Roosevelt, Taft, and Wilson administrations?	<ul style="list-style-type: none"> <li>• The students will create a chart comparing and contrasting the foreign policy decisions of the Roosevelt, Taft, and Wilson administrations.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>5. The students will analyze the political, economic, and social ramifications of World War I on the home front.</p> <p>6. The students will trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.</p>	<p>B. Can the students explain the main ideas of Woodrow Wilson’s Fourteen Points?</p> <p>A. Can the students explain the causes and consequences of World War I?</p> <p>B. Can the students explain the political and economic effects of World War I on the home front?</p> <p>A. Can the students trace the increased role the United States has played in world affairs after World War II?</p>	<ul style="list-style-type: none"> <li>• After reading Woodrow Wilson’s Fourteen Points, the students will, in graphic organizer format, paraphrase the main ideas.</li> <li>• The students will create a propaganda poster delineating a theme for United States entry into World War I.</li> <li>• The students will create a chart delineating the social, political, and economic ramifications of World War I on the home front.</li> <li>• In a chart, the students will compare and contrast the influence Great Britain and the United States have had on major world events after World War II.</li> </ul>

**Curriculum Standard Five: The students will analyze the major political, social, economic, technological, and cultural developments of the 1920s.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.</p> <p>*2. The students will 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, and 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.</p> <p>3. The students will examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).</p>	<p>A. Can the students state the different cases to be made for and against Harding’s “normalcy” policy?</p> <p>A. Can the students analyze the reasons for immigration quotas?</p> <p>B. Can the students explain the significance of Marcus Garvey’s ideas?</p> <p>C. Can the students describe the rise and decline of the Ku Klux Klan during the decade?</p> <p>A. Can the students explain the reasons for the Volstead Act (Prohibition) and its consequences?</p>	<ul style="list-style-type: none"> <li>• The students will write a paper outlining the pros and cons of Harding’s “normalcy” policy.</li> <li>• The students will construct a concept web outlining the reasons for immigration quotas.</li> <li>• The students will explain the appeal of the UNIA by creating a recruiting poster.</li> <li>• The students will create a timeline showing the rise and decline of the Ku Klux Klan during the 1920s.</li> <li>• In small group discussions, the students will explore the reasons for the Volstead Act and its consequences and explain them in a report.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will analyze the passage of the Nineteenth Amendment and the changing role of women in society.</p>	<p>A. Can the students analyze the passage of the Nineteenth Amendment and the changing role of women in society?</p>	<ul style="list-style-type: none"> <li>• The students will write an essay analyzing the passage of the Nineteenth Amendment and the changing role of women in society.</li> </ul>
<p>*5. The students will describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neal Hurston, Langston Hughes).</p>	<p>A. Can the students describe the conditions that led to the Harlem Renaissance and the resulting cultural expansion?</p>	<ul style="list-style-type: none"> <li>• After studying examples from Harlem Renaissance literature, music, and art (e.g., Zora Neale Hurston, Langston Hughs, Duke Ellington, Laura Wheeler Waring), the students will write an essay about the Harlem Renaissance.</li> <li>• The students will read and study excerpts from the writings of W.E. B. Dubois, Booker T. Washington, and Marcus Garvey on the role and position of the African American in American society. The students will then correctly compare and contrast their ideas in a chart (Venn diagram) and write a narrative description that accurately portrays the solutions offered by each of these writers.</li> </ul>
<p>6. The students will trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.</p>	<p>A. Can the students describe the rise of mass media and other technological changes, and their positive and negative effects on popular culture?</p>	<ul style="list-style-type: none"> <li>• After studying the rise of radio and movies, the students will describe their positive and negative effects on popular culture in an essay.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*7. The students will 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.</p>	<p>A. Can the students 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?</p>	<ul style="list-style-type: none"> <li>The students will participate in a Socratic Seminar on 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.</li> </ul>

**Curriculum Standard Six: The students will analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.</p>	<p>A. Can the students describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s?</p>	<ul style="list-style-type: none"> <li>• The students will draw a poster that depicts the problems of soft money policies versus hard money policies and the gold standard versus the unlimited coinage of silver to expand the money supply.</li> <li>• The students will use primary source documents to show which key sectors of the economy were weak during the 1920s.</li> </ul>
<p>*2. The students will understand the explanations of the principle causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.</p>	<p>A. Can the students describe the Roosevelt administration’s response to the Great Depression?</p> <p>B. Can the students describe the multiple causes of the Great Depression?