

**2005-2006 Oakland TAHG Standards Survey Final Results
Sections I, II, and III**

Section I

Table 1: Question 1. What school do you teach at? N=29

	Frequency	Percent	Valid Percent	Cumulative Percent
1. <i>Bella Vista Elementary</i>	1	3.4	3.4	3.4
2. <i>Bret Harte Middle School</i>	1	3.4	3.4	6.9
3. <i>Claremont Middle School</i>	1	3.4	3.4	10.3
4. <i>Cocker Highlands</i>	1	3.4	3.4	13.8
5. <i>Cole Middle School</i>	1	3.4	3.4	17.2
6. <i>College Prep. and Architecture Academy</i>	1	3.4	3.4	20.7
7. <i>East Oakland Community HS</i>	1	3.4	3.4	24.1
8. <i>Edna Brewer Middle School</i>	1	3.4	3.4	27.6
9. <i>Garfield</i>	1	3.4	3.4	31.0
10. <i>Glenview Elementary</i>	1	3.4	3.4	34.5
11. <i>Havenscourt</i>	1	3.4	3.4	37.9
12. <i>Hawthorne Elementary</i>	1	3.4	3.4	41.4
13. <i>Hoover Elementary</i>	1	3.4	3.4	44.8
14. <i>Joaquin Miller</i>	1	3.4	3.4	48.3
15. <i>Jazeer Elementary</i>	1	3.4	3.4	51.7
16. <i>Markham Elementary</i>	1	3.4	3.4	55.2
17. <i>Media Academy H.S.</i>	1	3.4	3.4	58.6
18. <i>Melrose leadership Academy</i>	1	3.4	3.4	62.1
19. <i>Montera Middle School</i>	1	3.4	3.4	65.5
20. <i>Oakland High School</i>	3	10.3	10.3	75.9
21. <i>Oakland Technical</i>	2	6.9	6.9	82.8
22. <i>Paul Robeson</i>	1	3.4	3.4	86.2
23. <i>Prescott Elementary</i>	1	3.4	3.4	89.7
24. <i>Thornhill Elementary</i>	1	3.4	3.4	93.1
25. <i>Thurgood Marshall E.S.</i>	1	3.4	3.4	96.6
26. <i>Youth Empowerment School</i>	1	3.4	3.4	100.0
<i>Total</i>	29	100.0	100.0	

History teachers from twenty-six schools in the Oakland Unified School District participated in the survey. Teachers from twelve elementary, nine middle, and five high schools were represented.

Table 2: Question 2. What grade level(s) do you teach? N=32

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <i>Fifth</i>	12	41.4	41.4	41.4
<i>Eighth</i>	9	31.0	31.0	72.4
<i>Eleventh</i>	8	27.6	27.6	100.0
<i>Total</i>	29	100.0	100.0	

Twenty-Nine of the 54 history teachers (53.7%) participating in the project completed the survey. Of the 54, 48.0% of the fifth grade teachers (12 of 25), 64.2% of the eighth grade teachers (9 of 14), and 57.1% of the eleventh grade teachers (8 of 14) completed the survey. Of the 29 teachers who completed the survey, 41.3% teach fifth grade, 31.0% teach eighth grade, and 27.5% teach the eleventh grade. The one librarian involved in the project was not eligible to complete the survey.

Table 3a: Question 3a. (Elementary School Teachers Only) On average, how many times a week do you teach history/social studies as a separate discipline? N=14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <i>Less than 1 time</i>	1	3.4	7.1	7.1
<i>1 time</i>	1	3.4	7.1	14.3
<i>2 times</i>	6	20.7	42.9	57.1
<i>3 times</i>	3	10.3	21.4	78.6
<i>5 or more times</i>	3	10.3	21.4	100.0
<i>Total</i>	14	48.3	100.0	

The frequency of history/social studies instruction varied among elementary teachers; however, 92.8% reported teaching history/social studies one time or more as a separate discipline.

Table 3b: Question 3b. (Elementary School Teachers Only) How much time is spent in a typical history/social studies session? N=14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <i>30-45 minutes</i>	7	24.1	50.0	50.0
<i>45 or more minutes</i>	7	24.1	50.0	100.0
<i>Total</i>	14	48.3	100.0	

All 14 of the respondents reported that a typical history/social studies session is longer than 30 minutes. Fifty percent reported that a typical session is 45 minutes or more.

Table 4: Question 4. (Middle and High School Teachers Only) How many classes of history/social studies do you teach? N=17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Blank	3	17.6	17.6
	2	4	23.5	41.2
	3	2	11.8	52.9
	4	2	11.8	64.7
	5	3	17.6	82.4
	6	3	17.6	100.0
	Total	17	100.0	

Twenty-Four percent of the middle and high school respondents teach two history/social studies classes per day, while 58.8% teach three or more.

Question 5. (All Teachers) Please summarize your experiences in learning and teaching American History (e.g. workshops, teacher in-services, higher education, and other professional development).

Grade 5 Teachers N=11

1. 31 years teaching / 3 humanities / 28 US History / grade5. Usually 1 hour daily... simulations, historical fiction, primary source materials. Units of study / replacement units. Units: American History, Pocahontas, Immigration, slavery issues. Not textbook: variety of sources / resources. Professional – Summer workshop at Smithsonian for California teacher’s history focus. Museum emphasis, support. Teacher institute at Williamsburg 5th grade Oakland teachers. In-services: History Project / Writing Project
2. I now understand the importance of using Primary Sources. My only regret is that I can not utilize all that I have learned more frequently. Our reading program interferes with the teaching of History / Social Studies, at one time we (each day) were required to teach History / Social Studies each day for 50 minutes.
3. My experience in learning and teaching American History has drastically improved within the last year. Because of the intense lesson studies and collaboration with other teachers, I have been able to hone my skills, and broaden my understanding of how to present the sometimes “dry” history material to a “living” study of the past and present.
4. Teaching American History Project – This is the second year and the previous grant for three years.
5. I have been involved with “Teaching American History Project for many years and Urban Dreams every. Summer
6. Learning: AP History class in High School + Survey Class in College / Teaching: American History Grant Project (2 years)
7. I have participated in the teaching American History project for 2 years.
8. Have attended several workshops, participated in S.S. textbook adoptions, written standards and provided Professional development for teachers.

9. I have participated in history grants and projects for years, and I continue to read and study history out of personal and professional interest. My BA/AB is in History/Poli Sci/Law, and I got my National Bond Certification in multiple subjects (for which I was videotaped and tested re Social Studies.)
10. Workshop – videos – History Channel – use of old newspapers (available back to 1855!) discussions – books – teacher made units including art, maps, etc.
11. The American History Grant Program has given me an opportunity to collaborate with other teachers, learn from experts in American history and refine my understanding of events and people. / Working with other fifth grade teachers gives me an opportunity to exchange teaching strategies and ideas for lessons. Also, we discuss how to cover the material with the time allocated for history/social studies. / Learning from people who have done in-depth studies of people and events is interesting, because of the details most history books do not include. It challenges me to think and research for my own personal growth. / The complexity of American history – written and told from different perspectives makes me want to research events and people for myself. Once I have a key event or people, I believe would help develop the understanding of my students I try to present that to my students. / I have developed a deeper understanding of history from the grant project; hopefully sometime in the future the district will realize the importance of content area subjects to students and allow sufficient time for students in those areas.

Grade 8 Teachers N=9

1. Teaching American History Grant A.P., World History training Professional Development through OUSD, District assessment development team.
2. Monthly workshops, TAHG, Teach for American professional development
3. I learn US history by reading for pleasure. The best college classes I took were taught by a good friend 30+ years ago, Tim Rawls, recently retired. Professional development (historiography & history grant) organized by Shelly Weintraub has been excellent, particularly lectures by various historians. I want context NOT methods or testing.
4. I've been teaching AH for 20 years – I've been involved in curriculum dev. Prof. Dev. For this grant and have been interested in learning about history for a very long time!
5. My experiences with workshops, inservices, and higher education program through the American History Grant have enabled me to provide a much richer curriculum to my students. These activities have increased not only my understanding of American History, but they have also given me much enthusiasm to teach. I especially enjoy the lectures provided by university professors but also the interaction with my colleagues in lesson study. We have produced some excellent units, units that I could not have accomplished on my own. Finally, in relation to the Grant, I particularly appreciate the resources made available to me. (New Paragraph) Outside the grant, I am involved in summer programs – Gilder Lehrman and NEH – that increase my knowledge of American History, increase my joy of learning and teaching American History, and provide more valuable contacts so that ideas / questions regarding American History can be argued and elaborated.
6. I received my BA in History (UCLA, 1998) with a focus on 19th and 20th century American and African-American history. / This is my 2nd year participating in the OUSD American History Grant.
7. I have taught 8th grade American History for 3 years. This is my 2nd year with the History project.

8. I have enjoyed working on my content knowledge and the inspiration brought by working with other teachers.
9. I majored in US History in college, and graduated in 1990. This is my first year teaching 8th grade US History, although I taught 6 years of 5th grade American History. I have had not formal Professional Development on American History instructions besides this project.

Grade 11 Teachers N=8

1. 2,3, 5 periods I teach US history. I take workshops whenever possible with Shelley Weintraub and Stan Pesick through a grant to the Oakland Unified School District. The past year I applied for National Board Certification and was SUCCESSFUL (My full name is : omitted)
2. I have been teaching for 7 years and have participated in numerous professional development opportunities, from Bay Area Writing Project Literacy workshops to month-long teacher tours of Japan and Korea focusing on US relations with those nations.
3. High school, college, AP workshops, teachers in-service, professional. development
4. I have learned a great deal by listening & talking with the historians that are part of the project. This has enabled one to increase my content knowledge, which I can then pass this on to my students. / I have also enjoyed & benefited from the lesson study program. Working with other teachers has allowed me to create engaging and enriching lessons / units. I truly enjoy lesson study – both the interaction with colleagues and the way it has added to my curriculum.
5. I have been involved both with this grant and the previous TAH Grant and before that with Urban Dreams every summer. I attended summer workshops for the past four years at U.C. Berkeley.
6. AP US History Summer Institute (certification) / M.A. Stanford Teachers Education Program (Prof. Weinberg supervised the Ph. D. program in history education: one of the few in U.S.) / OUSD Teaching American History Project (2005-06)
7. As part of my ongoing professionally development, I have taken history courses, attended workshops, visited museums in San Francisco, and traveled to China on an educational tour. My effort has enriched my understanding of cultural differences and of certain historical periods. As a result, I bring into my classroom – teaching units a different perspective, one that goes beyond the units in the assigned class textbooks.
8. I majored in American Studies and focused my Masters in education on Social Studies. Since then I have taken the AP seminar on U.S. History and have benefited greatly from the seminars offered through the teaching grant.

Question 6. Place a v in the column for the response that best describes your knowledge and ability. N=29

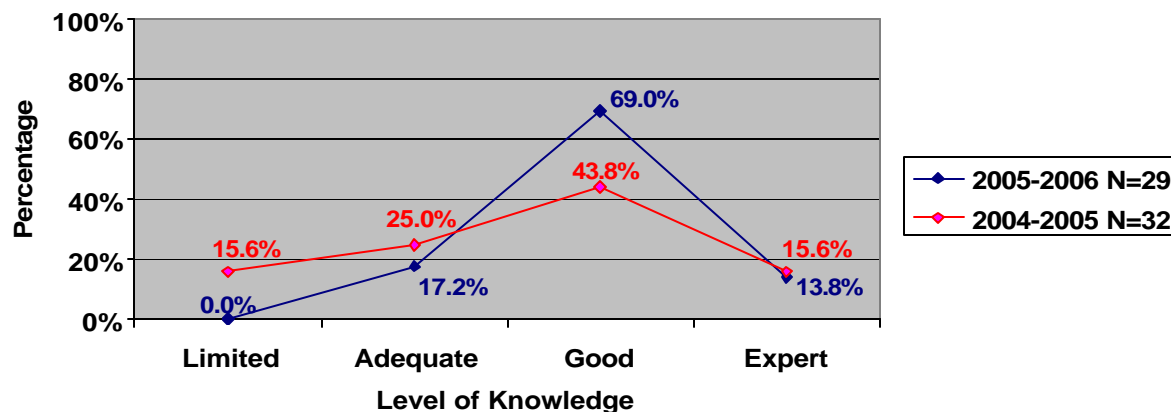
The 2005-2006 teacher group (referred to in this report as **second year teachers**) rated their “knowledge” in four history/social studies categories and rated their “ability” in eight teaching related categories. The results for each category are presented in tables with analysis for all grades and the entire group. Following the analysis is a corresponding line graph that compared results of the second year teachers to the results from the 2004-2005 teacher group (referred to in this report as **first year teachers**). The results are presented below:

Table 6a: My knowledge of the history/social studies standards for the grade level(s) I teach

		Adequate	Good	Expert	Total
Fifth	Count	2	8	2	12
	% within grade level	16.7%	66.7%	16.7%	100.0%
Eighth	Count	2	6	1	9
	% within grade level	22.2%	66.7%	11.1%	100.0%
Eleventh	Count	1	6	1	8
	% within grade level	12.5%	75.0%	12.5%	100.0%
Project Total	Count	5	20	4	29
	% within all grade levels	17.2%	69.0%	13.8%	100.0%

Among fifth grade teachers, 83.4% responded that their knowledge of the history/social studies standards was adequate or good, while 16.7% responded that their knowledge of the history/social studies standards was expert. Among the eighth grade teachers 88.9% responded that their knowledge of the history/social studies standards was adequate or good while 11.1% rated their knowledge as expert. Among the eleventh grade teachers 87.5% responded that their knowledge of the history/social studies standards was adequate or good while 12.5% rated their knowledge as expert. Overall, 82.8% of the 29 respondents believed their knowledge of the standards were good or expert, while 17.2% believed their knowledge of the standards was just adequate. When compared to levels reported by first year teachers, the knowledge of history/social studies standards improved with the second year teachers as demonstrated in Graph 6a.

