Regents Tutorials are designed specifically to prepare students for the New York Regents Exams.

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

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

Unit 1: Our Founding Documents

- **THE DECLARATION OF INDEPENDENCE**
  - 11.2a.1: Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government. Students will examine British efforts to gain greater political and economic control, such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.
  - 11.2b.1: Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways. Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts.
- **THE CREATION OF THE U.S. CONSTITUTION**
  - 11.2c.1: Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of

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creating a stable federal republic. Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution. Students will examine the weaknesses and successes of government under the Articles of Confederation.

- 11.2c.3: Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution. Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.
- 11.2c.2: Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution. Students will explore the development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery.

- **RATIFYING AND AMENDING THE U.S. CONSTITUTION**
  - 11.2c.4: Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution. Students will examine the key points of debate expressed in the Federalist Papers and the Antifederalist Papers, focusing on the protection of individual rights and the proper size for a republic.
  - 11.2c.5: Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution. Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.

Unit 2: On the Frontier

- **AMERICAN INDIANS IN THE WEST**

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- 11.3a.3: As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. American nationalism was both strengthened and challenged by territorial expansion and economic growth. Students will examine Jacksons presidency, noting the ways it strengthened presidential power yet challenged constitutional principles in the case of Worcester v. Georgia (1832), including the controversy concerning the Indian Removal Act and its implementation.
- 11.4c.2: Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans. Students will examine the effect of federal policies on Native Americans, including reservation policies, the Dawes Act (1887), and forced assimilation efforts (Carlisle Indian School).

- **WESTWARD EXPANSION AND THE ECONOMY**
  - 11.4c.1: Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans. Students will examine the economic impacts of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion.
  - 11.3a.2: As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. American nationalism was both strengthened and challenged by territorial expansion and economic growth. Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy.
  - 11.3a.1: As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. American nationalism was both strengthened and challenged by territorial expansion and economic growth. Students will examine how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism.
  - 11.3b.4: As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism. Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Browns raid.

Unit 3: The Second Industrial Revolution

- **THE RISE OF INDUSTRY**
  - 11.5a.1: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. New technologies and economic

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models created rapid industrial growth and transformed the United States. Students will examine the technological innovations that facilitated industrialization considering energy sources, natural resources, transportation, and communication.

- 11.5a.2: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. New technologies and economic models created rapid industrial growth and transformed the United States. Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.

- **CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY**
  - 11.5a.2: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. New technologies and economic models created rapid industrial growth and transformed the United States. Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.
  - 11.5a.1: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. New technologies and economic models created rapid industrial growth and transformed the United States. Students will examine the technological innovations that facilitated industrialization considering energy sources, natural resources, transportation, and communication.
  - 11.5a.3: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. New technologies and economic models created rapid industrial growth and transformed the United States. Students will evaluate the effectiveness of state and federal attempts to regulate business, by examining the Supreme Court decision in Wabash, St. Louis & Pacific R.R. v. Illinois (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelts trust-busting role as evidenced in Northern Securities Co. v. United States (1904).
- **POLITICS OF THE GILDED AGE**
  - 11.5b.2: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party.

Unit 4: Labor, Immigration, and the City

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- **INDUSTRIAL WORKERS AND LABOR REFORM**
  - 11.5b.3: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers Union, and the International Workers of the World, considering actions taken by the unions and the responses to these actions.
- **URBANIZATION AND ITS CHALLENGES**
  - 11.5b.1: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe.
- **PATTERNS OF IMMIGRATION**
  - 11.5b.1: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe.
  - 11.4d.2: Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration. Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).

Unit 5: The Progressive Era

- **SOCIAL REFORM IN THE PROGRESSIVE ERA**
  - 11.5b.7.d: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will trace reform efforts by individuals and the consequences of those efforts, including: Upton Sinclairs The Jungle and the Meat Inspection Act

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- 11.5b.7.f: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will trace reform efforts by individuals and the consequences of those efforts, including: Ida Tarbells The History of the Standard Oil Company
- 11.5b.7.a: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will trace reform efforts by individuals and the consequences of those efforts, including: Jane Addams and Hull House
- 11.4d.2: Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration. Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).
- 11.5b.4: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).

