

GRADE 11

UNITED STATES ERA 7: EMERGENCE OF MODERN AMERICA 1890 - 1930

| Content Standards | Performance Standards | Benchmarks | Instructional Strategies | Resources | Evidence of Learning |
|---|---|--|--------------------------|-----------|----------------------|
| <p><u>Standard 2</u> The changing role of the United States in world affairs through World War I.</p> <p>2A The student understands how the American role in the world changed in the early 20th century.</p> <p>2B The student understands the causes of World War I and why the United States intervened.</p> <p>2C The student understands the impact at home and abroad of the United States involvement in World War I.</p> | <ul style="list-style-type: none"> • Formulate a position or course of action on an issue. • Evaluate the implementation of a decision. • Compare and contrast differing sets of ideas. • Examine the influence of ideas. • Identify issues and problems in the past. Analyze cause-and-effect relationships. • Assess the importance of the individual. • Marshal evidence of antecedent circumstances. | <ul style="list-style-type: none"> • Analyze the reasons for the Open Door policy. • Evaluate the Roosevelt administration’s foreign policies. • Compare Taft’s dollar diplomacy with Roosevelt’s big stick diplomacy and evaluate the results. • Evaluate Wilson’s moral diplomacy, especially in relation to the Mexican Revolution. • Explain the global causes of World War I in 1914 and the reasons for the declaration of United States neutrality and asses how industrial research in aviation and chemical warfare influenced military strategy and the outcome of World War I. • Analyze the impact of American public opinion on the Wilson administration’s evolving foreign policy from 1914 to 1917 and analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. • Evaluate Wilson’s leadership during the period of neutrality and his reasons for intervention. • Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. • Evaluate the significance of the Russian Revolution, how it affected the war, and how the U.S. and Allied powers responded to it. | | | |

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| <p><u>Standard 3</u> How the United States changed from the end of World War I to the eve of the Great Depression.</p> <p>3A The student understands social tensions and their consequences in the postwar era.</p> <p>3B The student understands how a modern capitalist economy emerged in the 1920s.</p> <p>3C The student understands how new cultural movements reflected and changed American society.</p> <p>3D The student understands politics and international affairs in the 1920s.</p> | <ul style="list-style-type: none"> • Analyze cause-and-effect relationships. • Examine the influence of ideas. Utilize quantitative data. • Draw upon art and literature. Draw upon visual, literacy, and musical sources. • Explain historical continuity and change. Analyze cause-and-effect relationships. | <ul style="list-style-type: none"> • Evaluate Wilson’s Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. • Examine rising racial tensions, the resurgence of the Ku Klux Klan, the emergence of Garveyism and how the emergence of the “New Woman” challenged Victorian values. • Examine the rise of religious fundamentalism and the clash between traditional moral values and changing ideas as exemplified in the controversy over Prohibition and the Scopes trial. • Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life and explain the role of new technology and scientific research in the rise of agribusiness and agricultural productivity . • Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques. | | <p>Video-Roaring 20’s US & Them Articles Our American Documents</p> <p>Video-Roaring 20’s Video- Anatomy of a Dictatorship</p> | |

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| | | <ul style="list-style-type: none"> <li data-bbox="774 289 1274 375">• Analyze how radio, movies, newspapers, and popular magazines created mass culture. <li data-bbox="774 412 1274 683">• Explain the growth of distinctively American art and literature from the social realists to the “lost generation,” examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity, and asses how increased leisure time prompted the growth of professional sports, amusement parks, and national parks. <li data-bbox="774 721 1274 834">• Evaluate the waning of Progressivism and the “return to normalcy,” and describe the goals and evaluate the effects of Republican foreign policy. | | | |