</p> <p>C. Can the students describe the policies initiated by the Hoover administration to combat the economic crisis of the Great Depression?</p>	<ul style="list-style-type: none"> <li>• The students will write a comparison of the Hoover and Roosevelt responses to the Great Depression.</li> <li>• The students will complete a chart displaying the multiple causes of the Great Depression.</li> <li>• Working in small groups, the students will describe the policies initiated by the Hoover administration to combat the economic crisis of the Great Depression in a short essay.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects 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.</p>	<p>A. Can the students describe the effects of the depression on ordinary people in different parts of the nation?</p> <p>B. Can the students describe the impact of natural disasters and unwise agricultural practices on the economy of the Dust Bowl and the resulting social dislocation of the people?</p> <p>C. Can the students understand the relationship between severe economic distress and social turmoil and its effects on the more benign aspects of daily life?</p>	<ul style="list-style-type: none"> <li>• The students will write a critique of the film “The Grapes of Wrath.”</li> <li>• After viewing the works of Lange and Rothstein, the students will explain, in an essay, the impact of natural disasters and unwise agricultural practices on the economy and the social dislocation of people because of the Dust Bowl.</li> <li>• The students will participate in a role-playing simulation of a family impacted by the Great Depression.</li> </ul>
<p>*4. The students will 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 1930s (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, and Bonneville Dam).</p>	<p>A. Can the students describe how social welfare programs, regulatory agencies, and economic planning bureaus of the New Deal expanded the process and role of the national government and changed federalism?</p> <p>B. Can the students evaluate and analyze the political, economic, and social measures enacted during the New Deal?</p>	<ul style="list-style-type: none"> <li>• The students will construct a chart showing how the New Deal changed the role of government.</li> <li>• After studying the political, economic, and social measures enacted during the New Deal, the students will create a chart explaining their impact and labeling each as relief, recovery, or reform.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*5. The students will trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm workers in California.</p>	<p>C. Can the students assess and analyze the impact of the enlarged size of the government resulting from the Great Depression, World War II, and post-war international tensions led to increased powers of the presidency, and describe how it posed a risk to the separation of powers and representative government?</p> <p>A. Can the students trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm workers in California?</p>	<ul style="list-style-type: none"> <li>• The students will write a position paper showing how enlarged government and increased presidential power posed a risk to the separation of power and representative government.</li> <li>• The students will make a timeline of the advances and retreats of organized labor from the creation of the American Federation of Labor and the Congress of Industrial Organizations to the United Farm Workers of today.</li> <li>• The students will participate in a Socratic Seminar on current issues of a postindustrial, multinational economy.</li> </ul>

**Curriculum Standard Seven: The students will analyze America’s participation in World War II.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</p>	<p>A. Can the students analyze and explain the factors contributing to the rise of dictatorships in Germany, Italy, Japan, and the Soviet Union, as well as the events leading up to the attack of Pearl Harbor?</p>	<ul style="list-style-type: none"> <li>• The students will create an annotated time line that explains the factors contributing to the rise of dictatorships in Germany, Italy, Japan, and the Soviet Union, as well as the events leading up to the attack on Pearl Harbor.</li> </ul>
<p>2. The students will explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</p>	<p>A. Can the students describe wartime strategy and major campaigns?</p>	<ul style="list-style-type: none"> <li>• In a unit test, the students will describe a wartime strategy and major campaign (e.g., Normandy or Iwo Jima).</li> <li>• The students will create a timeline of major battles of World War II.</li> </ul>
<p>3. The students will identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442<sup>nd</sup> Regimental Combat team, the Navajo Code Talkers).</p>	<p>A. Can the students give examples of the role and sacrifices of the American soldier?</p>	<ul style="list-style-type: none"> <li>• The students will write a series of soldiers’ letters home as evidence of soldier sacrifice.</li> </ul>
<p>4. The students will analyze Roosevelt’s foreign policy during World War II (e.g., Four Freedoms speech).</p>	<p>A. Can the students discuss Roosevelt’s foreign policy during World War II?</p>	<ul style="list-style-type: none"> <li>• The students will compose a detailed response to Roosevelt’s “Four Freedoms” speech.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>5. The students will discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i>) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</p>	<p>A. Can the students explain the response of the Roosevelt administration to the Holocaust?</p> <p>B. Can the students evaluate and explain the decision to intern Japanese Americans during the war, describe the constitutional issues involved, and its impact?</p>	<ul style="list-style-type: none"> <li>• In an essay, the students will evaluate the response of the Roosevelt administration to the Holocaust.</li> <li>• The students will write a position paper on the issues surrounding Japanese internment.</li> </ul>
