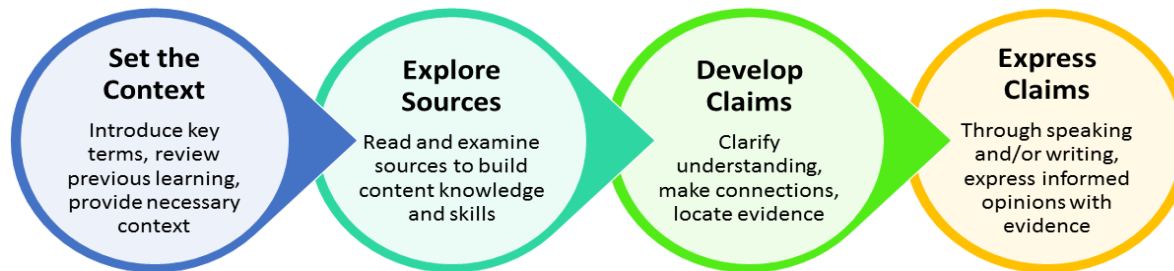


Louisiana STUDENT STANDARDS SOCIAL STUDIES

This document is designed to assist educators in interpreting Louisiana’s 2011 social studies standards. It contains the prioritized content and concepts aligned to GLEs for each unit. The intent of this document is to clarify the essential content and concepts, allowing teachers more flexibility to focus on the three shifts prescribed in the social studies vision:

1. Use **sources** to learn content.
2. Make **connections** among people, events, and ideas across time and place.
3. Express **informed claims** supported by evidence from sources and outside knowledge.

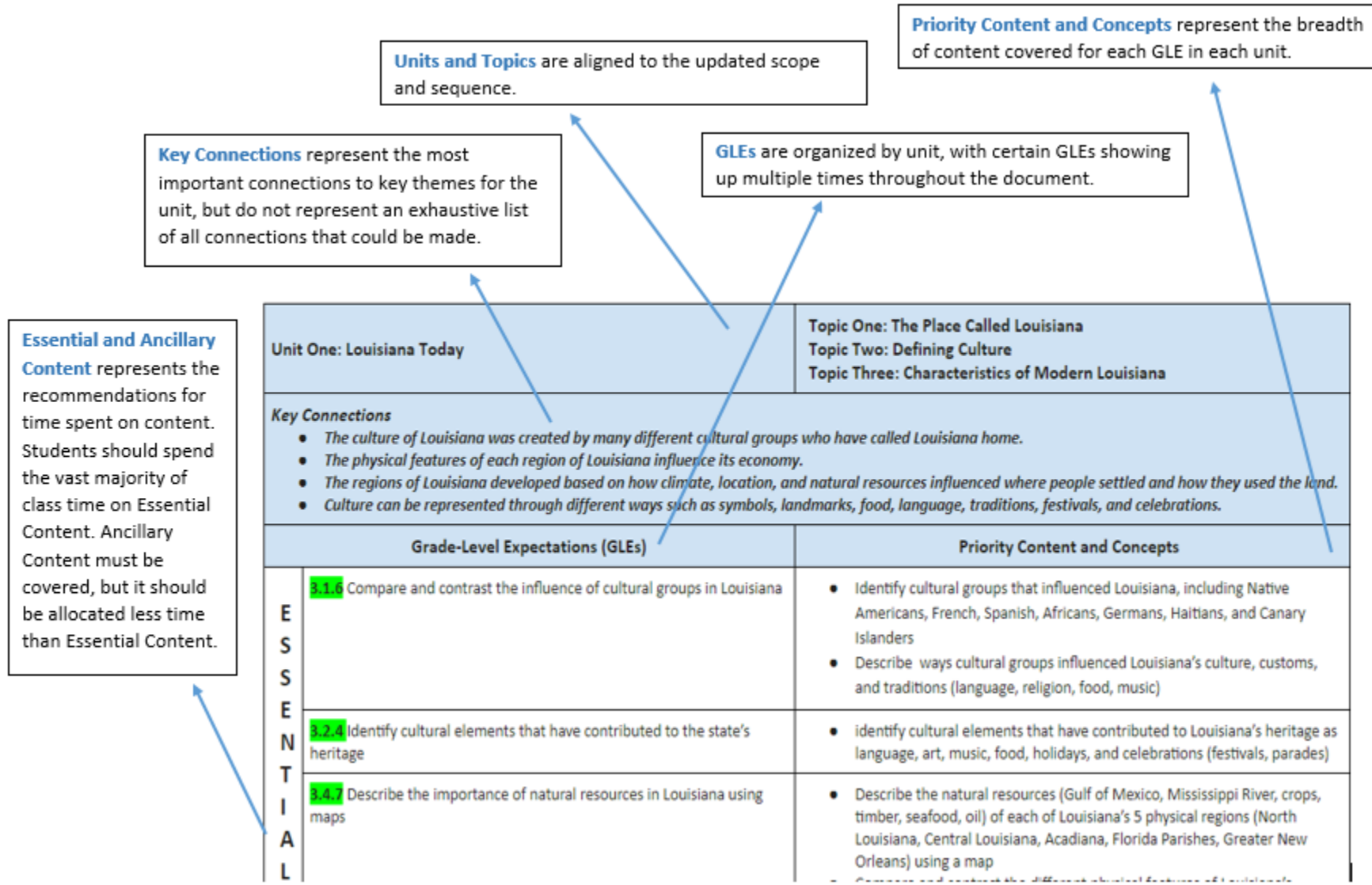


As a general caution, this companion document should not be used as a checklist. Teachers should not approach a unit by teaching each piece of prioritized content from the companion document in the order it is presented. The companion documents describe the range of content for a given GLE in each unit, but they do not reflect the sequence in which or method by which content should be taught. The content presented in the companion document is organized by standard and not integrated (as standards should be taught). If not taught in an integrated way, it is unlikely students will master course content or be prepared for the next course of study. Instead, the companion documents should be used alongside the instructional tasks in the [Updated Social Studies Scope and Sequences](#) or the curriculum adopted by the school. Companion documents should be used as a reference guide to ensure prioritized content is being adequately covered within a unit and to guide supplementation from current teaching resources.

This companion document is considered a “living” document, as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to louisianastandards@la.gov so that we may use your input when updating this guide.

How to Read Guide

The diagram below provides an overview of the information found in all units.



Priority Content and Concepts: Represents the content and concepts that should be taught for each GLE, aligned with assessment parameters. The priority content and concepts are organized by GLE – not sequentially. The [Updated Social Studies Scope and Sequences](#), or other classroom curriculum, should be used as a guide for sequencing content.

Key Connections: Represent the important connections students should be making within the content and across units. Making connections among people, events, and ideas across time and place is one of the social studies shifts, and the purpose of including sample connections in this document is to help students and teachers implement this shift. The key connections are not an exhaustive list but rather serve as a guide for the type of deeper understandings students should be forming.

Essential and Ancillary Content: Content is grouped into two categories, essential and ancillary. Essential content represents the most important concepts to be taught in each unit to further connections and understandings of the main ideas in each social studies course. Teachers should spend the majority of their time teaching the essential content. Ancillary content includes skills that are used in support of main ideas (such as map skills which are necessary to interpret and analyze maps), review content within a unit (some GLEs may be essential in some units and ancillary in others), and historical thinking skills (which should be practiced every unit). Ancillary content should **not** be cut from instruction because, without it, students will not be prepared for their next course of study. The essential and ancillary content distinction can be used to help teachers prioritize how much time to spend on different concepts.

