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| *Upper Lake High School 2013 1st Quarter Benchmark AssessmentUS History* |
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| Classes Tested: |
| US History |
| AP US History |
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| Content Standards tested: |
| **11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.**  |
| 11.1.1 Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded. |
| 11.1.2 Analyze the ideological origins of the American Revolution, the Founding Fathers’ philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights. |
| 11.1.3 Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization. |
| 11.1.4 Examine the effects of the Civil War and Reconstruction and of the industrial revolu­tion, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.  |
| **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.** |
| 11.2.1 Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's The Jungle. |
| 11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class. |
| 11.2.3 Trace the effect of the Americanization movement. |
| 11.2.4 Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers. |
| 11.2.5 Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders. |
| 11.2.6 Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography. |
| 11.2.7 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody). |
| 11.2.9 Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt). |
| **11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.** |
| 11.3.2 Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian funda­mentalism in current times.  |
| 11.6.5 Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California. |
| **11.10 Students analyze the development of federal civil rights and voting rights.** |
| 11.10.2 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. |