<p>*6. The students will describe the major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.</p>	<p>A. Can the students describe major developments in aviation, weaponry, communications, and medicine?</p>	<ul style="list-style-type: none"> <li>• The students will create a chart showing major developments in aviation, weaponry, communication, and medicine.</li> </ul>
<p>7. The students will discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).</p>	<p>A. Can the students examine the controversy over President Truman’s decision to drop atomic bombs?</p>	<ul style="list-style-type: none"> <li>• The students will debate the controversy surrounding the dropping of the atomic bomb.</li> </ul>
<p>*8. The students will 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.</p>	<p>A. Can the students give examples of how the Marshall Plan impacted the post-war United States economy?</p>	<ul style="list-style-type: none"> <li>• The students will create a graph showing the impact of the Marshall Plan on the post-war United States economy.</li> </ul>

**Curriculum Standard Eight: The students will analyze the economic boom and social transformation of post-World War II America.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The students will trace the growth of service sector, white collar, and professional sector jobs in business and government.	A. Can the students describe the factors surrounding the growth of jobs in government and business?	<ul style="list-style-type: none"> <li>• The students will make a chart to explain the factors surrounding the growth of jobs in government and business.</li> </ul>
2. The students will describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.	A. Can the students appraise the impact of Mexican immigration on the agricultural economy, especially in California?	<ul style="list-style-type: none"> <li>• The students will write a research paper tracing the role of the Mexican farm worker in California agriculture.</li> </ul>
3. The students will examine Truman’s labor policy and congressional reaction to it.	A. Can the students recognize the source of conflict between Truman and Congress over labor policy?	<ul style="list-style-type: none"> <li>• The students will create a graphic illustrating the labor conflict, including the Taft-Hartley Act, railroad strike, the Fair Deal, and minimum wage.</li> </ul>
4. The students will 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.	A. Can the students explain the reasons for increased federal spending on education, defense, welfare, and interest on the national debt?	<ul style="list-style-type: none"> <li>• In a small group presentation, the students will show the reasons for increased federal spending, citing examples (i.e., the California Master Plan for Education).</li> </ul>
5. The students will describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.	A. Can the students report on the increase of Presidential power?	<ul style="list-style-type: none"> <li>• The students will create an annotated time line that explains the factors leading to increased Presidential power.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*6. The students will discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.</p>	<p>A. Can the students discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions?</p>	<ul style="list-style-type: none"> <li>• The students will draw a map of the diverse environmental regions of North America.</li> <li>• The students will brainstorm solutions to environmental problems and participate in a Socratic Seminar on the origins and prospects of environmental problems.</li> </ul>
<p>*7. The students will 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.</p>	<p>A. Can the students 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?</p>	<ul style="list-style-type: none"> <li>• Working in groups, the students will make presentations on 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.</li> </ul>
<p>8. The students will 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).</p>	<p>A. Can the students identify trends in music, sports, architecture, and artistic styles?</p>	<ul style="list-style-type: none"> <li>• In a presentation to the class, the students will perform examples of popular music from each decade and explain the forces that influenced them.</li> <li>• In a presentation to the class, the students will explain the changes in professional sports, particularly the breaking of the color barrier.</li> <li>• The students will display a series of photos showing the changes in art and architecture and include a written evaluation of each.</li> </ul>

**Curriculum Standard Nine: The students will analyze U.S. foreign policy since World War II.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.</p> <p>*2. The students will understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.</p>	<p>A. Can the students identify the major organizations and agreements that helped shape modern Europe and maintain international order?</p> <p>A. Can the students explain the importance of military alliances during the Cold War?</p>	<ul style="list-style-type: none"> <li>• Working in groups, the students will research and present information on one of the following: United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, or General Agreement on Tariffs and Trade (GATT).</li> <li>• The students will label and color an outline map to show the location of the NATO and Warsaw Pact nations.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:</p> <ul style="list-style-type: none"> <li>▪ The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting</li> <li>▪ The Truman Doctrine</li> <li>▪ The Berlin Blockade</li> <li>▪ The Korean War</li> <li>▪ The Bay of Pigs invasion and the Cuban Missile Crisis</li> <li>▪ Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies</li> <li>▪ The Vietnam War</li> <li>▪ Latin American policy</li> </ul>	<p>A. Can the students explain Truman’s policy of containment?