A note on teaching the historical thinking skills standards: There are many acceptable options for teaching historical thinking skills. The content provided in the companion documents aligned to historical thinking skills is purposefully broad. Teachers may make adjustments to how historical thinking skills are taught to fit the needs of their classroom. While historical thinking skills are categorized as ancillary content, it is critical that teachers teach the prioritized content in each unit through the historical thinking skills standards. While the “opportunities” provided in this document represent just a few of the many valid avenues available, they do establish the bar for rigor that teachers should strive to meet when addressing historical thinking skills in each unit.

Unit One: Industrialization and Expansion through the Progressive Era		Topic One: Westward Expansion Topic Two: Urbanization and Industrialization Topic Three: Progressivism and Its Impact	
<p>Key Connections</p> <ul style="list-style-type: none"> • Technological innovations contributed to social, political, and economic change. • Political, social, and economic factors motivated mass migration within and to the United States. • Territorial expansion and westward migration/settlement contributed to economic development. 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	<p>US.2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion</p>	<ul style="list-style-type: none"> • Describe the push and pull factors for migration to the West (native-born Americans, immigrants, Exodusters). • Explain how ideas and events influenced westward expansion and tension between groups in the West (Manifest Destiny, treaties and legislation, railroad expansion). • Explain the causes and effects of conflict between Native Americans and white settlers during the late nineteenth century and early twentieth century (perceptions and beliefs; loss of sovereignty, lands, culture, and traditions; extermination of the buffalo; reservation system; wars such as the Battle of Little Bighorn and Wounded Knee). • Explain the effects of the Dawes Act on Native Americans. • Describe the methods and effects of forced assimilation on Native Americans. • Explain the causes and effects of conflict between white settlers and ethnic groups in the West (Mexican Americans, Chinese immigrants). • Describe the motivations behind and effects of the Chinese Exclusion Act. • Explain how ethnic and cultural groups responded to tension and hostility (formation of ethnic enclaves such as Chinese community centers in urban areas, Las Gorras Blancas/The White Caps, Ghost Dance movement). 	
	<p>US.2.2 Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming</p>	<ul style="list-style-type: none"> • Explain the motivations behind and effects of the Homestead Acts. • Explain how technological advancements affected farming and the cattle industry (barbed wire, railroads, end of the open range). • Describe the financing and construction of the transcontinental railroad (Pacific Railway Act, railroad tycoons, new technologies, role of immigrants). • Explain the social and economic effects of the transcontinental railroad. 	

		<ul style="list-style-type: none"> ● Describe the tension between cattle drivers and farmers.
	<p>US.2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement</p>	<ul style="list-style-type: none"> ● Explain the economic and political grievances of late nineteenth century farmers and how those grievances led to the rise of Populism (farmers’ economic instability/debt, business practices of railroads and banks, the Grange/Farmers’ Alliance and agrarian movement, financial panics/crises). ● Describe the economic arguments made by proponents of the gold standard versus proponents of bimetallism/free silver. ● Explain and critique the feasibility of solutions proposed by Populists to the problems facing farmers and laborers. ● Describe the differences between the Populist Party platform and the Republican Party platform. ● Describe the relationship between the Populist Party/People’s Party and the Democratic Party, including the significance of the nomination and campaign of William Jennings Bryan as the presidential candidate in the election of 1896.
	<p>US.2.4 Examine the effect of the government’s laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy</p>	<ul style="list-style-type: none"> ● Explain how industrialists and corporations revolutionized business and influenced the U.S. economy (development of industries such as oil, steel, railroads, and banking; Standard Oil Company; Carnegie Steel; new technologies; vertical and horizontal integration; monopolies/trusts). ● Analyze reasons industrialists, such as Vanderbilt, Rockefeller, Carnegie, and J.P. Morgan, were characterized as robber barons and captains of industry (business practices, worker exploitation, philanthropy). ● Explain the effects of technological innovations on the industrial economy (Bessemer process, electricity, telegraph, telephone, expansion of railroads, mass production, assembly line). ● Explain how industrialization contributed to urbanization. ● Trace the relationship between the federal government and corporations. ● Evaluate the societal effects of laissez-faire policy and the growth of the industrial economy.
	<p>US.2.5 Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization</p>	<ul style="list-style-type: none"> ● Describe the phases of and main geographic origins of late nineteenth century and early twentieth century immigration, explain push and pull factors for immigrants, and compare/contrast the experiences of immigrant groups. ● Explain the significance of Ellis Island and Angel Island as entry points for immigrants in the late nineteenth and early twentieth centuries. ● Explain how mass immigration contributed to urbanization.

<p>US.2.6 Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government’s response</p>	<ul style="list-style-type: none"> ● Explain the tactics of political machines, such as William Tweed of Tammany Hall, (graft, election/voter fraud, spoils system/patronage) and the relationship between political machines and urban populations. ● Explain the relationship between rapid industrialization, mass immigration, and urbanization. ● Analyze the influence of Social Darwinism on ideas and policies related to immigration, urbanization, and industrialization. ● Analyze the effects of industrialization on the lives of different groups in the United States. ● Describe living conditions for poor, urban populations in the late nineteenth and early twentieth centuries (tenement housing, overcrowding, unsanitary conditions). ● Analyze the factors that shaped immigration policy, reactions to immigrant groups, and assimilation efforts in the late nineteenth and early twentieth centuries (demand for laborers, nativism, social hostility). ● Describe the settlement house movement, including key people and objectives (Hull House, Jane Addams, Florence Kelley). ● Analyze the government’s response to the business practices of corporations and monopolies/trusts (intervention, regulation, Interstate Commerce Act and Hepburn Act, Theodore Roosevelt and trust busting, Sherman and Clayton Antitrust Acts).
<p>US.2.7 Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions</p>	<ul style="list-style-type: none"> ● Analyze the social, political, and economic struggles faced by the labor force (child labor, wages, hours, dangerous working conditions, Triangle Shirtwaist Factory fire, standard of living). ● Compare and contrast the goals and tactics of labor leaders and unions (Terence Powderly and the Knights of Labor, Samuel Gompers and the American Federation of Labor, Eugene Debs and the American Railway Union, Industrial Workers of the World). ● Describe the role of women and minority groups in labor unions during the late nineteenth and early twentieth centuries. ● Explain the causes and effects of major labor strikes and riots (Great Railroad Strike of 1877, Haymarket Square Riot, Homestead Strike, Pullman Strike).
<p>US.2.8 Identify the goals of Progressivism; describe the influence of the Muckrakers, political leaders, and intellectuals; and evaluate the movement’s successes and failures</p>	<ul style="list-style-type: none"> ● Explain the rise and goals of the Progressive movement. ● Explain the goals and tactics of muckrakers, and analyze the role they played in the Progressive movement (Thomas Nast, Ida Tarbell, Upton Sinclair, Lincoln Steffens, Jacob Riis, Lewis Hine, Ida B. Wells). ● Explain key pieces of legislation that resulted from the Progressive movement (Pendleton Civil Service Act, Meat Inspection Act, Pure Food and Drug Act, Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments).