Graph 6a: My knowledge of the history/social studies standards for the grade level(s) I teach – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



Almost one in three of the first year teachers (30.6%) described their knowledge of history/social studies as limited or adequate as compared with 17.2% of the second year teachers. The

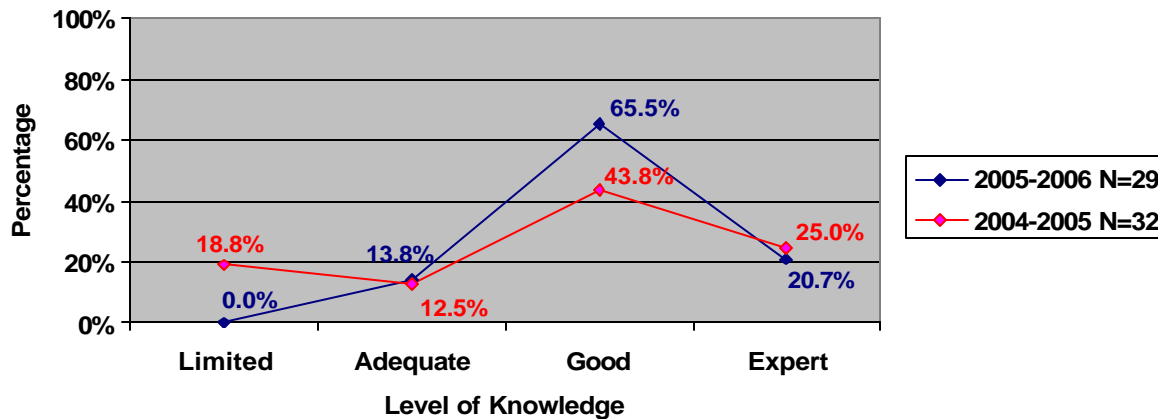
remaining 82.8% of the second year teachers rated their knowledge as good or expert – an increase of 23.4% – compared to 59.4% of the first year teachers that rated their knowledge as good or expert.

Table 6b: My knowledge of American history and social studies content for the grade level(s) I teach

Grade Level		Adequate	Good	Expert	Total
Fifth	Count	1	9	2	12
	% within grade level	8.3%	75.0%	16.7%	100.0%
Eighth	Count	2	6	1	9
	% within grade level	22.2%	66.7%	11.1%	100.0%
Eleventh	Count	1	4	3	8
	% within grade level	12.5%	50.0%	37.5%	100.0%
Project Total	Count	4	19	6	29
	% within all grade levels	13.8%	65.5%	20.7%	100.0%

The knowledge of American history and social studies content was constant among fifth grade teachers – 83.3% responded that their knowledge was adequate or good, while 16.7% rated themselves as expert. Of the eighth grade teachers, 88.9% responded that their knowledge was adequate or good while 11.1% rated themselves as expert. Of the eleventh grade teachers 62.5% responded that their knowledge was adequate or good, while 37.5% rated themselves as expert. Overall, 23 of 29 teachers (79.3%) described their content knowledge as adequate or good, while 6 of the 29 teachers (20.7%) rated themselves as expert. The reported level of knowledge of American history and social studies content was higher in the second year teachers when compared to the first year teachers as demonstrated in Graph 6b below.

Graph 6b: My knowledge of American history and social studies content for the grade level(s) I teach – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



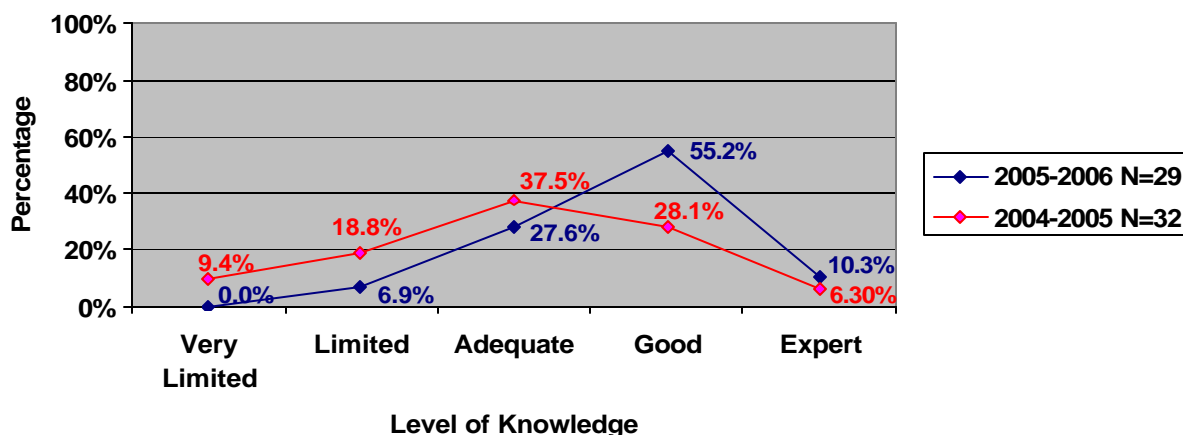
Almost one in five of the first year teachers (18.8%) reported that their level of knowledge of American history and social studies content was limited as compared with 0.0% of the second year teachers. The percentage of teachers that described their level of knowledge as adequate and expert remained about the same; however, there was a 21.7% increase in the percentage of second year teachers that described their level of knowledge as good when compared to the percentage of first year teachers.

Table 6c: My knowledge of appropriate primary sources to use when I am teaching history and social studies

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	1	3	8	0	12
	% within grade level	8.3%	25.0%	66.7%	0.0%	100.0%
Eighth	Count	1	5	2	1	9
	% within grade level	11.1%	55.6%	22.2%	11.1%	100.0%
Eleventh	Count	0	0	6	2	8
	% within grade level	0.0%	0.0%	75.0%	25.0%	100.0%
Project Total	Count	2	8	16	3	29
	% within all grade levels	6.9%	27.6%	55.2%	10.3%	100.0%

Eight percent of the fifth grade teachers responded that their knowledge of appropriate primary sources when teaching history and social studies was limited, while 66.7% percent responded that their knowledge of appropriate primary sources was good. Eleven percent of the eighth grade teachers responded that their knowledge of appropriate primary sources when teaching history and social studies was limited, while 22.2% percent responded that their knowledge of appropriate primary sources was good. Seventy-five percent of the eleventh grade teachers responded that their knowledge of appropriate primary sources when teaching history and social studies was good, while 25.0% percent responded that their knowledge of appropriate primary sources was expert. Overall, 8 of 29 teachers (27.6%) responded that their knowledge of sources was adequate while 65.5% percent responded that their knowledge of appropriate primary sources was good or expert. The second year teachers demonstrated an increase in the levels of knowledge of appropriate primary sources when teaching history and social studies over the first year teachers as illustrated in Graph 6c.

Graph 6c: My knowledge of appropriate primary sources to use when I am teaching history and social studies – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



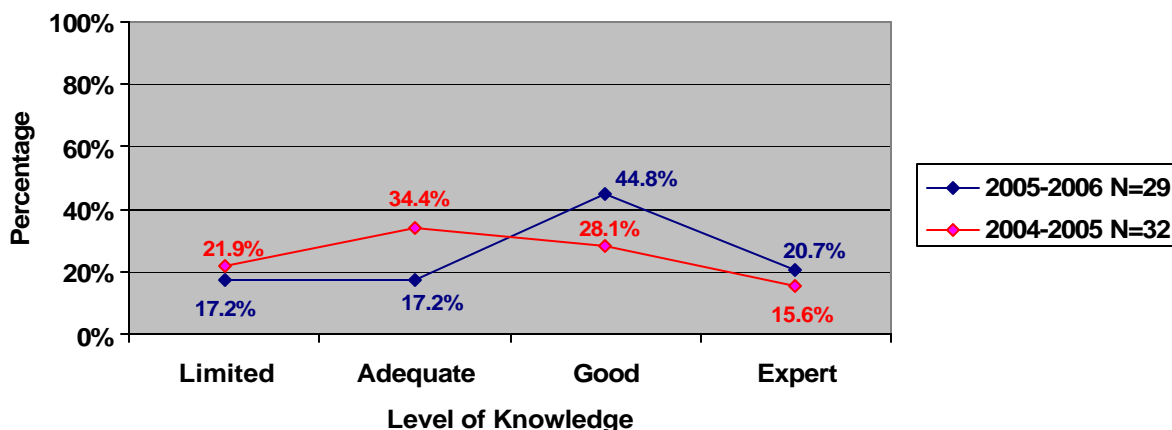
Nearly two of three of the first year teachers (65.7%) reported their level of knowledge of appropriate primary sources when teaching history and social studies as very limited to adequate as compared to 34.5% of the second year teachers. In contrast, 65.5% of the second year teachers described their level of knowledge as good or expert as compared to 34.4% of first year teachers.

Table 6d: My knowledge of curriculum and other instructional resources to assist my history/social studies instruction

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	2	1	7	2	12
	% within grade level	16.7%	8.3%	58.3%	16.7%	100.0%
Eighth	Count	3	3	2	1	9
	% within grade level	33.3%	33.3%	22.2%	11.1%	100.0%
Eleventh	Count	0	1	4	3	8
	% within grade level	0.0%	12.5%	50.0%	37.5%	100.0%
Project Total	Count	5	5	13	6	29
	% within all grade levels	17.2%	17.2%	44.8%	20.7%	100.0%

Only 25.0% of the fifth grade teachers responded that their knowledge of curriculum and other instructional resources to assist their history/social studies instruction was limited or adequate, while 75.0% responded their knowledge was good or expert. Sixty-six percent of the eighth grade teachers responded that their knowledge of curriculum and other instructional resources to assist their history/social studies instruction was limited or adequate, while 33.3% responded their knowledge was good or expert. Only 12.5% of the eleventh grade teachers responded that their knowledge of curriculum and other instructional resources to assist their history/social studies instruction was limited or adequate, while 87.5% responded their knowledge was good or expert. Ten of 29 teachers (34.4%) responded that their knowledge of curriculum and other instructional resources was limited or adequate, while 19 of 29 teachers (65.5%) responded their knowledge was good or expert. When compared to the first year teachers, the level of knowledge increased in the second year teachers as demonstrated in Graph 6d.

Graph 6d: My knowledge of curriculum and other instructional resources to assist my history/social studies instruction – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



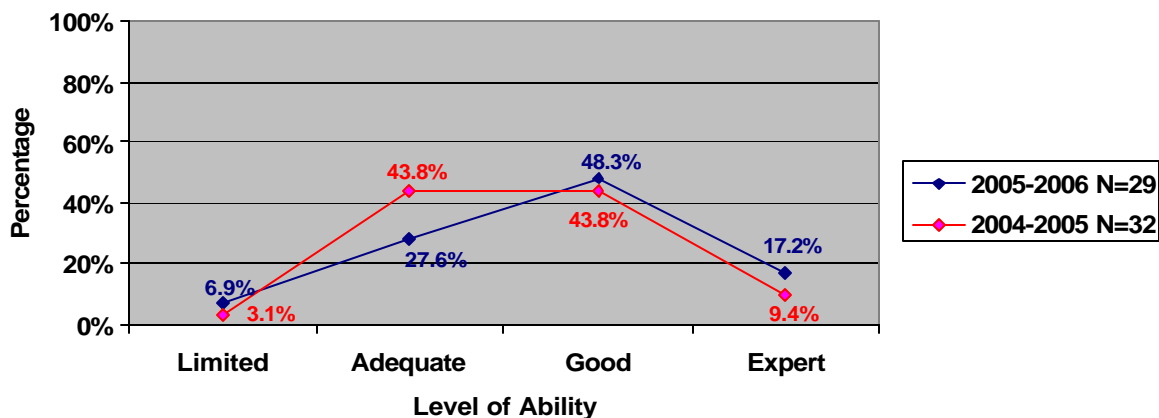
Over half of the first year teachers (56.3%) surveyed reported that their level of knowledge of curriculum and other instructional resources was limited or adequate as compared to 34.4% of second year teachers. Almost two of three second year teachers (65.5%) reported that their level of knowledge was good (44.8%) or expert (20.7%) as compared to 43.7% of first year teachers that reported good (28.1%) or expert (15.6%) knowledge, an increase of 21.8%.

Table 6e: My ability to promote chronological/spatial thinking among students in my classroom (e.g. location, sequence)

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	0	5	5	2	12
	% within grade level	0.0%	41.7%	41.7%	16.7%	100.0%
Eighth	Count	2	3	3	1	9
	% within grade level	22.2%	33.3%	33.3%	11.1%	100.0%
Eleventh	Count	0	0	6	2	8
	% within grade level	0.0%	0.0%	75.0%	25.0%	100.0%
Project Total	Count	2	8	14	5	29
	% within all grade levels	6.9%	27.6%	48.3%	17.2%	100.0%

Forty-two percent of the fifth grade teachers rated their ability to promote chronological/spatial thinking among students in their classroom as adequate, while 58.4% rated their ability as good, or expert. Fifty-six percent of the Eighth grade teachers rated their ability to promote chronological/spatial thinking among students in their classroom as adequate or limited, while 44.4% rated their ability as good or expert. None of the Eleventh grade teachers rated their ability to promote chronological/spatial thinking among students in their classroom as adequate or limited, while 100 % rated their ability as good or expert. Overall, 34.5% of the teachers rated their ability to promote chronological/spatial thinking among students in their classroom as adequate or limited, while 65.5% rated their ability as good or expert. When compared to the first year teachers, the percentage of teachers rated as good or expert increased in the second year as demonstrated in Graph 6d.

