

Tennessee Tutorials are designed specifically for the Tennessee Academic Standards to prepare students for the Tennessee Comprehensive Assessment Program (TCAP) and the TNReady assessments.

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: On the Frontier

• AMERICAN INDIANS IN THE WEST

- 1.US.02: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act.
- SSP.02: Critically examine a primary or secondary source in order to:
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- 1.US.01: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West.

• WESTWARD EXPANSION AND THE ECONOMY

- 1.US.01: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and

Eastern Europe and Asia. Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West.

- SSP.05: Develop historical awareness by:
- 1.US.07.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Competition for jobs
- SSP.06: Develop geographic awareness by:

Unit 2: The Second Industrial Revolution: Part 1

• THE RISE OF INDUSTRY

- 1.US.01: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West.
- 1.US.05.a: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Alexander Graham Bell
- 1.US.05.b: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Henry Bessemer
- 1.US.05.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Andrew Carnegie
- 1.US.05.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and

innovations of business leaders and entrepreneurs of the period, including the significance of:
Thomas Edison

- 1.US.05.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: J.P. Morgan
- 1.US.05.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: John D. Rockefeller
- 1.US.05.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Cornelius Vanderbilt
- SSP.04: Construct and communicate arguments citing supporting evidence to:
- **CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY**
 - 2.US.10: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads.
 - 2.US.12: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Describe the rise of trusts and monopolies, their impact on consumers and workers, and the governments response, including the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914.
 - SSP.01: Collect data and information from a variety of primary and secondary sources, including:
 - 1.US.04.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Interstate Commerce Act

- 1.US.05.a: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Alexander Graham Bell
- 1.US.05.b: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Henry Bessemer
- 1.US.05.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Andrew Carnegie
- 1.US.05.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Thomas Edison
- 1.US.05.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: J.P. Morgan
- 1.US.05.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: John D. Rockefeller
- 1.US.05.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and

innovations of business leaders and entrepreneurs of the period, including the significance of: Cornelius Vanderbilt

- 2.US.12: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Describe the rise of trusts and monopolies, their impact on consumers and workers, and the governments response, including the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914.
- 1.US.04.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Spoils system and President James A. Garfields assassination

Unit 3: The Second Industrial Revolution: Part 2

- **CULTURE OF THE GILDED AGE**

- 2.US.08: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the concepts of social Darwinism and the Social Gospel.
- 1.US.05.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Andrew Carnegie
- SSP.04: Construct and communicate arguments citing supporting evidence to:
- 2.US.13: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Describe working conditions in industries during this era, including the use of labor by women and children.
- 1.US.04.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Spoils system and President James A. Garfields assassination
- 1.US.04.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and

Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Interstate Commerce Act

- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- SSP.03: Synthesize data from a variety of sources in order to:
- 1.US.04.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Spoils system and President James A. Garfields assassination
- **POLITICS OF THE GILDED AGE**
 - 1.US.04.a: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Boss Tweed
 - 1.US.04.b: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Thomas Nast
 - 1.US.04.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Spoils system and President James A. Garfields assassination
 - 1.US.04.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and

the economic difference between farmers, wage earners, and industrial capitalists, including the following: Interstate Commerce Act

- 1.US.07.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Push and pull factors
- 1.US.07.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Ethnic clusters
- 1.US.07.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jane Addams
- 1.US.07.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Competition for jobs
- 1.US.07.g: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Rise of nativism
- 1.US.07.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jacob Riis
- 1.US.07.i: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and

Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Chinese Exclusion Act and Gentlemans Agreement

- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- 1.US.04.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Spoils system and President James A. Garfields assassination
- 1.US.04.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Pendleton Act
- 2.US.10: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads.
- 1.US.04.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Spoils system and President James A. Garfields assassination
- 1.US.04.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Spoils system and President James A. Garfields assassination

Unit 4: Labor, Immigration, and the City

- **INDUSTRIAL WORKERS AND LABOR REFORM**

- 1.US.06.a: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise

of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas: Boston

- 1.US.06.b: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas: Chicago
- 1.US.06.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas: New York City
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- 2.US.13: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Describe working conditions in industries during this era, including the use of labor by women and children.
- 1.US.05.a: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Alexander Graham Bell
- 1.US.05.b: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Henry Bessemer
- 1.US.05.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Andrew Carnegie
- 1.US.05.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and

innovations of business leaders and entrepreneurs of the period, including the significance of: Thomas Edison

- 1.US.05.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: J.P. Morgan
- 1.US.05.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: John D. Rockefeller
- 1.US.05.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: Cornelius Vanderbilt
- 1.US.07.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Push and pull factors
- 1.US.07.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Ethnic clusters
- 1.US.07.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jane Addams
- 1.US.07.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and

Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Competition for jobs

- 1.US.07.g: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Rise of nativism
- 1.US.07.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jacob Riis
- 1.US.07.i: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Chinese Exclusion Act and Gentlemans Agreement
- 2.US.11: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government.
- **URBANIZATION AND ITS CHALLENGES**
 - 1.US.06.a: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas: Boston
 - 1.US.06.b: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas: Chicago
 - 1.US.06.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and

Eastern Europe and Asia. Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas: New York City