		<ul style="list-style-type: none"> ● Explain changes to elections and voting during the Progressive Era (secret ballot, direct primaries, ballot initiatives and referendum, recall votes). ● Explain the goals, tactics, and achievements of the women's suffrage movement, as well as reasons for support and opposition to the movement (NAWSA and Carrie Chapman Catt, National Women's Party and Alice Paul, White House picketing, hunger strikes, passage of Nineteenth Amendment). ● Explain the goals and tactics of African American civil rights activists of the late nineteenth and early twentieth centuries, and analyze differing viewpoints of prominent leaders (W.E.B. DuBois and the Niagara Movement, Booker T. Washington, Mary Church Terrell). ● Explain how the goals and reform agenda of the Progressive movement manifested themselves during the presidential administrations of Theodore Roosevelt, Taft, and Wilson. (Roosevelt's trust busting, land conservation, and Square Deal; Taft's continuation of trust busting; Wilson's Federal Reserve Act, Clayton Antitrust Act, and "New Freedom" agenda). ● Describe Theodore Roosevelt's beliefs on the role the government should play in regulating business and how those beliefs influenced future administrations. ● Describe the presidential election of 1912 and its outcome (Roosevelt splitting the ticket with the Bull Moose Party, Wilson's victory).
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ANCILLARY CONTENT</p>	<p>US.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:</p> <ul style="list-style-type: none"> ● conducting short and sustained research ● evaluating conclusions from evidence (broad variety, primary and secondary sources) ● evaluating varied explanations for actions/events ● determining the meaning of words and phrases from historical texts ● analyzing historians' points of view 	<p><i>Opportunities for addressing US.1.1 in Unit 1:</i></p> <ul style="list-style-type: none"> ● Analyze a variety of primary sources by Native Americans from different tribes to explain common and divergent experiences. ● Analyze the extent to which views about the role of government shifted during this time period. ● Conduct research on a civil rights activist from the late nineteenth or early twentieth century and evaluate their impact. ● Read and analyze excerpts from key texts from the period, such as William Jennings Bryan's "Cross of Gold" speech, "The New Nationalism" by Theodore Roosevelt, "Wealth" by Andrew Carnegie, and the Populist Party platform. ● Read and analyze excerpts by influential muckrakers/Progressives to answer questions about the Progressive movement (<i>The History of Standard Oil</i> by Ida Tarbell, <i>Shame of the Cities</i> by Lincoln Steffens, <i>How the Other Half Lives</i> by Jacob Riis, <i>The Jungle</i> by Upton Sinclair, <i>Twenty Years at Hull House</i> by Jane Addams).
	<p>US.1.2 Compare and/or contrast historical periods in terms of:</p>	<p><i>Opportunities for addressing US.1.2 in Unit 1:</i></p> <ul style="list-style-type: none"> ● Analyze a broad variety of sources to evaluate continuities and changes in the lives of a specific group during the late nineteenth and early twentieth centuries.

	<ul style="list-style-type: none"> differing political, social, religious, or economic contexts similar issues, actions, and trends both change and continuity 	<ul style="list-style-type: none"> Analyze how popular and historical perceptions and depictions of the West during the late nineteenth century (Native Americans, cowboys, mythology of the West) have shifted over time. Compare and contrast societal responses to immigration during this period to other periods in U.S. history. Analyze a broad variety of sources to compare economic inequality during the Gilded Age to other periods in U.S. history. Analyze the impact of the Turner/Frontier Thesis and explain how it is viewed by modern historians.
	<p>US.1.3 Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position</p>	<ul style="list-style-type: none"> Develop an argument on a topic from the unit where controversy exists among modern historians.
	<p>US.1.5 Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources</p>	<ul style="list-style-type: none"> Use timelines, political cartoons, maps, graphs, debates, and other historical sources to analyze key events, people, and ideas from this unit.

Unit Two: Foreign Policy through the Great War		Topic One: U.S. Imperialism before 1917 Topic Two: World War I and Its Aftermath	
<p>Key Connections:</p> <ul style="list-style-type: none"> • Economic, political, and cultural factors contributed to U.S. expansion beyond its continental borders. • Political, social, and economic factors shaped the role of the federal government in foreign and domestic affairs. • Foreign and domestic policies and events influenced continuity and change in the national identity of the United States and its people. • The United States influences, and is influenced by, other countries. 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	<p>US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long term consequences upon newly acquired territories</p>	<ul style="list-style-type: none"> • Analyze the factors that contributed to U.S. imperialist policies (desire to expand economic power and increase military strength; Social Darwinism; jingoism; yellow journalism). • Analyze the causes and effects of the Spanish-American War. • Explain the events leading to and effects of the U.S. annexation of Hawaii. • Explain the events leading to and effects of the U.S. acquisition of the Panama Canal Zone. • Analyze the arguments of imperialists and anti-imperialists. 	
	<p>US.3.2 Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region</p>	<ul style="list-style-type: none"> • Analyze dominant U.S. imperialistic foreign policy philosophies and their influence on Latin America and the Pacific region (Open Door Policy, Roosevelt’s big stick policy and the Great White Fleet, Taft’s dollar diplomacy, Wilson’s moral diplomacy). • Explain the causes and consequences of imperialistic policies, interventions, and annexations in Latin America and the Pacific region (banana republics, Boxer Rebellion, Philippine insurrection, acquisition of the Panama Canal). 	
	<p>US.3.3 Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war</p>	<ul style="list-style-type: none"> • Describe the causes of World War I (militarism, alliances, nationalism, imperialism, assassination of Archduke Franz Ferdinand). • Describe the reasons the United States initially wanted to maintain a policy of isolationism during World War I. • Analyze reasons for U.S. entry into World War I (unrestricted submarine warfare, sinking of the <i>Lusitania</i>, violations of freedom of the seas, breaking of the Sussex Pledge, Zimmermann Telegram, shift in public opinion, Wilson’s casting of war in moral terms). 	

	<p>US.3.4 Explain how the U.S. government financed WWI, managed the economy, and directed public support for the war effort</p>	<ul style="list-style-type: none"> Describe efforts on the home front during World War I (victory gardens, food conservation, Food and Fuel Administrations, Selective Service Act of 1917). Describe economic policies directed at managing production and financing the war (War Industries Board, liberty bonds, taxation). Explain the ways the U.S. government controlled dissent and directed support for World War I (propaganda, Committee on Public Information, Espionage Act, Sedition Act, <i>Schenk v. United States</i>).
	<p>US.3.5 Analyze how key military leaders, innovations in military technology, and major events affected the outcome of WWI</p>	<ul style="list-style-type: none"> Describe new war technologies used in World War I and explain their impact (trench warfare, tanks, airplanes, automatic weapons, poison gas, tanks, stalemate, war of attrition, mass casualties). Explain major turning points in World War I and their effects (Bolshevik Revolution, entry of the American Expeditionary Force and General John Pershing, armistice).
	<p>US.3.6 Describe the goals of political leaders at the Paris Peace Conference and analyze the consequences of the Treaty of Versailles</p>	<ul style="list-style-type: none"> Describe the goals of the “Big Four” (United States, Britain, Italy, and France) at the Paris Peace Conference, and analyze the extent to which the Treaty of Versailles reflected Wilson’s Fourteen Points. Describe major changes in political boundaries in Europe after World War I, and explain how those changes affected the political balance in Europe (Russian Empire, Austro-Hungarian Empire). Describe the effects of the Treaty of Versailles on Germany (reparations, loss of territory, disarmament, war guilt clause). Describe the purpose of the League of Nations, and explain the reasons for and consequences of the U.S. decision not to join. Explain the reasons for isolationist sentiment in the United States after World War I.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ANCILLARY</p>	<p>US.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:</p> <ul style="list-style-type: none"> conducting short and sustained research evaluating conclusions from evidence (broad variety, primary and secondary sources) evaluating varied explanations for actions/events 	<p><i>Opportunities for addressing US.1.1 in Unit 2:</i></p> <ul style="list-style-type: none"> Read and analyze excerpts from the Roosevelt Corollary to the Monroe Doctrine, William McKinley’s 1900 speech on imperialism, Alfred Mahan’s <i>The Influence of Sea Power upon History</i>, and “The March of the Flag” by Senator Albert Beveridge to answer questions about U.S. imperialistic foreign policy. Conduct research on one example of U.S. intervention to more deeply analyze the causes and consequences of imperialism. Evaluate the relative significance of the causes of World War I and U.S. entry.