Graph 6e: My ability to promote chronological/spatial thinking among students in my classroom – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



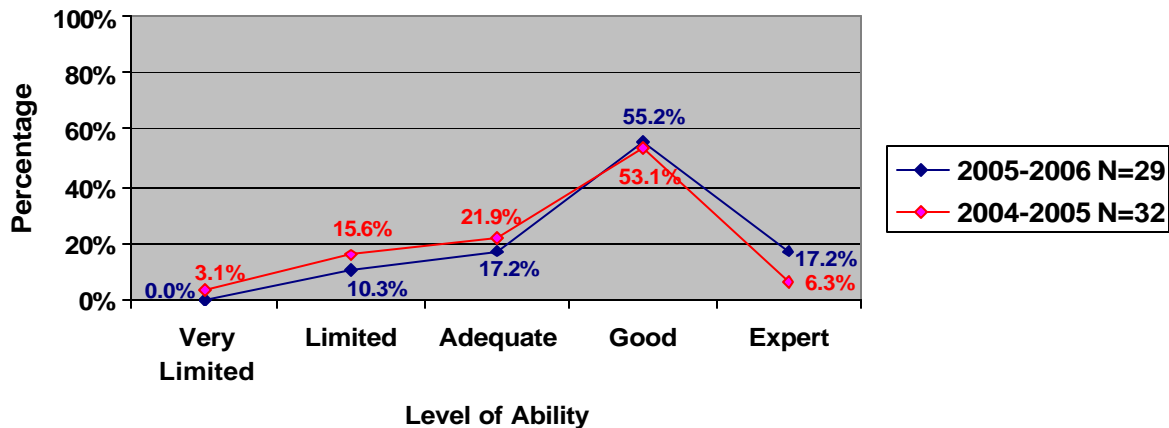
Slightly over one in three of the first year teachers (34.5%) reported their level of ability to promote chronological/spatial thinking among students in their classroom as adequate or limited, while 46.9% of the second year teachers rated their ability as limited or adequate. More second year teachers rated their level of ability as good or expert (65.5%) compared to first year teachers (53.2%), an increase of 12.3%.

Table 6f: My ability to engage students in the examination of evidence (e.g. examining primary sources, relationship between primary sources and historical/geographical context, author's intentions/perspectives)

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	1	2	8	1	12
	% within grade level	8.3%	16.7%	66.7%	8.3%	100.0%
Eighth	Count	2	2	4	1	9
	% within grade level	22.2%	22.2%	44.4%	11.1%	100.0%
Eleventh	Count	0	1	4	3	8
	% within grade level	0.0%	12.5%	50.0%	37.5%	100.0%
Project Total	Count	3	5	16	5	29
	% within all grade levels	10.3%	17.2%	55.2%	17.2%	100.0%

Twenty-five percent of fifth grade teachers rated their ability to engage students in the examination of evidence as either limited or adequate, while 75% rated their ability as either good or expert. Forty-four percent of Eighth grade teachers rated their ability to engage students in the examination of evidence as either limited or adequate, while 55.5% rated their ability as either good or expert. Only 12.5% of Eleventh grade teachers rated their ability to engage students in the examination of evidence as adequate, while 87.5% rated their ability as either good or expert. Overall, 72.4% of all project teachers rated themselves as good or expert in their ability to engage students in the examination of evidence. Second year teachers rated themselves slightly higher in their level of ability as demonstrated in Graph 6f.

Graph 6f: My ability to engage students in the examination of evidence – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



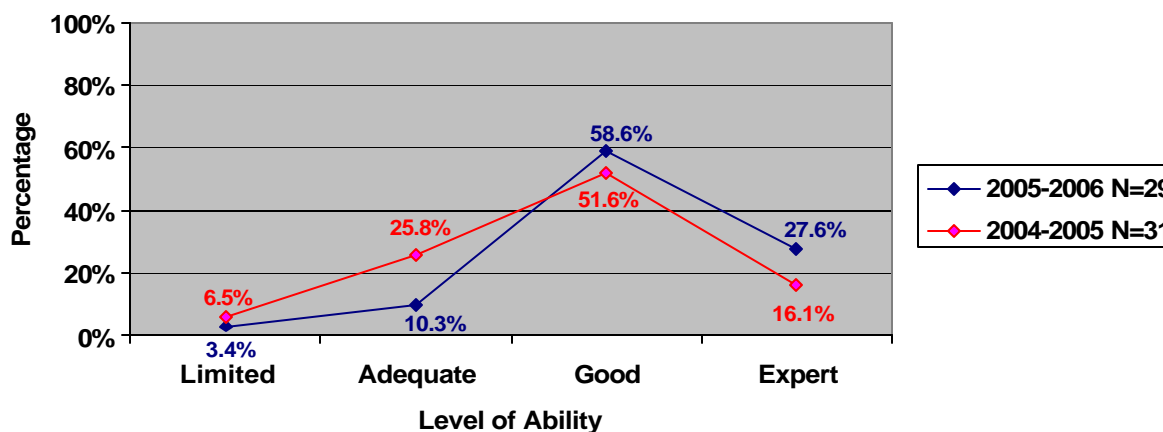
The percentage of first and second year teachers who rated their level of ability to engage students in the examination of evidence as adequate remained about the same (21.9% and 17.2%). However, the percentage of second year teachers who rated their level of ability as very limited or limited decreased 8.4%, while second year teachers who rated their level of ability as good or expert increased 13.0%.

Table 6g: My ability to provide student diverse and multiple perspectives from the past to promote historical understanding (e.g. influences, empathy)

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	1	0	8	3	12
	% within grade level	8.3%	0.0%	66.7%	25.0%	100.0%
Eighth	Count	0	2	6	1	9
	% within grade level	0.0%	22.2%	66.7%	11.1%	100.0%
Eleventh	Count	0	1	3	4	8
	% within grade level	0.0%	12.5%	37.5%	50.0%	100.0%
Project Total	Count	1	3	17	8	29
	% within all grade levels	3.4%	10.3%	58.6%	27.6%	100.0%

Only 8.3% of fifth grade teachers responded that their ability to provide student diverse and multiple perspectives from the past to promote historical understanding was limited, while 91.7% rated their ability as good or expert. Twenty-two percent of eighth grade teachers responded that their ability to provide student diverse and multiple perspectives from the past to promote historical understanding was adequate, while 77.8% rated their ability as good or expert. Only 12.5% of eleventh grade teachers responded that their ability to provide student diverse and multiple perspectives from the past to promote historical understanding was adequate, while 87.5% rated their ability as good or expert. Overall only 13.7% of the project teachers responded that their ability was limited, or adequate, while 86.2% rated their ability as good or expert. Second year teachers rated their level of ability to provide students diverse and multiple perspectives from the past to promote historical understanding higher than first year teachers as demonstrated in Graph 6g.

Graph 6g: My ability to provide student diverse and multiple perspectives from the past to promote historical understanding – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



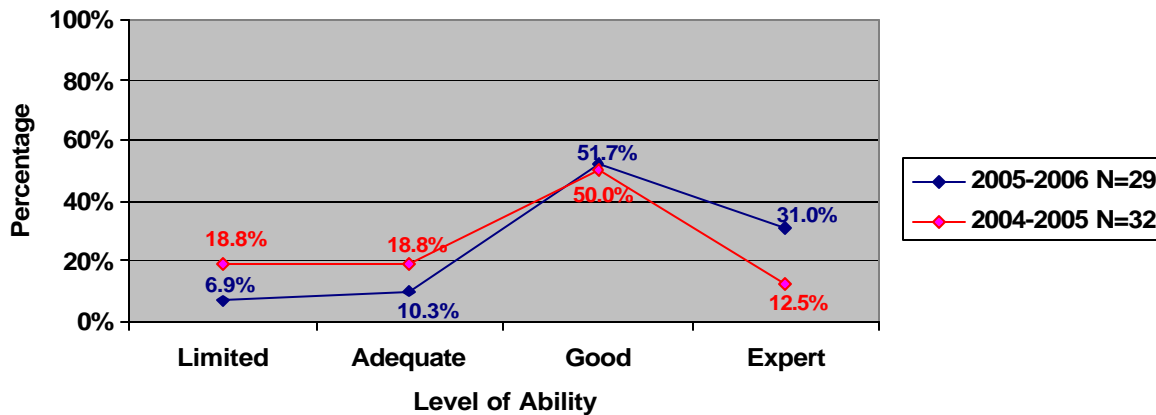
The percentage of second year teachers who rated their level of ability to provide students diverse and multiple perspectives from the past to promote historical understanding as limited or adequate (13.7%) dropped 18.6% when compared to first year teachers (32.3%). The percentage of second year teachers who rated their level of ability as good or expert (86.2%) increased 18.5% over first year teachers who rated their level of ability as good or expert (67.7%). The results represented a positive development in both categories for second year teachers.

Table 6h: My ability to promote student interpretation (e.g. constructing/comparing historical accounts, making moral judgments)

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	1	0	8	3	12
	% within grade level	8.3%	0.0%	66.7%	25.0%	100.0%
Eighth	Count	1	2	4	2	9
	% within grade level	11.1%	22.2%	44.4%	22.2%	100.0%
Eleventh	Count	0	1	3	4	8
	% within grade level	0.0%	12.5%	37.5%	50.0%	100.0%
Project Total	Count	2	3	15	9	29
	% within all grade levels	6.9%	10.3%	51.7%	31.0%	100.0%

Only 8.3% of fifth grade teachers rated their ability to promote student interpretation as limited, while 91.7% rated their ability as good or expert. One of three eighth grade teachers (33.3%) rated their ability to promote student interpretation as limited, or adequate, while 66.7% rated their ability as good or expert. Just 12.5% of eleventh grade teachers rated their ability to promote student interpretation as adequate, while 87.5% rated their ability as good or expert. Overall 17.2% of all project teachers rated their ability to promote student interpretation as limited, or adequate, while 82.7% of the project teachers rated their ability as good or expert. When compared with first year teachers, a lower percentage of second year teachers rated their ability as limited or adequate and a higher percentage rated their ability as expert as demonstrated in Graph 6h below.

Graph 6h: My ability to promote student interpretation – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



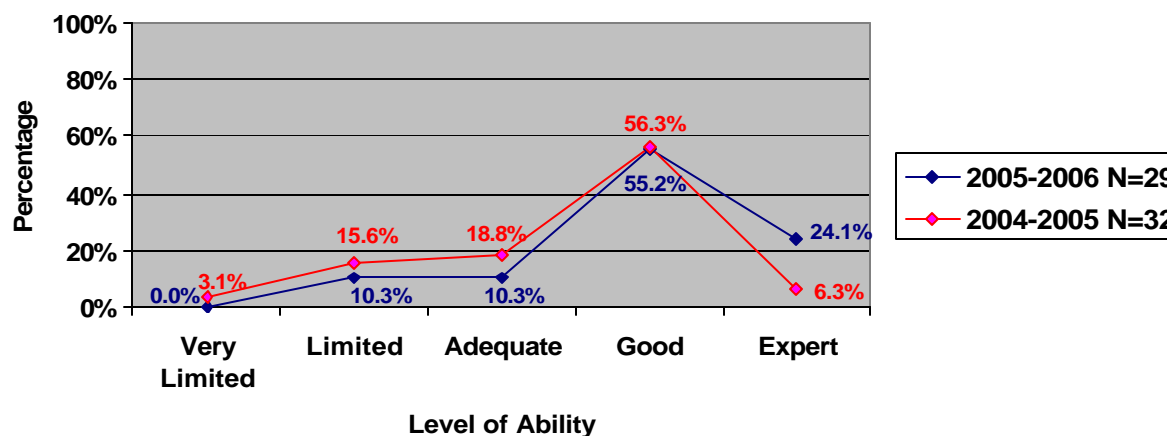
The percentage of first and second year teachers who rated their level of ability to promote student interpretation as adequate remained about the same (50.0% and 51.7%). However, the percentage of second year teachers who rated their level of ability as limited or adequate decreased 20.4%, while second year teachers who rated their level of ability as expert increased 18.5%.

Table 6i: My ability to assist students in determining historical/geographical significance (e.g. connect past and present, causation, evaluation, and location)

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	1	1	9	1	12
	% within grade level	8.3%	8.3%	75.0%	8.3%	100.0%
Eighth	Count	1	2	5	1	9
	% within grade level	11.1%	22.2%	55.6%	11.1%	100.0%
Eleventh	Count	1	0	2	5	8
	% within grade level	12.5%	0.0%	25.0%	62.5%	100.0%
Project Total	Count	3	3	16	7	29
	% within all grade levels	10.3%	10.3%	55.2%	24.1%	100.0%

Seventeen percent of fifth grade teachers rated their ability to assist students in determining historical/geographical significance as either limited or adequate, while 83.3% rated their ability as good or expert. One of three eight grade teachers (33.3%) rated their ability to assist students in determining historical/geographical significance as either limited or adequate, while 66.7% rated their ability as good or expert. Thirteen percent of eleventh grade teachers rated their ability to assist students in determining historical/geographical significance as limited, while 87.5% rated their ability as good or expert. Overall, 20.6% of all project teachers rated their ability to assist students in determining historical/geographical significance as either limited or adequate, while 79.3% of all project teachers rated their ability as good or expert. When compared with first year teachers, a lower percentage of second year teachers rated their ability as very limited, limited, or adequate and a higher percentage rated their ability as expert as demonstrated in Graph 6i.