- 1.US.07.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Push and pull factors
- 1.US.07.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Ethnic clusters
- 1.US.07.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jane Addams
- 1.US.07.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Competition for jobs
- 1.US.07.g: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Rise of nativism
- 1.US.07.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jacob Riis
- 1.US.07.i: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and

Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Chinese Exclusion Act and Gentlemans Agreement

- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- SSP.06: Develop geographic awareness by:
- 1.US.07.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Push and pull factors
- 1.US.07.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Ethnic clusters
- 1.US.07.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jane Addams
- 1.US.07.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Competition for jobs
- 1.US.07.g: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Rise of nativism
- 1.US.07.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the

assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jacob Riis

- 1.US.07.i: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Chinese Exclusion Act and Gentlemans Agreement
- SSP.02: Critically examine a primary or secondary source in order to:
- SSP.04: Construct and communicate arguments citing supporting evidence to:
- 1.US.07.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Push and pull factors
- 1.US.07.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Ethnic clusters
- 1.US.07.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jane Addams
- 1.US.07.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Competition for jobs
- 1.US.07.g: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Rise of nativism

- 1.US.07.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jacob Riis
- 1.US.07.i: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Chinese Exclusion Act and Gentlemans Agreement
- **PATTERNS OF IMMIGRATION**
 - 1.US.07.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Push and pull factors
 - 1.US.07.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Ethnic clusters
 - 1.US.07.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jane Addams
 - 1.US.07.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Competition for jobs
 - 1.US.07.g: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the

assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Rise of nativism

- 1.US.07.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jacob Riis
- 1.US.07.i: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Chinese Exclusion Act and Gentlemans Agreement
- 1.US.07.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Ethnic clusters
- SSP.02: Critically examine a primary or secondary source in order to:
- 1.US.07.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Push and pull factors
- 1.US.07.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Ethnic clusters
- 1.US.07.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jane Addams

- 1.US.07.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Competition for jobs
- 1.US.07.g: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Rise of nativism
- 1.US.07.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jacob Riis
- 1.US.07.i: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Chinese Exclusion Act and Gentlemans Agreement
- 1.US.07.c: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Push and pull factors
- 1.US.07.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Ethnic clusters
- 1.US.07.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the

assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jane Addams

- 1.US.07.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Competition for jobs
- 1.US.07.g: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Rise of nativism
- 1.US.07.h: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jacob Riis
- 1.US.07.i: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Chinese Exclusion Act and Gentlemans Agreement
- 1.US.07.g: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Rise of nativism
- 1.US.07.i: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Chinese Exclusion Act and Gentlemans Agreement

Unit 5: The Progressive Era: Part 1

- **SOCIAL REFORM IN THE PROGRESSIVE ERA**

- 2.US.14.a: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Robert M. La Follette, Sr.
- 2.US.14.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: President Theodore Roosevelt
- 2.US.14.c: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Upton Sinclair
- 2.US.14.d: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Lincoln Steffens
- 2.US.14.e: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Ida Tarbell
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- 2.US.08: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the concepts of social Darwinism and the Social Gospel.
- 1.US.07.e: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Describe the differences between old and new immigrants, analyze the assimilation process for new immigrants, and determine the impacts of increased migration on American society, including: Jane Addams
- 2.US.15.a: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: Adoption of the initiative, referendum, and recall
- 2.US.15.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: Adoption of the primary system

- 2.US.15.c: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 16th Amendment
- 2.US.15.d: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 17th Amendment
- 2.US.15.e: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 18th Amendment
- 2.US.16.a: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Square Deal
- 2.US.16.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Trust-busting
- 2.US.16.c: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Pure Food and Drug Act
- 2.US.16.d: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Meat Inspection Act
- 2.US.16.e: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Support for conservation
- **SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA**
 - 2.US.13: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Describe working conditions in industries during this era, including the use of labor by women and children.
 - 2.US.18: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the

early 20th century. Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the Perfect 36.

- 2.US.15.a: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: Adoption of the initiative, referendum, and recall
- 2.US.15.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: Adoption of the primary system
- 2.US.15.c: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 16th Amendment
- 2.US.15.d: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 17th Amendment
- 2.US.15.e: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 18th Amendment
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- 2.US.09: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois.
- 2.US.14.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: President Theodore Roosevelt
- 2.US.18: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the Perfect 36.
- 1.US.03: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise

of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin Pap Singleton and the Exodusters, and the Plessy v. Ferguson decision.

Unit 6: The Progressive Era: Part 2

• POLITICAL REFORM IN THE PROGRESSIVE ERA

- 2.US.17: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Woodrow Wilson's administration, including: the New Freedom, the Federal Reserve Act, and the creation of the National Park Service.
- 2.US.15.a: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: Adoption of the initiative, referendum, and recall
- 2.US.15.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: Adoption of the primary system
- 2.US.15.c: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 16th Amendment
- 2.US.15.d: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 17th Amendment
- 2.US.15.e: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 18th Amendment
- SSP.04: Construct and communicate arguments citing supporting evidence to:
- 2.US.11: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government.
- 2.US.18: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the

early 20th century. Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the Perfect 36.

