

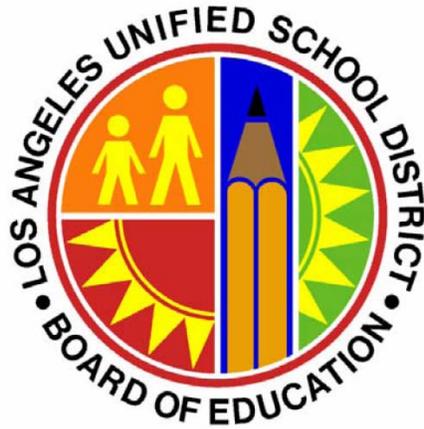
# h Summer School Curricular Maps for Standards-Based Instruction

Secondary  
History/Social Science  
Grades 10 - 12

# S

**Secondary Instructional Support Services**  
Secondary History/Social Science Branch  
March 2015





Los Angeles Unified School District  
Instructional Support Services, Secondary  
Secondary History/Social Science Branch

2015 All rights reserved. Permission is granted in advance for reproduction of this document by Los Angeles Unified School District employees. The content must remain unchanged and in its entirety as published by the District. To obtain permission to reproduce the information (text or charts) contained in this document for any commercial purpose, submit the specifics of your request in writing to the Los Angeles Unified School District, Secondary History/Social Science Branch, 25<sup>th</sup> Floor, 333 S. Beaudry Ave, CA 90017, fax: (213) 241-5207.

Printed in the United States of America.  
March 2015



# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

## 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

<p>1. Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., biographies of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Equality</li> <li>• Natural rights</li> <li>• Revolution</li> <li>• Tyranny</li> <li>• Nationalism</li> <li>• Empire</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p style="color: blue;">Reign of Terror</p>	<p><b>HOURS</b></p> <p style="text-align: center; font-size: 1.2em;">14 Hours</p>
<p>2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p>			
<p>3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</p>			
<p>4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p>			
<p>5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.</p>			

<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Political thought shapes government</i></p> <p>How do ideas drive historical change?          Why do the same ideas have different effects in different places and times?          Are revolutions contagious?          What rights should all humans have?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>Are the concepts of economic and political freedom linked?          Does political independence ensure economic independence?</p>	<p>Does the success of democratic principles depend upon economic freedom?  <i>Big Idea: Individuals and groups as change agents</i>          What rights should all people have?          Are individual rights essential for freedom?          How do citizens, both individually and collectively, influence their government?          How do ideas stimulate revolutionary action?          What causes people to revolt?</p>
---	--

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.			
<p>1. Analyze why England was the first country to industrialize.</p> <p>2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).</p> <p>3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</p> <p>4. Trace the evolution of work and labor, including the demise of the slave trade and effects of immigration, mining and manufacturing, division of labor, and the union movement.</p> <p>5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p> <p>6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p> <p>7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Labor union</li> <li>• Pollution</li> <li>• Romanticism</li> <li>• Social Darwinism</li> <li>• Social reform</li> <li>• Socialism</li> <li>• Urbanization</li> <li>• Entrepreneurship</li> <li>• Communism</li> <li>• Utopianism</li> <li>• Classicism</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p style="color: blue;">Factory Life</p>	<p><u>HOURS</u></p> <p style="font-size: 24pt; text-align: center;">14 Hours</p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Political thought shapes government</i></p> <p>How does the rise of industry change the meanings of freedom and equality?</p> <p>How does political thought respond to modernization?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>Does economic change affect political thought?</p> <p>Does capitalism encourage innovation?</p>		<p>Is progress always a step in the right direction?</p> <p>Is there a relationship between political and economic power?</p> <p>What are the costs of progress?</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>How does necessity inspire innovation?</p> <p>How do people manage change?</p> <p>How do artists/writers shape or reflect their times?</p>	

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.			
	<u>Concepts</u>	<u>Reading Like a Historian Lessons</u>	<u>HOURS</u>
1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	<ul style="list-style-type: none"> <li>• Social Darwinism</li> <li>• Balance of power</li> <li>• Civil service</li> <li>• Cultural diffusion</li> <li>• Ethnocentrism</li> <li>• Non-violence</li> <li>• Resource distribution</li> <li>• Social Structure</li> <li>• Traditional</li> <li>• Imperialism</li> <li>• Colonization</li> </ul>	<p style="color: blue; margin: 0;"><b>Battle of Adwa</b></p> <p style="color: blue; margin: 0;"><b>Sepoy Rebellion</b></p>	<p style="font-size: 24px; margin: 0;"><b>8 Hours</b></p>
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.			
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.			
4. Describe the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.			
<p><b>Sample Essential Questions</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><i>Big Idea: Political thought shapes government</i></p> <p>How does political thought determine relations between different peoples?</p> <p>How does political thought justify the control of other peoples?</p> <p>How do human views of “the other” influence political ideologies?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>How do governments serve economic interests?</p> <p>How do economic interests affect relationships between nations?</p> </div> <div style="width: 48%;"> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Why do people try to control others?</p> <p>What does it mean to be “civilized”?</p> <p>Are dependent relationships reciprocal?</p> <p>How does inequality affect people’s identity?</p> <p>How do religious beliefs and visions inspire resistance?</p> </div> </div>			