Graph 6i: My ability to assist students in determining historical/geographical significance – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



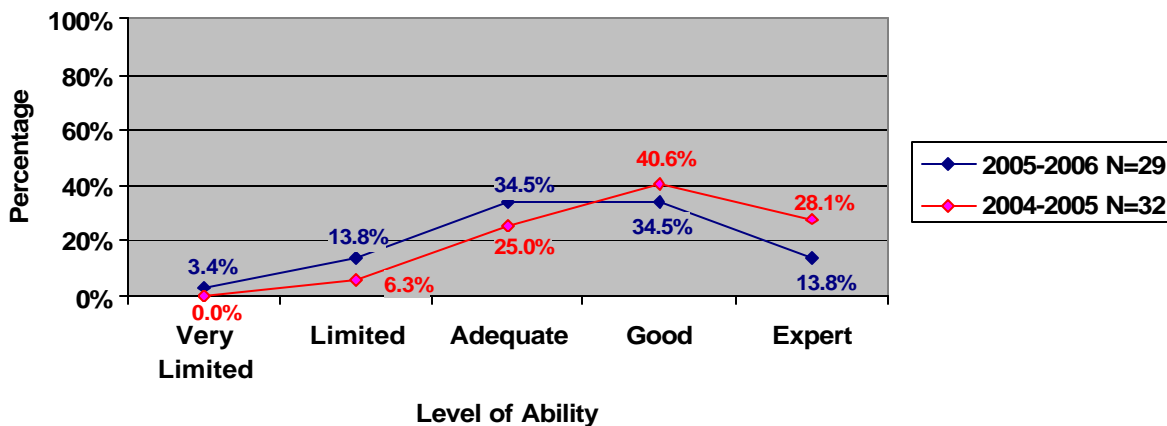
Only 20.6% of second year teachers rated their level of ability in determining historical/geographical significance as very limited, limited, or adequate as compared to 37.5% of the first year teachers. The percentage of second and first year teachers who rated their level of ability as good remained about the same (55.2% and 56.3%). However, the percentage of second year teachers who rated their level of ability as expert increased 17.8% over first year levels, which represents a positive outcome for second year teachers.

Table 6j: My ability to use biographies when teaching history/social studies

Grade Level		Very Limited	Limited	Adequate	Good	Expert	Total
Fifth	Count	0	2	3	3	1	12
	% within grade level	0.0%	16.7%	25.0%	25.0%	8.3%	100.0%
Eighth	Count	1	1	3	3	1	9
	% within grade level	11.1%	11.1%	33.3%	33.3%	11.1%	100.0%
Eleventh	Count	0	1	4	4	2	8
	% within grade level	0.0%	12.5%	50.0%	50.0%	25.0%	100.0%
Project Total	Count	1	4	10	10	4	29
	% within all grade levels	3.4%	13.8%	34.5%	34.5%	13.8%	100.0%

Forty-two percent of fifth grade teachers responded that their ability to use biographies when teaching history/social studies was limited or adequate, while 58.3% described their abilities as either good or expert. Fifty-six percent of eighth grade teachers responded that their ability to use biographies when teaching history/social studies was very limited, limited or adequate, while 44.4% described their abilities as either good or expert. Sixty-two percent of eleventh grade teachers responded that their ability to use biographies when teaching history/social studies was either limited or adequate, while 37.5% described their abilities as either good or expert. Overall, 51.7% rated their ability to use biographies when teaching history/social studies as very limited, limited, or adequate, while 48.3% described their abilities as either good or expert. Second year teachers rated their level of ability to use biographies as lower than first year teachers as demonstrated in Graph 6j.

Graph 6j: My ability to use biographies when teaching history/social studies – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



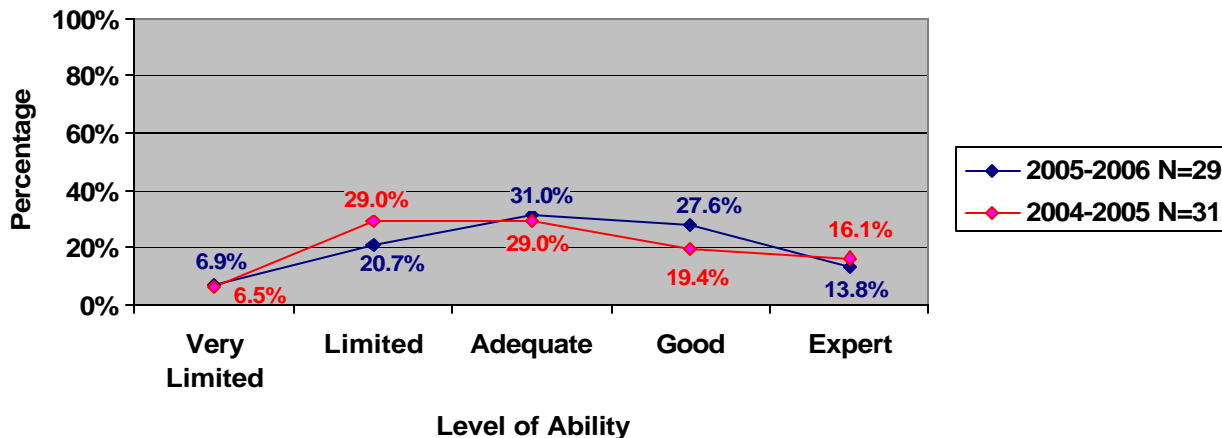
A higher percentage of second year teachers (17.2%) rated their level of ability to use biographies as very limited and limited as compared to first year teachers (6.3%). Nine percent more of the second year teachers rated their level of ability as adequate; however, 20.4% more of the first year teachers rated their level of ability as good or expert when compared with second year teachers. Overall, second year teachers rated their level of ability to use biographies as lower than first year teachers.

Table 6k: My ability to use technology to teach history/social studies

Grade Level		Very Limited	Limited	Adequate	Good	Expert	Total
Fifth	Count	0	4	2	5	1	12
	% within grade level	0.0%	33.3%	16.7%	41.7%	8.3%	100.0%
Eighth	Count	1	1	4	3	0	9
	% within grade level	11.1%	11.1%	44.4%	33.3%	0.0%	100.0%
Eleventh	Count	1	1	3	0	3	8
	% within grade level	12.5%	12.5%	37.5%	0.0%	37.5%	100.0%
Project Total	Count	2	6	9	8	4	29
	% within all grade levels	6.9%	20.7%	31.0%	27.6%	13.8%	100.0%

Half of the fifth grade respondents (50.0%) rated their ability to use technology when teaching history/social studies as either limited or adequate, while 50.0% rated their ability as either good, or expert. Two of three eighth grade respondents (66.7%) rated their ability to use technology when teaching history/social studies as very limited, limited or adequate, while 33.3% rated their ability as good. Well over half of the eleventh grade respondents (62.5%) rated their ability to use technology when teaching history/social studies as very limited, limited or adequate, while 37.5% rated their ability as expert. Overall the results for technology usage were mixed, 58.6% rated their ability as very limited, limited, or adequate, while 27.6% rated themselves as good, and 13.8% rated themselves as expert. When compared to first year teachers, second year teachers rated their level of ability to use technology when teaching history/social studies slightly higher as demonstrated in Graph 6k below.

Graph 6k: My ability to use technology to teach history/social studies – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



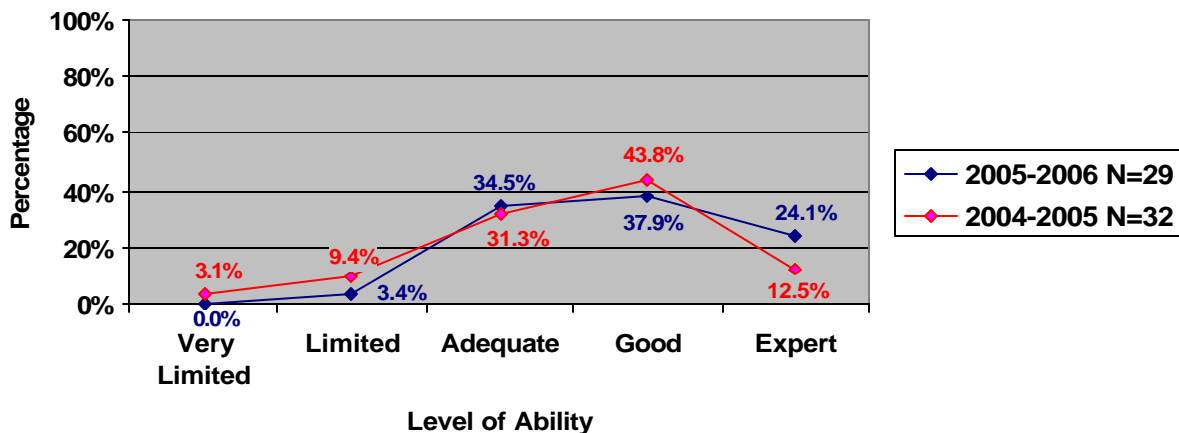
Second year teachers rated their level of ability to use technology when teaching history/social studies slightly higher than first year teachers. Second year teachers rated themselves nearly the same as first year teachers in the very limited, adequate, and expert categories, while second year teachers rated themselves 8.3% lower in the limited category and 8.2% higher in the good category.

Table 6l: My ability to use multiple assessments, including writing projects and collaborative assessments to determine student competency related to history/social studies

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	1	4	4	3	12
	% within grade level	8.3%	33.3%	33.3%	25.0%	100.0%
Eighth	Count	0	3	5	1	9
	% within grade level	0.0%	33.3%	55.6%	11.1%	100.0%
Eleventh	Count	0	3	2	3	8
	% within grade level	0.0%	37.5%	25.0%	37.5%	100.0%
Project Total	Count	1	10	11	7	29
	% within all grade levels	3.4%	34.5%	37.9%	24.1%	100.0%

Forty-two percent of the fifth grade teachers rated their ability to use multiple assessments to determine student competency related to history/social studies as either limited or adequate, while 58.3% rated their ability as good or expert. Thirty-three percent of the eighth grade teachers rated their ability as adequate, while 66.7% rated their ability as good or expert. Thirty-eight percent of the eleventh grade teachers rated their ability as adequate, while 62.5% rated their ability as good or expert. Overall, 37.9% of all respondents rated their ability to use multiple assessments to determine student competency related to history/social studies as either limited or adequate, while 62% all respondents rated their ability as good or expert. When compared with first year teachers, a lower percentage of second year teachers rated their ability as very limited or limited, and a higher percentage rated their ability as good or expert as demonstrated in Graph 6l below.

Graph 6l: My ability to use multiple assessments, including writing projects and collaborative assessments to determine student competency related to history/social studies – Comparison of 2004-2005 and 2005-2006 teachers (all grade levels)



The percentage of first and second year teachers who rated their level of ability to engage students in the examination of evidence as adequate remained about the same (31.3% and 34.5%). However, the percentage of second year teachers who rated their level of ability as very limited or limited decreased 9.1%, while second year teachers who rated their level of ability as good or expert increased 5.7%.

Section III

Please list any major history-social studies units (one week or more) you teach that are not part of the standards for your grade level. *(In all thirteen out of the twenty-nine teachers responded)*

Grade 5 Teachers N=7

1. Geography – Life maps, World maps. Immigration – Coming to America / memoir / poetry / short stories / primary sources growing up in American – diverse perspectives
2. The focus in OUSD is on Language Arts and Math. We are “encouraged” to incorporate our history into the open court Curriculum, Reading & Lang. Arts) Due to the rigid pacing guides in Language Arts and Math, history is not a priority.
3. Integrating Cultural Heritage research project with Open Court reading unit : (1) Students interviews family members, relatives, and elders in the community and do a report of one of their cultural traditions. (2) Student brings in cultural recipes from home and prepares a heritage potluck party.
4. Civil Rights Movement and Dr. Martin Luther King / Cesar Chavez and Mexican Immigration Rights.
5. I have so little time to teach Social Studies that I stick with the grade level standards.
6. Greek and Roman contributions to concepts of government and citizens involvements. / Colonial crafts – calligraphy, wool – spinning / Salem witch trials / Question of how history would have been altered by varying facts. / Peter Menger trial.
7. Current Newspaper articles concerning history-social studies.

Grade 8 Teachers N=3

1. None – time & number of standards limits my ability to branch out.
2. Civil Rights movement, MLK & Rosa Parks / Racism today
3. Columbus myth and reality, to introduce European exploration and European – Native American interaction.

Grade 11 Teachers N=3

1. We do projects that create media products. Magazines, Videos, and PowerPoint Presentations. That uses the standards to go deeper. The area varies from year to year.
2. Revolutionary social movements on the west coast: Black Panthers, Brown Berets, American Indian movement, history of schools
3. Westward Expansion (late 1800’s) / Immigration (late 1800’s early 1900’s) / U.S. Expansion, Imperialism (I teach more on this than is required, but still follow the standards.)

Section II - Fifth Grade

The following is a list of fifth grade state content standards. Please use the scale shown above each group of items. There are no right or wrong answers, so please respond to each item with your best assessment of your current practice and beliefs.

