A student who is Proficient in United States history accurately analyzes and evaluates the impact of major eras, events, and individuals in United States history since the civil war and reconstruction. Proficient students are able to:

**Industrialism/Industrial Revolution**
- identify the rise of business leaders and their companies as major forces in America (Students’ knowledge should include, for example: John D. Rockefeller, Andrew Carnegie.)
- analyze the development of monopolies and their impact on economic and political policies (Students’ knowledge should include, for example: laissez-faire economics, trusts, trust busting.)
- assess growth of cities (Students’ knowledge should include, for example: influx of immigrants, rural-to-urban migrations, and the racial and ethnic conflicts that ensued.)
- critique the efforts of workers to improve working conditions (Students’ knowledge should include, for example: organizing labor unions, strikes, strike breakers.);
- identify and differentiate the rise and effect of reformers and reform movements (Students’ knowledge should include, for example: William Jennings Bryan, Jane Addams, populists, muckrakers.)
- summarize progressive reforms (Students’ knowledge should include, for example: the national income tax, direct election of senators, women’s suffrage, prohibition, changes to the U.S. Constitution.)

**Imperialism and World War I**
- analyze the causes for a change in foreign policy from isolationism to interventionism and, for example, include the causes and consequences of the Spanish American War
- compare the causes and effects of the U.S.’ expanding influence in the Western Hemisphere (Students’ knowledge should include, for example: the Panama Canal, the Roosevelt Corollary to the Monroe Doctrine, the “Big Stick” policy, “dollar diplomacy”.)
- analyze the events that led to the United States’ involvement in World War I; U.S.’ rationale for entry into World War I; and the impact on military process, public opinion, and policy
- critique the impact the United States’ intervention had on the outcome of World War I and the U. S.’ role in settling the peace (Students’ knowledge should include, for example: Woodrow Wilson, Treaty of Versailles, League of Nations, Senator Henry Cabot Lodge, Sr.)

**Between World War I and World War II**
- draw conclusions about U.S. society from social liberation and conservative reaction during the 1920s (Students’ knowledge should include, for example: flappers, prohibition, the Scopes Trial, the Red Scare.)
- identify and connect the causes of the Great Depression (Students’ knowledge should include, for example: over production, under consumption, credit structure.)
- analyze the human and natural crises of the Great Depression (Students’ knowledge should include, for example: unemployment, food lines, the dust bowl, western migration of Midwest farmers)
• assess the changes in policies, the role of government, and issues that emerged from the New Deal (Students' knowledge should include, for example: the Works Progress Administration (WPA), social security, challenges to the supreme court.)

World War II
• analyze the reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor
• identify and summarize the events on the home front to support the war effort (Students’ knowledge should include, for example: war bond drives, mobilization of the war industry, women and minorities in the work force.)
• summarize the major turning points in the war (Students' knowledge should include, for example: the Battle of Midway, D-Day invasion, dropping of atomic bombs on Hiroshima and Nagasaki.)

Reconstruction and Civil Rights
• investigate the intent and impact of the 13th, 14th, and 15th Amendments to the U.S. Constitution
• analyze segregation as enforced by Jim Crow laws following reconstruction
• identify and connect key court cases (Students’ knowledge should include, for example:: Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade.)
• compare the roles and methods of civil rights advocates (Students' knowledge should include, for example: Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez.)
• analyze the passage and effect of the voting rights legislation on minorities (Students' knowledge should include, for example: 19th Amendment, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment.);

Cold War and Post-Cold War
• analyze the origins, dynamics, and consequences of the cold war tensions between the United States and the Soviet Union
• assess the new role of the United States as a world leader (Students' knowledge should include, for example: the Marshall Plan and NATO.)
• analyze the implementation of the foreign policy of containment, including the Truman Doctrine
• summarize the causes and effects of the Red Scare (Students’ knowledge should include, for example: McCarthyism, House Un-American Activities Committee, nuclear weapons, the Arms Race.)
• draw conclusions from external confrontations with communism (Students’ knowledge should include, for example: the Berlin blockade, the Berlin Wall, Bay of Pigs, the Cuban Missile Crisis, Korea, Vietnam War.);
• analyze the impact of Sputnik and the Space Race
• analyze the reasons for the political protests of the Vietnam War
• evaluate the role of technology in the Information Age
A student who is **Borderline Proficient** in United States history accurately identifies and understands the impact of major eras, events, and individuals in United States history since the civil war and reconstruction. Students are able to:

