

Massachusetts Tutorials are designed specifically for the Learning Standards found in the Massachusetts Curriculum Frameworks to prepare students for the MCAS tests.

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: Economic Concepts and Systems

• EXAMINING BASIC ECONOMIC CONCEPTS

- USII.T1.3.b: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services
- USII.T1.5: Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.
- USII.T1.1: Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others.
- USII.T1.3.a: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure

• ECONOMIC SYSTEMS

- USII.T1.3.a: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure

- USII.T1.10: Explain and give examples of the roles that government may play in a market economy, including the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- USII.T3.10: Defending democracy: responses to fascism and communism Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s.
- USII.T1.2: Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others.

Unit 2: The U.S. and World Economies

• THE WORLD ECONOMY

- USII.T1.3.b: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services
- USII.T1.11: Analyze how the government uses taxing and spending decisions (fiscal policy) and monetary policy to promote price stability, full employment, and economic growth.
- USII.T1.10: Explain and give examples of the roles that government may play in a market economy, including the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

• THE U.S. ECONOMY

- USII.T1.3.c: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. how financial markets, such as the stock market, channel funds from savers to investors and the function of investment in the economy
- USII.T1.4: Explain what a financial investment is (e.g., a bank deposit, stocks, bonds, mutual funds, real estate); explain why the value of investments fluctuate, and track the gains or losses in value of a financial investment over time (e.g., stocks, bonds, or mutual funds).
- USII.T1.6: Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises.
- USII.T1.7: Describe the organization and functions of the Federal Reserve System; explain the reason the government established it in 1913 and analyze how it uses monetary tools to promote price stability, full employment, and economic growth.
- USII.T2.4.a: Modernity in the United States: ideologies and economies Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins,

Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends: the Federal Deposit Insurance Corporation

- USII.T1.8: Explain how a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households and firms, and that government measures such as Gross Domestic Product (GDP) describe these factors at the national level.

Unit 3: Impacts on the U.S. Economy

• THE UNION VICTORY

- USII.T1.9: Analyze the impact of events such as wars and technological developments on business cycles. Examples:

• WESTWARD EXPANSION AND THE ECONOMY

- USII.T1.9: Analyze the impact of events such as wars and technological developments on business cycles. Examples:
- USII.T1.11: Analyze how the government uses taxing and spending decisions (fiscal policy) and monetary policy to promote price stability, full employment, and economic growth.

Unit 4: The Second Industrial Revolution

• THE RISE OF INDUSTRY

- USII.T1.9: Analyze the impact of events such as wars and technological developments on business cycles. Examples:
- USII.T1.5: Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.

• CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY

- USII.T1.3.a: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure
- USII.T1.5: Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.
- USII.T1.2: Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others.

• POLITICS OF THE GILDED AGE

- USII.T1.9: Analyze the impact of events such as wars and technological developments on business cycles. Examples:
- USII.T1.3.b: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. factors that

cause changes in market supply and demand and how these changes influence the price and quantity of goods and services

- USII.T1.5: Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.
- USII.T1.11: Analyze how the government uses taxing and spending decisions (fiscal policy) and monetary policy to promote price stability, full employment, and economic growth.
- USII.T1.2: Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others.
- USII.T1.10: Explain and give examples of the roles that government may play in a market economy, including the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- USII.T1.1: Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others.

Unit 5: Developing Labor Policies

• INDUSTRIAL WORKERS AND LABOR REFORM

- USII.T2.4.h: Modernity in the United States: ideologies and economies Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends: the American Federation of Labor

• ON THE HOME FRONT

- USII.T1.3.b: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services
- USII.T2.4.h: Modernity in the United States: ideologies and economies Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends: the American Federation of Labor
- USII.T1.8: Explain how a countrys overall level of income, employment, and prices are determined by the individual spending and production decisions of households and firms, and that government measures such as Gross Domestic Product (GDP) describe these factors at the national level.