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

10.5 Students analyze the causes and course of the First World War.			
<p>1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing civilian population in support of "total war."</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Balance of power</li> <li>• Alliances</li> <li>• Disarmament</li> <li>• Internationalism</li> <li>• Isolationism</li> <li>• Mass communication</li> <li>• Militarism</li> <li>• Propaganda</li> <li>• Genocide</li> <li>• Racism</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p style="color: blue;">Battle of the Somme</p>	<p><b>HOURS</b></p> <p style="text-align: center; font-size: 2em;">14 Hours</p>
<p>2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</p>			
<p>3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</p>			
<p>4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</p>			
<p>5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.</p>			
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Political thought shapes government</i></p> <p>Does nationalism promote or prevent conflict?            Must political freedoms be limited during times of conflict?            How do political ideas inspire personal sacrifice?            Do political alliances promote conflict or cooperation?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>Does conflict or cooperation characterize the world economic</p>		<p>system?</p> <p>Does war inspire economic cooperation or conflict?</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>How do you know if a cause is just?            Is making war sometimes easier than making peace?            Does technology expand or limit choice?            When do the costs outweigh the benefits?            Is it ever too late to quit fighting?</p>	

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

## World History 10B

10.6 Students analyze the effects of the First World War.			
<p>1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of United States's rejection of the League of Nations on world politics.</p> <p>2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p> <p>3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p> <p>4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Disarmament</li> <li>• Total war</li> <li>• Totalitarian dictatorship</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p style="color: blue;">Ataturk and Women's Rights</p>	<p><b>HOURS</b></p> <p style="text-align: right; font-size: 1.2em;">14 Hours</p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Political thought shapes government</i></p> <p>Do powerful nations have a responsibility to ensure global stability?</p> <p>How do maps shape the world?</p> <p>How should victors treat the vanquished?</p> <p>What are the hidden costs of victory?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>What role does economics play in peace?</p> <p>Can money buy peace?</p> <p>Do countries benefit more economically from peace or war?</p>		<p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Should revenge play a role in peace-making?</p> <p>What conditions are necessary for enduring peace?</p> <p>What's the difference between a truce and a peace?</p> <p>Who are the victims of war?</p> <p>How do people overcome loss?</p>	

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

10.7 Students analyze the rise of totalitarian governments after the First World War.			
<p>1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).</p> <p>2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).</p> <p>3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting their common and dissimilar traits.</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Authoritarianism</li> <li>• Command economy / centralization</li> <li>• Collectivism</li> <li>• Communism</li> <li>• Dictatorship</li> <li>• Genocide</li> <li>• Ideology</li> <li>• Indoctrination</li> <li>• Police state</li> <li>• Racism</li> <li>• Anti-Semitism</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p style="color: blue;">Nazi Propaganda</p>	<p><b>HOURS</b></p> <p style="font-size: 2em; font-weight: bold;">12 Hours</p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Political thought shapes government</i></p> <p>Why do people exchange freedom for security?</p> <p>Under what circumstances do governments dehumanize the “other”?</p> <p>How do political philosophies promote the creation of new identities?</p> <p>What is the political power of hope?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>How do times of economic instability affect political outcomes?</p>		<p>Do drastic times require drastic measures?</p> <p>How much control should governments have over the economy?</p> <p>Is nationalism good for business?</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>When do people decide to resist, obey, or compromise?</p> <p>Can one person make a difference?</p> <p>Does a leader have a duty to his or her people?</p> <p>When is power legitimate?</p> <p>What makes power corrupt?</p> <p>Does absolute power corrupt absolutely?</p>	

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

10.8 Students analyze the causes and consequences of World War II.			
	<u>Concepts</u>	<u>Reading Like a Historian Lessons</u>	<u>HOURS</u>
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939.	<ul style="list-style-type: none"> <li>• Racism</li> <li>• Aggression</li> <li>• Anti-Semitism</li> <li>• Appeasement</li> <li>• Expropriation</li> <li>• Occupation</li> <li>• Partition</li> <li>• Non-intervention/ isolationism</li> <li>• Diplomacy</li> </ul>	<p><b>Invasion of Nanking</b></p> <p><b>Appeasement</b></p> <p><b>Nazi Propaganda</b></p>	<p><b>14 Hours</b></p>
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.			
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).			
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).			
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution and the Holocaust resulted in the murder of six million Jewish civilians.			
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China and Japan.			
<p><b>Sample Essential Questions</b></p> <p><u>Big Idea: Political thought shapes government</u></p> <p>What makes an effective leader?</p> <p>Should nations protect the human rights of people in other countries?</p> <p>How should nations respond to aggression?</p> <p>What is a war criminal?</p> <p><u>Big Idea: Economic conflict and cooperation</u></p> <p>How does economic strife give rise to conflict?</p> <p>Are all wars fought over economic interests?</p> <p>How effective are economic weapons?</p>		<p><u>Big Idea: Individuals and groups as change agents</u></p> <p>Who is responsible for enforcing the rules of war?</p> <p>What is a war criminal?</p> <p>Is war ever justified?</p> <p>What are the qualities of an effective leader?</p>	