GRADE 11

UNITED STATES ERA 8: THE GREAT DEPRESSION AND WORLD WAR II 1929 - 1945

| Content Standards | Performance Standards | Benchmarks | Instructional Strategies | Resources | Evidence of Learning |
|---|--|--|--------------------------|---|----------------------|
| <p><u>Standard 1</u> The Great Depression and how it affected American society.</p> <p>1A The student understands the causes of the crash of 1929 and the Great Depression.</p> <p>1B The student understands how American life changed during the 1930s.</p> <p>.</p> <p><u>Standard 2</u> How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.</p> <p>2A The student understands the New Deal and the presidency of</p> | <ul style="list-style-type: none"> • Compare competing historical narratives. • Analyze multiple causation. Evaluate major debates among historians. • Formulate a position or course of action on an issue. • Consider multiple perspectives. | <ul style="list-style-type: none"> • Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. • Analyze the causes and consequences of the stock market crash of 1929. • Evaluate the causes of the Great Depression, explain the global context of the depression, and the reasons for the worldwide economic collapse. • Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration’s responses. • Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. • Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises. • Analyze the impact of the Great Depression on the American family and on the ethnic and racial minorities. | | <p>Video- Depression Tape</p> <p>Book- Grapes of Wrath, Dust Bowl</p> | |

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| Content Standards | Performance Standards | Benchmarks | Instructional Strategies | Resources | Evidence of Learning |
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| <p>Franklin D. Roosevelt.</p> <p>2B The student understands the impact of the New Deal on workers and the labor movement.</p> <p>2C The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.</p> | <ul style="list-style-type: none"> • Assess the importance of the individual in history. • Compare and contrast differing sets of ideas. Analyze cause-and-effect relationships. • Examine the influence of ideas. • Consider multiple perspectives. Formulate a position or course of action on an issue. • Compare and contrast differing sets of ideas and values. • Evaluate the implementation of a decision. | <ul style="list-style-type: none"> • Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. • Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each, and explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley. • Analyze the factors contributing to the forging of the Roosevelt coalition in 1936 and explain its electoral significance in subsequent years. • Explain how New Deal legislation and policies affected American workers and the labor movement and explain the re-emergence of labor militancy and the struggle between craft and industrial unions. • Evaluate labor union positions on minority and women workers and explain the impact of the New Deal on nonunion workers. • Identify the leading opponents of New Deal policies and assess their arguments. • Explain the reasoning of the Supreme Court decisions on early New Deal legislation and evaluate the Roosevelt administration’s response. • Evaluate the significance and legacy of the New Deal. | | | |

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UNITED STATES ERA 8: THE GREAT DEPRESSION AND WORLD WAR II 1929 - 1945

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| <p><u>Standard 3</u> The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.</p> <p>3A The student understands the international background of World War II.</p> <p>3B The student understands World War II and how the Allies prevailed.</p> <p>3C The student understands the effects of World War II at home.</p> | <ul style="list-style-type: none"> • Analyze multiple causation. • Challenge arguments of historical inevitability. • Draw upon data in historical maps. • Analyze cause-and-effect relationships. Formulate a position or course of action on an issue. • Marshal evidence of antecedent circumstances. • Draw upon data in historical maps. Interrogate historical data. Hypothesize the influence of the past. • Evaluate major debates among historians. • Utilize visual and quantitative data. • Evaluate the implementation of a decision. • Compare and contrast differing sets of ideas. • Interrogate historical data. | <ul style="list-style-type: none"> • Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. • Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. • Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. • Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy and evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. • Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. • Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters, analyze Hitler’s “final solution” and the Allies’ responses to the Holocaust and war crimes, and evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. • Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision and explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. • Explain the purposes and organization of the United Nations. | | | |

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UNITED STATES ERA 8: THE GREAT DEPRESSION AND WORLD WAR II 1929 - 1945

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| | | <ul style="list-style-type: none"> • Explain how the United States mobilized its economic and military resources during World War II. • Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. • Analyze the effects of World War II on gender roles and the American family. • Evaluate how Americans viewed their achievements and global responsibilities at war's end. | | | |

