

South Carolina Tutorials are designed specifically for the South Carolina College and Career Readiness Standards and the South Carolina Academic Standards to prepare students for the South Carolina End-of-Course Examination Program (EOCEP), ACT Aspire, and the South Carolina Palmetto Assessment of State Standards (SCPASS).

U.S. History Tutorials offer targeted instruction, practice, and review designed to build students' knowledge of U.S. history and their comfort with historical thinking skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing their ability to apply historical knowledge in abstract and concrete forms, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

## Unit 1: Our Founding Documents

### • THE DECLARATION OF INDEPENDENCE

- USHC-1.2: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States. Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War.
- USHC-1.3: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States. Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators: Analyze

the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.

- **THE CREATION OF THE U.S. CONSTITUTION**

- USHC-1.4: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States. Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators: Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.
- USHC-1.2: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States. Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War.
- USHC-1.5: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States. Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators: Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.

- **RATIFYING AND AMENDING THE U.S. CONSTITUTION**

- USHC-1.6: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States. Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the development of the two-party system during the presidency of George Washington,

including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.

- USHC-1.2: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States. Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War.
- USHC-1.5: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States. Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators: Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.

## Unit 2: On the Frontier

### • AMERICAN INDIANS IN THE WEST

- USHC-2.1: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century. Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the antebellum United States, the student will utilize the knowledge and skills set forth in the following indicators: Summarize the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states rights and federal power during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.

### • WESTWARD EXPANSION AND THE ECONOMY

- USHC-2.3: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century. Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the antebellum United States, the student will utilize the knowledge and skills set forth in the following indicators: Compare the economic development in different

regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.

- USHC-4.1: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples.
- USHC-2.1: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century. Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the antebellum United States, the student will utilize the knowledge and skills set forth in the following indicators: Summarize the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states rights and federal power during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.
- USHC-2.2: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century. Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the antebellum United States, the student will utilize the knowledge and skills set forth in the following indicators: Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States relationships with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War.
- USHC-2.4: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century. Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the antebellum United States, the student will utilize the knowledge and skills set forth in the following indicators: Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and womens rights.

### Unit 3: The Second Industrial Revolution

#### • THE RISE OF INDUSTRY

- USHC-4.2: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active

participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad subsidies, tariffs, and labor policies; and the expansion of international markets.

- **CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY**

- USHC-4.2: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad subsidies, tariffs, and labor policies; and the expansion of international markets.
- USHC-4.3: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Evaluate the role of capitalism and its impact on democracy, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of entrepreneurs, the rise of business through monopoly and the influence of business ideologies.

- **CULTURE OF THE GILDED AGE**

- USHC-4.3: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Evaluate the role of capitalism and its impact on democracy, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of entrepreneurs, the rise of business through monopoly and the influence of business ideologies.

- **POLITICS OF THE GILDED AGE**

- USHC-4.4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active

participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Explain the impact of industrial growth and business cycles on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business.

- USHC-4.5: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West.

#### Unit 4: Labor, Immigration, and the City

- **INDUSTRIAL WORKERS AND LABOR REFORM**

- USHC-4.4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Explain the impact of industrial growth and business cycles on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business.

- **URBANIZATION AND ITS CHALLENGES**

- USHC-4.5: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West.

- **PATTERNS OF IMMIGRATION**

- USHC-4.5: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active

participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West.

## Unit 5: The Progressive Era

### • SOCIAL REFORM IN THE PROGRESSIVE ERA

- USHC-4.6: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Compare the accomplishments and limitations of the womens suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.

### • SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA

- USHC-4.6: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Compare the accomplishments and limitations of the womens suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.
- USHC-3.5: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America. Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interests on the rights of minority groups, the student will utilize the knowledge and skills set forth in the following indicators: Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.
- USHC-2.4: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century. Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to

political conflict in the antebellum United States, the student will utilize the knowledge and skills set forth in the following indicators: Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and womens rights.

- USHC-4.6: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Compare the accomplishments and limitations of the womens suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.
- USHC-2.4: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century. Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the antebellum United States, the student will utilize the knowledge and skills set forth in the following indicators: Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and womens rights.
- USHC-3.4: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America. Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interests on the rights of minority groups, the student will utilize the knowledge and skills set forth in the following indicators: Summarize the end of Reconstruction, including the role of antiAfrican American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.
- **POLITICAL REFORM IN THE PROGRESSIVE ERA**
  - USHC-4.6: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Compare the accomplishments and limitations of the womens suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media



and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.

- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**

- USHC-4.6: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Compare the accomplishments and limitations of the womens suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.

## Unit 6: American Imperialism

- **THE DRIVE FOR EXPANSION**

- USHC-5.1: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the development of American expansionism, including the change from isolationism to intervention and the rationales for imperialism based on Social Darwinism, expanding capitalism, and domestic tensions.
- USHC-2.2: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century. Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the antebellum United States, the student will utilize the knowledge and skills set forth in the following indicators: Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States relationships with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War.
- USHC-5.2: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Explain the influence of the Spanish-American War on the

emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.