Unit 6: America in the 1920s**• A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM**

- USII.T4.2: Defending democracy: the Cold War and civil rights at home Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism, researching and reporting on people and institutions such as Whittaker Chambers, Alger Hiss, FBI Director J. Edgar Hoover, Senators Joseph McCarthy and Margaret Chase Smith, Julius and Ethel Rosenberg, the American Communist Party, the House Committee on Un-American Activities, and congressional investigations into the Lavender Scare.
- USII.T2.1.f: Modernity in the United States: ideologies and economies Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include: the impact of the eugenics movement on segregation, immigration, and the legalization of involuntary sterilization in some states; and the Supreme Court case, *Buck v. Bell* (1927), in which the Court ruled that state statutes permitting involuntary sterilization did not violate the Due Process clause of the 14th Amendment
- USII.T2.1.d: Modernity in the United States: ideologies and economies Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include: the influx of World War I refugees leading to the Red Scare and the 1924 restrictions on immigration
- USII.T2.1.e: Modernity in the United States: ideologies and economies Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include: racial and ethnic tensions, the resurgence of the Ku Klux Klan, white supremacy as a movement, and the first Great Migration of African Americans from the South to the North
- USII.T2.1.j: Modernity in the United States: ideologies and economies Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include: The Bread and Roses Strike in Lawrence (1912), the Boston police strike (1919), and the Massachusetts trials, appeals and execution of Nicola Sacco and Bartolomeo Vanzetti (1921)
- USII.T2.4.k: Modernity in the United States: ideologies and economies Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins,

Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends: the America First movement and anti-Semitism in the United States

- **SOCIAL CONFLICT AND CHANGE**

- USII.T4.8.f: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history).
- USII.T2.1.g: Modernity in the United States: ideologies and economies Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include: debates over the concept of evolution, such as the reporting of H. L. Mencken on the Scopes Trial (1925), which raised the debate over teaching evolution in public schools; Charles Darwins book, On the Origin of Species (1859), and Christian fundamentalism
- USII.T2.1.h: Modernity in the United States: ideologies and economies Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include: Prohibition of the manufacture, transport, or sale of alcoholic beverages under the 18th Amendment (1920/1933) and the Jazz Age
- USII.T3.8.c: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. A. Philip Randolph and the efforts to eliminate employment discrimination on the basis of race

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

- USII.T2.1.a: Modernity in the United States: ideologies and economies Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include: the arts, entrepreneurship and philanthropy of the Harlem Renaissance, including the work of individuals such as Langston Hughes, Zora Neale Hurston, Josephine Baker, Eubie Blake

Unit 7: The Great Depression and the New Deal

- **CAUSES OF THE GREAT DEPRESSION**

- USII.T2.2: Modernity in the United States: ideologies and economies Describe the multiple causes (e.g., fall in stock market and commodities prices, restrictive monetary and trade policies, post-war reparations and debt) and consequences of the global depression of the 1930s (e.g., widespread unemployment, decline of personal income, support for social and political reform, decline in trade, the rise of fascism), including consideration of competing economic theories that explain the crisis (e.g., insufficient demand for goods and services Keynesianism vs. insufficient supply of money monetarism).
- USII.T1.8: Explain how a countrys overall level of income, employment, and prices are determined by the individual spending and production decisions of households and firms, and that government measures such as Gross Domestic Product (GDP) describe these factors at the national level.
- USII.T1.10: Explain and give examples of the roles that government may play in a market economy, including the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- USII.T1.6: Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises.
- USII.T1.7: Describe the organization and functions of the Federal Reserve System; explain the reason the government established it in 1913 and analyze how it uses monetary tools to promote price stability, full employment, and economic growth.
- **THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION**
 - USII.T1.3.b: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services
 - USII.T2.2: Modernity in the United States: ideologies and economies Describe the multiple causes (e.g., fall in stock market and commodities prices, restrictive monetary and trade policies, post-war reparations and debt) and consequences of the global depression of the 1930s (e.g., widespread unemployment, decline of personal income, support for social and political reform, decline in trade, the rise of fascism), including consideration of competing economic theories that explain the crisis (e.g., insufficient demand for goods and services Keynesianism vs. insufficient supply of money monetarism).
 - USII.T1.6: Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises.
 - USII.T2.2: Modernity in the United States: ideologies and economies Describe the multiple causes (e.g., fall in stock market and commodities prices, restrictive monetary and trade policies, post-war reparations and debt) and consequences of the global depression of the 1930s (e.g., widespread unemployment, decline of personal income, support for social and political reform, decline in trade, the rise of fascism), including consideration of competing economic theories that explain the crisis (e.g., insufficient demand for goods and services Keynesianism vs. insufficient supply of money monetarism).