</p> <p>B. Can the students analyze and explain the factors that led to the Korean War and the effects of the war on U.S. foreign and domestic policy?</p> <p>C. Can the students analyze and explain the domestic response to the spread of international communism?</p> <p>D. Can the students describe the reasons for the consequences of the Bay of Pigs invasion?</p>	<ul style="list-style-type: none"> <li>• After studying Truman’s policy of containment, the students will complete a chart describing the goals and results of the Truman Doctrine, North Atlantic Treaty Organization, Southeast Asian Treaty organization, and the Berlin blockade and airlift.</li> <li>• The students will list and explain the factors that led to the Korean War and create a poster illustrating its effect on the United States foreign and domestic policy.</li> <li>• The students will complete a chart that analyzes and explains the policies at federal and state levels to deter its spread of communism (i.e., the rise and fall of McCarthyism, loyalty oaths, the establishment of Congressional Un-American Activities committees).</li> <li>• As a newspaper journalist, the students will write an editorial describing the reasons for the Bay of Pigs invasion and explain how it influenced the Cuban Missile Crisis.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will list the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).</p> <p>*5. The students will analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.</p> <p>*6. The students will describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.</p>	<p>E. Can the students describe United States foreign relations with Latin American nations?</p> <p>F. Can the students analyze and explain United States economic relationships with the nations of Latin America?</p> <p>A. Can the students list the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement)?</p> <p>A. Can the students analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War?</p> <p>A. Can the students describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War?</p>	<ul style="list-style-type: none"> <li>• The students will complete a chart displaying United States foreign relations with Latin American nations, such as Guatemala (1954), Alliance for Progress (1961), Dominican Republic (1965), Chile (1973), the Panama Canal Treaty (1978), and Nicaragua and El Salvador (1980s).</li> <li>• The students will complete a chart comparing present day United States economic relationships with Mexico, Brazil, and Chile.</li> <li>• The students will complete a cause and effect chart showing the effects of foreign policy on domestic policies and vice versa, including protests during the war in Vietnam and the “nuclear freeze” movement.</li> <li>• The students will write an essay on the causes of the end of the Cold War, in which they analyze the role of the Reagan Administration and other factors.</li> <li>• Working in groups, the students will present posters showing U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*7. The students will examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.</p>	<p>A. Can the students examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues?</p>	<ul style="list-style-type: none"> <li>Using the library and the Internet, the students will work in groups to find articles on the relationship between the United States and Mexico and key economic, political, immigration, and environmental issues in the twentieth century in order to write short summaries of them.</li> </ul>

**Curriculum Standard Ten: The students will analyze the development of federal civil rights and voting rights.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will 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 Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.</p>	<p>A. Can the students 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 Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948?</p>	<ul style="list-style-type: none"> <li>• The students will examine primary source documents, such as A. Phillip Randolph’s plans for a march on Washington, President Roosevelt’s Executive Order banning discrimination in defense plants, the “Double-V” campaign, the contributions of African Americans and other members of ethnic minorities in the armed services during World War II, and President Truman’s Executive Order ending segregation in the armed forces. The students will complete a timeline showing how demands of African Americans helped produce a stimulus for civil rights.</li> </ul>
<p>*2. The students will examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sanford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and California Proposition 209.</p>	<p>A. Can the students analyze the contrast between the Constitution and the practices of racial segregation?</p> <p>B. Can the students assessed the impact on American society in the 1950s of the Supreme Court’s decision in <i>Brown v. Board of Education of Topeka</i>?</p>	<ul style="list-style-type: none"> <li>• The students will create a chart showing major supreme court decisions and legislation dealing with racial segregation, and debate the constitutionality of these decisions.</li> <li>• In small groups, the students will analyze the Supreme Court’s decision in <i>Brown v. Board of Education of Topeka</i> and explain the importance of education in the life chances of an individual writing a letter to the editor.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.</p> <p>*4. The students will examine the roles 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, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.</p>	<p>A. Can the students describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education?</p> <p>A. Can the students explain how the process of change in civil rights occurred and describe the work of important individuals who were in the forefront of promoting change?