- 3.US.20: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Compare and contrast the arguments of interventionists and non-interventionists of the period.
- 2.US.14.a: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Robert M. La Follette, Sr.
- 2.US.14.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: President Theodore Roosevelt
- 2.US.14.c: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Upton Sinclair
- 2.US.14.d: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Lincoln Steffens
- 2.US.14.e: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Ida Tarbell
- 2.US.17: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Woodrow Wilson's administration, including: the New Freedom, the Federal Reserve Act, and the creation of the National Park Service.
- 2.US.18: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the Perfect 36.
- 2.US.16.a: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Square Deal

- 2.US.16.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Trust-busting
- 2.US.16.c: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Pure Food and Drug Act
- 2.US.16.d: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Meat Inspection Act
- 2.US.16.e: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Support for conservation
- SSP.02: Critically examine a primary or secondary source in order to:
- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**
 - 2.US.14.a: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Robert M. La Follette, Sr.
 - 2.US.14.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: President Theodore Roosevelt
 - 2.US.14.c: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Upton Sinclair
 - 2.US.14.d: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Lincoln Steffens
 - 2.US.14.e: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the roles played by muckrakers and progressive idealists, including: Ida Tarbell

- 2.US.15.a: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: Adoption of the initiative, referendum, and recall
- 2.US.15.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: Adoption of the primary system
- 2.US.15.c: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 16th Amendment
- 2.US.15.d: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 17th Amendment
- 2.US.15.e: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the goals and achievements of the Progressive movement, including: 18th Amendment
- 2.US.11: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government.
- 2.US.17: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Woodrow Wilsons administration, including: the New Freedom, the Federal Reserve Act, and the creation of the National Park Service.
- 2.US.16.a: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelts administration, including: Square Deal
- 2.US.16.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelts administration, including: Trust-busting
- 2.US.16.c: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the

early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Pure Food and Drug Act

- 2.US.16.d: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Meat Inspection Act
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- 2.US.12: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Describe the rise of trusts and monopolies, their impact on consumers and workers, and the government's response, including the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914.
- 1.US.04.d: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Spoils system and President James A. Garfield's assassination
- 1.US.04.f: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Interstate Commerce Act
- 2.US.16.b: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: Trust-busting

Unit 7: American Imperialism

• THE DRIVE FOR EXPANSION

- SSP.02: Critically examine a primary or secondary source in order to:
- 3.US.19: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism.
- 3.US.20: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Compare and contrast

the arguments of interventionists and non-interventionists of the period.

- 3.US.21.c: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Roosevelt Corollary

- **THE SPANISH-AMERICAN WAR**

- 2.US.18: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the Perfect 36.
- 3.US.19: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism.
- 3.US.21.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Annexation of Hawaii
- 3.US.21.b: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Philippine Insurrection
- 3.US.21.c: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Roosevelt Corollary
- 3.US.21.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Panama Canal
- 3.US.21.e: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Access to Cuba
- 3.US.19: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism.
- 3.US.20: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Compare and contrast the arguments of interventionists and non-interventionists of the period.

- 3.US.21.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Annexation of Hawaii
- 3.US.21.b: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Philippine Insurrection
- 3.US.21.c: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Roosevelt Corollary
- 3.US.21.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Panama Canal
- 3.US.21.e: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Access to Cuba
- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**
 - 3.US.21.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Annexation of Hawaii
 - 3.US.21.b: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Philippine Insurrection
 - 3.US.21.c: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Roosevelt Corollary
 - 3.US.21.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Panama Canal
 - 3.US.21.e: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Access to Cuba
 - SSP.01: Collect data and information from a variety of primary and secondary sources, including:
 - 3.US.21.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Panama Canal

- 3.US.22: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Compare and contrast President Theodore Roosevelts Big Stick diplomacy, President William Howard Tafts Dollar Diplomacy, and President Woodrow Wilsons Moral Diplomacy.
- 3.US.21.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Panama Canal
- 3.US.19: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism.
- 3.US.22: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Compare and contrast President Theodore Roosevelts Big Stick diplomacy, President William Howard Tafts Dollar Diplomacy, and President Woodrow Wilsons Moral Diplomacy.
- 3.US.21.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Annexation of Hawaii
- 3.US.21.b: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Philippine Insurrection
- 3.US.21.c: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Roosevelt Corollary
- 3.US.21.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Panama Canal
- 3.US.21.e: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: Access to Cuba

Unit 8: World War I: Part 1

• WORLD WAR I: THE BIGGER PICTURE

- 3.US.23: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality.
- 3.US.22: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Compare and contrast

President Theodore Roosevelt's Big Stick diplomacy, President William Howard Taft's Dollar Diplomacy, and President Woodrow Wilson's Moral Diplomacy.