- USII.T2.4: Modernity in the United States: ideologies and economies Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends:
- USII.T2.3: Modernity in the United States: ideologies and economies Gather, evaluate, and analyze primary sources (e.g., economic data, articles, diaries, photographs, audio and video recordings, songs, movies, and literary works) to create an oral, media, or written report on how Americans responded to the Great Depression.
- **THE NEW DEAL**
 - USII.T2.2: Modernity in the United States: ideologies and economies Describe the multiple causes (e.g., fall in stock market and commodities prices, restrictive monetary and trade policies, post-war reparations and debt) and consequences of the global depression of the 1930s (e.g., widespread unemployment, decline of personal income, support for social and political reform, decline in trade, the rise of fascism), including consideration of competing economic theories that explain the crisis (e.g., insufficient demand for goods and services Keynesianism vs. insufficient supply of money monetarism).
 - USII.T1.11: Analyze how the government uses taxing and spending decisions (fiscal policy) and monetary policy to promote price stability, full employment, and economic growth.
 - USII.T1.8: Explain how a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households and firms, and that government measures such as Gross Domestic Product (GDP) describe these factors at the national level.
 - USII.T1.10: Explain and give examples of the roles that government may play in a market economy, including the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
 - USII.T2.5: Modernity in the United States: ideologies and economies Evaluate the effectiveness of the New Deal programs enacted during the 1930s and the societal responses to those programs.
 - USII.T2.4.a: Modernity in the United States: ideologies and economies Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends: the Federal Deposit Insurance Corporation
 - USII.T2.4.d: Modernity in the United States: ideologies and economies Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era

(e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends: the Social Security Act

- USII.T2.4.b: Modernity in the United States: ideologies and economies Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends: the Securities and Exchange Commission
- USII.T2.2: Modernity in the United States: ideologies and economies Describe the multiple causes (e.g., fall in stock market and commodities prices, restrictive monetary and trade policies, post-war reparations and debt) and consequences of the global depression of the 1930s (e.g., widespread unemployment, decline of personal income, support for social and political reform, decline in trade, the rise of fascism), including consideration of competing economic theories that explain the crisis (e.g., insufficient demand for goods and services Keynesianism vs. insufficient supply of money monetarism).
- USII.T2.4: Modernity in the United States: ideologies and economies Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends:
- USII.T1.2: Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others.
- USII.T1.6: Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises.

Unit 8: World War II: Part 1

• FROM ISOLATIONISM TO INVOLVEMENT

- USII.T3.1: Defending democracy: responses to fascism and communism Develop an argument which analyzes the effectiveness of American isolationism and analyzes the impact of isolationism on U.S. foreign policy.
- USII.T3.5: Defending democracy: responses to fascism and communism Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war:
- USII.T3.5.e: Defending democracy: responses to fascism and communism Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its

consequences, or one of the conferences of Allied leaders following the war: Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima

- USII.T3.2: Defending democracy: responses to fascism and communism Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust.
- USII.T3.3: Defending democracy: responses to fascism and communism Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.
- USII.T3.5.a: Defending democracy: responses to fascism and communism Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war: German rearmament and militarization of the Rhineland
- USII.T3.5.c: Defending democracy: responses to fascism and communism Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war: the Nazi-Soviet Pact of 1939 and the invasion of Poland
- USII.T3.5.b: Defending democracy: responses to fascism and communism Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war: The Munich Conference and Germany's seizure of Austria and Czechoslovakia
- USII.T3.5.d: Defending democracy: responses to fascism and communism Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war: Japan's invasion of China and the Nanjing Massacre
- **MOBILIZATION AND THE HOME FRONT**
 - USII.T1.3.b: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services
 - USII.T1.1: Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others.
 - USII.T1.11: Analyze how the government uses taxing and spending decisions (fiscal policy) and monetary policy to promote price stability, full employment, and economic growth.
 - USII.T1.2: Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic

systems place greater emphasis on some goals over others.

- USII.T1.8: Explain how a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households and firms, and that government measures such as Gross Domestic Product (GDP) describe these factors at the national level.
- USII.T1.10: Explain and give examples of the roles that government may play in a market economy, including the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- USII.T3.8.a: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. the Wars stimulus to economic growth.
- USII.T3.8.a: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. the Wars stimulus to economic growth.
- USII.T3.3: Defending democracy: responses to fascism and communism Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.
- **WAR ON MANY FRONTS**
 - USII.T3.5.e: Defending democracy: responses to fascism and communism Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war: Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima
 - USII.T3.4: Defending democracy: responses to fascism and communism On a map of the world, locate the Allied powers at the time of World War II (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan).
 - USII.T3.3: Defending democracy: responses to fascism and communism Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.
 - USII.T3.5: Defending democracy: responses to fascism and communism Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war:
 - USII.T3.1: Defending democracy: responses to fascism and communism Develop an argument which analyzes the effectiveness of American isolationism and analyzes the impact of isolationism on U.S. foreign policy.

Unit 9: World War II: Part 2

- **THE HOLOCAUST**

- USII.T3.6: Defending democracy: responses to fascism and communism Describe the Allied response to the persecution of the Jews by the Nazis before, during, and after the war.
- USII.T3.2: Defending democracy: responses to fascism and communism Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust.

• OPPORTUNITIES AND OBSTACLES

- USII.T3.8.d: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. large numbers of women in the workforce of munitions industries and serving in non-combat jobs in the military, including as pilots, clerks, computer scientists, and nurses
- USII.T3.8.f: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. how the two world wars led to greater demands for civil rights for women and African Americans.
- USII.T3.8.c: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. A. Philip Randolph and the efforts to eliminate employment discrimination on the basis of race
- USII.T2.1.c: Modernity in the United States: ideologies and economies Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include: women serving in the military as nurses and telephone operators
- USII.T3.8.e: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. the internment of West Coast Japanese Americans in the U.S. and Canada

• THE END OF THE WAR

- USII.T3.5.f: Defending democracy: responses to fascism and communism Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war: the Yalta and Potsdam conferences
- USII.T3.7: Defending democracy: responses to fascism and communism Explain the reasons the United States gave for the use of atomic bombs at Hiroshima and Nagasaki in Japan; and use primary and secondary sources to analyze how arguments for and against the use of nuclear weapons developed from the late 1940s to the early 1960s.
- USII.T3.4: Defending democracy: responses to fascism and communism On a map of the world, locate the Allied powers at the time of World War II (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan).

Unit 10: The Cold War: Part 1

- **THE BEGINNINGS OF THE COLD WAR**

- USII.T3.10: Defending democracy: responses to fascism and communism Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s.
- USII.T3.9: Defending democracy: responses to fascism and communism Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.
- USII.T4.1: Defending democracy: the Cold War and civil rights at home Research and analyze one the domestic policies of Presidents Truman and Eisenhower (e.g., Trumans Fair Deal, the Taft-Hartley Act of 1947, the Federal-Aid Highway Act of 1956 or the Social Security Disability Insurance Act of 1956).
- USII.T4.2: Defending democracy: the Cold War and civil rights at home Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism, researching and reporting on people and institutions such as Whittaker Chambers, Alger Hiss, FBI Director J. Edgar Hoover, Senators Joseph McCarthy and Margaret Chase Smith, Julius and Ethel Rosenberg, the American Communist Party, the House Committee on Un-American Activities, and congressional investigations into the Lavender Scare.

