

RRPS District Standards: SOCIAL STUDIES

Grade 11

Theme: U.S. History (Reconstruction to the present)

6/2009

STRAND I: HISTORY

NM State Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

NM State Benchmarks Grades 9-12

The NM State Social Studies standards document does not specify a grade level for Performance Standards (PS) Grades 9-12. Therefore, the RRPS Social Studies curriculum team, grades 9-12, assigned each state PS to the grade level where it seems most appropriate.

New Mexico State Benchmark I-A: Grades 9-12 New Mexico History: Analyze how people and events of New Mexico have influenced United States and world history since statehood.

NM Grade 11 Performance Standards

1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures.
2. Analyze the geographic, economic, social, and political factors of New Mexico that impacted United States and world history, to include:
 - land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal, and federal government levels
 - urban development
 - role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects).
3. Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Native Code Talkers, New Mexico National Guard, internment camps, Manhattan Project, Bataan Death March).
4. Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience to include:
 - analyze perspectives that have shaped the structures of historical knowledge
 - describe ways historians study the past
 - explain connections made between the past and the present and their impact

NM State Benchmark I-B: Grades 9-12

United States: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.

NM Grade 11 Performance Standards

1. Analyze the impact and changes that Reconstruction had on the historical, political and social developments of the United States.
2. Analyze the transformation of the American economy and the changing social and political conditions in the United States to include:

RRPS Grade 11 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

Power Standard 1 (Benchmark 1-B)

Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:

- analyze perspectives that have shaped the structures of historical knowledge
- describe ways historians study the past
- explain connections made between the past and the present and their impact

Power Standard 2 (Benchmark 1-B)

Analyze the transformation of the American economy and the changing social and political conditions in the United States to include:

- innovations in technology, evolution of marketing techniques, changes to the standard of living, and the rise of consumer culture
- rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie)
- development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting)
- growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted)
- efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers)
- rise and effect of reform movements (e.g., Populists, William Jennings Bryan, Jane Addams, muckrakers)
- conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902)
- progressive reforms (e.g., the national income tax, direct election of senators, women's suffrage, prohibition)

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RRPS Grade 11 Power Standards

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Power Standard 3 (Benchmark 1-B)

Analyze the United States' expanding role in the world during the late 19th and 20th centuries, to include:

- innovations in technology, evolution of marketing techniques, changes to the standard of living, and the rise of consumer culture
 - rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie)
 - development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting)
 - growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted)
 - efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers)
 - rise and effect of reform movements (e.g., Populists, William Jennings Bryan, Jane Addams, muckrakers)
 - conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902)
 - progressive reforms (e.g., the national income tax, direct election of senators, women's suffrage, prohibition).
3. Analyze the United States' expanding role in the world during the late 19th and 20th centuries, to include:
- causes for a change in foreign policy from isolationism to interventionism
 - causes and consequences of the Spanish-American War
 - expanding influence in the Western Hemisphere (e.g., the Panama Canal, Roosevelt Corollary added to the Monroe Doctrine, the "Big Stick" policy, "Dollar Diplomacy")
 - events that led to the United States' involvement in World War I
 - United States' rationale for entry into WWI and impact on military process, public opinion and policy
 - United States' mobilization in WWI (e.g., its impact on politics, economics, and society)
 - United States' impact on the outcome of World War I
 - United States' role in settling the peace (e.g., Woodrow Wilson, Treaty of Versailles, League of Nations, Senator Henry Cabot Lodge, Sr.).
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4. Analyze the major political, economic developments that occurred between World War I and World War II, to include:

- social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, Red Scare)
- causes of the Great Depression (e.g., overproduction, under consumption, credit structure)
- rise of youth culture in the “Jazz Age”
- development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature)
- human and natural crises of the Great Depression (e.g., unemployment, food lines, the Dust Bowl, western migration of Midwest farmers)
- changes in policies, role of government, and issues that emerged from the New Deal (e.g., the Works programs, Social Security, challenges to the Supreme Court)
- role of changing demographics on traditional communities and social structures.

5. Analyze the role of the United States in World War II to include:

- reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor
- events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force)
- major turning points in the war (e.g., the Battle of Midway, D-Day Invasion, dropping of atomic bombs on Japan).

6. Analyze the development of voting and civil rights for all groups in the United States following Reconstruction, to include:

- intent and impact of the 13th, 14th, and 15th Amendments to the Constitution
- segregation as enforced by Jim Crow laws following Reconstruction
- key court cases (e.g., *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*, *Roe v. Wade*)
- roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez)
- the passage and effect of the voting rights legislation on minorities (e.g., 19th Amendment, role of Arizona Supreme Court decision on Native Americans and their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding their voting rights [New Mexico 1962], 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment)
- impact and reaction to the efforts to pass the Equal Rights Amendment
- rise of Black Power, Brown Power, American Indian Movement, United Farm Workers.