- 3.US.24: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Explain the reasons for American entry into World War I, including: the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations.
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- 3.US.23: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality.
- SSP.02: Critically examine a primary or secondary source in order to:
- SSP.04: Construct and communicate arguments citing supporting evidence to:
- SSP.05: Develop historical awareness by:
- **ON THE WAR FRONT**
 - 3.US.25.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Identify and explain the impact of the following on World War I: Trench warfare
 - 3.US.25.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Identify and explain the impact of the following on World War I: Trench warfare
 - 3.US.25.b: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Identify and explain the impact of the following on World War I: Use of new weapons and technology
 - 3.US.25.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Identify and explain the impact of the following on World War I: Herbert Hoover
 - 3.US.25.e: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Identify and explain the impact of the following on World War I: John J. Pershing
- **ON THE HOME FRONT**
 - 3.US.25.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Identify and explain the impact of the following on World War I: Herbert Hoover
 - 3.US.26.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Role played by women and minorities

- 3.US.26.b: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Voluntary rationing
- 3.US.26.c: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Committee on Public Information
- 3.US.26.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Role played by women and minorities
- 3.US.26.b: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Voluntary rationing
- 3.US.26.c: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Committee on Public Information
- 3.US.26.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Opposition by conscientious objectors
- SSP.02: Critically examine a primary or secondary source in order to:
- 3.US.26.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Role played by women and minorities
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:

Unit 9: World War I: Part 2

• THE AFRICAN AMERICAN WARTIME EXPERIENCE

- 2.US.09: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois.
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- SSP.05: Develop historical awareness by:
- 3.US.25.e: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Identify and explain the

impact of the following on World War I: John J. Pershing

- 3.US.26.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Role played by women and minorities
- 3.US.26.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Opposition by conscientious objectors
- 4.US.28: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest.
- SSP.06: Develop geographic awareness by:
 - 3.US.26.a: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Role played by women and minorities
 - 3.US.26.d: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Opposition by conscientious objectors
- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**
 - 3.US.27: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the significance of President Woodrow Wilsons Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics.
 - 3.US.20: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Compare and contrast the arguments of interventionists and non-interventionists of the period.
 - 3.US.27: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the countrys role in World War I. Analyze the significance of President Woodrow Wilsons Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics.
 - 2.US.11: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government.

- 3.US.26.b: Imperialism and World War I (1890-1920): Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I. Analyze the political, economic, and social ramifications of World War I on the home front, including: Voluntary rationing
- SSP.05: Develop historical awareness by:

Unit 10: America in the 1920s: Part 1

• A TIME OF EASE: THE POSTWAR ECONOMIC BOOM

- 4.US.38: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation.
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- 4.US.31: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity.
- 4.US.32: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society.
- 4.US.29: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe the growth and effects that radio and movies played in the emergence of popular culture as epitomized by celebrities such as Charlie Chaplin, Charles Lindbergh, and Babe Ruth.
- 4.US.34: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and office jobs, and the rise of women's colleges.
- SSP.05: Develop historical awareness by:

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

- 2.US.08: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the concepts of social Darwinism and the Social Gospel.
- 4.US.28: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest.
- 4.US.35.a: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: First Red Scare

- 4.US.35.b: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: Immigration Quota Acts of the 1920s
- 4.US.35.c: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: Resurgence of the Ku Klux Klan
- 4.US.35.e: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: Emergence of Garveyism
- 4.US.35.f: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: Rise of the NAACP

Unit 11: America in the 1920s: Part 2

• SOCIAL CONFLICT AND CHANGE

- 4.US.36: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe the Scopes Trial of 1925, including: the major figures, two sides of the controversy, the outcome, and legacy.
- 4.US.37: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies.
- 4.US.34: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and office jobs, and the rise of womens colleges.
- 4.US.35.a: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: First Red Scare
- 4.US.35.b: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: Immigration Quota Acts of the 1920s
- 4.US.35.c: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine

challenges related to civil liberties and racial/ethnic tensions during this era, including: Resurgence of the Ku Klux Klan

- 4.US.35.e: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: Emergence of Garveyism
- 4.US.35.f: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: Rise of the NAACP
- 2.US.09: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois.
- **MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S**
 - 4.US.33.a: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe the Harlem Renaissance, its impact, and important figures, including: Louis Armstrong
 - 4.US.33.b: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe the Harlem Renaissance, its impact, and important figures, including: Duke Ellington
 - 4.US.33.c: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe the Harlem Renaissance, its impact, and important figures, including: Langston Hughes
 - 4.US.33.d: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe the Harlem Renaissance, its impact, and important figures, including: Zora Neale Hurston
 - 4.US.29: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Describe the growth and effects that radio and movies played in the emergence of popular culture as epitomized by celebrities such as Charlie Chaplin, Charles Lindbergh, and Babe Ruth.
 - SSP.03: Synthesize data from a variety of sources in order to:
 - 4.US.35.f: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: Rise of the NAACP

Unit 12: The Great Depression and the New Deal

- **CAUSES OF THE GREAT DEPRESSION**

- 5.US.42: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Describe the steps taken by President Herbert Hoover to address the depression, including his: philosophy of Rugged Individualism, public works projects, the Reconstruction Finance Corporation, and response to the Bonus Army.
- 5.US.39.a: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: Bank failures
- 5.US.39.c: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: Crash of the stock market
- 5.US.39.d: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: Excess consumerism
- 5.US.39.e: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: High tariffs
- 5.US.39.f: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: Laissez-faire politics
- 5.US.39.h: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: Overproduction in agriculture and manufacturing
- 5.US.39.i: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: Rising unemployment
- 5.US.39.b: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: Buying on margin
- 5.US.39.g: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: Overextension of credit
- 5.US.40: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts.
- 5.US.42: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal

government. Describe the steps taken by President Herbert Hoover to address the depression, including his: philosophy of Rugged Individualism, public works projects, the Reconstruction Finance Corporation, and response to the Bonus Army.