Fifth Grade History-Social Science Content Standards	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
United States History and Geography: Making a New Nation										
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River. (Median = 4)										
5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.		FHIL	BCDEGJK	A	DEFHIJK L	ABCEHL	BF	ACG	D	N= 11 Median=4 Mean=4
	0.00%	33.33%	58.33%	8.33%	40.00%	30.00%	10.00%	15.00%	5.00%	
5.1.2 Describe their varied customs and folklore traditions.	HI	L	CDEFGJK	AB	DEFIJKL	ABCEHL	F	ABGH	J	N=11 Median=3 Mean=3.45
	16.67%	8.33%	58.33%	16.67%	36.84%	31.58%	5.26%	21.05%	5.26%	
5.1.3 Explain their varied economies and systems of government.	H	EIKL	ACDFGJ	B	DEFIJK	ABEH	F	ABCH	DJ	N=11 Median=4 Mean=3.54
	8.33%	33.33%	50.00%	8.33%	35.29%	23.53%	5.88%	23.53%	11.76%	
5.2 Students trace the routes of early explorers and describe the early explorations of the Americas. (Median = 4)										
5.2.1 Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).	I	AHKL	CDEJ	BFG	BDEHIJ KL	ABCFH JL		AFG		N=11 Median=4 Mean=3.54
	8.33%	33.33%	33.33%	25.00%	42.11%	42.11%	0.00%	15.79%	0.00%	

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
5.2.2 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).	I	FGH	ABCDEKL	J	BCDEFH IK	BEH	AJL	AG	J	N=11 Median=4 Mean=3.54
	8.33%	25.00%	58.33%	8.33%	47.06%	17.65%	17.65%	11.76%	5.88%	
5.2.3 Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.	I	DFH	ABCEGKL	J	BDEFHI K	CEGH	JL	AB	AJ	N=11 Median=3 Mean=3.64
	8.33%	25.00%	58.33%	8.33%	41.18%	23.53%	11.76%	11.76%	11.76%	
5.2.4 Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.		CDEIK	FGL	ABJ	BDEFIK	ABCE	AJL	J		N=11 Median=4 Mean=3.91
	0.00%	45.45%	27.27%	27.27%	42.86%	28.57%	21.43%	7.14%	0.00%	
5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers. (Median = 4)										
5.3.1 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.	F	CEHIK	DGJL	AB	BDEFHIJ K	ABCHJ	L	AE		N=11 Median=4 Mean=3.73
	8.33%	41.67%	33.33%	16.67%	50.00%	31.25%	6.25%	12.50%	0.00%	
5.3.2 Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).		FHIK	CDEGJL	AB	BCDEFH IJK	EH	AL	ABG	J	N=11 Median=4 Mean=3.82
	0.00%	33.33%	50.00%	16.67%	52.94%	11.76%	11.76%	17.65%	5.88%	

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
5.3.3 Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).	F	DEHIK	CGJL	AB	CDEFIJK	BCDGHJ	AGL	ABEH		N=11 Median=4 Mean=3.73
	8.33%	41.67%	33.33%	16.67%	35.00%	30.00%	15.00%	20.00%	0.00%	
5.3.4 Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).	I	CDEGH	AFKL	BJ	BDEFIK	ACDEGH	FGJL	ABH	J	N=11 Median=4 Mean=4.27
	8.33%	41.67%	33.33%	16.67%	30.00%	30.00%	20.00%	15.00%	5.00%	
5.3.5 Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).	FI	CDEGHKL	J	AB	BCDEFIJ K	ADGH	GL	ABEFH		N=11 Median=4 Mean=3.45
	16.67%	58.33%	8.33%	16.67%	42.11%	21.05%	10.53%	26.32%	0.00%	
5.3.6 Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).		ACDEGHI K	FJL	B	BDFIJK	ACDEGH J	FGL	ABEH		N=11 Median=3 Mean=3.45
	0.00%	66.67%	25.00%	8.33%	30.00%	35.00%	15.00%	20.00%	0.00%	

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?	
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?	
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era. (Median = 4)											
5.4.1 Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.		HI	CDEGKL	ABFJ	BDEIK	CEFGHJ	AFGL	AB		N=11 Median=4 Mean=4.27	
	0.00%	16.67%	50.00%	33.33%	29.41%	35.29%	23.53%	11.76%	0.00%		
5.4.2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).		CEFHI	ABDGJKL		BCDEFI K	AEHJ	AGHL	BCG	J	N=11 Median=4 Mean=3.64	
	0.00%	41.67%	58.33%	0.00%	36.84%	21.05%	21.05%	15.79%	5.26%		
5.4.3 Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).		AEFHIK	BCDGL	J	BEFIK	CH	EFGJL	ABGH	AJ	N=7 Median=4 Mean=3.71	
	0.00%	50.00%	41.67%	8.33%	27.78%	11.11%	27.78%	22.22%	11.11%		
5.4.4 Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.		AF	CDEHIK	BDGJL		IJK	BDEHJ	AGL	BCEFGH	A	N=11 Median=3 Mean=3.18
	15.38%	46.15%	38.46%	0.00%	16.67%	27.78%	16.67%	33.33%	5.56%		

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.										N=11 Median=4 Mean=3.91
	CFI 25.00%	GHK 25.00%	ABDEJL 50.00%	0.00%	EFHIJK 37.50%	BCEHJ 31.25%	AGL 18.75%	AG 12.50%	0.00%	
5.4.6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.										N=11 Median=5 Mean=4.82
	0.00%	DHI 25.00%	CEFKL 41.67%	ABGJ 33.33%	BDEIK 25.00%	DEH 15.00%	ACFJL 25.00%	ABG 15.00%	CFGJ 20.00%	
5.4.7 Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.										N=11 Median=4 Mean=4.18
	0.00%	DEHK 36.36%	BCFGIJL 63.64%	0.00%	BDEIK 29.41%	CDEGHJ 35.29%	AL 11.76%	ABG 17.65%	J 5.88%	
5.5 Students explain the causes of the American Revolution. (Median = 4)										
5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).										N=11 Median=4 Mean=4.36
	0.00%	FHI 27.27%	CDEGJKL 63.64%	B 9.09%	BDEIJK 35.29%	ACEFHJ 35.29%	AGL 17.65%	BG 11.76%	0.00%	

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
5.5.2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.	F 9.09%	CEGHK 54.55%	BDJL 36.36%	0.00%	BCDEFI K 41.18%	AHJ 17.65%	AGL 17.65%	BEG 17.65%	J 5.88%	N=11 Median=4 Mean=3.73
5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.	0.00%	EHI 23.08%	BCDFJK 53.85%	AGL 23.08%	BDEFK 26.32%	ACGHJ 26.32%	ACFGL 26.32%	BE 10.53%	DJ 10.53%	N=11 Median=5 Mean=4.55
5.5.4 Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).	0.00%	EHIK 33.33%	BCDFGJ 50.00%	AL 16.67%	BDEFJK 31.58%	ABCGH 26.32%	ACFGL 26.32%	E 5.26%	DJ 10.53%	N=11 Median=4 Mean=4.09
5.6 Students understand the course and consequences of the American Revolution. (Median = 4)										
5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.	0.00%	CDFHIJK 58.33%	AEGL 33.33%	B 8.33%	BDEFJK 35.29%	GHJ 17.65%	AL 11.76%	BCDG 23.53%	AE 11.76%	N=10 Median=4 Mean=3.50

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
5.6.2 Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).		CEFGHIJ KL	BD		BDEFIJK	ACGHJ	AGL	BD	EF	N=11 Median=4 Mean=3.36
	0.00%	81.82%	18.18%	0.00%	36.84%	26.32%	15.79%	10.53%	10.53%	
5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).		EFHK	CDGIJL	B	BDEFIJK	EHJ	ACGL	BG	A	N=11 Median=4 Mean=3.91
	0.00%	36.36%	54.55%	9.09%	41.18%	17.65%	23.53%	11.76%	5.88%	
5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.		DEFHIK	CGJL	B	ABDEFIJ K	AGH	CGJL	BC	E	N=11 Median=4 Mean=3.55
	0.00%	54.55%	36.36%	9.09%	44.44%	16.67%	22.22%	11.11%	5.56%	
5.6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.	F	DEH	CGIJKL	B	ABDEFIJ K	AGHJ	CGL	BE	D	N=11 Median=4 Mean=3.91
	9.09%	27.27%	54.55%	9.09%	44.44%	22.22%	16.67%	11.11%	5.56%	

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
5.6.6 Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.	EF 16.67%	CGHIJK 50.00%	ABDL 33.33%	0.00%	BCDFHIJ K 40.00%	ABEGHJ 30.00%	GL 10.00%	ACDE 20.00%	0.00%	N=11 Median=4 Mean=3.64
5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	0.00%	H 8.33%	CDEFGIK L 66.67%	ABJ 25.00%	DFHIK 26.32%	BCEGH 26.32%	AFGJL 26.32%	ABE 15.79%	J 5.26%	N=11 Median=4 Mean=4.36
5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic. (Median = 4)										
5.7.1 List the shortcomings of the Articles of Confederation as set forth by their critics.	F 9.09%	EGHJK 45.45%	BCDIL 45.45%	0.00%	ACDFHIJ K 38.10%	ABCEGH J 33.33%	GL 9.52%	BDE 14.29%	F 4.76%	N=11 Median=3 Mean=3.55
5.7.2 Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.	0.00%	EGHJ 33.33%	BCDFIKL 58.33%	A 8.33%	BCDEFH IK 38.10%	AGHJ 19.05%	ACFGL 23.81%	BD 9.52%	EJ 9.52%	N=11 Median=4 Mean=4.18
5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.	0.00%	EHI 25.00%	BCDFGKL 58.33%	AJ 16.67%	DEFHIK 30.00%	ABEGH 25.00%	ABCFGJL 35.00%	D 5.00%	J 5.00%	N=11 Median=4 Mean=4.45

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.		BHK	CDEFGIL	AJ	BCDEFH I	EGH	ABCFGJL		AJ	N=11 Median=4 Mean=4.27
	0.00%	25.00%	58.33%	16.67%	36.84%	15.79%	36.84%	0.00%	10.53%	
5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.		BEFHJK	ACDGLJ		CDEFHJL	ABEGHJ	ABCGL	F	A	N=12 Median=4 Mean=3.83
	0.00%	50.00%	50.00%	0.00%	35.00%	30.00%	25.00%	5.00%	5.00%	
5.7.6 Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").	FHK	ACE	BGIL	J	ADEFHI	BCDEG	BFJL		AGJ	N=10 Median=3.5 Mean=3.00
	27.27%	27.27%	36.36%	9.09%	33.33%	27.78%	22.22%	0.00%	16.67%	
5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. (Median = 4)										
5.8.1 Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).	F	CEHJK	GIL	AB	BEFHJL	ACEHJ	AGL	B	G	N=10 Median=4 Mean=3.80
	9.09%	45.45%	27.27%	18.18%	37.50%	31.25%	18.75%	6.25%	6.25%	

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
5.8.2 Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).		EFHIK	ACGJL	B	EFIJ	BCEGHJ	A	AB	G	N=10 Median=4 Mean=3.80
	0.00%	45.45%	45.45%	9.09%	28.57%	42.86%	7.14%	14.29%	7.14%	
5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).		EFHK	CGIJL	AB	EFHJ	ABCEGH		ABG		N=10 Median=4 Mean=3.80
	0.00%	36.36%	45.45%	18.18%	35.71%	42.86%	0.00%	21.43%	0.00%	
5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).		EHK	CFGIJL	AB	FHJ	ABCEGH	J	ABG		N=10 Median=4 Mean=4.10
	0.00%	27.27%	54.55%	18.18%	28.57%	42.86%	7.14%	21.43%	0.00%	
5.8.5 Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.	F	ACEHK	BGIJL		CFHJ	ABEFGH J	G	ABCE		N=10 Median=4 Mean=3.60
	9.09%	45.45%	45.45%	0.00%	29.41%	41.18%	5.88%	23.53%	0.00%	
5.8.6 Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican- American War.		CEFHK	AGIJL	B	FHJ	ABEHJ	AG	BCEG		N=10 Median=4 Mean=4.00
	0.00%	45.45%	45.45%	9.09%	26.67%	33.33%	13.33%	26.67%	0.00%	

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
5.9 Students know the location of the current 50 states and the names of their capitals. (4.00)		DHI	ACEFGJK L	B	ADEFIJK	BCGH	FG	B	AEJL	N=11 Median=4 Mean=4.09
	0.00%	25.00%	66.67%	8.33%	38.89%	22.22%	11.11%	5.56%	22.22%	
Median-N, Median-Median, and Median-Mean, rating of all standards N=11 Median=4 Mean=3.80										

Section II - Eighth Grade

The following is a list of eighth grade state content standards. Please use the scale shown above each group of items. There are no right or wrong answers, so please respond to each item with your best assessment of your current practice and beliefs.

Eighth Grade History-Social Science Content Standards	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
United States History and Geography: Growth and Conflict										
8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. (Median = 2.25)										
8.1.1 Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor	H	ABCDEF G			ABCFG H		ACDE	H	EFG	N= 8 Median=2 Mean=1.75
	12.50%	87.50%	0.00%	0.00%	42.86%	0.00%	28.57%	7.14%	21.43%	
8.1.2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").		EH	G	ABCDF	GH		ABCDEF G	AFG	E	N=8 Median=5 Mean=4.25
	0.00%	25.00%	12.50%	62.50%	15.38%	0.00%	53.85%	23.08%	7.69%	
8.1.3 Analyze how the American Revolution affected other nations, especially France.		ABCDFG H	E		ABCFH	CH	DEG		E	N=8 Median=2.5 Mean=2.25
	0.00%	87.50%	12.50%	0.00%	45.45%	18.18%	27.27%	0.00%	9.09%	
8.1.4 Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	C	AE	BDF		AH	C	BCDEF	B	DEG	N=7 Median=2 Mean=2.29
	16.67%	33.33%	50.00%	0.00%	16.67%	8.33%	41.67%	8.33%	25.00%	

Eighth Grade History-Social Science Content Standards United States History and Geography: Growth and Conflict	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (Median = 4.00)										
8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.	H 12.50%	CEG 37.50%	ABDF 50.00%	0.00%	CGH 23.08%	AC 15.38%	BDEG 30.77%	A 7.69%	DFG 23.08%	N=8 Median=2 Mean=2.50
8.2.2 Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.	0.00%	0.00%	ABEFGH 75.00%	CD 25.00%	F 9.09%	0.00%	ABCDEF GH 72.73%	CE 18.18%	0.00%	N=8 Median=4 Mean=4.13
8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.	0.00%	A 22.22%	BCDFG H 66.67%	E 11.11%	A 10.00%	0.00%	BCDEFG H 70.00%	A 10.00%	E 10.00%	N=8 Median=4.5 Mean=4.50
8.2.4 Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.	0.00%	BEH 37.50%	ACDFG 62.50%	0.00%	H 10.00%	0.00%	ACDEFH 60.00%	G 10.00%	BE 20.00%	N=8 Median=3.5 Mean=3.25

Eighth Grade History-Social Science Content Standards United States History and Geography: Growth and Conflict	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
8.2.5 Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.	C	BEH	ADFG		B	CE	ACDFGH	AG	FH	N=7 Median=3 Mean=3.14
	12.50%	37.50%	50.00%	0.00%	7.69%	15.38%	46.15%	15.38%	15.38%	
8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.			DH	ABCEFG			BCDEFG	CG	EFGH	N=7 Median=5 Mean=4.86
	0.00%	0.00%	25.00%	75.00%	0.00%	0.00%	53.85%	15.38%	30.77%	
8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.			ABCDEF	G		E	ABCDFG	AG	EFG	N=6 Median=5 Mean=4.67
	0.00%	0.00%	85.71%	14.29%	0.00%	8.33%	50.00%	16.67%	25.00%	
8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it. (Median = 3.00)										
8.3.1 Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.	B	ACDEFG			ABCF		ADEGH		CEFGH	N=7 Median=2 Mean=2.14
	14.29%	85.71%	0.00%	0.00%	28.57%	0.00%	35.71%	0.00%	35.71%	
8.3.2 Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	BCH	AEFG		D	ABCFH		DEG	AD	BCEF	N=7 Median=3 Mean=2.57
	37.50%	50.00%	0.00%	12.50%	35.71%	0.00%	21.43%	14.29%	28.57%	

Eighth Grade History-Social Science Content Standards United States History and Geography: Growth and Conflict	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.	CDH	ABEFG			ABFGH	DG	ACDEG	D	BCDEFH	N=8 Median=2 Mean=2.00
	37.50%	62.50%	0.00%	0.00%	26.32%	10.53%	26.32%	5.26%	31.58%	
8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	C		ABDEFG		BH	C	ADEFG	AG	CEH	N=8 Median=3.5 Mean=3.13
	14.29%	0.00%	85.71%	0.00%	15.38%	7.69%	38.46%	15.38%	23.08%	
8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).		CEF	ABDGH		BCF	CF	ADEGH	AG	DEH	N=8 Median=3 Mean=2.75
	0.00%	37.50%	62.50%	0.00%	20.00%	13.33%	33.33%	13.33%	20.00%	
8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).		A	CDFH	BEG	B		ACDEFGH	A	DEGH	N=8 Median=4 Mean=4.25
	0.00%	12.50%	50.00%	37.50%	7.69%	0.00%	53.85%	7.69%	30.77%	
8.3.7 Understand the functions and responsibilities of a free press.	H	F	ACDF	BEG	BFH		DEFG	AC	ADEG	N=8 Median=4 Mean=4.00
	11.11%	11.11%	44.44%	33.33%	7.69%	0.00%	53.85%	7.69%	30.77%	

Eighth Grade History-Social Science Content Standards	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
United States History and Geography: Growth and Conflict										
8.4 Students analyze the aspirations and ideals of the people of the new nation. (Median = 3.00)										
8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	H	BCD	AFG	E	BCDFGH	AD	DEG	A	BEF	N=8 Median=3 Mean=3.00
	12.50%	37.50%	37.50%	12.50%	40.00%	13.33%	20.00%	6.67%	20.00%	
8.4.2 Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).	DH	ACDEG	BF		BCDFH	CD	BDEF	AD	AD	N=8 Median=3 Mean=2.62
	22.22%	55.56%	22.22%	0.00%	33.33%	13.33%	26.67%	13.33%	13.33%	
8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	CH	ADG	BEF		ABFH	CD	DEG	AD	CDF	N=8 Median=3 Mean=2.63
	25.00%	37.50%	37.50%	0.00%	28.57%	14.29%	21.43%	14.29%	21.43%	
8.4.4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).	AH	BDG	F	CE	ABGH	D	DEF	A	CDEF	N=8 Median=2 Mean=2.75
	25.00%	37.50%	12.50%	25.00%	30.77%	7.69%	23.08%	7.69%	30.77%	
8.5 Students analyze U.S. foreign policy in the early Republic. (Median = 4.00)										
8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.	E	ACDGH	BF		ABCDEFGH	D	F	A	EFH	N=7 Median=2 Mean=1.86
	12.50%	62.50%	25.00%	0.00%	57.14%	7.14%	7.14%	7.14%	21.43%	

Eighth Grade History-Social Science Content Standards	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
United States History and Geography: Growth and Conflict		CH	ADEF	BG	CF	C	ABDEFG	E	ABDH	N=8 Median=4 Mean=3.88
	8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	0.00%	25.00%	50.00%	25.00%	14.29%	7.14%	42.86%	7.14%	
8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.		CDGH	ABEF		CDFG	D	ABDE	DE	ABDFH	N=8 Median=4 Mean=3.63
		0.00%	50.00%	50.00%	0.00%	25.00%	6.25%	25.00%	12.50%	
8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. (Median = 2.50)										
8.6.1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).		ABCFGH	D	E	BCFGH		ADE		ADEF	N=8 Median=2.5 Mean=2.88
		0.00%	75.00%	12.50%	12.50%	41.67%	0.00%	25.00%	0.00%	
8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).	C	ABFGH	DE		ACDFG		ABDE		EF	N=8 Median=2 Mean=2.25
	12.50%	62.50%	25.00%	0.00%	45.45%	0.00%	36.36%	0.00%	18.18%	

Eighth Grade History-Social Science Content Standards United States History and Geography: Growth and Conflict	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
8.6.3 List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	CH	ABFG	DE		ACFGH		BD	E	AE	N=8 Median=3.5 Mean=3.38
	25.00%	50.00%	25.00%	0.00%	50.00%	0.00%	20.00%	10.00%	20.00%	
8.6.4 Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.		ACH	DFG	BE	ACD		BDFGH	E	ABDEF GH	N=8 Median=4 Mean=4.13
	0.00%	37.50%	37.50%	25.00%	18.75%	0.00%	31.25%	6.25%	43.75%	
8.6.5 Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.	CH	ABDFG	E		ACDFG H		E	E		N=8 Median=2 Mean=2.75
	25.00%	62.50%	12.50%	0.00%	75.00%	0.00%	12.50%	12.50%	0.00%	
8.6.6 Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).	C	ADGH	F	BE	ACDFH		AEG	EG	B	N=8 Median=4 Mean=3.50
	12.50%	50.00%	12.50%	25.00%	45.45%	0.00%	27.27%	18.18%	9.09%	

Eighth Grade History-Social Science Content Standards	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
United States History and Geography: Growth and Conflict										
8.6.7 Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).	ABCD GH	EF	F		ABCDF G	E	H		EH	N=8 Median=2 Mean=2.13
	66.67%	22.22%	11.11%	0.00%	60.00%	10.00%	10.00%	0.00%	20.00%	
8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. (Median = 4.25)										
8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.		A	CDFH	BEG	A		BCDFGH	CE	EGH	N=8 Median=4.5 Mean=4.50
	0.00%	12.50%	50.00%	37.50%	8.33%	0.00%	50.00%	16.67%	25.00%	
8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).			ADH	BCEFG			ABCDFG H	E	ABCEFG GH	N=8 Median=5 Mean=5.00
	0.00%	0.00%	37.50%	62.50%	0.00%	0.00%	46.67%	6.67%	46.67%	
8.7.3 Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	H	A	BCDF	EG	A		BCDFG	E	EG	N=8 Median=4 Mean=4.00
	12.50%	12.50%	50.00%	25.00%	11.11%	0.00%	55.56%	11.11%	22.22%	

Eighth Grade History-Social Science Content Standards	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
United States History and Geography: Growth and Conflict										
8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.	0.00%	25.00%	62.50%	12.50%	21.43%	0.00%	35.71%	7.14%	35.71%	N=8 Median=3.5 Mean=3.63
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. (Median = 3.50)										
8.8.1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).	E	ACG	DFH	B	ACDEG		ABDFH		EH	N=8 Median=4 Mean=3.75
	12.50%	37.50%	37.50%	12.50%	41.67%	0.00%	41.67%	0.00%	16.67%	
8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.			ACDFG H	BE	G		ABCDFG H	CE	ABEH	N=8 Median=5 Mean=4.75
	0.00%	0.00%	75.00%	25.00%	7.14%	0.00%	50.00%	14.29%	28.57%	
8.8.3 Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	ACH	DFG	BE		ABCDF GH	C		E	E	N=8 Median=3 Mean=3.25
	37.50%	37.50%	25.00%	0.00%	70.00%	10.00%	0.00%	10.00%	10.00%	

Eighth Grade History-Social Science Content Standards United States History and Geography: Growth and Conflict	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
8.8.4 Examine the importance of the great rivers and the struggle over water rights.	ACDGH	BF	E		ACDFGH	B	AD	BE	E	N=8 Median=2 Mean=2.38
	62.50%	25.00%	12.50%	0.00%	50.00%	8.33%	16.67%	16.67%	8.33%	
8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	CD	ABFG	EH		ABCDFG		B	AE	EH	N=8 Median=3 Mean=2.88
	25.00%	50.00%	25.00%	0.00%	54.55%	0.00%	9.09%	18.18%	18.18%	
8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	C	AH	DEFG	B	ACG		DFH	AE	BEH	N=8 Median=4.5 Mean=4.50
	12.50%	25.00%	50.00%	12.50%	27.27%	0.00%	27.27%	18.18%	27.27%	
8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (Median = 3.75)										
8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).			ACDFGH	BE	G		ABCDFGH	E	ABCEH	N=8 Median=5 Mean=4.75
	0.00%	0.00%	75.00%	25.00%	7.14%	0.00%	50.00%	7.14%	35.71%	
8.9.2 Discuss the abolition of slavery in early state constitutions.		BCF	ADGH	E	CDF		AGH	E	AEGH	N=7 Median=4 Mean=3.86
	0.00%	37.50%	50.00%	12.50%	27.27%	0.00%	27.27%	9.09%	36.36%	
8.9.3 Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.		AEG	BCDFH		ADFG		CFH	BE	EH	N=8 Median=3 Mean=3.50
	0.00%	37.50%	62.50%	0.00%	36.36%	0.00%	27.27%	18.18%	18.18%	

Eighth Grade History-Social Science Content Standards	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.		ABCH	DEFG		ABCGH	C	ADFG	E	E	N=8 Median=3.5 Mean=3.75
	0.00%	50.00%	50.00%	0.00%	41.67%	8.33%	33.33%	8.33%	8.33%	
8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).		C	ADEGH	BF	CG	C	ABDEFG H	H	E	N=8 Median=5 Mean=4.50
	0.00%	12.50%	62.50%	25.00%	16.67%	8.33%	58.33%	8.33%	8.33%	
8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.		CDG	ABH	E	ACDG		AEH	G	BEH	N=7 Median=3 Mean=3.57
	0.00%	42.86%	42.86%	14.29%	36.36%	0.00%	27.27%	9.09%	27.27%	
8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War. (Median = 3.50)										
8.10.1 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	CEH	ABDFG			ACDFG H		E	B	EH	N=8 Median=3 Mean=2.63
	37.50%	62.50%	0.00%	0.00%	60.00%	0.00%	10.00%	10.00%	20.00%	
8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	H	A	BCDEF	G	ABDH		ACDEFG	G	EH	N=8 Median=3.5 Mean=3.63
	12.50%	12.50%	62.50%	12.50%	30.77%	0.00%	46.15%	7.69%	15.38%	

Eighth Grade History-Social Science Content Standards	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	C	AD	EFH	BG	ACD		BEFGH	B	CEH	N=8 Median=3 Mean=3.25
	12.50%	25.00%	37.50%	25.00%	25.00%	0.00%	41.67%	8.33%	25.00%	
8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858),		ACH	DEFG	B	ACDGH		BDFG	E	EH	N=8 Median=4 Mean=4.00
	0.00%	37.50%	50.00%	12.50%	41.67%	0.00%	33.33%	8.33%	16.67%	
8.10.5 Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).		CH	ABDG	EF	ABCH		ADFG	E	EH	N=8 Median=4.5 Mean=4.38
	0.00%	25.00%	50.00%	25.00%	36.36%	0.00%	36.36%	9.09%	18.18%	
8.10.6 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	H	ABCD	FG	E	ABCDH		FGH	E	E	N=8 Median=3.5 Mean=3.63
	12.50%	50.00%	25.00%	12.50%	50.00%	0.00%	30.00%	10.00%	10.00%	
8.10.7 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.	H	ABCG	DF	E	ACG		DF	ABEH	EG	N=7 Median=3 Mean=3.14
	12.50%	50.00%	25.00%	12.50%	27.27%	0.00%	18.18%	36.36%	18.18%	
8.10.8 Explain how the war affected combatants, civilians, the physical environment, and future warfare.	BH	CD	AFG	E	BCDG		AFG	BEH	EF	N=8 Median=3.5 Mean=3.50
	25.00%	25.00%	37.50%	12.50%	33.33%	0.00%	25.00%	25.00%	16.67%	

Eighth Grade History-Social Science Content Standards	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
United States History and Geography: Growth and Conflict										
8.11 Students analyze the character and lasting consequences of Reconstruction. (Median = 4)										
8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	G	CH	ADEF	B	CEFGH		ABDF	AE	BE	N=8 Median=4.5 Mean=4.25
	12.50%	25.00%	50.00%	12.50%	38.46%	0.00%	30.77%	15.38%	15.38%	
8.11.2 Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	CDE	AFGH	B		ACDEF G		AH	B	H	N=7 Median=4 Mean=3.29
	37.50%	50.00%	12.50%	0.00%	60.00%	0.00%	20.00%	10.00%	10.00%	
8.11.3 Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.	E	CDGH	AF	B	CDEG		AFH	B	AH	N=7 Median=4 Mean=4.14
	12.50%	50.00%	25.00%	12.50%	40.00%	0.00%	30.00%	10.00%	20.00%	
8.11.4 Trace the rise of the Ku Klux Klan and describe the Klan's effects.	E	ABCGH	DF		ABCEG H		DF		AF	N=7 Median=4 Mean=4.14
	12.50%	62.50%	25.00%	0.00%	60.00%	0.00%	20.00%	0.00%	20.00%	
8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction	E	G	CDFH	B	EG		CDFH	BH		N=7 Median=5 Mean=4.71
	14.29%	14.29%	57.14%	14.29%	25.00%	0.00%	50.00%	25.00%	0.00%	

Eighth Grade History-Social Science Content Standards United States History and Geography: Growth and Conflict	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution. (Median = 3.5)										
8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	BCGH	ADEF			ACDFH	B	E	BE		N=7 Median=3 Mean=2.57
	5.13%	94.87%	0.00%	0.00%	55.56%	11.11%	11.11%	22.22%	0.00%	
8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	CGH	AB	DEF		ACH		DEF	BE		N=7 Median=4 Mean=3.71
	37.50%	25.00%	37.50%	0.00%	37.50%	0.00%	37.50%	25.00%	0.00%	
8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.	ABCEGH	DF			ABDEFH	C			C	N=8 Median=2.5 Mean=2.50
	75.00%	25.00%	0.00%	0.00%	75.00%	12.50%	0.00%	0.00%	12.50%	
8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	BCEGH	ADF			ABCDEFH		A			N=8 Median=3 Mean=3.00
	62.50%	37.50%	0.00%	0.00%	87.50%	0.00%	12.50%	0.00%	0.00%	
8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).	BCGH	AEF	D		ABCFH		ADE		E	N=8 Median=4 Mean=4.00
	50.00%	37.50%	12.50%	0.00%	55.56%	0.00%	33.33%	0.00%	11.11%	

Eighth Grade History-Social Science Content Standards United States History and Geography: Growth and Conflict	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.	BCGH	AEF	D		ABCFH		DE		AE	N=8 Median=4 Mean=3.75
	50.00%	37.50%	12.50%	0.00%	55.56%	0.00%	22.22%	0.00%	22.22%	
8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.	BCGH	AEF	D		ABCEFH		AD		D	N=8 Median=4 Mean=4.25
	50.00%	37.50%	12.50%	0.00%	66.67%	0.00%	22.22%	0.00%	11.11%	
8.12.8 Identify the characteristics and impact of Grangerism and Populism.	ABCDE GH	F			ABDEF H			CF		N=7 Median=3 Mean=2.57
	87.50%	12.50%	0.00%	0.00%	75.00%	0.00%	0.00%	25.00%	0.00%	
8.12.9 Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	ABCEGH H	F	D		ABCEFH H		D			N=8 Median=3.5 Mean=3.25
	75.00%	12.50%	12.50%	0.00%	85.71%	0.00%	14.29%	0.00%	0.00%	
Median-N, Median-Median, and Median-Mean, rating of all standards N=8 Median=3.5 Mean=3.50										

Section II – Eleventh Grade

The following is a list of eleventh grade state content standards. Please use the scale shown above each group of items. There are no right or wrong answers, so please respond to each item with your best assessment of your current practice and beliefs.

Eleventh Grade History-Social Science Content Standards	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
United States History and Geography: Continuity and Change in the Twentieth Century										
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. (Median = 7)										
11.1.1 Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.	E	BI	AH	CDFG	BEI	D	ABH	DGH	A	78587774
	10.00%	20.00%	30.00%	40.00%	27.27%	9.09%	27.27%	27.27%	9.09%	N=8 Median=7 Mean=6.63
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.	BE		GHI	ACDF	BE	DG	ABHI	DH		8487776
	22.22%	0.00%	33.33%	44.44%	20.00%	20.00%	40.00%	20.00%	0.00%	N=7 Median=7 Mean=6.71
11.1.3 Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	BE	I	ADG	CFH	ABDEI	G	H	H		7478673
	22.22%	11.11%	33.33%	33.33%	62.50%	12.50%	12.50%	12.50%	0.00%	N=7 Median=7 Mean=6.00
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.			AB	CDEFG HI		G	ADEGHI	DEGHI	A	76888884
	0.00%	0.00%	22.22%	77.78%	0.00%	7.69%	46.15%	38.46%	7.69%	N=8 Median=8 Mean=7.13

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
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. (Median = 6)										
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 <i>The Jungle</i> .		B	AGHI	CDEF	BI	DGH	AE	EH	ADI	66888675
	0.00%	11.11%	44.44%	44.44%	16.67%	25.00%	16.67%	16.67%	25.00%	N=8 Median=6.5 Mean=6.75
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.			ABGHI	CDEF	ABDI	DG		E	E	56688665
	0.00%	0.00%	55.56%	44.44%	50.00%	25.00%	0.00%	12.50%	12.50%	N=7 Median=6 Mean=6.29
11.2.3 Trace the effect of the Americanization movement.		H	ABCDFI	EG	ADFHI	GI	H	DFG	A	46686854
	0.00%	11.11%	66.67%	22.22%	41.67%	16.67%	8.33%	25.00%	8.33%	N=8 Median=6 Mean=5.88
11.2.4 Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.		BEI	ACGH	DF	EI	GH	DHI	D	A	45858663
	0.00%	33.33%	44.44%	22.22%	22.22%	22.22%	33.33%	11.11%	11.11%	N=8 Median=5.5 Mean=5.63
11.2.5 Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.		BE	AGH	CDFI	AE	DGH	EHI	ADE		4486845
	0.00%	22.22%	33.33%	44.44%	18.18%	27.27%	27.27%	27.27%	0.00%	N=7 Median=5 Mean=5.57
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.		B	ADI	CEFGH	DI	DGH	EH	EGI	A	43688885
	0.00%	11.11%	33.33%	55.56%	18.18%	27.27%	18.18%	27.27%	9.09%	N=8 Median=7 Mean=6.25

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
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).		CEGHI	BD	AF	BEGHI	DGH	BD	A	EI	85628652
	0.00%	55.56%	22.22%	22.22%	38.46%	23.08%	15.38%	7.69%	15.38%	N=8 Median=5.5 Mean=5.25
11.2.8 Examine the effect of political programs and activities of Populists.	BI	CG	AEH	DF	ABI	DEG	DEH	H	I	52868572
	22.22%	22.22%	33.33%	22.22%	27.27%	27.27%	27.27%	9.09%	9.09%	N=8 Median=5.5 Mean=5.38
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, Hiram Johnson).	B	C	EGHI	ADF	BEI	DG	AEH	ADH		72868575
	11.11%	11.11%	44.44%	33.33%	27.27%	18.18%	27.27%	27.27%	0.00%	N=8 Median=6.5 Mean=6.00

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
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. (Median = 6)										
11.3.1 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, antimonarchy and self-rule, worker protection, family-centered communities).	E	AB	CDFGHI		ADEFI	DGH	H	G	EI	33716774
	11.11%	22.22%	66.67%	0.00%	41.67%	25.00%	8.33%	8.33%	16.67%	N=8 Median=5 Mean=4.75
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.	BEI	CH	D	FG	DEHI	DGH		GI	E	1718761
	37.50%	25.00%	12.50%	25.00%	40.00%	30.00%	0.00%	20.00%	10.00%	N=7 Median=6 Mean=4.43
11.3.3 Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).		BEI	CH	DFG	EI	G	DEH	G	DH	2858873
	0.00%	37.50%	25.00%	37.50%	22.22%	11.11%	33.33%	11.11%	22.22%	N=7 Median=7 Mean=5.86
11.3.4 Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.	B		FH	CDEGI	F	G	EHI	DGH	DEI	2786767
	12.50%	0.00%	25.00%	62.50%	9.09%	9.09%	27.27%	27.27%	27.27%	N=7 Median=7 Mean=6.14

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.3.5 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.	E	BCDI		FGH	DEI	G	DEH	GH		2518784
	12.50%	50.00%	0.00%	37.50%	33.33%	11.11%	33.33%	22.22%	0.00%	N=7 Median=5 Mean=5.00
11.4 Students trace the rise of the United States to its role as a world power in the twentieth century. (Median = 7)										
11.4.1 List the purpose and the effects of the Open Door policy.	B	G	EFI	CDH	FI	DEG	EGH	DH	I	3666674
	12.50%	12.50%	37.50%	37.50%	18.18%	27.27%	27.27%	18.18%	9.09%	N=7 Median=6 Mean=5.43
11.4.2 Describe the Spanish-American War and U.S. expansion in the South Pacific.		B	C	ADEFG HI	B	EGI	EH	ADGHI	AD	74788886
	0.00%	11.11%	11.11%	77.78%	7.69%	23.08%	15.38%	38.46%	15.38%	N=7 Median=8 Mean=7.00
11.4.3 Discuss America's role in the Panama Revolution and the building of the Panama Canal.	B		C	ADEFG HI	B	DEGI	EH	ADGHI		42788876
	11.11%	0.00%	11.11%	77.78%	8.33%	33.33%	16.67%	41.67%	0.00%	N=8 Median=7 Mean=6.25
11.4.4 Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.		B	CHI	ADEFG	BHI	DEG	AEH	ADG		52888876
	0.00%	11.11%	33.33%	55.56%	25.00%	25.00%	25.00%	25.00%	0.00%	N=8 Median=7.5 Mean=6.50
11.4.5 Analyze the political, economic, and social ramifications of World War I on the home front.		CE	H	ADFGI	E	DGHI	HI	AG	AD	7888777
	0.00%	25.00%	12.50%	62.50%	9.09%	36.36%	18.18%	18.18%	18.18%	N=7 Median=7 Mean=7.43
11.4.6 Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.		ADEI	CFGH		ADEFG	GI	DH	HI		548686
	0.00%	50.00%	50.00%	0.00%	45.45%	18.18%	18.18%	18.18%	0.00%	N=6 Median=6 Mean=6.17

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. (Median = 6)										
11.5.1 Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.		ACEGI	FH	D	AEFGI	G	DFH	DH	EI	5826564
	0.00%	62.50%	25.00%	12.50%	38.46%	7.69%	23.08%	15.38%	15.38%	N=7 Median=5 Mean=5.14
11.5.2 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, and 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.		E	ABCDI	FGH	ADE	DGI	H	EGH	I	66668786
	0.00%	11.11%	55.56%	33.33%	27.27%	27.27%	9.09%	27.27%	9.09%	N=8 Median=6 Mean=6.63
11.5.3 Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).	B	CI	AEFGH	D	ABI	DGH	BI	H	D	51665674
	11.11%	22.22%	55.56%	11.11%	30.00%	30.00%	20.00%	10.00%	10.00%	N=8 Median=5.5 Mean=5.00
11.5.4 Analyze the passage of the Nineteenth Amendment and the changing role of women in society.		I	ABCH	DEFG	AI	G	EH	DGH	ADE	48888876
	0.00%	11.11%	44.44%	44.44%	18.18%	9.09%	18.18%	27.27%	27.27%	N=8 Median=8 Mean=7.13
11.5.5 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).		B	CEH	ADFGI	BE	DGI	EH	AGH	ADI	54878777
	0.00%	11.11%	33.33%	55.56%	15.38%	23.08%	15.38%	23.08%	23.08%	N=8 Median=7 Mean=6.63

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?	
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?	
11.5.6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.		BCH	DEFI	AG	DEH	DG	EH	AG	I	74676855	
	0.00%	33.33%	44.44%	22.22%	30.00%	20.00%	20.00%	20.00%	10.00%	N=8 Median=6 Mean=6.00	
11.5.7 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.		G	ABH	CDEFI	AG	H	DEHI		DEI	46788577	
	0.00%	11.11%	33.33%	55.56%	20.00%	10.00%	40.00%	0.00%	30.00%	N=8 Median=7 Mean=6.50	
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government. (Median = 7.5)											
11.6.1 Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.		B	CEH	ADFGI		ABDFG HI	DEH	B	EI	B	42657665
	11.11%	33.33%	55.56%	0.00%	50.00%	21.43%	7.14%	14.29%	7.14%	N=8 Median=5.5 Mean=5.13	
11.6.2 Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.		BC	EH	ADFGI	BG	DE	ADHI	AEGH		84888777	
	0.00%	22.22%	22.22%	55.56%	16.67%	16.67%	33.33%	33.33%	0.00%	N=8 Median=7.5 Mean=7.13	