- **SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA**
  - 11.3b.3: As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism. Students will examine the emergence of the womens rights movement out of the abolitionist movement, including the role of the Grimk sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).
  - 11.4b.1: Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. The 14th and 15th amendments failed to address the rights of women. Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B. Anthony.
  - 11.5b.7.g: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform

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efforts. Students will trace reform efforts by individuals and the consequences of those efforts, including: Ida Wells and her writings about lynching of African Americans

- 11.5b.7.h: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will trace reform efforts by individuals and the consequences of those efforts, including: Booker T. Washingtons contributions to education, including the creation of Tuskegee Institute
- 11.5b.7.i: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will trace reform efforts by individuals and the consequences of those efforts, including: W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of The Crisis, and the Silent Protest (1917).
- 11.5b.5: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will examine the efforts of the womans suffrage movement after 1900, leading to ratification of the 19th amendment (1920).
- 11.4a.2: Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions. Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896).

- **POLITICAL REFORM IN THE PROGRESSIVE ERA**
  - 11.5b.4: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).
  - 11.5a.3: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. New technologies and economic

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models created rapid industrial growth and transformed the United States. Students will evaluate the effectiveness of state and federal attempts to regulate business, by examining the Supreme Court decision in Wabash, St. Louis & Pacific R.R. v. Illinois (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelts trust-busting role as evidenced in Northern Securities Co. v. United States (1904).

- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**
  - 11.5b.4: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).
  - 11.5b.3: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers Union, and the International Workers of the World, considering actions taken by the unions and the responses to these actions.

Unit 6: American Imperialism

- **THE DRIVE FOR EXPANSION**
  - 11.6a.3: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States role in the world. Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines.
  - 11.3b.4: As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism. Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Browns raid.
  - 11.6a.1: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States role in the world. Students will examine factors such as the economic

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and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii.

- **THE SPANISH-AMERICAN WAR**
  - 11.6a.2: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States role in the world. Students will investigate the causes and effects of the Spanish-American War, evaluating Spanish, Cuban, and United States interests and actions.
  - 11.6a.3: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States role in the world. Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines.
- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**
  - 11.6a.1: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States role in the world. Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii.
  - 11.6a.4: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States role in the world. Students will investigate expanding American influence in the Caribbean and Latin America through the creation of the Panama Canal and the Roosevelt Corollary.

Unit 7: World War I

- **WORLD WAR I: THE BIGGER PICTURE**
  - 11.6b.1: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.

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Students will investigate the reasons for President Wilsons shift from neutrality to involvement in World War I.

- **ON THE HOME FRONT**
  - 11.6c.1: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. World War I had important social, political, and economic effects on American society. Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort.
  - 11.6c.3: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. World War I had important social, political, and economic effects on American society. Students will examine the Supreme Court decision concerning civil liberties in Schenck v. United States (1919).
- **THE AFRICAN AMERICAN WARTIME EXPERIENCE**
  - 11.6c.2: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. World War I had important social, political, and economic effects on American society. Students will investigate the causes and effects of the Great Migration on American society.
  - 11.6c.1: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. World War I had important social, political, and economic effects on American society. Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort.
- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**
  - 11.6b.2: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points. Students will examine Wilsons goals as expressed in the Fourteen Points, his role at the Versailles Peace Conference, and the compromises he was forced to make to gain approval for the League of Nations.
  - 11.6b.3: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. While the United States attempted to follow its traditional policy of neutrality at the beginning of

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World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points. Students will examine reasons President Wilson was unsuccessful in gaining support for Senate ratification of the Treaty of Versailles.

- 11.6c.4: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. World War I had important social, political, and economic effects on American society. Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (19191921).

Unit 8: America in the 1920s

- **A TIME OF EASE: THE POSTWAR ECONOMIC BOOM**
  - 11.7c.1: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected by the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelts responses to the Great Depression increased the role of the federal government. Students will examine the reasons for economic prosperity during the 1920s.
  - 11.5a.2: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. New technologies and economic models created rapid industrial growth and transformed the United States. Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.
  - 11.7c.1: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected by the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelts responses to the Great Depression increased the role of the federal government. Students will examine the reasons for economic prosperity during the 1920s.
  - 11.7a.1: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. Students will examine the cultural trends associated with the Roaring Twenties, including womens efforts at self-expression and their changing roles.
  - 11.7c.1: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected by the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelts

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responses to the Great Depression increased the role of the federal government. Students will examine the reasons for economic prosperity during the 1920s.