<ul style="list-style-type: none"> determining the meaning of words and phrases from historical texts analyzing historians' points of view 	<ul style="list-style-type: none"> Read and analyze excerpts from the Espionage Act, Sedition Act, and <i>Schenk v. United States</i> to answer questions about ways the government directed public support for the war. Analyze political cartoons and propaganda from the World War I era to answer questions about message, purpose, and effects.
<p>US.1.2 Compare and/or contrast historical periods in terms of:</p> <ul style="list-style-type: none"> differing political, social, religious, or economic contexts similar issues, actions, and trends both change and continuity 	<p><i>Opportunities for addressing US.1.2 in Unit 2:</i></p> <ul style="list-style-type: none"> Compare presidential rhetoric (Cleveland, McKinley, Roosevelt, Taft, Wilson) about imperialist foreign policy against historians' interpretation of the motivations and consequences of intervention. Analyze trends over time in public sentiment about isolationism vs. foreign involvement/internationalism. Analyze continuity and change in the role of the federal government during World War I compared with previous time periods.
<p>US.1.3 Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position</p>	<ul style="list-style-type: none"> Develop an argument on a topic from the unit where controversy exists among modern historians.
<p>US.1.4 Discriminate between types of propaganda and draw conclusions concerning their intent</p>	<ul style="list-style-type: none"> Analyze examples of propaganda on a topic from the unit and draw conclusions about the propaganda's intent and impact.
<p>US.1.5 Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources</p>	<ul style="list-style-type: none"> Use timelines, political cartoons, maps, graphs, debates, and other historical sources to analyze key events, people, and ideas from this unit.

Unit Three: Growth and Decline between the Wars		Topic One: American Prosperity and Social Change Topic Two: Global Depression Topic Three: The New Deal	
Key Connections:			
<ul style="list-style-type: none"> • Political and economic change contributed to cultural conflicts. • Economic factors influenced foreign and domestic policies and events. 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	US.4.1 Use examples to show how population shifts, artistic movements, Prohibition, and the women’s movement of the Roaring Twenties were a reflection of and a reaction to changes in American society	<ul style="list-style-type: none"> • Explain the push and pull factors for African Americans migrating from the South to the North during the Great Migration, and compare/contrast what life was like for African Americans who migrated to the North versus those who lived in the South. • Explain the origins and influence of the Harlem Renaissance, and discuss the factors that led Harlem to become a center for African-American art, music, literature, thought, and politics. • Discuss different perspectives on black identity and racial consciousness in the 1920s (concept of the “New Negro;” Marcus Garvey and the Back to Africa movement; W.E.B. DuBois and the ideas of “twoness” and the “talented tenth”). • Explain the causes and effects of the Eighteenth Amendment. • Analyze the extent to which women’s roles in society changed in the 1920s. • Explain how women achieved the right to vote and why the Equal Rights Amendment did not pass. • Describe popular images/perceptions of the 1920s (Roaring Twenties, Jazz Age, flappers, lost generation), and evaluate the extent to which those images/perceptions reflect the experiences of different groups of people during that period. • Explain the origins and effects of the Emergency Quota Act of 1921 and the Immigration Act of 1924. • Analyze how events of the 1920s were both reflections of and reactions to changes in American society. 	
	US.4.2 Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how	<ul style="list-style-type: none"> • Explain causes and effects of social upheaval in the years following World War I (1918 influenza outbreak, recession and inflation, labor strikes, race riots). • Describe the difference in the economic ideologies of capitalism, socialism, and communism. 	

<p>each reflected a return to isolationism</p>	<ul style="list-style-type: none"> Analyze the causes and effects of the first Red Scare (Bolshevik/Russian Revolution, fear of socialism/communism/anarchism, Palmer Raids, Sacco and Vanzetti trial, nativism, immigration quotas). Explain the factors that led to the resurgence of the Ku Klux Klan and nativist sentiment in the 1920s. Describe resistance to the Jim Crow system in the 1920s (anti-lynching campaign, NAACP). Discuss the presidential election of 1920, and explain the appeal of Harding’s “return to normalcy” campaign. Describe the economic agendas of Harding and Coolidge (pro-business/anti-union, tax reductions).
<p>US.4.3 Describe the impact of major technological innovations and scientific theories of the 1920s on American society</p>	<ul style="list-style-type: none"> Explain how advances in technology made ownership of goods attainable for more Americans. Analyze how the prevalence of new technologies and consumer goods affected American society and the economy (automobiles, home appliances, ready-to-wear clothing, radio, movies, aviation). Analyze how the growth of the consumer economy, advertising, and the ability to buy on credit affected American society. Explain the impact of scientific theories on American society (Scopes trial and the teaching of evolution, religious fundamentalism).
<p>US.4.4 Examine the causes of the Great Depression and its effects on the American people, and evaluate how the Hoover administration responded to this crisis</p>	<ul style="list-style-type: none"> Explain the causes of the stock market crash of 1929 (speculation, buying on margin, margin calls, panic) and the effects of the crash on the American people (bank failures, unemployment). Explain how an unequal distribution of wealth and debt contributed to the Great Depression. Explain how overproduction in the agricultural sector contributed to the Great Depression and how the Dust Bowl exacerbated the challenges faced by farmers. Explain how overproduction and underconsumption contributed to deflation and unemployment. Explain how the Great Depression affected life for different segments of society (unemployment, foreclosures, homelessness, Hoovervilles/shantytowns). Explain the government’s response to the Great Depression during the Hoover administration (“rugged individualism,” focus on private and local relief/resistance to direct relief; Mexican Repatriation program/forced migration including U.S. citizens; tax increases; Hawley-Smoot Tariff/protectionism; maintenance of the gold standard; Bonus Army; Reconstruction Finance Corporation; Emergency Relief and Construction Act) and public opinion of the effectiveness of that response.