- **THE KOREAN WAR AND THE EISENHOWER YEARS**

- USII.T3.9: Defending democracy: responses to fascism and communism Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.
- USII.T3.10: Defending democracy: responses to fascism and communism Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s.
- USII.T4.1: Defending democracy: the Cold War and civil rights at home Research and analyze one the domestic policies of Presidents Truman and Eisenhower (e.g., Trumans Fair Deal, the Taft-Hartley Act of 1947, the Federal-Aid Highway Act of 1956 or the Social Security Disability Insurance Act of 1956).

- **THE ARMS RACE AND THE SPACE RACE**

- USII.T3.10: Defending democracy: responses to fascism and communism Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s.
- USII.T3.9: Defending democracy: responses to fascism and communism Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.
- USII.T3.11: Defending democracy: responses to fascism and communism Analyze Dwight D. Eisenhowers response to the Soviet Unions launching of Sputnik (1957) and the nations increased commitment to space exploration and education in science.
- USII.T3.11: Defending democracy: responses to fascism and communism Analyze Dwight D. Eisenhowers response to the Soviet Unions launching of Sputnik (1957) and the nations increased commitment to space exploration and education in science.
- USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedys assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, dtente with the Soviet Union, the Watergate scandal, and Nixons resignation).

Unit 11: The Cold War: Part 2

• THE VIETNAM WAR

- USII.T3.10: Defending democracy: responses to fascism and communism Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s.
- USII.T3.9: Defending democracy: responses to fascism and communism Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.

- USII.T3.12: Defending democracy: responses to fascism and communism Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon and explain the intended and unintended consequences of the Vietnam War the Vietnamese and Americans.
- USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedys assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, dtente with the Soviet Union, the Watergate scandal, and Nixons resignation).
- USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedys assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, dtente with the Soviet Union, the Watergate scandal, and Nixons resignation).
- **THE LAST YEARS OF THE COLD WAR**
 - USII.T3.12: Defending democracy: responses to fascism and communism Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon and explain the intended and unintended consequences of the Vietnam War the Vietnamese and Americans.
 - USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedys assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, dtente with the Soviet Union, the Watergate scandal, and Nixons resignation).
 - USII.T5.3: United States and globalization Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel.).

- USII.T3.10: Defending democracy: responses to fascism and communism Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s.
- USII.T3.9: Defending democracy: responses to fascism and communism Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.
- USII.T5.4: United States and globalization Analyze how the failure of communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 the dissolution of the Soviet Union in 1991, and the end of the Cold War.

Unit 12: The Midcentury Boom

• PROSPERITY AND CHANGE AFTER WORLD WAR II

- USII.T4.3: Defending democracy: the Cold War and civil rights at home Analyze the causes and consequences of important domestic Cold War trends in the United States (e.g., economic growth and declining poverty, the G. I. Education bill, the decline in womens employment, climb in the birthrate, the growth of suburbs and home ownership, the increase in education levels, the impact of television and increased consumerism).
- USII.T3.8.a: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. the Wars stimulus to economic growth.
- USII.T5.2: United States and globalization Analyze and evaluate the impact of economic liberalism on mid-20th century society, including the legacy of the New Deal on post World War II America, the expansion of American manufacturing and unionism, social welfare programs, and the regulation of major industries such as transportation, energy, communications and finance.
- USII.T4.3: Defending democracy: the Cold War and civil rights at home Analyze the causes and consequences of important domestic Cold War trends in the United States (e.g., economic growth and declining poverty, the G. I. Education bill, the decline in womens employment, climb in the birthrate, the growth of suburbs and home ownership, the increase in education levels, the impact of television and increased consumerism).
- USII.T3.8.a: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. the Wars stimulus to economic growth.
- USII.T4.3: Defending democracy: the Cold War and civil rights at home Analyze the causes and consequences of important domestic Cold War trends in the United States (e.g., economic

growth and declining poverty, the G. I. Education bill, the decline in womens employment, climb in the birthrate, the growth of suburbs and home ownership, the increase in education levels, the impact of television and increased consumerism).