GRADE 11

UNITED STATES ERA 9: POSTWAR UNITED STATES 1945 – 1970’s

| Content Standards | Performance Standards | Benchmarks | Instructional Strategies | Resources | Evidence of Learning |
|--|---|--|--------------------------|-----------|----------------------|
| <p><u>Standard 1</u> The economic boom and social transformation of postwar United States.</p> <p>1A The student understands the extent and impact of economic changes in the postwar period.</p> <p>1B The student understands how the social changed of the postwar period affected various Americans.</p> <p>1C The student understands how postwar science augmented the nation’s economic strength, transformed daily life, and influenced the world economy.</p> | <ul style="list-style-type: none"> • Analyze cause-and-effect relationships. • Consider multiple perspectives. • Hypothesize the influence of the past on the present. • Explain historical continuity and change. Examine the influence of ideas. • Assess the importance of the individual in history. | <ul style="list-style-type: none"> • Explain the reasons for the sustained growth of the postwar consumer economy. • Explain the growth of the service, white collar, and professional sectors of the economy that led to the enlargement of the middle class and analyze the continued gap between poverty and the rising affluence of the middle class. • Evaluate the effects of the GI Bill on American society and examine the rapid growth of secondary and collegiate education and the role of new governmental spending on educational programs. • Explain the reasons for the “return to domesticity” and how it affected family life and women’s careers. • Explore the influence of popular culture and analyze the role of the mass media in homogenizing American culture. • Explore how the new relationship between science and government after World War II created a new system of scientific research and development and assess the significance of research and scientific breakthroughs in promoting the U.S. space program. • Identify various pioneers in modern scientific research and explain how their work has changed contemporary society. • Examine how American technology ushered in the communications revolution and assess its global influence. | | | |

GRADE 11

UNITED STATES ERA 9: POSTWAR UNITED STATES 1945 – 1970’s

| Content Standards | Performance Standards | Benchmarks | Instructional Strategies | Resources | Evidence of Learning |
|---|---|---|--------------------------|-----------|----------------------|
| <p><u>Standard 2</u> How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.</p> <p>2A The student understands the international origins and domestic consequences of the Cold War.</p> <p>2B The student understands United States foreign policy in Africa, Asia, the Middle East, and Latin America.</p> <p>2C The student understands the foreign and domestic consequences of U.S. involvement in Vietnam.</p> | <ul style="list-style-type: none"> • Analyze cause-and-effect relationships. Hold interpretations of history as tentative. • Formulate a position or course of action on an issue. • Evaluate the implementation of decision. • Marshal evidence of antecedent circumstances. • Analyze multiple causation. • Interrogate historical data. Appreciate historical perspectives. • Differentiate between historical facts and historical interpretations. • Formulate a position or course of action on an issue. | <ul style="list-style-type: none"> • Evaluate the “flawed peace” resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts and explain the origins of the Cold War and the advent of nuclear politics. • Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. • Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. • Explain the rationale, implementation, and effectiveness of the U.S. containment policy and explain the popular uprisings against communist governments in Eastern Europe and evaluate how they affected U.S. foreign policy. • Analyze the change from confrontation to coexistence between the Soviet Union and the United States. • Analyze American policies toward independence movements in Africa, Asia, the Caribbean, and the Middle East. • Assess U.S. relations with Israel and explain how Arab-Israeli crises influenced American foreign policy during the Cold War. • Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. • Explain the composition of the American forces recruited to fight the war and evaluate how Vietnamese and American experienced the war and how the war continued to affect postwar politics and culture. | | | |

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UNITED STATES ERA 9: POSTWAR UNITED STATES 1945 – 1970’s

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| <p><u>Standard 3</u> Domestic policies after World War II.</p> <p>3A The student understands the political debates of the post-World War II era.</p> <p>3B The student understands the “New Frontier” and the “Great Society.”</p> <p><u>Standard 4</u> The struggle for racial and gender equality and for the extension of civil liberties.</p> <p>4A The student understands the “Second Reconstruction” and its advancement of civil rights.</p> <p>4B The student understands the women’s movement for civil rights</p> | <ul style="list-style-type: none"> • Assess the importance of the individual in history. • Analyze cause-and-effect relationships. • Formulate a position or course of action on an issue. • Utilize visual and quantitative data. • Hold interpretations of history as tentative. • Evaluate the implementation of a decision. Evaluate major debates among historians. • Analyze multiple causation. • Analyze cause-and-effect-relationships. Identify issues and problems in the past. • Assess the importance of the individual in history. Marshal evidence of antecedent circumstances. | <ul style="list-style-type: none"> • Explain the provisions of the Paris Peace Accord of 1973 and evaluate the role of the Nixon administration. • Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam War. • Evaluate Truman’s civil rights policies and their effect on splintering the Democratic party. • Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. • Evaluate Eisenhower’s “Modern Republicanism” in relation to the economy and other domestic issues. • Examine the role of the media in the election of 1960. • Evaluate the domestic policies of Kennedy’s “New Frontier.” • Evaluate the legislation and programs enacted during Johnson’s presidency and assess the effectiveness of the “Great Society” programs. • Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. • Evaluate the Warren Court’s reasoning in <i>Brown v. Board of Education</i> and its significance in advancing civil rights and explain the resistance to civil rights in the south between 1954 and 1965. • Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies and asses the reasons for the | | | |