- **A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM**
  - 11.6c.4: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. World War I had important social, political, and economic effects on American society. Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (19191921).
  - 11.7a.4: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. Students will examine the reasons for the resurgence of the Ku Klux Klan.
  - 11.6c.4: Numerous factors contributed to the rise of the United States as a world power. Debates over the United States role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. World War I had important social, political, and economic effects on American society. Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (19191921).
  - 11.7a.3: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. Students will examine change in immigration policy as reflected by passage of the Quota Acts of the 1920s.
- **SOCIAL CONFLICT AND CHANGE**
  - 11.7a.5: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. Students will examine the key issues related to the Scopes trial.
  - 11.5b.6: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919).
  - 11.7a.2: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. Students will examine the impact of Prohibition on American society.

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- 11.5b.5: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will examine the efforts of the womans suffrage movement after 1900, leading to ratification of the 19th amendment (1920).
- 11.7a.1: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. Students will examine the cultural trends associated with the Roaring Twenties, including womens efforts at self-expression and their changing roles.
- 11.5b.7.h: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will trace reform efforts by individuals and the consequences of those efforts, including: Booker T. Washingtons contributions to education, including the creation of Tuskegee Institute
- 11.5b.7.i: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will trace reform efforts by individuals and the consequences of those efforts, including: W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of The Crisis, and the Silent Protest (1917).
- 11.7b.2: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture. Students will examine the rise of African American racial pride and Black Nationalism, including the role of Marcus Garvey.

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

- 11.7b.1: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture. Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture.

Unit 9: The Great Depression and the New Deal

- **CAUSES OF THE GREAT DEPRESSION**

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- 11.7c.2: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected by the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelts responses to the Great Depression increased the role of the federal government. Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression.

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

  - 11.7c.3: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected by the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelts responses to the Great Depression increased the role of the federal government. Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin D. Roosevelt to the Great Depression.
  - 11.7c.4: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected by the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelts responses to the Great Depression increased the role of the federal government. Students will examine the human and environmental causes of the Dust Bowl and its effects.

- **THE NEW DEAL**

  - 11.7c.5: The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected by the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelts responses to the Great Depression increased the role of the federal government. Students will evaluate President Roosevelts leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort.

Unit 10: World War II: Part 1

- **FROM ISOLATIONISM TO INVOLVEMENT**

  - 11.8a.1: The participation of the United States in World War II was a transformative event for the nation and its role in the world. As situations overseas deteriorated, President Roosevelts leadership helped move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will examine reasons for the passage of the Neutrality Acts (19351937) and consider the national debate as a shift to pro-Allied policies, including cash and carry and Lend-Lease.
  - 11.8a.2: The participation of the United States in World War II was a transformative event for the nation and its role in the world. As situations overseas deteriorated, President Roosevelts leadership

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helped move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands.

- 11.8a.3: The participation of the United States in World War II was a transformative event for the nation and its role in the world. As situations overseas deteriorated, President Roosevelts leadership helped move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will examine the impact of the Japanese attack on Pearl Harbor.

- **MOBILIZATION AND THE HOME FRONT**
  - 11.8b.1: The participation of the United States in World War II was a transformative event for the nation and its role in the world. United States entry into World War II had a significant impact on American society. Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates.
  - 11.8a.4: The participation of the United States in World War II was a transformative event for the nation and its role in the world. As situations overseas deteriorated, President Roosevelts leadership helped move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will examine President Roosevelts leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance.
- **WAR ON MANY FRONTS**
  - 11.8a.4: The participation of the United States in World War II was a transformative event for the nation and its role in the world. As situations overseas deteriorated, President Roosevelts leadership helped move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will examine President Roosevelts leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance.
  - 11.8a.5: The participation of the United States in World War II was a transformative event for the nation and its role in the world. As situations overseas deteriorated, President Roosevelts leadership helped move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Trumans decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

Unit 11: World War II: Part 2

- **THE HOLOCAUST**
  - 11.8c.1: The participation of the United States in World War II was a transformative event for the nation and its role in the world. In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future. Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible.
  - 11.8c.2: The participation of the United States in World War II was a transformative event for the nation and its role in the world. In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future. Students will examine the

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contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials.