- USII.T3.8.a: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. the Wars stimulus to economic growth.
- USII.T4.3: Defending democracy: the Cold War and civil rights at home Analyze the causes and consequences of important domestic Cold War trends in the United States (e.g., economic growth and declining poverty, the G. I. Education bill, the decline in womens employment, climb in the birthrate, the growth of suburbs and home ownership, the increase in education levels, the impact of television and increased consumerism).
- USII.T3.8.a: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. the Wars stimulus to economic growth.
- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**
 - USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedys assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, dtente with the Soviet Union, the Watergate scandal, and Nixons resignation).
 - USII.T5.2: United States and globalization Analyze and evaluate the impact of economic liberalism on mid-20th century society, including the legacy of the New Deal on post World War II America, the expansion of American manufacturing and unionism, social welfare programs, and the regulation of major industries such as transportation, energy, communications and finance.
 - USII.T4.1: Defending democracy: the Cold War and civil rights at home Research and analyze one the domestic policies of Presidents Truman and Eisenhower (e.g., Trumans Fair Deal, the Taft-Hartley Act of 1947, the Federal-Aid Highway Act of 1956 or the Social Security Disability Insurance Act of 1956).

Unit 13: Rethinking America

- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**
 - USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedys assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights

Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, détente with the Soviet Union, the Watergate scandal, and Nixon's resignation).

- USII.T3.12: Defending democracy: responses to fascism and communism Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon and explain the intended and unintended consequences of the Vietnam War the Vietnamese and Americans.
- USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedy's assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, détente with the Soviet Union, the Watergate scandal, and Nixon's resignation).
- USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedy's assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, détente with the Soviet Union, the Watergate scandal, and Nixon's resignation).
- **THE WARREN COURT**
 - USII.T4.5.a: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. The 1954 Supreme Court decision in *Brown v. Board of Education*
 - USII.T4.9: Defending democracy: the Cold War and civil rights at home Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education; disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nation's first African American president, Barack Obama, in 2008 and 2012.

- USII.T4.4: Defending democracy: the Cold War and civil rights at home Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality.
- USII.T4.6: Defending democracy: the Cold War and civil rights at home Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations.
- USII.T4.9: Defending democracy: the Cold War and civil rights at home Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education; disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nations first African American president, Barack Obama, in 2008 and 2012.

Unit 14: Civil Rights Movements: Part 1

• THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT

- USII.T4.4: Defending democracy: the Cold War and civil rights at home Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality.
- USII.T4.6: Defending democracy: the Cold War and civil rights at home Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations.
- USII.T4.5.d: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. the 1963 civil rights protest in Birmingham and the March on Washington

- USII.T4.5.f: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. the 1968 assassination of Martin Luther King, Jr.
- USII.T4.5.b: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. the 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis and Eisenhowers civil rights record
- USII.T4.5.a: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. The 1954 Supreme Court decision in Brown v. Board of Education
- **KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
 - USII.T4.4: Defending democracy: the Cold War and civil rights at home Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality.
 - USII.T4.5.d: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. the 1963 civil rights protest in Birmingham and the March on Washington
 - USII.T4.5.b: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. the 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis and Eisenhowers civil rights record
 - USII.T4.5.c: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. Kings philosophy of non-violent civil disobedience, based on the ideas of Gandhi and the sit-ins and freedom rides of the early 1960s
 - USII.T4.6: Defending democracy: the Cold War and civil rights at home Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries; collect and analyze demographic data to

investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations.