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UNITED STATES ERA 9: POSTWAR UNITED STATES 1945 – 1970’s

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| <p>and equal opportunity.</p> <p>4C The student understands the Warren Court’s role in addressing civil liberties and equal rights.</p> | <ul style="list-style-type: none"> • Evaluate the implementation of a decision. • Formulate a position or course of action on an issue. • Consider multiple perspectives. • Interrogate historical data. • Challenge arguments of historical inevitability. | <p>effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement.</p> <ul style="list-style-type: none"> • Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from <i>de jure</i> to <i>de facto</i> segregation. • Analyze the factors contributing to modern feminism and compare the ideas, agendas, and strategies of feminist and counter-feminist organizations. • Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. • Evaluate the conflicting perspectives over the Equal Rights Amendment, Title VII, and <i>Roe v. Wade</i>. • Analyze the expansion of due process rights in such cases as <i>Gideon v. Wainwright</i> and <i>Miranda v. Arizona</i> and evaluate criticism of the extension of these rights for the accused. • Assess the effectiveness of the judiciary as opposed to the legislative and executive branches of government in promoting civil liberties and equal opportunities. | | | |

GRADE 11

UNITED STATES ERA 10: CONTEMPORARY UNITED STATES 1968 TO PRESENT

| Content Standards | Performance Standards | Benchmarks | Instructional Strategies | Resources | Evidence of Learning |
|--|--|--|--------------------------|-----------|----------------------|
| <p><u>Standard 1</u> Recent developments in foreign policy and domestic politics.</p> <p>1A The student understands domestic politics from Nixon to Carter.</p> <p>1B The student understands domestic politics in contemporary society.</p> <p>1C The student understands major foreign policy initiatives.</p> | <ul style="list-style-type: none"> • Assess the importance of the individual in history. Compare and contrast differing policies. • Formulate historical questions. Examine the influence of ideas. • Compare and contrast differing sets of ideas. • Identify issues and problems in the past. • Examine the influence of ideas. • Analyze multiple causation. • Analyze cause-and-effect relationships. • Hypothesize the influence of the past. Analyze multiple causation. | <ul style="list-style-type: none"> • Evaluate the effectiveness and efforts of the Nixon, Ford, and Carter administrations in addressing social and environmental issues and the combat of recession and inflation. • Explain the Nixon administration’s involvement in Watergate and examine the role of the media in exposing the scandal and analyze the constitutional issues raised by the Watergate affair and evaluate the effects of Watergate on public opinion. • Explain the conservative reaction to liberalism and evaluate supply-side economic strategies of the Reagan and Bush administrations. • Analyze constitutional issues in the Iran-Contra affair. • Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations. • Assess U.S. policies toward arms limitation and explain improved relations with the Soviet Union. • Assess Nixon’s policy to détente with the USSR and the People’s Republic of China. • Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. • Evaluate Reagan’s efforts to reassert American military power rebuild American prestige and explain the reasons for the collapse of communist governments in Easter Europe and the USSR. • Evaluate the reformulation of foreign policy in the post-Cold War era. | | | |

