

At the end of High School, students can...



Social Studies

U.S. History
High School



COLORADO
Department of Education

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Social Studies Learning Expectations for U.S. History

Ask and answer historical questions, using primary sources (diaries, photos, newspaper articles) and secondary sources (textbooks, essays, articles), to create interpretations of historical events and periods in modern U.S. History (Reconstruction through today).

Analyze key historical periods and patterns of change over time; analyze continuity and change, causes and effects of significant events, and issues of unity and diversity in U.S. History.

Explain the ideas that influenced events, actions, and eras in modern U.S. History.

Throughout High School, you may find students...

- Analyzing historical sources for historical context (When was the source created? What circumstances led to the source's creation? Where was the source created?); identifying a document's point of view (Who created the document? How can you analyze the perspective for the possible biases of its creator?); researching topics using a variety of sources; writing historical arguments using appropriate evidence and analysis; considering the differences between fact and historical interpretation.
- Tracing what stays the same and what changes in eras and across locations (foreign policy issues, technological revolutions); connecting causes and effects of significant events in U.S. History (World War I, the Great Depression, civil rights movements, the Cold

War, Vietnam); considering the ideas, motivations, complexity, and outcomes of historical events (voting rights, anti-discrimination policies); discussing issues that have unified groups as well as issues that have separated groups.

- Discussing the history of political thought, theory and actions (conservatism, liberalism, fundamentalism) and the effects of political thought on individuals, businesses, and societies; analyzing the roles of conflict, compromise, and cooperation on national unity and diversity (suffrage, Civil Rights); analyzing the role of ideas in American history (populism, progressivism, isolationism); identifying the development and impact of the arts and literature on the culture of the United States (Harlem Renaissance).
- Tracing the immigration patterns of different groups in the United States from Reconstruction to present day (movement away from the Dust Bowl by "Oakies", urbanization during the 20th century); analyzing America's involvement in 20th century conflicts.
- Talking and writing about the causes and effects of major economic fluctuations (industrialization, Roaring '20s, Great Depression); evaluating ideas of economic thinkers (Keynes, Friedman); examining important inventions and entrepreneurs.
- Discussing the Constitution as a flexible document; investigating American foreign policy; outlining the growth and limits of executive power (New Deal, War Powers Act, U.S.A. Patriot Act); examining Supreme Court cases that extend the scope of government power and affect rights of the individual (Plessy v. Ferguson, Brown v. Board of Education, Texas v. Johnson, Tinker v. Des Moines).