**Industrialism/Industrial Revolution**
- identify the rise of business leaders and their companies as major forces in America (Students’ knowledge should include, for example: John D. Rockefeller and Andrew Carnegie.)
- understand the development of monopolies and their impact on economic and political policies (Students’ knowledge should include, for example: laissez-faire economics, trusts, trust busting.)
- understand the reasons behind the growth of cities (Students’ knowledge should include, for example: the influx of immigrants, rural-to-urban migrations, and the racial and ethnic conflicts that ensued.)
- recognize the efforts of workers to improve working conditions (Students’ knowledge should include, for example: organizing labor unions, strikes, strike breakers.)
- identify the rise and effect of reformers and reform movements (Students’ knowledge should include, for example: William Jennings Bryan, Jane Addams, populists, muckrakers.)
- recognize progressive reforms (Students’ knowledge should include, for example: the national income tax, direct election of senators, women’s suffrage, prohibition, the impact on the US Constitution.)

**Imperialism and World War I**
- understand the causes for a change in foreign policy from isolationism to interventionism; causes and consequences of the Spanish American war;
- identify the expanding influence in the Western Hemisphere (Students’ knowledge should include, for example: the Panama Canal, Roosevelt Corollary to the Monroe Doctrine, the “Big Stick” policy, “dollar diplomacy”.)
- recall the events that led to the United States’ involvement in World War I, United States’ rationale for entry into World War I, and the impact on military process, public opinion, and policy
- recognize the United States’ impact on the outcome of World War I and the United States’ role in settling the peace (Students’ knowledge should include, for example: Treaty of Versailles, League of Nations, Woodrow Wilson, Senator Henry Cabot Lodge, Sr.);

**Between World War I and World War II**
- define social liberation and explain the conservative reaction during the 1920s (Students’ knowledge should include, for example: flappers, prohibition, the Scopes Trial, the Red Scare.);
- Identify the causes of the Great Depression (Students’ knowledge should include, for example: over production, under consumption, credit structure.)
• Identify the human and natural crises of the Great Depression (Students' knowledge should include, for example: unemployment, food lines, the Dust Bowl, western migration of Midwest farmers.)
• recognize the changes in policies, the role of government, and issues that emerged from the New Deal (Students’ knowledge should include, for example: the Works Progress Administration (WPA), social security, challenges to the supreme court.)

World War II
• list the reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor
• identify the events on the home front to support the war effort (Students’ knowledge should include, for example: war bond drives, mobilization of the war industry, women and minorities in the work force.)
• identify the major turning points in the war (Students’ knowledge should include, for example: the Battle of Midway, D-Day invasion, dropping of atomic bombs on Hiroshima and Nagasaki.)

Reconstruction and Civil Rights
• describe the intent and impact of the 13th, 14th, and 15th Amendments to the constitution
• explain segregation as enforced by Jim Crow laws following reconstruction
• identify key court cases (Students' knowledge should include, for example: Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade.)
• know the roles and methods of civil rights advocates (Students' knowledge should include, for example: Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez.)
• identify the passage and effect of the voting rights legislation on minorities (Students’ knowledge should include, for example: 19th Amendment, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment.)

Cold War and Post-Cold War
• list the origins, dynamics, and consequences of the cold war tensions between the United States and the Soviet Union
• explain the new role of the United States as a world leader (Students’ knowledge should include, for example: the Marshall Plan and NATO.)
• recognize the implementation of the foreign policy of containment, including the Truman Doctrine
• define the Red Scare (additionally McCarthyism, House Un-American Activities Committee, nuclear weapons, the Arms Race)
• list external confrontations with communism (Students’ knowledge should include, for example: the Berlin blockade, the Berlin Wall, Bay of Pigs, Cuban missile crisis, Korea, Vietnam War.)
• know the impact of Sputnik and the Space Race
• recognize the reasons for political protests of the Vietnam War
• illustrate the role of technology in the Information Age