GRADE 11

UNITED STATES ERA 10: CONTEMPORARY UNITED STATES 1968 TO PRESENT

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| <p><u>Standard 2</u> Economic, social, and cultural developments in contemporary United States.</p> <p>2A The student understands economic patterns since 1968.</p> <p>2B The student understands the new immigration and demographic shifts.</p> <p>2C The student understands changing religious diversity and its impact on American institutions and values.</p> <p>2D The student understands contemporary American culture.</p> <p>2E The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.</p> | <ul style="list-style-type: none"> • Analyze cause-and-effect relationships. • Explain historical continuity and change. • Utilize quantitative data. • Identify issues and problems in the past. • Reconstruct patterns of historical succession and duration. | <ul style="list-style-type: none"> • Explain the increase in income disparities and evaluate its social and political consequences. • Evaluate how scientific advances and technological changes such as robotics and the computer revolution affect the economy and the nature of work. • Assess the effects of international trade, transnational business organization, and overseas competition on the economy. • Analyze the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants and identify the major issues that affected immigrants and explain the conflicts these issues engendered. • Explain the changes in the size and composition of the traditional American family and their ramifications and explain the shifting age structure of the population with aging of the “baby boomers,” and grasp the implication of the “graying of America.” • Analyze how the new immigrants have affected religious diversity. • Analyze how social change and renewed ethnic diversity has affected artistic expression and popular culture. • Explain the influence of media on contemporary American culture. • Explain the reasons for the increased popularity of professional sports and examine the influence of spectator sports on popular culture. • Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation’s charter documents. | | | |

GRADE 11

WORLD ERA 8: HALF-CENTURY OF CRISIS AND ACHIEVEMENT 1900 - 1945

| Content Standards | Performance Standards | Benchmarks | Instructional Strategies | Resources | Evidence of Learning |
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| <p><u>Standard 2</u> The causes and global consequences of World War I.</p> <p>2A The student understands the causes of World War I.</p> <p>2B The student understands the global scope, outcome, and human costs of the war.</p> <p>2C The student understands the causes and consequences of the Russian Revolution of 1917.</p> <p><u>Standard 3</u> The search for peace and stability in the 1920s and 1930s.</p> <p>3A The student understands postwar efforts to achieve lasting peace and social and economic recovery.</p> | <ul style="list-style-type: none"> • Analyze cause-and-effect relationships. • Formulate historical questions. • Analyze multiple causation. • Interrogate historical data. • Evaluate the implementation of a decision. | <ul style="list-style-type: none"> • Analyze the precipitating causes of the war and the factors that produced military stalemate. • Analyze how the Russian Revolution and the entry of the United States affected the course and outcome of the war. • Assess the short-term demographic, social, economic, and environmental consequences of the war’s unprecedented violence and destruction. • Explain the causes of the Russian Revolution of 1917 and analyze why the revolutionary government progressed from moderate to radical. • Explain Leninist political ideology and how the Bolsheviks adapted Marxist ideas to Russia. • Describe the rise of Joseph Stalin to power in the Soviet Union and analyze ways in which collectivization and the first Five-Year Plan disrupted and transformed Soviet society in the 1920s and 1930s. • Analyze the challenges that revolutionary Russia posed to Western governments and explain the impact of the Bolshevik victory on world labor movements. | | | |

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WORLD ERA 8: HALF-CENTURY OF CRISIS AND ACHIEVEMENT 1900 - 1945

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| <p>3B The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s.</p> <p>3C The student understands the interplay between scientific or technological innovations and new patterns of social and cultural life between 1900 and 1940.</p> <p>3D The student understands the interplay of new artistic and literary movements with changes in social and cultural life in various parts of the world in the post-war decades.</p> <p>3E The student understands the causes and global consequences of the Great Depression.</p> | <ul style="list-style-type: none"> • Consider multiple perspectives. • Analyze cause-and-effect relationships. • Interrogate historical data. • Employ quantitative data. • Draw upon visual and literary sources. • Obtain historical data from a variety of sources. • Analyze multiple causation. • Employ quantitative analysis. | <ul style="list-style-type: none"> • Describe the conflicting aims and aspirations of the conferees at Versailles and analyze the responses of major powers to the terms of the settlement. • Explain how the collapse of the German, Hapsburg, and Ottoman empires and the creation of new states affected international relations in Europe and the Middle East. • Analyze how the governments of Britain, France, Germany, and Italy responded to the economic and political challenges of the postwar decade. • Explain aims and policies of European colonial regimes in India, Africa, and Southeast Asia and assess the impact of colonial policies on indigenous societies and economics and Analyze how social and economic conditions of colonial rules, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in India, Africa, Southeast Asia, and the Middle East. • Describe major medical successes in the treatment of infectious diseases and analyze the causes and social costs of the world influenza pandemic on 1918-1919. • Evaluate the impact of World War I and its aftermaths on literature, art, and intellectual life in Europe and the U.S. • Analyze how new media-newspapers, magazines, commercial advertising, film, and radio-contributed to the rise of mass culture around the world. | | | |

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WORLD ERA 8: HALF-CENTURY OF CRISIS AND ACHIEVEMENT 1900 - 1945

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| <p><u>Standard 4</u> The causes and global consequences of World War II.</p> <p>4A The student understands the causes of World War II.</p> <p>4B The student understands the global scope, outcome, and human costs of the war.</p> | <ul style="list-style-type: none"> • Analyze multiple causation. • Evaluate major debates among historians. • Interrogate historical data. • Explain the importance of the individual. • Analyze cause-and-effect relationships. • Formulate historical questions. | <ul style="list-style-type: none"> • Analyze the financial, economic, and social causes of the Depression and why it spread to most parts of the world. • Analyze how the Depression contributed to the growth of socialist and communist movements and how it affected capitalist economic theory and practice in leading industrial powers in Western countries. • Describe how governments, businesses, social groups, families, and individuals endeavored to cope with the hardships of world depression. • Explain the ideologies of fascism and Nazism and analyze how fascist and authoritarian regimes seized power and gained mass support in Italy, Germany, Spain and Japan. • Analyze the relative importance of the legacy of World War I, the depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries as underlying causes of World War II. • Explain German, Italian, Japanese military conquests and drives for empire in the 1930s. • Analyze the consequences of Britain, France, the U.S., and other Western democracies' failure to effectively oppose fascist aggression. • Analyze the precipitating causes of the war and the reasons for early German and Japanese victories. • Analyze the motives and consequences of the Soviet nonaggression pacts with Germany and Japan. | | | |

GRADE 11

WORLD ERA 8: HALF-CENTURY OF CRISIS AND ACHIEVEMENT 1900 - 1945

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| <p><u>Standard 5</u> Major global trends from 1900 to the end of World War II.</p> <p>5A The student understands major global trends from 1900 to the end of World War II.</p> | <ul style="list-style-type: none"> • Analyze cause-and-effect relationships. • Draw comparisons across eras. • Employ quantitative analysis. • Formulate historical questions. | <ul style="list-style-type: none"> • Explain the major turning points of the war, and describe the principal theaters of conflict in Western Europe, Eastern Europe, the Soviet Union, North Africa, Asia, and the Pacific. • Assess how the political and diplomatic leadership of such individuals as Churchill, Roosevelt, Hitler, Mussolini, and Stalin affected the outcome of the war. • Analyze how and why the Nazi regime perpetrated a “war against the Jews” and describe the devastation suffered by Jews and other groups in the Nazi Holocaust. • Assess the consequences of World War II as a total war. • Describe major shifts in world geopolitics between 1900 and 1945 and explain the growing role of the United States in international affairs. • Compare the ideologies, policies, and governing methods of 20th-century totalitarian regimes with those of contemporary democracies and absolutist states of earlier centuries. • Analyze why mass consumer economics developed in some industrialized countries of the world but not in others. • Explain how new technologies and scientific breakthroughs both benefited and imperiled humankind. | | | |

GRADE 11

WORLD ERA 9: THE 20TH CENTURY SINCE 1945: PROMISES AND PARADOXES

| Content Standards | Performance Standards | Benchmarks | Instructional Strategies | Resources | Evidence of Learning |
|---|--|---|--------------------------|-----------|----------------------|
| <p><u>Standard 1</u> How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.</p> <p>1A The student understands major political and economic changes that accompanied post-war recovery.</p> <p>1B The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.</p> <p>1C The student understands how Africa, Asian, and Caribbean peoples achieved independence from European colonial rule.</p> | <ul style="list-style-type: none"> • Analyze cause-and-effect relationships. • Marshal evidence of antecedent circumstances. • Compare and contrast differing values, behaviors, and institutions. Formulate historical questions. • Analyze multiple causation. | <ul style="list-style-type: none"> • Analyze connections between the political stabilization of Western European societies and the Marshall Plan, the European Economic Community, government planning, and the growth of welfare states. • Explain why the United Nations was founded and assess its successes and failures up to the 1970s. • Explain how political, economic, and military conditions prevailing in the mid-1940s led to the Cold War. • Analyze major differences in the political ideologies and values of the Western democracies and the Soviet bloc. • Discuss the impact of Soviet domination on Eastern Europe with changes that occurred in German and Japanese society under Allied occupation and explain the causes and international and local consequences of major Cold War crises, such as the Berlin blockade, the Korean War, the Polish workers’ protest, the Hungarian revolt, the Suez crisis, the Cuban missile crisis, the Indonesian civil war, and the Soviet invasion of Czechoslovakia. • Explain how the Communist Party rose to power in China between 1936 and 1949 and assess the benefits and costs of Communist policies under Mao Zedong, including the Great Leap Forward and the Cultural Revolution. • Analyze how political, diplomatic, and economic conflict and competition between the U.S. and the Soviet Union affected developments in such countries as Egypt, Iran, the Congo, Vietnam, | | | |

GRADE 11

WORLD ERA 9: THE 20TH CENTURY SINCE 1945: PROMISES AND PARADOXES

| Content Standards | Performance Standards | Benchmarks | Instructional Strategies | Resources | Evidence of Learning |
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| <p><u>Standard 2</u> The search for community, stability, and peace in an interdependent world.</p> <p>2B The student understands how increasing economic interdependence has transformed human society.</p> <p>2C The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.</p> <p>2D The student understands major sources of tension and conflict in the contemporary world</p> | <ul style="list-style-type: none"> • Formulate historical questions. • Interrogate historical data. • Formulate a position or course of action on an issue. • Marshal evidence of antecedent circumstances. • Explain historical continuity and change. • Evaluate the implementation of a decision. | <p>Chile, and Guatemala.</p> <ul style="list-style-type: none"> • Analyze interconnections between superpower rivalries and the development of new military, nuclear, and space technology. • Analyze the impact of World War II and postwar global politics on the rise of mass nationalist movements in Africa and Southeast Asia. • Explain how international conditions affected the creation of Israel and analyze why persistent conflict developed between Israel and both Arab Palestinians and neighboring states. <ul style="list-style-type: none"> • Analyze why economic disparities between industrialized and developing countries have persisted or increased and how both neo-colonialism and authoritarian political leadership have affected development in African and Asian countries. • Analyze how the oil crisis and its aftermath in the early 1970s revealed the extent and complexity of global economic interdependence. • Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. • Explain why Cold War tensions eased in the 1970s and analyze how such developments as the Helsinki Accords, the Soviet invasion of Afghanistan, and Reagan-Gorbachev “summit diplomacy” affected progress toward détente. • Explain why the Soviet and other communist governments collapsed and | | | |

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| <p>and efforts that have been made to address them.</p> <p>2F The student understands worldwide cultural trends of the second half of the 20th century.</p> <p><u>Standard 3</u> Major global trends since World War II.</p> <p>3A The student understands major global trends since World War II.</p> | <ul style="list-style-type: none"> • Analyze multiple causation. • Formulate historical questions. • Analyze the influence of ideas • Analyze multiple causation. • Employ quantitative analysis. | <p>the Soviet Union splintered into numerous states in the 1980s and early 1990s.</p> <ul style="list-style-type: none"> • Explain the dismantling of the apartheid system in South Africa and the winning of political rights by the black majority. • Analyze why terrorist movements have proliferated and the extent of their impact on politics and society in various countries. • Analyze the causes, consequences, and moral implications for the world community of mass killings or famines in such places as Cambodia, Somalia, Rwanda, and Bosnia-Herzegovina. • Assess the progress that has been made since the 1970s in resolving conflict between Israel and neighboring states. • Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. • Describe varieties of religious belief and practice in the contemporary world and analyze how the world’s religions have responded to challenged and uncertainties of the late 20th century. • Explain why the Cold War took place and ended and assess its significance as a 20th-century event. <p>Analyze causes of economic imbalances and social inequalities among the world’s peoples and assess efforts made to close these gaps.</p> | | | |