- USII.T4.5.c: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. Kings philosophy of non-violent civil disobedience, based on the ideas of Gandhi and the sit-ins and freedom rides of the early 1960s
- USII.T4.5.e: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. 1965 civil rights protest in Selma
- **THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
 - USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedys assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, dtente with the Soviet Union, the Watergate scandal, and Nixons resignation).
 - USII.T4.5.d: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. the 1963 civil rights protest in Birmingham and the March on Washington
 - USII.T4.5.b: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. the 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis and Eisenhowers civil rights record
 - USII.T4.4: Defending democracy: the Cold War and civil rights at home Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality.
 - USII.T4.6: Defending democracy: the Cold War and civil rights at home Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965

Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations.

- USII.T4.9: Defending democracy: the Cold War and civil rights at home Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education; disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nations first African American president, Barack Obama, in 2008 and 2012.

Unit 15: Civil Rights Movements: Part 2

• THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS

- USII.T4.6: Defending democracy: the Cold War and civil rights at home Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations.
- USII.T4.8.f: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history).
- USII.T4.8.e: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. the movement to protect the health and rights of workers, and improve working conditions and wages (e.g., Cesar Chavez and Dolores Huerta and the migrant farmworkers movement, workplace protections against various forms of discrimination and sexual harassment)
- USII.T3.8.c: Defending democracy: responses to fascism and communism Explain the long-term consequences of important domestic events during the war. A. Philip Randolph and the efforts to eliminate employment discrimination on the basis of race

- USII.T4.8.f: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history).
- USII.T4.5.a: Defending democracy: the Cold War and civil rights at home Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. The 1954 Supreme Court decision in *Brown v. Board of Education*

• THE FEMINIST MOVEMENT

- USII.T4.8.a: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. Womens rights, including the writings on feminism by Betty Friedan, Gloria Steinem and others; the availability of the birth control pill; the activism of the National Organization for Women and opposition to the movement by conservative leaders such as Phyllis Schlafly; passage of the Equal Rights Amendment to the Constitution (1972), and its failure to achieve sufficient ratification by states; Title IX of the 1972 Education Amendments to the 1964 Civil Rights Act, the 1973 Supreme Court decision, *Roe v. Wade*, the appointment of Sandra Day OConnor as the first woman Justice of the Supreme Court in 1981, and increasing numbers of women in elected offices in national and state government.
- USII.T4.6: Defending democracy: the Cold War and civil rights at home Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations.
- USII.T4.8.a: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. Womens rights, including the writings on feminism by Betty Friedan, Gloria Steinem and others; the availability of the birth control pill; the activism of the National Organization for Women and opposition to the movement by conservative leaders such as Phyllis Schlafly; passage of the Equal Rights Amendment to the Constitution (1972), and its failure to achieve sufficient ratification by states; Title IX of the 1972 Education Amendments

to the 1964 Civil Rights Act, the 1973 Supreme Court decision, *Roe v. Wade*, the appointment of Sandra Day O'Connor as the first woman Justice of the Supreme Court in 1981, and increasing numbers of women in elected offices in national and state government.

- USII.T4.8.b: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in *Goodridge v. Department of Public Health* (2004) and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in *Obergefell v. Hodges* (2015)
- USII.T4.8.a: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. Womens rights, including the writings on feminism by Betty Friedan, Gloria Steinem and others; the availability of the birth control pill; the activism of the National Organization for Women and opposition to the movement by conservative leaders such as Phyllis Schlafly; passage of the Equal Rights Amendment to the Constitution (1972), and its failure to achieve sufficient ratification by states; Title IX of the 1972 Education Amendments to the 1964 Civil Rights Act, the 1973 Supreme Court decision, *Roe v. Wade*, the appointment of Sandra Day O'Connor as the first woman Justice of the Supreme Court in 1981, and increasing numbers of women in elected offices in national and state government.

• CHANGES AND NEW STRUGGLES

- USII.T4.6: Defending democracy: the Cold War and civil rights at home Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations.
- USII.T4.9: Defending democracy: the Cold War and civil rights at home Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education; disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nations first African American president, Barack Obama, in 2008 and 2012.