	<p>US.4.5 Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States</p>	<ul style="list-style-type: none"> ● Explain the government’s response to the Great Depression during Franklin Roosevelt’s administration, including key programs created as part of FDR’s New Deal (Civilian Conservation Corps, Agricultural Adjustment Administration, Tennessee Valley Authority, Glass-Steagall Act and the Federal Deposit Insurance Corporation, Securities and Exchange Commission, Works Progress Administration, Wagner Act/National Labor Relations Act, Social Security Act). ● Analyze the extent to which New Deal programs addressed the problems caused by the Great Depression. ● Compare and contrast Hoover and FDR’s responses to the Great Depression, acknowledging shifts in policy for each over time. ● Explain the motivation behind and failure of FDR’s Judiciary Reorganization Bill/Supreme Court packing plan. ● Describe critiques of FDR’s New Deal (Father Coughlin, Huey P. Long). ● Explain short and long-term social, political, and economic effects of New Deal programs.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ANCILLARY CONTENT</p>	<p>US.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:</p> <ul style="list-style-type: none"> ● conducting short and sustained research ● evaluating conclusions from evidence (broad variety, primary and secondary sources) ● evaluating varied explanations for actions/events ● determining the meaning of words and phrases from historical texts ● analyzing historians’ points of view 	<p><i>Opportunities for addressing US.1.1 in Unit 3:</i></p> <ul style="list-style-type: none"> ● Evaluate explanations for cultural and societal changes in the 1920s. ● Conduct research on the causes and effects of the Great Depression. ● Compare and contrast different perspectives on New Deal programs and the expansion of government services. ● Read and analyze excerpts from Herbert Hoover’s “Rugged Individualism” speech and Franklin D. Roosevelt’s first inaugural address to answer questions about presidential perspectives on the role of government and the Great Depression.
	<p>US.1.2 Compare and/or contrast historical periods in terms of:</p> <ul style="list-style-type: none"> ● differing political, social, religious, or economic contexts ● similar issues, actions, and trends ● both change and continuity 	<p><i>Opportunities for addressing US.1.2 in Unit 3:</i></p> <ul style="list-style-type: none"> ● Compare and contrast the causes, prevalence, and effects of nativism on American society and politics during the 1920s and 1930s with other periods in U.S. history. ● Compare and contrast technology’s effects on society and the economy during the 1920s and 1930s with other periods in U.S. history. ● Analyze continuity and change in the lives of women and minority groups during the 1920s and 1930s compared with other periods in U.S. history. ● Analyze continuity and change in the role of the federal government during the 1920s and 1930s compared with other periods in U.S. history.

	<ul style="list-style-type: none"> ● Compare and contrast foreign and domestic policies during the 1920s and 1930s with previous time periods.
<p>US.1.3 Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position</p>	<ul style="list-style-type: none"> ● Develop an argument on a topic from the unit where controversy exists among modern historians.
<p>US.1.4 Discriminate between types of propaganda and draw conclusions concerning their intent</p>	<ul style="list-style-type: none"> ● Analyze examples of propaganda on a topic from the unit and draw conclusions about the propaganda’s intent and impact.
<p>US.1.5 Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources</p>	<ul style="list-style-type: none"> ● Use timelines, political cartoons, maps, graphs, debates, and other historical sources to analyze key events, people, and ideas from this unit.

Unit Four: World War II		Topic One: The Crisis in Europe and American Entry Topic Two: The U.S. during the War Topic Three: Victory and the New World Order
Key Connections: <ul style="list-style-type: none"> • People, ideas, and events influenced U.S. foreign and domestic policies. • Political, social, and economic factors shaped the role of the U.S. federal government in foreign and domestic affairs. • Foreign and domestic policies and events influenced continuity and change in the identity of the United States and its people. • Involvement in and outcomes of conflicts changed the status of countries in world affairs. 		
Grade-Level Expectations (GLEs)		Priority Content and Concepts
ESSENTIAL CONTENT	US.4.6 Examine the causes of World War II and explain the reasons for U.S. entry into the war	<ul style="list-style-type: none"> • Describe the rise of Nazism, fascism, and totalitarianism in Europe in the years leading up to World War II. • Explain how World War I and the Treaty of Versailles connect to World War II. • Explain how key events and acts of aggression contributed to World War II in both Europe and Asia (nationalism, militarism, imperialism; Asia: Japanese invasion of Manchuria and war with China; Europe: annexations of Austria and the Sudetenland, invasion of Poland). • Explain motivations behind European responses to Nazi Germany prior to the invasion of Poland (Munich Agreement/appeasement, Molotov-Ribbentrop Pact/non-aggression pact). • Describe the Allied and Axis power alliances of World War II and the war aims of each side. • Analyze shifts in U.S. foreign policy from 1939 to 1941 (Neutrality Acts, “cash and carry,” Destroyers for Bases Agreement, Selective Training and Service Act, Lend-Lease Act, extension of aid to the Soviet Union, responses to Japanese aggression prior to Pearl Harbor, declaration of war). • Explain how FDR encouraged support for U.S. entry into the war (“arsenal of democracy,” Four Freedoms speech, Infamy speech). • Analyze reasons for U.S. entry into World War II and the goals of the Atlantic Charter.
	US.4.7 Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort	<ul style="list-style-type: none"> • Explain ways the U.S. government financed World War II and managed the economy during the war and responses to government efforts (deficit spending, taxation, wage and price controls, war bonds, wartime production, zoot suit riots, War Production Board, Office of Price Administration, Office of War Mobilization).

	<ul style="list-style-type: none"> ● Explain the immediate and long-term effects of wartime production. ● Explain how the U.S. government encouraged public support on the home front (propaganda, rationing, victory gardens, Office of War Information).
<p>US.4.8 Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society</p>	<ul style="list-style-type: none"> ● Explain the role of women during World War II (on the home front, in the workforce, in organizations such as the WAACs, WAVES, WASPs, and Nurse Corps), analyze the extent to which their roles and status in society changed, and assess how lasting the changes were. ● Describe how white women and minority women experienced social changes from World War II differently. ● Analyze the extent to which World War II affected the opportunities and status of different minority groups in the United States and assess how lasting the changes were (work opportunities, including military service, code talkers, March on Washington movement, Tuskegee Airmen, Executive Order 8802, Double V Campaign). ● Analyze the motivations behind and effects of Executive Order 9066, Japanese internment, and the case of <i>Korematsu v. United States</i>, including how historians view internment and the ruling today.
<p>US.4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war</p>	<ul style="list-style-type: none"> ● Describe the state of the European theater of World War II prior to U.S. entry and analyze major events, turning points, and strategic decisions (Battle of the Atlantic, Battle of Stalingrad, North African Campaign, D-Day/Battle of Normandy, fall of the Third Reich and German surrender, liberation of concentration camps). ● Analyze the causes and effects of the Holocaust. ● Describe the U.S. response to the Nazi’s systematic persecution of Jews and intelligence about the Holocaust. ● Describe the state of the Pacific theater of World War II prior to U.S. entry and analyze major events, turning points, and strategic decisions (attack on Pearl Harbor, Doolittle Raid, Battle of Midway, island hopping, kamikaze pilots, Battles of Okinawa and Iwo Jima, Potsdam Declaration, dropping of the atomic bombs, Japanese surrender). ● Analyze the causes and effects of President Truman’s decision to drop atomic bombs on Japan, and evaluate arguments for and against the use of the atomic bomb.
<p>US.4.10 Describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War</p>	<ul style="list-style-type: none"> ● Describe the influence of political and military leaders on World War II (FDR, Truman, Eisenhower, MacArthur), including shifts in the relationships between the “Big Three” (Roosevelt, Churchill, Stalin) over the course of World War II. ● Explain the founding and goals of the United Nations.

		<ul style="list-style-type: none"> Analyze the causes and effects of the Atlantic Charter and agreements made at Tehran, Yalta, and Potsdam. Explain how the division of Germany contributed to postwar tensions between the Soviet Union and the United States. Explain how the Manhattan Project and the use of the atomic bombs influenced Cold War tensions. Analyze how U.S. involvement in World War II changed the U.S. role in world affairs. Describe the effects of the war and its outcome for various groups in the United States (GI Bill/Servicemen’s Readjustment Act, suburban growth, Executive Order 9981).
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ANCILLARY</p>	<p>US.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:</p> <ul style="list-style-type: none"> conducting short and sustained research evaluating conclusions from evidence (broad variety, primary and secondary sources) evaluating varied explanations for actions/events determining the meaning of words and phrases from historical texts analyzing historians’ points of view 	<p><i>Opportunities for addressing US.1.1 in Unit 4:</i></p> <ul style="list-style-type: none"> Conduct research on the experience of Japanese Americans interned during World War II. Analyze political cartoons and propaganda from the World War II era to answer questions about message, purpose, and effects. Analyze maps, tables, and graphs to answer questions about major events, turning points, and strategic decisions in the European and Pacific theaters during World War II. Read and analyze speeches by FDR to answer questions related to the transition from neutrality to participation in World War II (“Quarantine,” “Four Freedoms,” and “Infamy” speeches). Read and analyze excerpts from Executive Order 9066 and the majority and dissenting opinions in <i>Korematsu v. United States</i> to answer questions about the causes and effects of Japanese internment. Read and analyze firsthand accounts by World War II soldiers and Americans on the home front to answer questions about experiences during and effects of World War II. Compare and contrast the experiences of both women and minority groups engaged in World War II (in battle and/or on the home front) with their experiences before, during, and after the war. Read and analyze excerpts from wartime/post-war agreements to answer questions about the course and outcome of the war (Atlantic Charter, agreements made at Tehran, Yalta, and Potsdam; Charter of the United Nations).
	<p>US.1.2 Compare and/or contrast historical periods in terms of:</p> <ul style="list-style-type: none"> differing political, social, religious, or economic contexts 	<p><i>Opportunities for addressing US.1.2 in Unit 4:</i></p> <ul style="list-style-type: none"> Analyze the similarities and differences between mobilization efforts and actions on the home front during World War I and World War II.

	<ul style="list-style-type: none"> • similar issues, actions, and trends • both change and continuity 	<ul style="list-style-type: none"> • Analyze the extent to which involvement in World War II changed the U.S. role in world affairs. • Examine the experiences of veterans returning to civilian life after World War II compared to other wars in U.S. history (public reception, effects of the GI Bill, experience of white soldiers vs. black soldiers, limitations of “Greatest Generation” narrative). • Analyze the way U.S. society has reckoned with knowledge of the Holocaust immediately following World War II and in subsequent generations.
	<p>US.1.3 Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position</p>	<ul style="list-style-type: none"> • Develop an argument on a topic from the unit where controversy exists among modern historians.
	<p>US.1.4 Discriminate between types of propaganda and draw conclusions concerning their intent</p>	<ul style="list-style-type: none"> • Analyze examples of propaganda on a topic from the unit and draw conclusions about the propaganda’s intent and impact.
	<p>US.1.5 Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources</p>	<ul style="list-style-type: none"> • Use timelines, political cartoons, maps, graphs, debates, and other historical sources to analyze key events, people, and ideas from this unit.

<p>Unit Five: The Cold War</p>		<p>Topic One: The Cold War at Home and Abroad Topic Two: Conflict and Social Movements Topic Three: The End of the Cold War</p>	
<p>Key Connections:</p> <ul style="list-style-type: none"> • People, ideas, and events shaped U.S. foreign and domestic policies. • Social movements contributed to political, social, and economic changes in the United States. 			
<p>Grade-Level Expectations (GLEs)</p>		<p>Priority Content and Concepts</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ESSENTIAL CONTENT</p>	<p>US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism</p>	<ul style="list-style-type: none"> • Explain how ideological differences and post-World War II conditions (expansion of USSR/Soviet territory, satellite nations) contributed to and exacerbated tensions between the United States and the Soviet Union. • Analyze the causes and effects of U.S. foreign policies and events of the early Cold War, and evaluate the effectiveness of those policies (containment, Truman Doctrine, Marshall Plan, Berlin Blockade and airlift, formation of NATO and the Warsaw Pact, domino theory, New Look/massive retaliation/brinkmanship/deterrence, U-2 Incident). • Describe the advancements in the arms race and the space race, and explain how the competitions affected U.S. society and exacerbated tensions between the United States and the Soviet Union. • Explain how the creation of government agencies was linked to Cold War policy and fears (NASA, CIA). • Describe the role of the United States in the Chinese Civil War and effects of the triumph of the Chinese Communist Party and Mao Zedong over the Chinese Nationalists and Chiang Kai-Shek on U.S. policy. • Analyze the causes and effects of the Second Red Scare and efforts to contain communism at home (Executive Order 9835/Loyalty Order, House Un-American Activities Committee, blacklisting, Hollywood Ten, Julius and Ethel Rosenberg, McCarthyism, Army-McCarthy hearings). • Explain the causes and outcomes of the Korean War, reasons for U.S. involvement, and the role of the United States and other countries. • Analyze the extent to which the Cold War influenced daily life in the 1940s and 1950s. 	

<p>US.5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions</p>	<ul style="list-style-type: none"> ● Explain policies and events from the Kennedy administration through the Nixon administration and how each related to Cold War tensions (Kennedy: Peace Corps, Alliance for Progress, flexible response, counterinsurgency, space program, Berlin Wall; Nixon: Vietnamization, realpolitik, detente, Strategic Arms Limitation Treaty/SALT I). ● Analyze the causes and effects of policies and events in Cuba during the Cold War (Fidel Castro, Bay of Pigs invasion, Cuban Missile Crisis, Limited Test Ban Treaty). ● Describe the origins of the conflict in Vietnam (French Indochina War, Ho Chi Minh, NLF/Viet Cong, division of Vietnam), and analyze the reasons for and effects of escalating U.S. involvement in Vietnam (domino theory, Gulf of Tonkin Incident and Resolution). ● Explain the causes and consequences of major events and strategic decisions of the Vietnam War, including effects of the conflict on the home front and the outcome of the war. ● Describe the events surrounding the presidential election of 1968 (Johnson’s withdrawal, Democratic candidates and divisions, Nixon’s strategy, the “silent majority,” Democratic National Convention of 1968).
<p>US.5.3 Explain how the post-war social movements caused change by analyzing the methods used by the leaders, the effectiveness of legislation, and the impact of key events</p>	<ul style="list-style-type: none"> ● Explain the causes and effects of the antiwar movement and public protests to the Vietnam War (military draft, Kent State, Jackson State, Twenty-Sixth Amendment). ● Explain how the counterculture of the 1960s influenced U.S. society. ● Explain the goals and analyze the effectiveness of President Johnson’s Great Society programs and legislation (War on Poverty, Economic Opportunity Act, Medicaid, Medicare, Elementary and Secondary Education Act, Higher Education Act, Housing and Urban Development Act, Child Nutrition Act, Fair Housing Act). ● Analyze key social movements of the 1960s and 1970s, including goals and methods, key activists, and legacy of the movement (American Indian movement, environmental reform, farm workers movement and Cesar Chavez). ● Analyze the goals, obstacles, and effects of the women’s rights movement of the 1960s and 1970s/second-wave feminism (National Organization for Women’s statement of purpose, Equal Rights Amendment).
<p>US.5.4 Describe the role and importance of the Civil Rights movement in the expansion of opportunities for African Americans in the United States</p>	<ul style="list-style-type: none"> ● Explain the origins of the Civil Rights movement of the 1950s and 1960s as both a continuation of previous efforts for social justice and a period of intensified organizing and direct action.