- **THE SPANISH-AMERICAN WAR**

- USHC-5.2: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.
- USHC-5.3: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's big stick diplomacy, William Taft's dollar diplomacy, and Woodrow Wilson's moral diplomacy and changing worldwide perceptions of the United States.
- USHC-5.3: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's big stick diplomacy, William Taft's dollar diplomacy, and Woodrow Wilson's moral diplomacy and changing worldwide perceptions of the United States.

- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**

- USHC-5.3: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's big stick diplomacy, William Taft's dollar diplomacy, and Woodrow Wilson's moral diplomacy and changing worldwide perceptions of the United States.

## Unit 7: World War I: Part 1

### • WORLD WAR I: THE BIGGER PICTURE

- USHC-5.4: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.
- USHC-5.3: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's big stick diplomacy, William Taft's dollar diplomacy, and Woodrow Wilson's moral diplomacy and changing worldwide perceptions of the United States.

### • ON THE WAR FRONT

- USHC-5.4: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the

twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.

- **ON THE HOME FRONT**

- USHC-5.4: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.

## Unit 8: World War I: Part 2

- **THE AFRICAN AMERICAN WARTIME EXPERIENCE**

- USHC-3.4: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America. Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interests on the rights of minority groups, the student will utilize the knowledge and skills set forth in the following indicators: Summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.
- USHC-5.4: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United

States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.

- USHC-4.5: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries. Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators: Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West.

- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**

- USHC-5.4: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.
- USHC-5.4: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.

- USHC-5.5: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the United States rejection of internationalism, including postwar disillusionment, the Senates refusal to ratify the Versailles Treaty, the election of 1920, and the role of the United States in international affairs in the 1920s.

### Unit 9: America in the 1920s

- **A TIME OF EASE: THE POSTWAR ECONOMIC BOOM**

- USHC-6.1: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s. The role of government in a democracy is to protect the rights and well-being of the people. Governments role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will utilize the knowledge and skills set forth in the following indicators: Explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance.
- USHC-6.2: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s. The role of government in a democracy is to protect the rights and well-being of the people. Governments role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will utilize the knowledge and skills set forth in the following indicators: Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the Red Scare, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

- **A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM**

- USHC-6.2: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s. The role of government in a democracy is to protect the rights and well-being of the people. Governments role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences

of economic cycles and to make informed economic choices and political decisions about government policies, the student will utilize the knowledge and skills set forth in the following indicators: Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the Red Scare, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

- **SOCIAL CONFLICT AND CHANGE**

- USHC-6.2: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s. The role of government in a democracy is to protect the rights and well-being of the people. Governments role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will utilize the knowledge and skills set forth in the following indicators: Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the Red Scare, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.
- USHC-3.5: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America. Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interests on the rights of minority groups, the student will utilize the knowledge and skills set forth in the following indicators: Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.
- USHC-6.2: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s. The role of government in a democracy is to protect the rights and well-being of the people. Governments role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will utilize the knowledge and skills set forth in the following indicators: Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the Red Scare, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

- **MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S**

- USHC-6.1: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s. The role of government in a democracy is to

protect the rights and well-being of the people. Governments role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will utilize the knowledge and skills set forth in the following indicators: Explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance.

## Unit 10: The Great Depression and the New Deal

### • CAUSES OF THE GREAT DEPRESSION

- USHC-6.3: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s. The role of government in a democracy is to protect the rights and well-being of the people. Governments role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will utilize the knowledge and skills set forth in the following indicators: Explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulation; taxes, investment; and stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people.

### • THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION

- USHC-6.3: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s. The role of government in a democracy is to protect the rights and well-being of the people. Governments role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will utilize the knowledge and skills set forth in the following indicators: Explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulation; taxes, investment; and stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people.

### • THE NEW DEAL

- USHC-6.4: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s. The role of government in a democracy is to protect the rights and well-being of the people. Governments role in regulating the economy



and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will utilize the knowledge and skills set forth in the following indicators: Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.

## Unit 11: World War II: Part 1

### • FROM ISOLATIONISM TO INVOLVEMENT

- USHC-7.1: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the decision of the United States to enter World War II, including the nation's movement from a policy of isolationism to international involvement and the Japanese attack on Pearl Harbor.

### • MOBILIZATION AND THE HOME FRONT

- USHC-7.2: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Evaluate the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans.

### • WAR ON MANY FRONTS

- USHC-7.3: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.

## Unit 12: World War II: Part 2

---

- **THE HOLOCAUST**

- USHC-7.4: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Summarize the economic, humanitarian, and diplomatic effects of World War II, including the end of the Great Depression, the Holocaust, the war crimes trials, and the creation of Israel.