- USII.T4.8.b: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in *Goodridge v. Department of Public Health* (2004) and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in *Obergefell v. Hodges* (2015)
- USII.T4.9: Defending democracy: the Cold War and civil rights at home Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education; disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nations first African American president, Barack Obama, in 2008 and 2012.
- USII.T2.1.i: Modernity in the United States: ideologies and economies Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include: The growing prominence of same-sex relationships, especially in urban areas

Unit 16: Globalization and America Today

• GLOBAL ECONOMICS AFTER THE COLD WAR

- USII.T5.2: United States and globalization Analyze and evaluate the impact of economic liberalism on mid-20th century society, including the legacy of the New Deal on post World War II America, the expansion of American manufacturing and unionism, social welfare programs, and the regulation of major industries such as transportation, energy, communications and finance.
- USII.T1.2: Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others.
- USII.T1.6: Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises.
- USII.T5.5: United States and globalization Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as

DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration).

- USII.T5.3: United States and globalization Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel.).
- USII.T1.3.a: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure
- USII.T1.5: Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.
- USII.T1.1: Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others.
- USII.T5.4: United States and globalization Analyze how the failure of communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 the dissolution of the Soviet Union in 1991, and the end of the Cold War.
- USII.T1.3.c: Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. how financial markets, such as the stock market, channel funds from savers to investors and the function of investment in the economy
- **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**
 - USII.T5.5: United States and globalization Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration).
 - USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedys assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, dtente with the Soviet Union, the Watergate scandal, and Nixons resignation).
 - USII.T4.8.d: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political

movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. the environmental protection movement (e.g., the 1962 publication of Rachel Carsons Silent Spring; the 1970 federal Clean Air Act; the 1972 Massachusetts Wetlands Protection Act; the 1972 Federal Water Pollution Control Act and subsequent amendments)

- USII.T4.8.b: Defending democracy: the Cold War and civil rights at home Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in *Goodridge v. Department of Public Health* (2004) and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in *Obergefell v. Hodges* (2015)

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

- USII.T5.5: United States and globalization Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration).

Unit 17: America in the World

- **THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S**

- USII.T5.3: United States and globalization Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel.).
- USII.T5.6: United States and globalization Evaluate the effectiveness of the federal governments response to international terrorism in the 21st century, including the 2001 terrorist attack on the World Trade Center in New York City and the Pentagon near Washington, D.C., the Homeland Security Act, the Foreign Intelligence Surveillance Act, and the Afghanistan and Iraq Wars.

- **U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY**

- USII.T5.3: United States and globalization Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel.).
- USII.T5.6: United States and globalization Evaluate the effectiveness of the federal governments response to international terrorism in the 21st century, including the 2001 terrorist attack on the World Trade Center in New York City and the Pentagon near Washington,

D.C., the Homeland Security Act, the Foreign Intelligence Surveillance Act, and the Afghanistan and Iraq Wars.

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

- USII.T5.6: United States and globalization Evaluate the effectiveness of the federal governments response to international terrorism in the 21st century, including the 2001 terrorist attack on the World Trade Center in New York City and the Pentagon near Washington, D.C., the Homeland Security Act, the Foreign Intelligence Surveillance Act, and the Afghanistan and Iraq Wars.

Unit 18: Domestic Policies and Politics

- **THE CONSERVATIVE RESURGENCE**

- USII.T5.1: United States and globalization Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedys assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, dtente with the Soviet Union, the Watergate scandal, and Nixons resignation).
- USII.T5.3: United States and globalization Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel.).

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

- USII.T5.5: United States and globalization Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration).
- USII.T5.3: United States and globalization Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel.).
- USII.T5.2: United States and globalization Analyze and evaluate the impact of economic liberalism on mid-20th century society, including the legacy of the New Deal on post World War II America, the expansion of American manufacturing and unionism, social welfare programs, and the regulation of major industries such as transportation, energy, communications and finance.

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

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- USII.T4.9: Defending democracy: the Cold War and civil rights at home Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education; disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nations first African American president, Barack Obama, in 2008 and 2012.
 - USII.T5.5: United States and globalization Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration).