

Course Standards for US History

Domestic Affairs

1. Understand the evolution of the American political system, its ideals, and institutions post-reconstruction.

- a. Cite and analyze evidence that the United States Constitution is a —living document as reflected in Supreme Court cases, Amendments, and presidential actions.
- b. Analyze and evaluate the impact of presidential policies and congressional actions on domestic reform.
- c. Explain and analyze the expansion of federal powers.
- d. Analyze and evaluate the ongoing tension between individual liberty and national security.

2. Understand major social problems and domestic policy issues in post-reconstruction American society.

- a. Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force.
- b. Trace the response of American institutions such as government and non-profit organizations to environmental challenges such as natural disasters, conservation and pollution, and property rights (including but not limited to the expansion of the national park system, the development of environmental protection laws, and eminent domain).
- c. Compare and contrast various social policies such as welfare reform and public health insurance and explain how such social policies are influenced by the persistence of poverty.

Global Affairs

3. Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.

- a. Analyze the effects of imperialism on the foreign policy of the United States from Reconstruction to World War I.
- b. Compare and contrast the arguments between the imperialists and anti-imperialists in the late 19th century and justify why the imperialists prevailed.
- c. Draw conclusions about the causes and effects of American involvement in the world wars.

- d. Analyze the origins and development of the Cold War between the United States and the Soviet Union and their respective allies, including ideology, technology, economics, and geography.
- e. Explain and analyze America's role in international organizations, humanitarian relief, and post-war reconstruction efforts throughout the 20th century.
- f. Analyze and evaluate the causes and effects of the United States' growing involvement in the Middle East and the Persian Gulf.

Civil Rights/Human Rights

4. Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).

- a. Analyze the issues that gave rise to the Civil Rights Movement from post-reconstruction to the modern movement.
- b. Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups.
- c. Analyze the response of federal and state governments to the goals (including but not limited to ending *de jure* and *de facto* segregation and economic inequality) of the Civil Rights Movement.
- d. Evaluate the impact of the Civil Rights Movement in expanding democracy in the United States.
- e. Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African-Americans.
- f. Cite and analyze evidence of the political, economic, and social changes in the United States that expanded democracy for other minority and immigrant groups.

Economics

5. Understand the continuing economic transformation of the United States involving the maturing of the industrial economy, the expansion of big business, the changing demographics of the labor force, and the rise of national labor unions and industrial conflict.

- a. Evaluate the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the United States during the late 19th and early 20th century.
- b. Explain the conditions of industrialization that led to the rise of organized labor and evaluate labor's effectiveness in achieving its goals.

c. Identify and explain migration and immigration patterns that developed from the push-pull effects of economic circumstances.

6. Understand the scope of government involvement in the economy including the following: the regulation of industry and labor, the attempts to manipulate the money supply, and the use of tariffs or trade agreements to protect or expand U.S. business interests.

a. Cite and explain evidence that led to the transition of the U.S. economy from laissez-faire capitalism to an increasingly regulated economy.

b. Analyze and evaluate historical arguments regarding monetary policy.

c. Critique the government's use of tariffs and trade agreements.

d. Evaluate deficit spending as a means of financing government programs.

Culture

7. Understand cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.

a. Examine cultural artifacts (including but not limited to visual art, literature, music, theatre, sports) to contextualize historical developments.

b. Analyze and evaluate the impact of religion on various social movements, domestic/foreign policies, and political debates.

c. Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas.

d. Contrast modernism and traditionalism relating to social change.

e. Cite and explain evidence of the diversity of the United States.

Reading in History/Social Studies	
Key Ideas and Details	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas	
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity	
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Writing	
Text Types and Purposes	
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
WHST.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
WHST.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
WHST.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.11-12.1e	Provide a concluding statement or section that follows from or supports the argument presented.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.