- **THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION**

- 4.US.38: The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation.
- 5.US.40: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts.
- 5.US.41: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles.
- SSP.02: Critically examine a primary or secondary source in order to:
- 5.US.42: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Describe the steps taken by President Herbert Hoover to address the depression, including his: philosophy of Rugged Individualism, public works projects, the Reconstruction Finance Corporation, and response to the Bonus Army.
- 5.US.39.h: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: Overproduction in agriculture and manufacturing
- 5.US.39.i: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the causes of the Great Depression, including: Rising unemployment
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- SSP.04: Construct and communicate arguments citing supporting evidence to:
- SSP.06: Develop geographic awareness by:
- 5.US.42: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Describe the steps taken by President Herbert Hoover to address the depression, including his: philosophy of Rugged Individualism, public works projects, the Reconstruction Finance Corporation, and response to the Bonus Army.

- **THE NEW DEAL**

- 5.US.43.a: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Agricultural Adjustment Act
- 5.US.43.b: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Civilian Conservation Corps
- 5.US.43.d: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Federal Deposit Insurance Corporation
- 5.US.43.f: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Securities and Exchange Commission
- 5.US.43.g: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Social Security
- 5.US.43.i: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Works Progress Administration
- 5.US.43.c: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Fair Labor Standards Act
- 5.US.43.e: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: National Recovery Administration
- 5.US.43.a: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Agricultural Adjustment Act
- 5.US.43.b: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Civilian Conservation Corps

- 5.US.43.d: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Federal Deposit Insurance Corporation
- 5.US.43.f: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Securities and Exchange Commission
- 5.US.43.g: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Social Security
- 5.US.43.i: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Works Progress Administration
- 5.US.44: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and President Franklin D. Roosevelt's court packing attempt.
- 5.US.43.c: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: Fair Labor Standards Act
- 5.US.43.e: The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: National Recovery Administration

Unit 13: World War II: Part 1

- **FROM ISOLATIONISM TO INVOLVEMENT**

- 6.US.45: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Explain the rise and spread of fascism, communism, and totalitarianism internationally.
- 6.US.46: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Explain President Franklin D. Roosevelt's response to world crises, including: the Quarantine Speech, the Four Freedoms speech, the Atlantic Charter, and the Lend-Lease Act.
- 6.US.46: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Explain President Franklin D.

Roosevelts response to world crises, including: the Quarantine Speech, the Four Freedoms speech, the Atlantic Charter, and the Lend-Lease Act.

- 6.US.49.a: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Winston Churchill
- 6.US.49.b: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Dwight D. Eisenhower
- 6.US.49.c: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Adolf Hitler
- 6.US.49.d: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Douglas MacArthur
- 6.US.49.f: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Benito Mussolini
- 6.US.49.g: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: President Franklin D. Roosevelt
- 6.US.49.h: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Joseph Stalin
- 6.US.49.j: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: President Harry S. Truman
- 6.US.49.i: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Hideki Tojo
- 6.US.46: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Explain President Franklin D. Roosevelt's response to world crises, including: the Quarantine Speech, the Four Freedoms speech, the Atlantic Charter, and the Lend-Lease Act.
- 6.US.48: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.

- **MOBILIZATION AND THE HOME FRONT**

- 6.US.55.a: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Rationing
- 6.US.55.b: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Bond drives
- 6.US.55.d: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Movement to cities and industrial centers
- 6.US.55.f: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Conversion of factories for wartime production
- 6.US.55.e: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Bracero program
- 6.US.55.a: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Rationing
- 6.US.55.b: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Bond drives
- 6.US.55.c: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Propaganda
- 6.US.55.d: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Movement to cities and industrial centers
- 6.US.55.f: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Conversion of factories for wartime production
- 6.US.55.e: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Bracero program
- 6.US.49.g: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: President Franklin D. Roosevelt

- **WAR ON MANY FRONTS**

- 6.US.48: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.
- 6.US.50: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theaters of war, including the Battles of Midway, Iwo Jima, Okinawa, and D-Day.
- 6.US.56: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war.
- 6.US.51: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers.
- 6.US.49.d: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Douglas MacArthur
- 6.US.49.a: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Winston Churchill
- 6.US.49.b: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Dwight D. Eisenhower
- 6.US.49.c: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Adolf Hitler
- 6.US.49.f: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Benito Mussolini
- 6.US.49.g: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: President Franklin D. Roosevelt
- 6.US.49.h: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Joseph Stalin
- 6.US.49.j: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: President Harry S. Truman

Unit 14: World War II: Part 2**• THE HOLOCAUST**

- 6.US.47: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Analyze the response of the U.S. to the plight of European Jews before the start of the war, the U.S. liberation of concentration camps during the war, and the immigration of Holocaust survivors after the war.
- 6.US.57: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Explain the major outcomes of the Yalta and Potsdam Conferences.
- 6.US.49.c: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Adolf Hitler
- 6.US.49.h: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Joseph Stalin
- 6.US.49.j: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: President Harry S. Truman

• OPPORTUNITIES AND OBSTACLES

- 6.US.51: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers.
- 6.US.52: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society.
- 6.US.53: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman.
- 6.US.55.d: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Movement to cities and industrial centers
- 6.US.55.f: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Conversion of factories for wartime production

- 6.US.55.e: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the wars impact on the home front, including: Bracero program
- 6.US.54: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the constitutional issues and impact of the internment of Japanese Americans on the U.S., including the Fred Korematsu v. United States of America decision.
- **THE END OF THE WAR**
 - 6.US.46: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Explain President Franklin D. Roosevelts response to world crises, including: the Quarantine Speech, the Four Freedoms speech, the Atlantic Charter, and the Lend-Lease Act.
 - 6.US.49.h: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: Joseph Stalin
 - 6.US.49.j: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify the roles and the significant actions of the following individuals in World War II: President Harry S. Truman
 - 6.US.56: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war.
 - 6.US.58: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.
 - 6.US.57: World War II (1936-1945): Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Explain the major outcomes of the Yalta and Potsdam Conferences.

Unit 15: The Cold War: Part 1

- **THE BEGINNINGS OF THE COLD WAR**
 - 7.US.59: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the competition between the U.S. and the Soviet Union in arms development, economic dominance, and ideology, including the roles of NATO, SEATO, and the Warsaw Pact.
 - 7.US.60: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.
 - 7.US.61: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Analyze the causes and effects of the Second Red Scare, including: Americans attitudes toward McCarthyism, blacklisting, and Julius and Ethel Rosenberg.

- SSP.05: Develop historical awareness by:
- **THE KOREAN WAR AND THE EISENHOWER YEARS**
 - 7.US.62.a: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Korean War, including: Domino theory
 - 7.US.62.b: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Korean War, including: 38th parallel
 - 7.US.62.d: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Korean War, including: Entry of the communist Chinese
 - 7.US.62.e: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Korean War, including: Final disposition of the Koreas
 - 2.US.11: The Progressive Era (1890-1920): Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government.
 - 7.US.60: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.
 - 7.US.63: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain Cold War policies during President Dwight D. Eisenhower's administration, including brinkmanship and peaceful coexistence.
- **THE ARMS RACE AND THE SPACE RACE**
 - 7.US.59: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the competition between the U.S. and the Soviet Union in arms development, economic dominance, and ideology, including the roles of NATO, SEATO, and the Warsaw Pact.
 - 7.US.69: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the competition between the U.S. and Soviet Union for superiority in space.
 - SSP.05: Develop historical awareness by:
 - 7.US.64.a: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including: Atomic testing
 - 7.US.64.b: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including: Civil defense

- 7.US.64.c: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including: Fallout shelters
- 7.US.64.e: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including: Mutual assured destruction
- 7.US.65: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the relationship between Cuba and the U.S., including the Bay of Pigs Invasion and Cuban Missile Crisis.
- 8.US.77: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Describe President John F. Kennedys New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and put a man on the moon.
- 7.US.64.d: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including: Impact of Sputnik

Unit 16: The Cold War: Part 2

• THE VIETNAM WAR

- 7.US.66.c: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Vietnam War, including: Tet Offensive
- 7.US.66.d: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Vietnam War, including: Vietnamization
- 7.US.66.e: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Vietnam War, including: Ho Chi Minh
- 7.US.66.f: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Vietnam War, including: Bombing of Cambodia
- 7.US.67: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War.
- 7.US.66.a: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Vietnam War, including: Geneva Accords
- 7.US.66.b: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Vietnam War, including: Gulf of

Tonkin Resolution

- 7.US.66.g: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Vietnam War, including: Napalm and Agent Orange
- 7.US.68: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Evaluate the impact of the Vietnam War on the home front, including: the anti-war movement, draft by lottery, and the role of television and the media.

• THE LAST YEARS OF THE COLD WAR

- 7.US.67: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War.
- 7.US.70.a: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain developments that eased tensions during the Cold War, including: President Richard Nixons detente
- 7.US.70.b: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain developments that eased tensions during the Cold War, including: President Jimmy Carters SALT Treaties
- 7.US.70.c: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain developments that eased tensions during the Cold War, including: President Ronald Reagan and Mikhail Gorbachevs INF Treaty
- 7.US.70.d: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain developments that eased tensions during the Cold War, including: The fall of the Berlin Wall
- 7.US.70.c: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Explain developments that eased tensions during the Cold War, including: President Ronald Reagan and Mikhail Gorbachevs INF Treaty

Unit 17: The Midcentury Boom**• PROSPERITY AND CHANGE AFTER WORLD WAR II**

- 8.US.71: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Analyze the impact of prosperity and consumerism in the 1950s, including: the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and the increased reliance on foreign oil.
- 8.US.72: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Explain the impact of the baby boomer generation on the American economy and culture.
- 8.US.74: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Describe the growing influence of the

automobile on American society, including the growth of: suburbia, fast food chains, and the hotel industry.