RRPS Grade 11 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

Power Standard 4 (Benchmark I-B)

Analyze the major political, economic developments that occurred between World War I and World War II, to include:

- social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, Red Scare)
- causes of the Great Depression (e.g., overproduction, under consumption, credit structure)
- rise of youth culture in the “Jazz Age”
- development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature)
- human and natural crises of the Great Depression (e.g., unemployment, food lines, the Dust Bowl, western migration of Midwest farmers)
- changes in policies, role of government, and issues that emerged from the New Deal (e.g., the Works programs, Social Security, challenges to the Supreme Court)
- role of changing demographics on traditional communities and social structures.

Power Standard 5 (Benchmark I-B)

Analyze the role of the United States in World War II to include:

- reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor
- events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force)
- major turning points in the war (e.g., the Battle of Midway, D-Day Invasion, dropping of atomic bombs on Japan).

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7. Analyze the impact of World War II and the Cold War on United States foreign and domestic policy, to include:

- origins, dynamics, and consequences of the Cold War tensions between the United States and the Soviet Union
- new role of the United States as a world leader (e.g., Marshall Plan, NATO)
- need for, establishment, and support of the United Nations
- implementation of the foreign policy of containment, including the Truman Doctrine
- Red Scare (e.g., McCarthyism, House Un-American Activities Committee, nuclear weapons, arms race)
- external confrontations with communism (e.g., the Berlin Blockade, Berlin Wall, Bay of Pigs, Cuban Missile Crisis, Korea, Vietnam)
- *Sputnik* and the space race
- image of 1950's affluent society
- political protests of Vietnam Conflict (War)
- counter-culture in the 1960s.
- the Watergate scandal and its impact on the US political system today.

8. Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:

- analyze perspectives that have shaped the structures of historical knowledge
- describe ways historians study the past
- explain connections made between the past and the present and their impact.

9. Analyze significant economic developments between World War I and World War II, to include (from Benchmark IV-C):

- economic growth and prosperity of the 1920s
- causes of the Great Depression and the effects on United States economy and government
- New Deal measures enacted to counter the Great Depression expansion of government under New Deal

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Power Standard 6 (Benchmark I-B)

Analyze the development of voting and civil rights for all groups in the United States following Reconstruction, to include:

- intent and impact of the 13th, 14th, and 15th Amendments to the Constitution
- segregation as enforced by Jim Crow laws following Reconstruction
- key court cases (e.g., *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*, *Roe v. Wade*)
- roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez)
- the passage and effect of the voting rights legislation on minorities (e.g., 19th Amendment, role of Arizona Supreme Court decision on Native Americans and their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding their voting rights [New Mexico 1962], 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment)
- impact and reaction to the efforts to pass the Equal Rights Amendment
- rise of Black Power, Brown Power, American Indian Movement, United Farm Workers

Power Standard 7 (Benchmark I-B)

Analyze the impact of World War II and the Cold War on United States foreign and domestic policy, to include:

- origins, dynamics, and consequences of the Cold War tensions between the United States and the Soviet Union
- new role of the United States as a world leader (e.g., Marshall Plan, NATO)
- need for, establishment, and support of the United Nations
- implementation of the foreign policy of containment, including the Truman Doctrine
- Red Scare (e.g., McCarthyism, House Un-American Activities Committee, nuclear weapons, arms race)
- external confrontations with communism (e.g., the Berlin Blockade, Berlin Wall, Bay of Pigs, Cuban Missile Crisis, Korea, Vietnam)
- *Sputnik* and the space race
- image of 1950's affluent society
- political protests of Vietnam Conflict (War)
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NM State Benchmark I-D: Grades 9-12

Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

Power Standard 8 (Benchmark I-D)

Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues.

NM Grade 11 Performance Standards

1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues.
2. Apply chronological and spatial thinking to understand the importance of events in U.S. history.
3. Describe primary and secondary sources and their uses in research.
4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas).
5. Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs, or biases about the subject.
6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.
7. Analyze the evolution of particular historical and contemporary perspectives.
8. Explain how to use technological tools to research data, verify facts and information, and communicate findings.

Power Standard 9 (Benchmark IV-C)

Analyze significant economic developments between World War I and World War II, to include:

- economic growth and prosperity of the 1920s
- causes of the Great Depression and the effects on United States economy and government
- New Deal measures enacted to counter the Great Depression expansion of government under New Deal