- **OPPORTUNITIES AND OBSTACLES**
  - 11.8b.3: The participation of the United States in World War II was a transformative event for the nation and its role in the world. United States entry into World War II had a significant impact on American society. Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination they experienced in the military and workforce.
  - 11.8b.2: The participation of the United States in World War II was a transformative event for the nation and its role in the world. United States entry into World War II had a significant impact on American society. Students will examine the reasons for President Roosevelts executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Courts decision in Korematsu v. United States (1944).
- **THE END OF THE WAR**
  - 11.9a.1: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the Cold War.
  - 11.8a.5: The participation of the United States in World War II was a transformative event for the nation and its role in the world. As situations overseas deteriorated, President Roosevelts leadership helped move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Trumans decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.
  - 11.8c.3: The participation of the United States in World War II was a transformative event for the nation and its role in the world. In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future. Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights.

Unit 12: The Cold War: Part 1

- **THE BEGINNINGS OF THE COLD WAR**
  - 11.9a.1: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the Cold War.

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- 11.9a.2: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.
- 11.9a.3: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. Students will examine domestic concerns about the spread of communism and the rise of McCarthyism.

- **THE KOREAN WAR AND THE EISENHOWER YEARS**
  - 11.9a.4: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. Students will examine the consequences of Trumans decision to fight a limited war in defense of South Korea.
- **THE ARMS RACE AND THE SPACE RACE**
  - 11.9b.1: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations. Students will trace the acceleration of the nuclear arms race, beginning with the detonation of an atomic bomb by the Soviet Union in 1949, through 1969, including the effects of Sputnik and the Space Race.
  - 11.9b.3: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations. Students will examine the policy of dtente and its effect on the nuclear arms race.
  - 11.9b.3: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations. Students will examine the policy of dtente and its effect on the nuclear arms race.
  - 11.9b.2: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than

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40 years. The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations. Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty.

Unit 13: The Cold War: Part 2

- **THE VIETNAM WAR**
  - 11.9a.5: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. Students will trace the United States involvement in Vietnam, including President Johnsons decision to escalate the fighting in Vietnam.
- **THE LAST YEARS OF THE COLD WAR**
  - 11.9d.1: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe. Students will trace factors that led to the fall of the Berlin Wall and the end of the Cold War, including American policies, Soviet economic problems, Soviet efforts at reform, and the loss of Soviet control over Eastern Europe.

Unit 14: Rethinking America

- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**
  - 11.10b.1.f: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration)
- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**
  - 11.9a.6: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. Students will examine reasons for declining public confidence in government, including Americas involvement in Vietnam, student protests, the growing antiwar movement, and the Watergate affair.
- **THE WARREN COURT**

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- 11.10a.3: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965.
- 11.10b.1.e: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Rights of accused (e.g., Mapp v. Ohio 1961, Gideon v. Wainwright 1963, Miranda v. Arizona 1966)
- 11.10b.1.i: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Student rights (e.g., Engel v. Vitale 1962, Tinker v. Des Moines School District 1969, New Jersey v. TLO 1985)

Unit 15: Civil Rights Movements: Part 1

- **THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
  - 11.3c.2: As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. Long-standing disputes over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction. Students will examine the expansion of executive and federal power as they relate to the suspension of habeas corpus within the Union and the issuance of the Emancipation Proclamation.
  - 11.4a.1: Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions. Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.
  - 11.5b.7.h: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and

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urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will trace reform efforts by individuals and the consequences of those efforts, including: Booker T. Washingtons contributions to education, including the creation of Tuskegee Institute

- 11.5b.7.i: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts. Students will trace reform efforts by individuals and the consequences of those efforts, including: W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of The Crisis, and the Silent Protest (1917).
- 11.4a.2: Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions. Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896).
- 11.10a.4: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.
- 11.10a.3: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965.