- 8.US.75: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Analyze the increasing impact of television and mass media on the American home, politics, and economy.
- 8.US.71: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Analyze the impact of prosperity and consumerism in the 1950s, including: the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and the increased reliance on foreign oil.
- 8.US.73: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Describe domestic developments during President Dwight D. Eisenhowers administration, including advances in medicine and the creation of the Interstate Highway System.
- 8.US.77: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Describe President John F. Kennedys New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and put a man on the moon.
- 8.US.71: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Analyze the impact of prosperity and consumerism in the 1950s, including: the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and the increased reliance on foreign oil.
- 8.US.71: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Analyze the impact of prosperity and consumerism in the 1950s, including: the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and the increased reliance on foreign oil.
- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**
 - 8.US.77: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Describe President John F. Kennedys New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and put a man on the moon.
 - 10.US.83: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Evaluate the impact of President Lyndon Johnsons Great Society programs, including: Medicare, urban renewal, and the War on Poverty.
 - 8.US.73: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Describe domestic developments during President Dwight D. Eisenhowers administration, including advances in medicine and the creation of the Interstate Highway System.

Unit 18: Rethinking America

- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**

- 7.US.68: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Evaluate the impact of the Vietnam War on the home front, including: the anti-war movement, draft by lottery, and the role of television and the media.
- 10.US.84: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze different points of view that reflect the rise of social activism and the growth of counterculture, including: generation gap, hippies, and Woodstock.
- 7.US.66.d: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Vietnam War, including: Vietnamization
- 7.US.66.f: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Vietnam War, including: Bombing of Cambodia
- 7.US.66.g: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Describe the causes, course, and consequences of the Vietnam War, including: Napalm and Agent Orange
- 8.US.75: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Analyze the increasing impact of television and mass media on the American home, politics, and economy.
- 8.US.76: A Nation in Transition (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II. Describe the emergence of a youth culture, including beatniks and the progression of popular music (from swing to rhythm and blues to rock n roll), and the impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio.
- 10.US.86.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Examine the Watergate scandal, including: Background of the break-in
- 10.US.86.b: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Examine the Watergate scandal, including: Changing role of media and journalism
- 10.US.86.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Examine the Watergate scandal, including: Controversy surrounding President Gerald Fords pardon
- 10.US.86.d: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Examine the Watergate scandal, including: Legacy of distrust
- 10.US.86.e: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Examine the Watergate scandal, including: United States v. Nixon
- 7.US.67: Cold War (1947-1991): Students will analyze the response of the U.S. to communism after World War II. Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and

Richard Nixon and their impacts on the continuation of the Vietnam War.

- **THE WARREN COURT**

- 9.US.78: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Examine the decision and impact of Brown v. Board of Education on desegregation.
- 9.US.78: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Examine the decision and impact of Brown v. Board of Education on desegregation.
- 9.US.80.c: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Integration of Central High School in Little Rock, AR

Unit 19: Civil Rights Movements: Part 1

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

- 9.US.79: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other.
- 9.US.80.a: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Montgomery Bus Boycott
- 9.US.80.d: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Freedom Riders
- 1.US.03: The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia. Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin Pap Singleton and the Exodusters, and the Plessy v. Ferguson decision.
- 9.US.79: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other.

- 9.US.80.f: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville)
- 9.US.80.g: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: March on Washington, D.C.
- 9.US.78: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Examine the decision and impact of *Brown v. Board of Education* on desegregation.
- **KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
 - 9.US.79: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other.
 - 9.US.79: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other.
 - 9.US.80.i: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Assassination of Martin Luther King, Jr.
 - SSP.02: Critically examine a primary or secondary source in order to:
- **THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
 - 9.US.80.a: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Montgomery Bus Boycott
 - 9.US.80.c: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Integration of Central High School in Little Rock, AR
 - 9.US.80.d: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the

significant events in the struggle to secure civil rights for African Americans, including: Freedom Riders

- 9.US.80.f: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville)
- 9.US.80.g: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: March on Washington, D.C.
- 9.US.80.h: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Birmingham bombings of 1963
- 9.US.80.i: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Assassination of Martin Luther King, Jr.
- 9.US.80.b: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Describe the significant events in the struggle to secure civil rights for African Americans, including: Integration of Clinton High School in Clinton, TN
- SSP.01: Collect data and information from a variety of primary and secondary sources, including:
- 9.US.81: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Analyze civil and voting rights legislation, including: the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (e.g., Fair Housing Act), and the 24th Amendment.
- 9.US.79: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other.

Unit 20: Civil Rights Movements: Part 2

• THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS

- 9.US.82: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement are related to the Civil Rights Movement in advancing equality across the broader spectrum of American society during this time period.

- **THE FEMINIST MOVEMENT**

- 9.US.82: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement are related to the Civil Rights Movement in advancing equality across the broader spectrum of American society during this time period.
- 10.US.93.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the increasing role of women and minorities in the American military, politics, and economy, including: Hillary Clinton

- **CHANGES AND NEW STRUGGLES**

- 9.US.78: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Examine the decision and impact of Brown v. Board of Education on desegregation.
- 9.US.81: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Analyze civil and voting rights legislation, including: the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (e.g., Fair Housing Act), and the 24th Amendment.
- 10.US.95: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the achievements and setbacks of President Barack Obamas administration.
- 10.US.89.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Revitalization of national pride
- 10.US.89.f: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: AIDS epidemic
- 10.US.93.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the increasing role of women and minorities in the American military, politics, and economy, including: Hillary Clinton

Unit 21: Globalization and America Today

- **GLOBAL ECONOMICS AFTER THE COLD WAR**

- 10.US.95: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the achievements and setbacks of President Barack Obamas administration.
- 10.US.89.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Revitalization of national pride

- 10.US.89.b: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Reaganomics
- 10.US.89.e: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Strategic Defense Initiative
- 10.US.89.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Iran-Contra affair
- 10.US.91.b: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Balanced budget
- 10.US.91.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: NAFTA
- 10.US.91.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Welfare-to-work
- 10.US.91.b: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Balanced budget
- 10.US.91.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: NAFTA
- 10.US.95: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the achievements and setbacks of President Barack Obamas administration.
- 10.US.89.b: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Reaganomics
- 10.US.89.d: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: War on Drugs
- 10.US.91.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Welfare-to-work
- 10.US.91.b: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Balanced budget

- 10.US.91.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: NAFTA
- **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**
 - 10.US.87: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island.
 - 10.US.85: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Explain significant achievements of President Richard Nixons administration, including his appeal to the silent majority and his major foreign policy actions.
 - 10.US.88.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Poor economy
 - 10.US.88.d: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Energy crisis
 - 10.US.89.f: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: AIDS epidemic
 - 10.US.88.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Poor economy
- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**
 - 10.US.94: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Compare and contrast commonly used methods of communication from 1970 to today, and analyze the impact they have had on society.

Unit 22: America in the World

- **THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S**
 - 10.US.88.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Camp David Accords
 - 10.US.88.e: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Iran Hostage Crisis
 - 10.US.89.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Iran-Contra affair

- 10.US.89.e: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Strategic Defense Initiative
- 10.US.90: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the significant events of President George H.W. Bushs administration, including the invasion of Panama and the Gulf War.
- 10.US.88.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Camp David Accords
- 10.US.88.e: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Iran Hostage Crisis
- 10.US.89.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Iran-Contra affair
- 10.US.89.e: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Strategic Defense Initiative
- **U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY**
 - 10.US.89.d: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: War on Drugs
 - 10.US.91.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: NAFTA
 - 10.US.92: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including: the response of President George W. Bush, wars in Afghanistan and Iraq, and continued efforts to combat terrorism globally.
 - 10.US.95: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the achievements and setbacks of President Barack Obamas administration.
 - 10.US.90: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the significant events of President George H.W. Bushs administration, including the invasion of Panama and the Gulf War.
 - 10.US.91.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Welfare-to-work

- 10.US.91.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: NAFTA
- **THE FIGHT AGAINST TERROR IN THE 21ST CENTURY**
 - 10.US.92: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including: the response of President George W. Bush, wars in Afghanistan and Iraq, and continued efforts to combat terrorism globally.
 - 10.US.95: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the achievements and setbacks of President Barack Obamas administration.

Unit 23: Domestic Policies and Politics

- **THE CONSERVATIVE RESURGENCE**
 - 10.US.83: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Evaluate the impact of President Lyndon Johnsons Great Society programs, including: Medicare, urban renewal, and the War on Poverty.
 - 9.US.81: Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. 49-6-1006) Analyze civil and voting rights legislation, including: the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (e.g., Fair Housing Act), and the 24th Amendment.
 - 10.US.89.b: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Reaganomics
 - 10.US.89.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Iran-Contra affair
 - 10.US.89.d: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: War on Drugs
 - 10.US.88.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Poor economy
 - 10.US.88.d: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Energy crisis
 - 10.US.89.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Revitalization of national pride

- 10.US.89.b: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Reaganomics
- 10.US.89.e: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Analyze the significance of President Ronald Reagans administration, including: Strategic Defense Initiative
- SSP.05: Develop historical awareness by:
- **DOMESTIC POLICY DEBATES: 1970S - TODAY**
 - 10.US.95: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the achievements and setbacks of President Barack Obamas administration.
 - 10.US.88.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Poor economy
 - 10.US.88.d: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Identify and explain the significant events of President Jimmy Carters administration, including: Energy crisis
 - 10.US.91.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Welfare-to-work
 - 10.US.91.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: NAFTA
 - 10.US.83: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Evaluate the impact of President Lyndon Johnsons Great Society programs, including: Medicare, urban renewal, and the War on Poverty.
 - 10.US.91.b: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Balanced budget
- **POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES**
 - 10.US.90: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the significant events of President George H.W. Bushs administration, including the invasion of Panama and the Gulf War.
 - 10.US.92: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including: the response of President George W. Bush, wars in Afghanistan and Iraq, and continued efforts to combat terrorism globally.

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- 10.US.95: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the achievements and setbacks of President Barack Obamas administration.
 - 10.US.91.d: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Scandals and subsequent impeachment hearings
 - 10.US.93.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the increasing role of women and minorities in the American military, politics, and economy, including: Hillary Clinton
 - 10.US.95: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Describe the achievements and setbacks of President Barack Obamas administration.
 - 10.US.91.a: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Welfare-to-work
 - 10.US.91.b: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: Balanced budget
 - 10.US.91.c: The Modern United States (1960s-present): Students will examine important events and trends from the 1960s to the present. Summarize the events of President Bill Clintons administration, including: NAFTA