- **OPPORTUNITIES AND OBSTACLES**

- USHC-7.2: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Evaluate the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans.

- **THE END OF THE WAR**

- USHC-7.4: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Summarize the economic, humanitarian, and diplomatic effects of World War II, including the end of the Great Depression, the Holocaust, the war crimes trials, and the creation of Israel.
- USHC-7.3: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.

### Unit 13: The Cold War: Part 1

- **THE BEGINNINGS OF THE COLD WAR**

- USHC-7.3: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.
- USHC-7.5: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the Red Scare and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.
- **THE KOREAN WAR AND THE EISENHOWER YEARS**
  - USHC-7.5: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the Red Scare and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.
- **THE ARMS RACE AND THE SPACE RACE**
  - USHC-7.5: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the Red Scare and McCarthyism, the conflicts in

Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.

## Unit 14: The Cold War: Part 2

### • THE VIETNAM WAR

- USHC-8.3: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Explain the development of the war in Vietnam and its impact on American government and politics, including the Gulf of Tonkin Resolution and the policies of the Johnson administration, protests and opposition to the war, the role of the media, the policies of the Nixon administration, and the growing credibility gap that culminated in the Watergate scandal.

### • THE LAST YEARS OF THE COLD WAR

- USHC-7.5: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the Red Scare and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.
- USHC-7.5: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the Red Scare and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.
- USHC-8.6: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize Americas role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism.

## Unit 15: The Midcentury Boom

### • PROSPERITY AND CHANGE AFTER WORLD WAR II

- USHC-7.6: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.

### • DOMESTIC PROGRAMS IN THE 1950S AND 1960S

- USHC-7.6: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.
- USHC-8.2: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Compare the social and economic policies of presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.
- USHC-7.6: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.

## Unit 16: Rethinking America

---

- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**

- USHC-8.3: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Explain the development of the war in Vietnam and its impact on American government and politics, including the Gulf of Tonkin Resolution and the policies of the Johnson administration, protests and opposition to the war, the role of the media, the policies of the Nixon administration, and the growing credibility gap that culminated in the Watergate scandal.

- **THE WARREN COURT**

- USHC-8.1: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

### Unit 17: Civil Rights Movements: Part 1

- **THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**

- USHC-3.1: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America. Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interests on the rights of minority groups, the student will utilize the knowledge and skills set forth in the following indicators: Evaluate the relative importance of political events and issues that divided the nation and led to civil war, including the compromises reached to maintain the balance of free and slave states, the abolitionist movement, the Dred Scott case, conflicting views on states rights and federal authority, the emergence of the Republican Party, and the formation of the Confederate States of America.
- USHC-3.2: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America. Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interests on the rights of minority groups, the student will utilize the knowledge and skills set forth in the following indicators: Summarize the course of the Civil War and its impact on democracy, including the major turning points; the impact of the Emancipation Proclamation; the unequal treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession.

- USHC-3.3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America. Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interests on the rights of minority groups, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.
  - USHC-8.1: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.
  - USHC-3.4: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America. Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interests on the rights of minority groups, the student will utilize the knowledge and skills set forth in the following indicators: Summarize the end of Reconstruction, including the role of antiAfrican American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.
- **KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
    - USHC-8.1: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.
  - **THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
    - USHC-8.1: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

---

**Unit 18: Civil Rights Movements: Part 2****• THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS**

- USHC-7.6: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.

**• THE FEMINIST MOVEMENT**

- USHC-7.6: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.
- USHC-7.6: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.
- USHC-8.4: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.



---

- **CHANGES AND NEW STRUGGLES**

- USHC-8.4: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.
- USHC-8.5: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.

### Unit 19: Globalization and America Today

- **GLOBAL ECONOMICS AFTER THE COLD WAR**

- USHC-8.5: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.

- **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**

- USHC-8.5: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.

- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**

- USHC-8.5: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.

## Unit 20: America in the World

### • THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S

- USHC-8.6: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize Americas role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism.
- USHC-7.4: The student will demonstrate an understanding of the impact of World War II on the United States and the nations subsequent role in the world. In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators: Summarize the economic, humanitarian, and diplomatic effects of World War II, including the end of the Great Depression, the Holocaust, the war crimes trials, and the creation of Israel.
- USHC-8.6: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize Americas role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism.

### • U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY

- USHC-8.6: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize Americas role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism.

---

- **THE FIGHT AGAINST TERROR IN THE 21ST CENTURY**

- USHC-8.6: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize Americas role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism.

### Unit 21: Domestic Policies and Politics

- **THE CONSERVATIVE RESURGENCE**

- USHC-8.4: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.

- **DOMESTIC POLICY DEBATES: 1970S - TODAY**

- USHC-8.5: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.

- **POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES**

- USHC-8.5: The student will demonstrate an understanding of social, economic and political issues in contemporary America. In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators: Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.