</p> <p>B. Can the students explain the different approaches of the civil rights struggle taken by Martin Luther King, Jr. and Malcolm X?</p>	<ul style="list-style-type: none"> <li>• After reading an article on collaboration between African American and white civil rights lawyers, the students will role play a meeting in which they plan legal strategies on how to end racial segregation on higher education.</li> <li>• In an essay, the students will describe the process of change during the civil rights movement and explain the work of Martin Luther King, Jr., Megar Evers, John Lewis, and Rosa Parks in furthering this cause.</li> <li>• Using primary sources, including speeches, writings (including “Letter from a Birmingham Jail”), excerpts from literature, and documentary photographs, the students will write an editorial assessing the different approaches of the civil rights struggle taken by Martin Luther King, Jr. and Malcolm X.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>5. The students will 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 quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.</p>	<p>A. Can the students describe how the civil rights movement encouraged women, Hispanics, American Indians, and the handicapped in their campaigns for legislative and judicial recognition of their civil equality?</p>	<ul style="list-style-type: none"> <li>• In a unit test essay, the students will explain how the civil rights movement encouraged women in their campaign for legislative and judicial recognition of their civil equality.</li> </ul>
<p>*6. The students will analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.</p>	<p>A. Can the students analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process?</p>	<ul style="list-style-type: none"> <li>• In a class discussion, the students will debate the relative importance of access to education versus access to the political process.</li> </ul>
<p>*7. The students will analyze the women’s rights movement from the era of Elizabeth Stanton and Susan B. Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</p>	<p>A. Can the students analyze the women’s rights movement from the era of Elizabeth Stanton and Susan B. Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women?</p>	<ul style="list-style-type: none"> <li>• The students will construct a timeline of the women’s rights movement from the era of Elizabeth Staton and Susan B. Anthony to the movement launched in the 1960s.</li> <li>• The students will write letters to the editor from women with differing perspectives on the role of women in society.</li> </ul>

**Curriculum Standard Eleven: The students will analyze the major social problems and domestic policy issues in contemporary American society.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</p> <p>*2. The students will discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).</p> <p>3. The students will describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.</p>	<p>A. Can the students identify causes for changes in immigration policy?</p> <p>A. Can the students identify the major policies of the various Presidential Administrations during this time period?</p> <p>A. Can the students describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure?</p>	<ul style="list-style-type: none"> <li>• The students will discuss how reforms in immigration policy have led to an increase in diversity, with emphasis on the Immigration Reform Act of 1965, the Immigration Reform and Control Act of 1986, and the Immigration Act of 1990.</li> <li>• In small groups, the students will study various Presidential State of the Union addresses and other primary sources and create a chart showing domestic goals of different administrations.</li> <li>• The students will research issues surrounding the changing roles of women in society, such as childcare, family leave, and the class ceiling, and present their findings to the class using overhead transparencies or PowerPoint slides.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will explain the constitutional crisis originating from the Watergate scandal.</p>	<p>A. Can the students describe the impact Watergate has had on various administrations?</p>	<ul style="list-style-type: none"> <li>• Through dramatic interpretation, the students will create an original script depicting the impact of Watergate on the Presidential office and other branches of Government.</li> </ul>
<p>5. The students will trace the impact of, need for, and the 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.</p>	<p>A. Can the students trace the impact of, need for, and the 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?</p>	<ul style="list-style-type: none"> <li>• The students will participate in a classroom simulation of a legal case involving a dispute between environmental protection advocates and property rights advocates.</li> </ul>
<p>6. The students will analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.</p>	<p>A. Can the students analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies?</p>	<ul style="list-style-type: none"> <li>• The students will look at statistics on poverty rates over time and debate varying solutions for welfare reform, health insurance reform, and other policies.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>7. The students will 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 family farms, increases in out-of-wedlock births, and drug abuse.</p>	<p>A. Can the students 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 family farms, increases in out-of-wedlock births, and drug abuse?</p>	<ul style="list-style-type: none"> <li>The students will summarize and present to the class, articles and editorials from newspapers, magazines, and the Internet on 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 family farms, increases in out-of-wedlock births, and drug abuse.</li> </ul>