		<ul style="list-style-type: none"> Analyze the different approaches used to elicit change during the Civil Rights movement, the key figures and groups associated with those methods, and how strategies and alliances shifted over time (NAACP, Congress of Racial Equality, Southern Christian Leadership Conference, Dr. Martin Luther King, Jr., Student Nonviolent Coordinating Committee, Malcolm X, Black Power movement, Black Panther Party). Explain significant events as turning points of the Civil Rights movement (<i>Brown v. Board of Education</i>, murder of Emmett Till, Montgomery Bus Boycott, lunch counter sit-ins, Freedom Rides, Birmingham campaign, March on Washington, Freedom Summer, Selma marches, Watts riot, fair housing campaigns, summer of 1967, Poor People’s March). Analyze the causes and effects of significant civil rights legislation passed during the 1950s and 1960s (Twenty-Fourth Amendment, Civil Rights Act of 1964 and affirmative action, Voting Rights Act of 1965). Analyze the role of different presidential administrations in the Civil Rights movement of the 1950s and 1960s (Eisenhower, Kennedy, significance of Kennedy assassination, Johnson). Analyze the response to the expansion of civil rights for African Americans, acknowledging differences among groups and individuals and shifts in public perceptions over time (White Citizens’ Councils, “massive resistance,” Little Rock Nine, New Orleans school integration crisis, integration of the University of Mississippi, KKK, church bombings, role of the “white moderate,” as mentioned in Martin Luther King Jr.’s “Letter from a Birmingham Jail,” significance of televised media coverage of key acts of brutality against protestors, white participation in civil rights protests). Evaluate the successes and limitations of the Civil Rights movement, and analyze the extent to which life improved for African Americans (end of Jim Crow laws, <i>dejure</i> vs. <i>defacto</i> segregation, extent of shift in public perceptions, institutionalized racism and continuing economic inequality, fluctuating federal support for civil and voting rights).
	<p>US.5.5 Explain how the leaders’ personalities, events, and policies of the 1980s combined to bring about an end to the Cold War</p>	<ul style="list-style-type: none"> Describe reasons for and outcomes of arms reduction talks and treaties, and explain how they affected the course of the Cold War (Strategic Arms Limitation Talks/SALT II, Intermediate-Range Nuclear Forces Treaty/INF, Strategic Arms Reduction Treaties/START).

	<ul style="list-style-type: none"> ● Explain key elements and effects of President Reagan’s foreign policies and goals (military buildup, Strategic Defense Initiative/”Star Wars,” funding of anti-communist fighters in the Middle East and Latin America, negotiations with the Soviet Union). ● Describe Mikhail Gorbachev’s policies of <i>glasnost</i> and <i>perestroika</i>, and explain how the policies contributed to the end of the Cold War. ● Explain how world leaders and their relationships with one another influenced the end of the Cold War (Reagan, Gorbachev, George H.W. Bush, Yeltsin). ● Explain the causes and consequences of key events that contributed to and signaled the end of the Cold War (solidarity and political movements in Eastern Europe, election of non-communist leaders in the Soviet Bloc, Tiananmen Square Protests, German reunification, end of the Warsaw Pact, fall of the Berlin Wall). ● Describe major changes in political boundaries in Europe after the breakup of the Soviet Union, and explain how those changes affected the balance of power in Europe.
<p>US.6.2 Describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society</p>	<ul style="list-style-type: none"> ● Analyze the role and influence of media coverage on society during the 1960s through the 1980s (1960 presidential debate, 1964 and 1968 presidential campaigns, Vietnam as a “living room war,” Civil Rights movement, Watergate scandal, fall of the Berlin Wall and the end of the Cold War). ● Describe the influence of the Cold War on advancements in technology, transportation, and communication.
<p>US.6.3 Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region</p>	<ul style="list-style-type: none"> ● Discuss the origins of conflicts and crises in the Middle East during the Cold War, and analyze reasons for and effects of U.S. involvement in the region (Arab-Israeli/Israeli-Palestinian conflict, Suez Canal Crisis and Eisenhower Doctrine, Yom Kippur War, Camp David Accords, Iranian Islamic Revolution, Iranian hostage crisis, Soviet-Afghan War, Iran-Iraq War). ● Explain the causes of the oil embargo of 1973 and the oil crisis of 1979. ● Describe the Carter Doctrine and the Reagan Corollary both as outgrowths of Cold War tensions and as policies that defined the image of the United States in the region. ● Explain the growing threat of terrorism during the Reagan administration.
<p>US.6.4 Describe events that changed American people’s perceptions of government over time</p>	<ul style="list-style-type: none"> ● Analyze how events during the Vietnam War affected perceptions of the U.S. government and contributed to a “credibility gap” (Tet Offensive and Cronkite broadcast, My Lai Massacre, bombings/invasion of Cambodia, Kent State shootings, Pentagon Papers, War Powers Act).

		<ul style="list-style-type: none"> Describe the events surrounding the Watergate scandal, and explain how the scandal changed perceptions of government. Explain the causes and outcomes of the Iran-Contra Affair, including its effects on perceptions of government.
	<p>US.6.5 Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions</p>	<ul style="list-style-type: none"> Analyze the rulings of precedent setting Supreme Court cases from the Warren and Burger courts to determine the effects of the rulings on social and political institutions (<i>Brown v. Board of Education, Gideon v. Wainwright, Escobedo v. Illinois, New York Times v. Sullivan, Miranda v. Arizona, Tinker v. Des Moines, Roe v. Wade, United States v. Nixon</i>).
<p>ANCILLARY CONTENT</p>	<p>US.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:</p> <ul style="list-style-type: none"> conducting short and sustained research evaluating conclusions from evidence (broad variety, primary and secondary sources) evaluating varied explanations for actions/events determining the meaning of words and phrases from historical texts analyzing historians’ points of view 	<p><i>Opportunities for addressing US.1.1 in Unit 5:</i></p> <ul style="list-style-type: none"> Read and analyze excerpts from historical documents and speeches to answer questions about U.S. policies and the course of the Cold War (e.g., George Kennan’s “Sources of Soviet Conduct” and Long Telegram, Winston Churchill’s “Iron Curtain” speech, President Eisenhower’s farewell address, Robert McNamara’s “Mutual Deterrence” speech, Nixon’s “Silent Majority” speech, the Gulf of Tonkin Resolution, President Reagan’s “Tear Down This Wall” speech). Analyze political cartoons from the Cold War to answer questions about message, purpose, and effects. Examine differing perspectives on the role and strategies of the United States in Cold War conflicts and crises, such as President Truman and General MacArthur during the Korean War and/or hawks and doves during the Vietnam War. Compare leaders’ stated explanations for Cold War policies with historians’ interpretations. Conduct research on the effect of social movements on Vietnam War policies. Read and analyze speeches by civil rights leaders and mission statements from civil rights organizations to examine their goals and methods. Analyze the intersections and divergences of the various reform and protest movements of the 1960s.