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

10.9 Students analyze the international developments in the post-World War II world.			
<p>1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p> <p>2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</p> <p>3. Understand the importance of the Truman Doctrine and Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</p> <p>4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p> <p>5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p> <p>6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p> <p>7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p> <p>8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, and NATO, and the Organization of American States.</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Partition</li> <li>• Reconstruction</li> <li>• Cold War</li> <li>• Hegemony</li> <li>• Geopolitics</li> <li>• Intolerance</li> <li>• Nuclear proliferation</li> <li>• Class conflict</li> <li>• Xenophobia</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p style="color: blue;">China's Cultural Revolution</p> <p style="color: blue;">Castro and the United States</p>	<p><b>HOURS</b></p> <p style="font-size: 1.2em;">14 Hours</p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Political thought shapes government</i></p> <p>How does a nation's involvement in international conflicts affect its identity?</p> <p>Can ideas be contained?</p> <p>Should past injustices be redressed? If so, how?</p> <p>How can the weak overcome the strong?</p> <p>On what basis do nations establish alliances?</p>		<p><i>Big Idea: Individuals and groups as change agents</i></p> <p>What is the best way to unify people?</p> <p>Why do people divide the world into "us" and "them"?</p> <p>Can peace be achieved through strength?</p>	

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

*Big Idea: Economic conflict and cooperation*

How does a country's economy affect its stability?

Do you have to spend money to make money?

Does economic investment encourage cooperation or competition?

Do treaties, alliances, and other political structures promote economic growth?

Why do nations fail?

How can people resist governments they consider to be unjust?

Summer School Online

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.			
<p>1. Understand the challenges in the regions, including the geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p> <p>2. Describe the recent history of the regions, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p> <p>3. Discuss the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Apartheid</li> <li>• Autonomy</li> <li>• Developing world/third world</li> <li>• Ethnocentrism</li> <li>• Intolerance</li> <li>• Segregation</li> <li>• Xenophobia</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p style="color: blue;">India Partition</p> <p style="color: blue;">Assassination of Patrice Lumumba</p>	<p><b>HOURS</b></p> <p style="font-size: 2em; text-align: center;">4 Hours</p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Political thought shapes government</i></p> <p>What does it mean to be independent?            How do nations gain respect?            What distinguishes a terrorist from a freedom fighter?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>Why are so many resource-rich countries so poor?            Is nationalism good for business?            Does political independence ensure economic independence?            Who benefits most from capitalism?            What is economic freedom?</p>		<p><i>Big Idea: Individuals and groups as change agents</i></p> <p>What is the best way to unify people?            What challenges do newly independent nations face?            How do newly independent nations meet the challenges they face?</p>	

Summer

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).			
	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Environmental pollution</li> <li>• Global infrastructure</li> <li>• International commerce</li> <li>• Market economy</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p>	<p><b>HOURS</b></p> <p style="text-align: center; font-size: 1.2em;">2 Hours</p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Political thought shapes government</i> To what extent is the spread of political ideologies driven by other interests?</p> <p><i>Big Idea: Economic conflict and cooperation</i> What are the costs of free trade?</p>		<p><i>Big Idea: Individuals and groups as change agents</i> How can people balance tradition and modernity? What are the costs and benefits of globalization? Does technology bring countries closer together or drive them apart?</p>	

Summer

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

## US History 11A

11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.			
<p>1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Society</li> <li>• Constitution</li> <li>• Democracy</li> <li>• Natural Rights</li> <li>• Civil War</li> <li>• Development</li> <li>• Growth</li> <li>• Anarchism</li> <li>• Revolution</li> <li>• Federalism</li> <li>• Reconstruction</li> <li>• Demographics</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p>	<p><b>HOURS</b></p> <p style="font-size: 1.5em;">10 Hours</p>
<p>2. Analyze the ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights.</p>			
<p>3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.</p>			
<p>4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.</p>			
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>What does it mean to be an American?</p> <p>Does joining a group affect a person’s freedom?</p> <p>How important is individual participation to change?</p> <p>Do citizens both individually and collectively influence government policy?</p> <p>What is a nation’s responsibility to the public good?</p> <p><i>Big Idea: The evolution of democracy</i></p> <p>How democratic is the United States?</p> <p>How are individual rights protected against the rights of the majority?</p>		<p>Should freedom and equality have limitations?</p> <p>What are the responsibilities of citizens in a democracy?</p> <p><i>Big Idea: The American Identity</i></p> <p>What does it mean to be an American?</p> <p>What does “all men are created equal” mean?</p> <p>What rights should everyone in the United States have?</p> <p>How essential is compromise to democracy?</p>	

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.			
<p>1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities).</p> <p>2. Analyze the great religious revivals and the leaders involved, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in 19th century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.</p> <p>3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).</p> <p>4. Discuss the expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century.</p> <p>5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Ideology</li> <li>• Social Darwinism</li> <li>• Social reform</li> <li>• Revival</li> <li>• Intolerance</li> <li>• Fundamentalism</li> <li>• Religious pluralism</li> <li>• Separation of church and state</li> <li>• Social gospel</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p><a href="#">Scopes Trial</a></p>	<p><b>HOURS</b></p> <p style="font-size: 1.5em;"><b>10 Hours</b></p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>What are the responsibilities of citizens in a democracy?            Do religious movements shape ideas about democracy?            Do religious movements change society?            What are the effects of religious intolerance?            Should morality shape laws?</p> <p><i>Big Idea: The evolution of democracy</i></p> <p>Is there a connection between religious tolerance and democracy?</p>		<p>Does religion impact society?  <i>Big Idea: The American Identity</i></p> <p>What role does religion play in envisioning the American dream?            Does religious pluralism affect American identity?            Does a belief system unite or divide people?</p>	