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.6.3 Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects 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.		BI	CE	ADFGH	BI	EGH	ADH	AEGI	D	83888873
	0.00%	22.22%	22.22%	55.56%	15.38%	23.08%	23.08%	30.77%	7.69%	N=8 Median=8 Mean=6.63
11.6.4 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 1930s (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, and Bonneville Dam).		BG	CE	ADFHI	BG	EGH	ADHI	ADEI		62888578
	0.00%	22.22%	22.22%	55.56%	15.38%	23.08%	30.77%	30.77%	0.00%	N=8 Median=7.5 Mean=6.50
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.			CDFGHI	ABE	DFH	DEGHI	G	AE		68787665
	0.00%	0.00%	66.67%	33.33%	27.27%	45.45%	9.09%	18.18%	0.00%	N=8 Median=6.5 Mean=6.63

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.7 Students analyze America's participation in World War II. (Median = 6)										
11.7.1 Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.		B	CH	ADEFGI	B	EG	ABDHI	GHI	DE	6488877
	0.00%	11.11%	22.22%	66.67%	7.69%	15.38%	38.46%	23.08%	15.38%	N=7 Median=7 Mean=6.86
11.7.2 Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	B	CEH	ADFI	G	ABDEF HI	G	BDF	EGI	H	4256865
	11.11%	33.33%	44.44%	11.11%	46.67%	6.67%	20.00%	20.00%	6.67%	N=7 Median=5 Mean=5.14
11.7.3 Identify the roles 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 Code Talkers).	B	CD	AFHI	EG	ABDF	DG	BEI	EGH	HI	5257866
	11.11%	22.22%	44.44%	22.22%	28.57%	14.29%	21.43%	21.43%	14.29%	N=7 Median=6 Mean=5.5
11.7.4 Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).	B	EH	ACI	DFG	ABEH	G	BHI	DEG	ADI	4178766
	11.11%	22.22%	33.33%	33.33%	28.57%	7.14%	21.43%	21.43%	21.43%	N=7 Median=6 Mean=5.57

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.7.5 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 roles of women in military production; and the roles and growing political demands of African Americans.		B	CFI	ADEGH	BFI	G	DEH	AGH	ADE	86887875
	0.00%	11.11%	33.33%	55.56%	23.08%	7.69%	23.08%	23.08%	23.08%	N=8 Median=7.5 Mean=7.13
11.7.6 Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.	B	CDGH	EF	AI	BDEFG H	H	BDGI	AEFI		41546568
	11.11%	44.44%	22.22%	22.22%	40.00%	6.67%	26.67%	26.67%	0.00%	N=8 Median=5 Mean=4.88
11.7.7 Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).		BI	C	ADEFG H	BI	DG	ADH	EGHI	AE	73888885
	0.00%	22.22%	11.11%	66.67%	15.38%	15.38%	23.08%	30.77%	15.38%	N=8 Median=8 Mean=6.88
11.7.8 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.	E		ACGH	DFI	ADEG	GI	DHI	EH		5637677
	12.50%	0.00%	50.00%	37.50%	36.36%	18.18%	27.27%	18.18%	0.00%	N=7 Median=6 Mean=5.86

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.8 Students analyze the economic boom and social transformation of post-World War II America. (Median = 5.75)										
11.8.1 Trace the growth of service sector, white collar, and professional sector jobs in business and government.	B	CDEHI	AF		ABDEF HI	DH	B	F	I	3166676
	12.50%	62.50%	25.00%	0.00%	58.33%	16.67%	8.33%	8.33%	8.33%	N=7 Median=6 Mean=5.00
11.8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.		CE	ABDH	FGI	DEI	ADGH	BH	GI	I	47688876
	0.00%	22.22%	44.44%	33.33%	25.00%	33.33%	16.67%	16.67%	8.33%	N=8 Median=7 Mean=6.75
11.8.3 Examine Truman's labor policy and congressional reaction to it.	B	ABEHI	DF	G	ABDEF HI	DGH	I	G		22647764
	0.00%	62.50%	25.00%	12.50%	58.33%	25.00%	8.33%	8.33%	0.00%	N=8 Median=5 Mean=4.75
11.8.4 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.	B	CDEHI	AG	F	ABDEH I	GH	BD	GI		42538764
	11.11%	55.56%	22.22%	11.11%	50.00%	16.67%	16.67%	16.67%	0.00%	N=8 Median=4.5 Mean=4.88
11.8.5 Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.	B	CEG	AHI	DF	ABEGI		BDGHI	DH	A	72848575
	11.11%	33.33%	33.33%	22.22%	38.46%	0.00%	38.46%	15.38%	7.69%	N=8 Median=6 Mean=5.75
11.8.6 Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.		BCDEFG HI	A		ADEG H	DH		FI		46545563
	0.00%	88.89%	11.11%	0.00%	55.56%	22.22%	0.00%	22.22%	0.00%	N=8 Median=5 Mean=4.75

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.8.7 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.	B	CDHI	AE	FG	ABDHI	DEG	EHI	G	A	32568763
	11.11%	44.44%	22.22%	22.22%	38.46%	23.08%	23.08%	7.69%	7.69%	N=8 Median=5.5 Mean=5.00
11.8.8 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).		BCH	DEGI	AF	BDGH	DE	E	AHI	I	34668665
	0.00%	33.33%	44.44%	22.22%	36.36%	18.18%	9.09%	27.27%	9.09%	N=8 Median=6 Mean=5.50
11.9 Students analyze U.S. foreign policy since World War II. (Median = 6)										
11.9.1 Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.		CDEHI	ABF	G	ADEHI	DGH	B	EFG		47667765
	0.00%	55.56%	33.33%	11.11%	41.67%	25.00%	8.33%	25.00%	0.00%	N=8 Median=6 Mean=6.00
11.9.2 Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.	B	CE	AFGHI	D	ABEG	I	ABDHI	DEFH		3286776
	11.11%	22.22%	55.56%	11.11%	28.57%	7.14%	35.71%	28.57%	0.00%	N=7 Median=6 Mean=5.57

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:	E	B	H	DFI	BE	I	DHI	DH		382877
	16.67%	16.67%	16.67%	50.00%	25.00%	12.50%	37.50%	25.00%	0.00%	N=6 Median=7 Mean=5.83
11.9.3a The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting	E		ACHI	DF	EI	D	ADH	AHI		884886
	14.29%	0.00%	57.14%	28.57%	22.22%	11.11%	33.33%	33.33%	0.00%	N=6 Median=8 Mean=7.00
11.9.3b The Truman Doctrine	E		ACGH	DFI	AEG	I	DH	DH		484576
	12.50%	0.00%	50.00%	37.50%	37.50%	12.50%	25.00%	25.00%	0.00%	N=6 Median=5.5 Mean=5.67
11.9.3c The Berlin Blockade	E	I	ACGH	DF	ADEG	D	HI	H		664673
	12.50%	12.50%	50.00%	25.00%	50.00%	12.50%	25.00%	12.50%	0.00%	N=6 Median=6 Mean=5.33
11.9.3d The Korean War	E	CI	H	ADFG	DEI	DG	H	AGH	I	5648775
	12.50%	25.00%	12.50%	50.00%	30.00%	20.00%	10.00%	30.00%	10.00%	N=7 Median=6 Mean=6.00
11.9.3e The Bay of Pigs invasion and the Cuban Missile Crisis	E	C	AHI	DFG	AEI	G	DH	DGH	I	484885
	12.50%	12.50%	37.50%	37.50%	30.00%	10.00%	20.00%	30.00%	10.00%	N=6 Median=6.5 Mean=6.17
11.9.3f Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies	EI	C	DH	AFG	EI	DGI	DH	AGH	A	66488777
	25.00%	12.50%	25.00%	37.50%	18.18%	27.27%	18.18%	27.27%	9.09%	N=8 Median=7 Mean=6.63
11.9.3g The Vietnam War		C	FI	DEGHI	I	GI	ADHI	ADEGH	E	888886
	0.00%	12.50%	25.00%	62.50%	7.69%	15.38%	30.77%	38.46%	7.69%	N=6 Median=8 Mean=7.67

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.9.3h Latin American policy	E	CDH	A		DEH	DH	A	AF		8647
	20.00%	60.00%	20.00%	0.00%	37.50%	25.00%	12.50%	25.00%	0.00%	N=4 Median=6.5 Mean=6.25
11.9.4 List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).		BG	ACFI	DEH	ABFGI	DG	DH	EFH	E	4388786
	0.00%	22.22%	44.44%	33.33%	38.46%	15.38%	15.38%	23.08%	7.69%	N=7 Median=7 Mean=6.29
11.9.5 Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.	BE	CGI	DFH	A	DEFGI	DG	BH	AH	B	5168577
	22.22%	33.33%	33.33%	11.11%	41.67%	16.67%	16.67%	16.67%	8.33%	N=7 Median=6 Mean=5.57
11.9.6 Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.	EI	BCF	ADH	G	ABDFI	DG	H	EGH	E	6476874
	22.22%	33.33%	33.33%	11.11%	41.67%	16.67%	8.33%	25.00%	8.33%	N=7 Median=6 Mean=6.00
11.9.7 Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.	E	CDFH	ABEGI		DFGHI	D	B	AHI	BE	676664
	10.00%	40.00%	50.00%	0.00%	41.67%	8.33%	8.33%	25.00%	16.67%	N=6 Median=6 Mean=5.83
11.10 Students analyze the development of federal civil rights and voting rights. (Median = 7.5)										
11.10.1 Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries		C	E	ABDFG HI		DG	ABDH	ABEGHI	BEI	7888876

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.	0.00%	18.18%	18.18%	63.64%	0.00%	13.33%	26.67%	40.00%	20.00%	N=8 Median=8 Mean=7.50
11.10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Regents of the University of California v. Bakke</i> , and California Proposition 209.		C	E	ABDFG HI		G	BDH	ADEGHI	BEI	88888876
	0.00%	11.11%	11.11%	77.78%	0.00%	7.69%	23.08%	46.15%	23.08%	N=8 Median=8 Mean=7.63
11.10.3 Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.		CDH	ABEGI	F	ABDG HI	GH	DE		EI	67588665
	0.00%	33.33%	55.56%	11.11%	50.00%	16.67%	16.67%	0.00%	16.67%	N=8 Median=6 Mean=6.38
11.10.4 Examine the roles 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, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.		C	A	BDEFGH I	A	DG	ABDEHI	AGHI	BE	88888877
	0.00%	16.67%	16.67%	66.67%	6.67%	13.33%	40.00%	26.67%	13.33%	N=8 Median=8 Mean=7.75

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.10.5 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 quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.		C	ABDH	EFGI	D	DG	BEHI	AGHI	ABE	87688877
	0.00%	11.11%	44.44%	44.44%	7.14%	14.29%	28.57%	28.57%	21.43%	N=8 Median=7.5 Mean=7.38
11.10.6 Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.			ABEGHI	DF	AGI	G	BDEH	DHI	BE	67888676
	0.00%	0.00%	75.00%	25.00%	23.08%	7.69%	30.77%	23.08%	15.38%	N=8 Median=7 Mean=7.00
11.10.7 Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.		EI	BCH	ADFG	EI	DG	ABDH	GI	ABH	77888875
	0.00%	22.22%	33.33%	44.44%	15.38%	15.38%	30.77%	15.38%	23.08%	N=8 Median=7.5 Mean=7.25

Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society. (Median =6)										
11.11.1 Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.	CE	BDG	AFHI		ABDEG I	G	DH	FH		3666875
	22.22%	33.33%	44.44%	0.00%	54.55%	9.09%	18.18%	18.18%	0.00%	N=7 Median=6 Mean=5.86
11.11.2 Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).	BC	DEFGHI	A		ABDEF GHI	DFGH	B	FI		3165865
	22.22%	66.67%	11.11%	0.00%	53.33%	26.67%	6.67%	13.33%	0.00%	N=7 Median=5 Mean=4.86
11.11.3 Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.	E	C	BDHI	AFG	DI	EGH	BDH	AGI	A	86668874
	11.11%	11.11%	44.44%	33.33%	16.67%	25.00%	25.00%	25.00%	8.33%	N=8 Median=6.5 Mean=6.63
11.11.4 Explain the constitutional crisis originating from the Watergate scandal.	BC	DEGI	H	AF	BDGI	DE	BHI	AH	B	6166874
	22.22%	44.44%	11.11%	22.22%	33.33%	16.67%	25.00%	16.67%	8.33%	N=7 Median=6 Mean=5.43

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	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History?
11.11.5 Trace the impact of, need for, 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.	CE	BDFGHI	A		ADFGH I	DEG		HI		4556664
	22.22%	66.67%	11.11%	0.00%	54.55%	27.27%	0.00%	18.18%	0.00%	N=7 Median=5 Mean=5.14
11.11.6 Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.	CE	DFH	AGI	B	ADFH	DEGH	BI		BI	4856666
	22.22%	33.33%	33.33%	11.11%	33.33%	33.33%	16.67%	0.00%	16.67%	N=7 Median=6 Mean=5.86
11.11.7 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 family farms, increases in out-of-wedlock births, and drug abuse.	CE	BDFHI	AG		ABDEG HI	DGH		I		5455664
	22.22%	55.56%	22.22%	0.00%	63.64%	27.27%	0.00%	9.09%	0.00%	N=7 Median=5 Mean=5.00
Median-N, Median-Median, and Median-Mean, rating of all standards - N=8 Median=6 Mean=6										