<p>US.1.2 Compare and/or contrast historical periods in terms of:</p> <ul style="list-style-type: none"> • differing political, social, religious, or economic contexts • similar issues, actions, and trends • both change and continuity 	<p><i>Opportunities for addressing US.1.2 in Unit 5:</i></p> <ul style="list-style-type: none"> • Compare and contrast the first and second Red Scares. • Examine continuity and change in Cold War policies from the Truman administration through the Reagan administration. • Analyze the extent to which cultural conflicts defined this period compared with previous periods in U.S. history. • Analyze the role civil rights played in realignments of political party platforms and constituencies in the 1960s and 1970s. • Analyze the extent to which the roles and lives of women and minority groups changed during this period, and compare and contrast the lives of women and minority groups during this period with other periods in U.S. history. • Compare and contrast domestic policies and programs of Cold War administrations with other periods in U.S. history. • Analyze continuity and change in the role of the federal government during the 1950s through the 1980s with other periods in U.S. history.
<p>US.1.3 Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position</p>	<ul style="list-style-type: none"> • Develop an argument on a topic from the unit where controversy exists among modern historians.
<p>US.1.4 Discriminate between types of propaganda and draw conclusions concerning their intent</p>	<ul style="list-style-type: none"> • Analyze examples of propaganda on a topic from the unit and draw conclusions about the propaganda’s intent and impact.
<p>US.1.5 Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources</p>	<ul style="list-style-type: none"> • Use timelines, political cartoons, maps, graphs, debates, and other historical sources to analyze key events, people, and ideas from this unit.

Unit Six: Entering a New Era		Topic One: Crisis and Conflicts: U.S. - Middle East Relations Topic Two: Presidential Administrations in the New Era	
Key Connections <ul style="list-style-type: none"> Economic factors influenced foreign and domestic policies and events. Technological innovations contributed to social, political, and economic change. 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	US.6.1 Compare and contrast the domestic policies of the post-Cold War presidencies	<ul style="list-style-type: none"> Describe the signature domestic policies, policy positions, and legacies (education, social welfare programs, health care, Medicare, Social Security, immigration, crime, environmental issues) of modern-era presidents (Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush, and Barack Obama). Describe economic conditions and issues of the 1980s through the early 2000s (federal government shutdowns, job growth and decline, shifts in the workforce, wage inequality, the Great Recession). Compare and contrast the economic policies of administrations in the modern era (Reagan: supply-side/trickle-down economics, George H.W. Bush: “Read my lips: no new taxes” campaign promise, Omnibus Budget Reconciliation Act; George W. Bush: 2001 and 2003 tax cuts; Obama: recovery policies including TARP). Describe the resurgence of conservatism and development of conservative coalitions during the administrations of Ronald Reagan and George H.W. Bush, and explain the influence of the religious right on modern-era presidential administrations. Describe the origins and effects of the war on drugs (mass incarceration). Compare and contrast healthcare reform legislation under Clinton in 1993 and under Obama in 2010. Explain the goals and effects of free trade agreements, such as the North American Free Trade Agreement (NAFTA), including how the agreements affect the economy and jobs. Discuss campaign finance regulation over time and campaign finance reforms during the post-Cold War Era. Analyze the causes and effects of increasing political polarization in the modern era. 	

<p>US.6.2 Describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society</p>	<ul style="list-style-type: none"> ● Explain how research and advances in medicine, including presidential responses to health crises, have affected society (AIDS crisis of the 1980s and early 1990s, innovations in genetics, stem cells, cancer). ● Analyze how innovations and advances in technology have transformed society and affected the economy (personal computers/PCs, the Internet, cell phones/smart phones, social media). ● Describe the causes and effects of the digital divide. ● Explain how social media and technological advances have affected elections, such as the presidential election of 2008, and movements in the United States.
<p>US.6.3 Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region</p>	<ul style="list-style-type: none"> ● Analyze the relationship between the United States and Israel and its bearing on the Israeli-Palestinian conflict and U.S. relations with countries/groups in the Middle East. ● Describe the origins and outcome of the Persian Gulf War, and explain reasons for U.S. involvement. ● Analyze the use and effectiveness of trade sanctions in the Middle East. ● Analyze the causes and effects of the post-9/11 wars in Afghanistan and Iraq.
<p>US.6.4 Describe events that changed American people's perceptions of government over time</p>	<ul style="list-style-type: none"> ● Explain the impact of the Clinton impeachment on his legacy and perceptions of government. ● Explain ways in which the presidential election of 2000 changed perceptions of government. ● Analyze how the wars in Afghanistan and Iraq have changed perceptions of government. ● Explain ways in which the government response to Hurricane Katrina affected the legacy of George W. Bush and changed perceptions of government.
<p>US.6.5 Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions</p>	<ul style="list-style-type: none"> ● Explain the rulings in landmark Supreme Court cases of the modern era, and analyze their effects on political and social institutions (<i>Citizens United</i>, <i>Schuetz v. Coalition to Defend Affirmative Action</i>, <i>Shelby County v. Holder</i>, <i>Obergefell v. Hodges</i>).
<p>US.6.6 Trace the rise in domestic and foreign terrorism and analyze its effect on America's way of life</p>	<ul style="list-style-type: none"> ● Analyze origins of anti-Western extremist ideologies and factors that influenced the rise of foreign terrorism. ● Analyze the effects of 9/11 on U.S. foreign and domestic policy (Patriot Act, Guantanamo Bay, Homeland Security, Transportation Security Administration). ● Describe major acts of domestic terrorism, such as the Unabomber attacks, the Oklahoma City bombing of 1995, and attacks by white supremacists. ● Compare the prevalence and casualties of foreign and domestic terrorist attacks.

ANCILLARY CONTENT		<ul style="list-style-type: none"> Evaluate the extent to which fear of terrorism has shaped society.
	<p>US.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:</p> <ul style="list-style-type: none"> conducting short and sustained research evaluating conclusions from evidence (broad variety, primary and secondary sources) evaluating varied explanations for actions/events determining the meaning of words and phrases from historical texts analyzing historians’ points of view 	<p><i>Opportunities for addressing US.1.1 in Unit 6:</i></p> <ul style="list-style-type: none"> Conduct research on economists’ perspectives on trade policy. Read and analyze speeches by presidents in the modern era to answer questions about their foreign and domestic policies. Analyze the goals and methods of economic and trade policies in post-Cold War administrations. Analyze explanations for U.S. intervention in the Middle East from the 1990s through the present day. Analyze Supreme Court decisions to evaluate the extent of its influence on society in the modern era.
	<p>US.1.2 Compare and/or contrast historical periods in terms of:</p> <ul style="list-style-type: none"> differing political, social, religious, or economic contexts similar issues, actions, and trends both change and continuity 	<p><i>Opportunities for addressing US.1.2 in Unit 6:</i></p> <ul style="list-style-type: none"> Analyze continuities and changes in U.S. - Middle East relations over time. Compare and contrast the social, political, and economic effects of advancements in technology during the late twentieth century and early twenty-first century with other periods in U.S. history. Compare and contrast limitations placed on civil liberties during the post 9/11 era with previous time periods. Analyze causes of increased nativist sentiment and compare societal responses to immigration in the modern era with previous time periods. Analyze a broad variety of sources to compare economic conditions and crises of the late twentieth century and early twenty-first century to other periods in U.S. history.
	<p>US.1.3 Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position</p>	<ul style="list-style-type: none"> Develop an argument on a topic from the unit where controversy exists among modern historians.
	<p>US.1.4 Discriminate between types of propaganda and draw conclusions concerning their intent</p>	<ul style="list-style-type: none"> Analyze examples of propaganda on a topic from the unit and draw conclusions about the propaganda’s intent and impact.

US.1.5 Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

- Use timelines, political cartoons, maps, graphs, debates, and other historical sources to analyze key events, people, and ideas from this unit.