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.			
<p>1. Know the effect of industrialization on living and working conditions, including the treatment of working conditions and food safety in Upton Sinclair’s <i>The Jungle</i>.</p> <p>2. Describe the changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class.</p> <p>3. Trace the effect of the Americanization movement.</p> <p>4. Analyze the effect of urban political machines and responses by immigrants and middle-class reformers.</p> <p>5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</p> <p>6. Trace the economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography.</p> <p>7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).</p> <p>8. Examine the effect of political programs and activities of Populists.</p> <p>9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the 16th Amendment, Theodore Roosevelt, Hiram Johnson).</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Corporation</li> <li>• Dissent</li> <li>• industrialization</li> <li>• Progressivism</li> <li>• Regulation</li> <li>• Social Darwinism</li> <li>• Trusts</li> <li>• Pluralism</li> <li>• Immigration</li> <li>• Industrial Revolution</li> <li>• Reform</li> <li>• Industrialization</li> <li>• Urbanization</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p><a href="#">Political Bosses</a></p> <p><a href="#">Jacob Riis</a></p> <p><a href="#">Settlement House Movement</a></p> <p><a href="#">Japanese Segregation in San Francisco</a></p>	<p><b>HOURS</b></p> <p style="text-align: center; font-size: 1.2em;"><b>16 Hours</b></p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Does economics play a role in society’s view of equality?</p> <p>What is a nation’s responsibility to the public good?</p> <p>What are the perils of progress?</p> <p>What is progress?</p> <p>Is there a difference between progress and development?</p> <p><i>Big Idea: The evolution of democracy</i></p> <p>What is progress?</p> <p>What must the government do to “promote the general welfare?”</p> <p>Why do laws change over time?</p>		<p>Can we learn from failure?</p> <p>Does the government protect the rights of all people?</p> <p><i>Big Idea: The American Identity</i></p> <p>What is the relationship between immigration and the American identity?</p> <p>Should government promote the “American Dream”?</p> <p>Can America accommodate all people?</p> <p>Are free markets really free?</p> <p>Is capitalism essential to America?</p> <p>Is there a common American ideal?</p>	

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.			
1. List the purpose and the effects of the Open Door policy.	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Foreign policy</li> <li>• Imperialism</li> <li>• Interventionism</li> <li>• Jingoism</li> <li>• Pacifism</li> <li>• Expansionism</li> </ul>	<b>Reading Like a Historian Lessons</b>  <a href="#">Maine Explosion</a>  <a href="#">Spanish-American War</a>  <a href="#">Philippine-American War Political Cartoon</a>  <a href="#">Soldiers in the Philippines</a>  <a href="#">US Entry into WWI</a>  <a href="#">Sedition in WWI</a>  <a href="#">League of Nations</a>  <a href="#">Chicago Race Riots of 1919</a>	<b>HOURS</b>  <div style="font-size: 2em; font-weight: bold;">10 Hours</div>
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.			
3. Discuss America’s role in the Panama Revolution and the building of the Panama Canal.			
4. Explain Roosevelt’s Big Stick diplomacy, Taft’s Dollar Diplomacy, and Wilson’s Moral Diplomacy, drawing on relevant speeches.			
5. Analyze the political, economic, and social ramifications of World War I on the home front.			
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.			
<b>Sample Essential Questions</b> <i>Big Idea: Individuals and groups as change agents</i> Can one person make a difference? Does might make right? What does it mean to be a world power? Do responsibilities come with being a world power? <i>Big Idea: The evolution of democracy</i> Should all governments be democratic?		Does the United States have the right or responsibility to spread democracy? Does American foreign policy adhere to democratic ideals? <i>Big Idea: The American Identity</i> Is the United States obligated to spread its values? Can the “American Dream” be used to further political goals?	

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.			
	<b>Concepts</b>	<b>Reading Like a Historian Lessons</b>	<b>HOURS</b>
1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.	<ul style="list-style-type: none"> <li>• Equal rights</li> <li>• Industrialization</li> <li>• Suffrage</li> <li>• Isolationism</li> <li>• Mass production</li> <li>• Prohibition</li> <li>• Mass media</li> <li>• Segregation</li> <li>• Popular culture</li> <li>• Renaissance</li> </ul>	<p><b>Background on Women's Suffrage</b></p> <p><b>Anti-Suffragists</b></p> <p><b>Prohibition</b></p> <p><b>Marcus Garvey</b></p> <p><b>Palmer Raids</b></p> <p><b>Mexican American Labor</b></p> <p><b>Booker T Washington vs. W.E.B. DuBois</b></p>	<b>14 Hours</b>
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.			
3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).			
4. Analyze the passage of the 19th Amendment and the changing role of women in society.			
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).			
6. Trace the growth and effects of radio and movies and their role in the wide world diffusion of popular culture.			
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.			
<b>Sample Essential Questions</b> <i>Big Idea: Individuals and groups as change agents</i> Does gender affect liberty? What happens when cultures collide? Must old and new ideas clash? Should morality shape laws? What is worth fighting for? What causes people to be suspicious of others?		<i>Big Idea: The evolution of democracy</i> Does economic status influence equality? Does culture shape politics? <i>Big Idea: The American Identity</i> How can the minority change the minds of the majority? How does advertising reflect and reinforce American identity? What happens when dreams are deferred? Is the American Dream exclusive?	