- **KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
  - 11.10a.2: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. After World War II, long-

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term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions.

- 11.10a.1: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. Students will examine the role and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.

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

  - 11.10a.4: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.

  - 11.10a.3: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965.

Unit 16: Civil Rights Movements: Part 2

- **THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS**

  - 11.10b.1.c: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)

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- 11.10b.2: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will thoroughly investigate at least one of the efforts above.
- 11.10b.1.b: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Native Americans (e.g., American Indian Movement, Russell Means, native identity, sovereignty, and land claims)

- **THE FEMINIST MOVEMENT**
  - 11.10b.1.a: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Modern womens movement (e.g., The Feminine Mystique 1963, National Organization for Women, Equal Pay Act and Title IX, Roe v. Wade)
  - 11.10b.2: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will thoroughly investigate at least one of the efforts above.
  - 11.10b.1.a: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Modern womens movement (e.g., The Feminine Mystique 1963, National Organization for Women, Equal Pay Act and Title IX, Roe v. Wade)
  - 11.10b.1.a: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Modern womens movement (e.g., The Feminine Mystique 1963, National Organization for Women, Equal Pay Act and Title IX, Roe v. Wade)
- **CHANGES AND NEW STRUGGLES**

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- 11.10b.1.g: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Gay Rights and the LGBT movement (e.g., Stonewall Inn riots 1969, efforts for equal legal rights)
- 11.10b.2: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will thoroughly investigate at least one of the efforts above.
- 11.10b.1.c: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)
- 11.10b.1.g: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Gay Rights and the LGBT movement (e.g., Stonewall Inn riots 1969, efforts for equal legal rights)

Unit 17: Globalization and America Today

- **GLOBAL ECONOMICS AFTER THE COLD WAR**
  - 11.11c.2: The United States political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. Globalization and advances in technology have affected the United States economy and society. Students will investigate the role of multinational corporations and their influence on both the United States economy and on other countries around the world.
  - 11.11c.1: The United States political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. Globalization and advances in technology have affected the United States economy and society. Students will examine the positive and negative consequences of globalization in relation to the United States economy.

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- 11.10c.2: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Students will examine the causes of the financial panic of 2008 and the federal governments response to the Great Recession.

- **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**
  - 11.10b.1.h: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Environment (e.g., Silent Spring 1962, Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency 1970, Reagans policy)
  - 11.10b.1.h: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Environment (e.g., Silent Spring 1962, Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency 1970, Reagans policy)
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- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**
  - 11.11c.1: The United States political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. Globalization and advances in technology have affected the United States economy and society. Students will examine the positive and negative consequences of globalization in relation to the United States economy.

Unit 18: America in the World

- **THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S**
  - 11.9c.1: In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped define the contours of American policy in the Middle East. Students will examine United States foreign policy toward the Middle East, including the

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recognition of and support for the State of Israel, the Camp David Accords, and the interaction with radical groups in the region.

- 11.11a.2: The United States political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade. Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.
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- **U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY**
  - 11.11a.2: The United States political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade. Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.
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  - 11.11c.3: The United States political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. Globalization and advances in technology have affected the United States economy and society. Students will examine the economic relationship and the strategic rivalry between the United States and China.
- **THE FIGHT AGAINST TERROR IN THE 21ST CENTURY**
  - 11.11b.1: The United States political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. In response to

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the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies. Students will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, the invasion of Afghanistan, and the passage of the USA PATRIOT Act.

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- 11.11b.2: The United States political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies. Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction, and trace the course of the war.
- 11.11b.3: The United States political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies. Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal governments electronic surveillance programs.

Unit 19: Domestic Policies and Politics

- **DOMESTIC POLICY DEBATES: 1970S - TODAY**
  - 11.10b.1.f: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration)
  - 11.10c.3: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Students will examine the debates over the role of the government in providing a social safety net, including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under the Affordable Care Act.

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- 11.10c.1: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government.

- **POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES**
  - 11.2d.3: Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states. Students will examine the tradition of a peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000, focusing on the roles of the Electoral College and Congress in 1800 and the Electoral College and the Supreme Court in 2000.

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