

CALIFORNIA STANDARDS TEST
GRADE 11 HISTORY-SOCIAL SCIENCE
 (Blueprint adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: GRADE 11	# of Items	%
<p>UNITED STATES HISTORY AND GEOGRAPHY: CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth-grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.</p>	60	100%
<p>Reporting Cluster 1 – FOUNDATIONS OF AMERICAN POLITICAL AND SOCIAL THOUGHT (formerly titled FOUNDATIONS OF AMERICAN POLITICAL AND SOCIAL IDEOLOGY)</p>	10	17%
<p>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>	5	
<p>1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</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>	*	

* Standard not ranked for emphasis.

** Emphasis: A=high; B=medium; C=low.

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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.	5	
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).	*	
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.	*	
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).	*	
4. Discuss the expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century.	*	
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.	*	
Reporting Cluster 2 – INDUSTRIALIZATION AND THE U.S. ROLE AS A WORLD POWER (formerly titled INDUSTRIALIZATION AND AMERICA’S ROLE AS A WORLD POWER)	13	22%
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.	7	
1. Know the effect of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s <i>The Jungle</i> .	*	
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.	A**	
3. Trace the effect of the Americanization movement.	*	
4. Analyze the effect of urban political machines and responses by immigrants and middle-class reformers.	A**	
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	A**	
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.	*	

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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).	*	
8. Examine the effect of political programs and activities of Populists.	*	
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).	A**	
11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.	6	
1. List the purpose and the effects of the Open Door policy.	*	
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 homefront.	*	
6. Trace the declining role of Great Britain and the expanding role of the U.S. in world affairs after World War II.	*	
Reporting Cluster 3 – UNITED STATES BETWEEN THE WORLD WARS (formerly titled AMERICA BETWEEN THE WORLD WARS)	12	20%
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.	5	
1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.	*	
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.	A**	
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.	A**	
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).	A**	
6. Trace the growth and effects of radio and movies and their role in the wide world diffusion of popular culture.	*	

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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.	*	
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.	7	
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.	*	
2. Understand the explanations of the principal causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis.	*	
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.	*	
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam).	*	
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.	*	
Reporting Cluster 4 – WORLD WAR II AND FOREIGN AFFAIRS (formerly titled WORLD WAR II: POLITICAL, SOCIAL, AND ECONOMIC IMPACT)	12	20%
11.7 Students analyze the American participation in World War II.	6	
1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	*	
2. Explain United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	*	
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).	*	
4. Analyze Roosevelt's foreign policies during World War II (e.g., Four Freedoms speech).	*	

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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.	*	
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.	*	
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	*	
8. Analyze the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and the importance of a rebuilt Europe to the U.S. economy.	*	
11.9 Students analyze United States foreign policy since World War II.	6	
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.	*	
2. Understand the role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.	*	
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: <ul style="list-style-type: none"> • The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting • The Truman Doctrine • The Berlin Blockade • The Korean War • The Bay of Pigs invasion and the Cuban Missile Crisis • Atomic testing in the American west, the “mutual assured destruction” doctrine, and disarmament policies • The Vietnam War • Latin American policy 	A**	
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).	A**	
5. Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War.	*	
6. Describe the U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.	*	
7. Examine U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues.	*	

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Reporting Cluster 5 – POST-WORLD WAR II DOMESTIC ISSUES (formerly titled POST-WORLD WAR II DOMESTIC ISSUES, DEVELOPMENTS, AND POLICIES)	13	21%
11.8 Students analyze the economic boom and social transformation of post-World War II America.	5	
1. Trace the growth of service sector, white collar, and professional sector jobs in government and business.	*	
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.	A**	
3. Examine Truman’s labor policy and congressional reaction to it.	*	
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.	*	
5. Describe the increased powers of the presidency in response to the Great Depression, World War II and the Cold War.	A**	
6. Discuss the diverse environmental regions in North America, their relation to local economies particular forms of economic life, and the origins and prospects of environmental problems in those regions.	*	
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.	*	
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).	*	
11.10 Students analyze the development of federal civil rights and voting rights.	5	
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.	*	
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.	A**	
3. Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.	*	

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4. Examine the role of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King’s “Letter from Birmingham Jail” and “I Have a Dream” Speech.	A**	
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	A**	
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.	A**	
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.	3	
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.	A**	
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.	A**	
4. Explain the constitutional crisis originating from the Watergate scandal.	A**	
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.	*	

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HISTORICAL AND SOCIAL SCIENCE ANALYSIS SKILLS (Grade 11)***	15	25%
<i>CHRONOLOGICAL AND SPATIAL THINKING</i>		
1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.		
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.		
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.		
4. Students relate current events to the physical and human characteristics of places and regions.		
<i>HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW</i>		
1. Students distinguish valid arguments from fallacious arguments in historical interpretations.		
2. Students identify bias and prejudice in historical interpretations.		
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.		
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.		
<i>HISTORICAL INTERPRETATION</i>		
1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.		
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.		
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.		
4. Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.		
5. Students analyze human modifications of a landscape, and examine the resulting environmental policy issues.		
6. Students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.		

*** The analysis skills are embedded in 15 (25%) of the content items for grade 11.