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

## US History B

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.			
<p>1. Describe the monetary issues of the late 19th and early 20th century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's.</p> <p>2. Understand the principal explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis.</p> <p>3. Discuss the human toll of the Depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</p> <p>4. Analyze the effects and controversies of New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam).</p> <p>5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farm Workers in California.</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Extremism</li> <li>• Government activism</li> <li>• Government expansion</li> <li>• Public works</li> <li>• Separation of powers</li> <li>• Unemployment</li> <li>• Welfare program</li> <li>• Organized labor</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p><b>Social Security</b></p> <p><b>New Deal SAC</b></p> <p><b>The Dust Bowl</b></p>	<p><b>HOURS</b></p> <p><b>10 Hours</b></p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>What is a nation's responsibility to the public good?</p> <p>How should nations respond to crises?</p> <p>Can one person make a difference?</p> <p>What can be learned from failure?</p> <p>Do national crises unite or divide?</p> <p>How does a government gain the trust of the people?</p>		<p><i>Big Idea: The evolution of democracy</i></p> <p>What is the "greater good"?</p> <p>Do we learn from the past?</p> <p>Are people entitled to "freedom from want"?</p> <p><i>Big Idea: The American Identity</i></p> <p>Are all people entitled to the American Dream?</p> <p>Is a stable economy needed to make the American Dream possible?</p> <p>Do times of crisis undermine Americans' sense of self?</p>	

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

11.7 Students analyze the American participation in World War II.			
<p>1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</p> <p>2. Explain United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</p> <p>3. Identify the role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Codetalkers).</p> <p>4. Analyze Roosevelt’s foreign policies during World War II (e.g., Four Freedoms speech).</p> <p>5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the role of women in military production; the role and growing political demands of African Americans.</p> <p>6. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.</p> <p>7. Discuss the decision to drop atomic bombs and the consequences (Hiroshima and Nagasaki).</p> <p>8. Analyze the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and its importance to the U.S. economy.</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Dictatorship</li> <li>• Genocide</li> <li>• Internment</li> <li>• National security</li> <li>• Sphere of influence</li> <li>• Hegemony</li> <li>• Geopolitics</li> <li>• Foreign aid</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p><b>Japanese Internment</b></p> <p><b>Zoot Suit Riots</b></p> <p><b>The Atomic Bomb</b></p>	<p><b>HOURS</b></p> <p><b>12 Hours</b></p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Should individual rights be limited in wartime?</p> <p>Do national crises unite or divide?</p> <p>What are the costs of war?</p> <p>Who pays the costs of war?</p> <p>What is sacrifice?</p> <p>What motivates people to make sacrifices for their country?</p> <p>Does the government have obligations to those who make sacrifices for the nation?</p>		<p><i>Big Idea: The evolution of democracy</i></p> <p>Are people entitled to “freedom from want”?</p> <p>Must civil liberties be limited during times of war?</p> <p>Can changing technology affect the actions and power of government?</p> <p><i>Big Idea: The American Identity</i></p> <p>Does a national identity change during wartime?</p> <p>How does a nation preserve the safety of its people?</p> <p>How do minority groups preserve and enrich the American identity?</p>	

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

11.9 Students analyze United States foreign policy since World War II.			
<p>1. Discuss the establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.</p> <p>2. Understand the role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.</p> <p>3. 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>4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).</p> <p>5. Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War.</p> <p>6. Describe the strategic, political, and economic factors in Middle East policy, including those related to the Gulf War.</p> <p>7. Examine U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues.</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Racism</li> <li>• Aggression</li> <li>• Anti-Semitism</li> <li>• Appeasement</li> <li>• Expropriation</li> <li>• Occupation</li> <li>• Partition</li> <li>• Non-intervention/ isolationism</li> <li>• Diplomacy</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p><a href="#">The Cold War</a></p> <p><a href="#">Cuban Missile Crisis</a></p> <p><a href="#">Guatemala</a></p> <p><a href="#">Korean War</a></p> <p><a href="#">Truman and MacArthur</a></p> <p><a href="#">Gulf of Tonkin Resolution</a></p> <p><a href="#">Anti-Vietnam War Movement</a></p> <p><a href="#">Castro and the United States</a></p>	<p><b>HOURS</b></p> <p><b>10 Hours</b></p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>What causes people to be suspicious of others?</p> <p>What causes nations to distrust each other?</p> <p>What are the obligations of a super power?</p> <p>How are foreign and domestic policies connected?</p> <p><i>Big Idea: The evolution of democracy</i></p> <p>Can changing technology affect the actions and power of government?</p> <p>Can money be used as a weapon?</p>		<p>Should democracies befriend undemocratic nations?</p> <p>Does war inspire economic cooperation or conflict?</p> <p>Do domestic and international policies intersect?</p> <p>Can you have both liberty and security?</p> <p><i>Big Idea: The American Identity</i></p> <p>How has the United States influenced other nations?</p> <p>How have rebels shaped American identity?</p> <p>How should threats to the United States be handled?</p> <p>What role does American capitalism play in transnational entities?</p> <p>Is containment more effective than engagement?</p>	

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

11.8 Students analyze the economic boom and social transformation of post-World War II America.			
<p>1. Trace the growth of service sector, white collar, and professional sector jobs in government and business.</p> <p>2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.</p> <p>3. Examine Truman’s labor policy and congressional reaction to it.</p> <p>4. Analyze new federal government spending on defense, welfare, interest on the national debt, and Federal and state spending on education, including the California Master Plan.</p> <p>5. Describe the increased powers of the presidency in response to the Great Depression, World War II and the Cold War.</p> <p>6. Discuss the diverse environmental regions in North America, their relation to particular forms of economic life, and the origins and prospects of environmental problems in those regions.</p> <p>7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.</p> <p>8. Discuss forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Military industrial complex</li> <li>• Standard of living</li> <li>• Ideology</li> <li>• Geopolitics</li> <li>• Nuclear age</li> <li>• Sphere of influence</li> <li>• Hegemony</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p>	<p><u>HOURS</u></p> <p style="font-size: 24pt;"><b>10 Hours</b></p>
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>How much power should the president have?</p> <p>Are people shaped by their environment or vice versa?</p> <p><i>Big Idea: The evolution of democracy</i></p> <p>What role does education play in a democratic society?</p> <p>Does technology expand or restrict freedom?</p> <p>How does immigration impact society?</p>		<p>Does culture shape politics?</p> <p>How does economic change impact society?</p> <p><i>Big Idea: The American Identity</i></p> <p>Does conformity threaten freedom?</p> <p>Does technology shape who we are or can be?</p> <p>Is innovation an essential ingredient in America’s growth?</p> <p>Do representations of an idealized America shape behavior?</p>	

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

11.10 Students analyze the development of federal civil rights and voting rights developments.			
	<u>Concepts</u>	<u>Reading Like a Historian Lessons</u>	<u>HOURS</u>
1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African American service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.	<ul style="list-style-type: none"> <li>• Civil disobedience</li> <li>• Civil rights</li> <li>• Equal opportunity</li> <li>• Integration</li> <li>• Nonviolence</li> <li>• Segregation</li> <li>• Freedom of expression</li> <li>• Judicial activism</li> </ul>	<p><b>Montgomery Bus Boycott</b></p> <p><b>Civil Rights Act of 1964</b></p>	<p><b>12 Hours</b></p>
2. Examine and analyze the key events, policies and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.			
3. Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.			
4. Examine the role of civil rights advocates (e.g., biographies of A. Philip Randolph, Martin Luther King Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King’s “Letter from Birmingham Jail” and “I Have a Dream” Speech.			
5. Discuss the diffusion of the civil rights movement from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.			
6. Analyze the passage and effect of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment with an emphasis on equality of access to education and to the political process.			
7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the 19th Amendment to the movement launched in the 1960s, including differing perspectives on the role of women.			
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Do people shape their government?            Has the meaning of citizenship evolved?            Are freedom and equality the same thing?            What is the price of freedom?            What does “liberty and justice for all mean?”            Can one person make a difference?            Do people have the right to resist unjust laws?  <i>Big Idea: The evolution of democracy</i>            Does the American justice system adequately protect individual rights?</p>		<p>What impact does activism make on national policy?            How does an individual become empowered?            Is equality possible?  <i>Big Idea: The American Identity</i>            Did the civil rights movement redress civil wrongs?            What role does race play in shaping American identity?            How does the justice system exclude or expand equality of opportunity?            Are Americans entitled to equality of opportunity or equality of outcome?</p>	

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.			
	<b>Concepts</b>	<b>Reading Like a Historian Lessons</b>	<b>HOURS</b>
1. Discuss the reasons for the nation’s changing immigration policy with emphasis on the way the Immigration Act of 1965 and successor acts have transformed American society.	<ul style="list-style-type: none"> <li>• Immigration</li> <li>• Environmental protection</li> <li>• Demographic change</li> <li>• Pluralism</li> <li>• Multiculturalism</li> <li>• Political left</li> <li>• Political right</li> <li>• Counterculture</li> </ul>	<p style="color: blue; margin: 0;"><b>Women in the 1950’s</b></p> <p style="color: blue; margin: 0;"><b>Great Society</b></p>	<p style="font-size: 1.2em; margin: 0;"><b>6 Hours</b></p>
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy).			
3. Describe the changing role of women in society as reflected in the major entry of women into the labor force and the changing family structure.			
4. Explain the constitutional crisis originating from the Watergate scandal.			
5. Trace the impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.			
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies.			
7. Explain how the federal, state and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, international migration, decline of the family farm, increase in out-of-wedlock births, and drug abuse.			
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Do Americans have a responsibility to each other?</p> <p>What is the environmental impact of growth and development?</p> <p>What obligations to future generations do people have?</p> <p><i>Big Idea: The evolution of democracy</i></p> <p>How can Americans “insure the blessings of liberty to ourselves and our posterity”?</p>		<p>How does a nation lose the trust of its people?</p> <p>Do government services foster independence or dependency?</p> <p><i>Big Idea: The American Identity</i></p> <p>What does it mean to be an American?</p> <p>Does opening doors for some close them for others?</p> <p>What experiences do immigrant groups share?</p> <p>Is mistrust of government an American condition?</p>	

# GRADE 12 PRINCIPLES OF ECONOMICS

## STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<b>12.1 Students understand common economic terms and concepts and economic reasoning.</b>	<ul style="list-style-type: none"> <li>• Scarcity</li> <li>• Opportunity cost</li> <li>• Marginal cost</li> <li>• Marginal benefit</li> <li>• Incentives</li> <li>• Private property</li> <li>• Renewable natural resources</li> <li>• Non-renewable natural resources</li> <li>• Market economy</li> <li>• Adam Smith</li> </ul>	10 hours
1. Examine the causal relationship between scarcity and the need for choices.		
2. Explain opportunity cost and marginal benefit and marginal cost.		
3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.		
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.		
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).		

# GRADE 12 PRINCIPLES OF ECONOMICS

## STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<b>12.2 Students analyze the elements of America's market economy in a global setting.</b>	<ul style="list-style-type: none"> <li>• Law of supply and/or demand</li> <li>• Relative scarcity</li> <li>• Price</li> <li>• Products</li> <li>• Goods</li> <li>• Services</li> <li>• Property rights</li> <li>• Competition</li> <li>• Profit</li> <li>• Market price</li> <li>• Price controls</li> <li>• Entrepreneurs</li> <li>• Financial markets</li> <li>• Spatial distribution</li> <li>• Agricultural production</li> <li>• Industrial production</li> </ul>	18 hours
1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.		
2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.		
3. Explain the roles of property rights, competition, and profit in a market economy.		
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.		
5. Understand the process by which competition among buyers and sellers determines a market price.		
6. Describe the effect of price controls on buyers and sellers.		
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.		
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.		

# GRADE 12 PRINCIPLES OF ECONOMICS STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
9. Describe the functions of the financial markets.		
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.		

Standards	Concepts	Instructional Hours
<b>12.3 Students analyze the influence of the federal government on the American economy.</b>	<ul style="list-style-type: none"> <li>• National defense</li> <li>• Environmental concerns</li> <li>• Consumer rights</li> <li>• Fiscal policies</li> <li>• Monetary policies</li> </ul>	8 hours
1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.		
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.		
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.		
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).		

# GRADE 12 PRINCIPLES OF ECONOMICS

## STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<p><b>12.4 Students analyze the elements of the U.S. labor market in a global setting.</b></p>	<ul style="list-style-type: none"> <li>• Labor market</li> <li>• Unionization</li> <li>• Minimum wage</li> <li>• Unemployment insurance</li> <li>• Skilled workers</li> <li>• International competition</li> <li>• Productivity</li> <li>• Capital</li> </ul>	8 hours
<p>1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.</p>		
<p>2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.</p>		
<p>3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>		
<p>4. Explain the effects of international mobility of capital and labor on the U.S. economy.</p>		

# GRADE 12 PRINCIPLES OF ECONOMICS STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
12.5 Students analyze the aggregate economic behavior of the U.S. economy.	<ul style="list-style-type: none"> <li>• Aggregate</li> <li>• Nominal data</li> <li>• Real data</li> <li>• Unemployment rate</li> <li>• Inflation rate</li> <li>• Deflation rate</li> <li>• Interest rate</li> <li>• Short-term interest rate</li> <li>• Long-term interest rate</li> </ul>	8 hours
1. Distinguish between nominal and real data.		
2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.		
3. Distinguish between short-term and long-term interest rates and explain their relative significance.		

# GRADE 12 PRINCIPLES OF ECONOMICS STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<p><b>12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United State’s borders.</b></p>	<ul style="list-style-type: none"> <li>• International trade</li> <li>• Consumption</li> <li>• Production</li> <li>• Trade restrictions</li> <li>• Great Depression</li> <li>• Free trade</li> <li>• International political borders</li> <li>• Territorial sovereignty</li> <li>• Foreign exchange rates</li> <li>• Foreign currenties</li> </ul>	8 hours
<p>1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.</p>		
<p>2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.</p>		
<p>3. Understand the changing role of international political borders and territorial sovereignty in a global economy.</p>		
<p>4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar’s gaining (or losing) value relative to other currencies.</p>		

# GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<p><b>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</b></p>	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• John Locke</li> <li>• Montesquieu</li> <li>• Machiavelli</li> <li>• de Tocqueville</li> <li>• Individual Rights</li> <li>• Public Good</li> <li>• Constitutional System</li> <li>• Declaration of Independence</li> <li>• Human Nature</li> <li>• Limited Power of Government</li> <li>• Federalist Papers</li> <li>• Checks and Balances</li> <li>• Rule of Law</li> <li>• Federalism</li> <li>• Independent Judiciary</li> <li>• Civilian Control of the Military</li> </ul>	8 hours
<p>1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.</p>		
<p>2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.</p>		
<p>3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”</p>		
<p>4. Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the <i>Federalist Papers</i>.</p>		
<p>5. Describe the systems of separated and shared powers, the role of organized interests (<i>Federalist Paper Number 10</i>), checks and balances (<i>Federalist Paper Number 51</i>), the importance of an independent judiciary (<i>Federalist Paper Number 78</i>), enumerated powers, rule of law, federalism, and civilian control of the military.</p>		

# GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
6. Understand that the Bill of Rights limits the powers of the federal government and state governments		

Summer School Only

# GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<p><b>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</b></p>	<ul style="list-style-type: none"> <li>• Bill of Rights</li> <li>• Freedom of Religion</li> <li>• Property Rights</li> <li>• Individual's obligations to participate in government</li> <li>• Civic-mindedness</li> <li>• Public service</li> <li>• Naturalization</li> </ul>	8 hours
<p>1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).</p>		
<p>2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).</p>		
<p>3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.</p>		
<p>4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p>		
<p>5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.</p>		
<p>6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).</p>		

# GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<p><b>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</b></p>	<ul style="list-style-type: none"> <li>• Principles of a free Society</li> <li>• Freedom of Speech</li> <li>• Civil Society</li> <li>• Authoritarian</li> <li>• Totalitarian</li> </ul>	6 hours
<p>1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.</p>		
<p>2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.</p>		
<p>3. Discuss the historical role of religion and religious diversity.</p>		
<p>4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.</p>		

## GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<b>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</b>	<ul style="list-style-type: none"> <li>• United States Constitution</li> <li>• Article II</li> <li>• Article III</li> <li>• Executive Branch</li> <li>• Legislative Branch</li> <li>• Judicial Branch</li> <li>• Enumerated powers</li> </ul>	8 hours
1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.		
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.		
3. Identify their current representatives in the legislative branch of the national government.		
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.		
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.		
6. Explain the processes of selection and confirmation of Supreme Court justices.		

# GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<p><b>12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</b></p>	<ul style="list-style-type: none"> <li>• Basic Freedoms</li> <li>• Equal protection of the law</li> <li>• Fourteenth Amendment</li> <li>• Separation of church and state</li> <li>• Judicial Review</li> <li>• Judicial Activism</li> <li>• Judicial Restraint</li> <li>• Civil Rights</li> </ul>	6 hours
<p>1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.</p>		
<p>2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).</p>		
<p>3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).</p>		
<p>4. Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>United States v. Nixon</i>, with emphasis on the arguments espoused by each side in these cases.</p>		
<p>5. Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Miranda v. Arizona</i>, <i>Regents of the University of California v. Bakke</i>, <i>Adarand Constructors, Inc. v. Peña</i>, and <i>United States v. Virginia</i> (VMI).</p>		

# GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<b>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</b>	<ul style="list-style-type: none"> <li>• Political parties</li> <li>• Election process</li> <li>• Voting</li> <li>• Electoral college system</li> <li>• Lobbying</li> <li>• Nomination process</li> <li>• Primary Elections</li> <li>• Political campaigns</li> <li>• Direct democracy</li> <li>• Local elections</li> <li>• Propositions</li> <li>• Referendums</li> <li>• Recall Elections</li> <li>• Reapportionment</li> <li>• Redistricting</li> </ul>	6 hours
1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.		
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.		
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.		
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).		
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).		
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.		

# GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<b>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</b>	<ul style="list-style-type: none"> <li>• Revenue</li> <li>• Reserved powers</li> <li>• Concurrent powers</li> <li>• Regulations</li> <li>• Executive orders</li> <li>• Cuban Missile Crisis</li> <li>• Great Society Legislation</li> <li>• War Powers Act</li> </ul>	6 hours
1. Explain how conflicts between levels of government and branches of government are resolved.		
2. Identify the major responsibilities and sources of revenue for state and local governments.		
3. Discuss reserved powers and concurrent powers of state governments.		
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.		
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.		
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.		
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.		
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.		

## GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<b>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.</b>	<ul style="list-style-type: none"> <li>• Freedom of the press</li> <li>• Responsible press</li> <li>• Mass media</li> <li>• Public opinion</li> </ul>	4 hours
1. Discuss the meaning and importance of a free and responsible press.		
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.		
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.		

# GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
<p><b>12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.</b></p>	<ul style="list-style-type: none"> <li>• Feudalism</li> <li>• Mercantilism</li> <li>• Socialism</li> <li>• Communism</li> <li>• Monarchies</li> <li>• Parliamentary systems</li> <li>• Liberal democracies</li> <li>• Federal systems</li> <li>• Confederate systems</li> <li>• Unitary systems</li> <li>• Illegitimate power</li> </ul>	6 hours
<p>1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.</p>		
<p>2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).</p>		
<p>3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.</p>		
<p>4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).</p>		
<p>5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.</p>		
<p>6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.</p>		

## GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).		
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.		

Summer School Only

# GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY STANDARDS FOR SUMMER SCHOOL AND INTERSESSION

Standards	Concepts	Instructional Hours
12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.	<ul style="list-style-type: none"><li>• Majority rule</li><li>• Individual rights</li><li>• Civil rights</li><li>• Rule of Law</li></ul>	2 hours