

Indiana Tutorials are designed specifically for the Indiana Academic Standards to prepare students for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) End-of-Course Assessments (ECAs).

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

- USH.1.1: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.
- USH.1.2: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states rights.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

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

- USH.1.1: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.1.2: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states rights.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

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

- USH.1.1: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.
- USH.1.2: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states rights.
- USH.1.2: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and

Reconstruction, 1775 to 1877. Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states rights.

- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

Unit 2: The Abolition Movement and the Slavery Controversy

• THE ABOLITION MOVEMENT

- USH.1.3: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

• COMPROMISES FOR FREE AND SLAVE STATES

- USH.1.3: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

Unit 3: The Path to Civil War

• REGIONAL ECONOMIES OF THE UNITED STATES

- USH.1.2: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states rights.

• THE PATH TO CIVIL WAR

- USH.1.2: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states rights.
- USH.1.4: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnsons impeachment, the Black Codes, and the Compromise of 1877.

Unit 4: The Years Following the Civil War

• RECONSTRUCTING THE SOUTH

- USH.1.4: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnsons impeachment, the Black Codes, and the Compromise of 1877.

- **THE EFFECTS OF RECONSTRUCTION**

- USH.1.4: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnsons impeachment, the Black Codes, and the Compromise of 1877.

Unit 5: On the Frontier

- **AMERICAN INDIANS IN THE WEST**

- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.2.4: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Articulate the causes and consequences of Indian wars in the West and explain how the lives of American Indians changed with the development of the West.
- USH.1.1: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.

- **WESTWARD EXPANSION AND THE ECONOMY**

- USH.2.3: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there, including Buffalo Soldiers, the Irish, and the Chinese.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the

past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

- USH.2.5: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

Unit 6: The Second Industrial Revolution: Part 1

• THE RISE OF INDUSTRY

- USH.2.1: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Explain the causes and consequences of the Industrial Revolution.
- USH.2.2: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Explain the urban and rural responses to the challenges of the Gilded Age.
- USH.2.3: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there, including Buffalo Soldiers, the Irish, and the Chinese.

• CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY

- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.2.1: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Explain the causes and consequences of the Industrial Revolution.
- USH.2.8: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act 1887, Sherman Antitrust Act 1890).

Unit 7: The Second Industrial Revolution: Part 2

• CULTURE OF THE GILDED AGE

- USH.1.3: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
- USH.2.5: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.2.2: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Explain the urban and rural responses to the challenges of the Gilded Age.
- **POLITICS OF THE GILDED AGE**
 - USH.1.1: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.
 - USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
 - USH.2.2: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Explain the urban and rural responses to the challenges of the Gilded Age.
 - USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a

variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

- USH.2.6: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.

Unit 8: Labor, Immigration, and the City

• INDUSTRIAL WORKERS AND LABOR REFORM

- USH.2.5: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
- USH.2.6: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

• URBANIZATION AND ITS CHALLENGES

- USH.2.5: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

- USH.2.2: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Explain the urban and rural responses to the challenges of the Gilded Age.

- **PATTERNS OF IMMIGRATION**

- USH.2.5: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.3.9: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.
- USH.1.2: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states rights.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

Unit 9: The Progressive Era: Part 1

- **SOCIAL REFORM IN THE PROGRESSIVE ERA**

- USH.3.2: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

- USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.
 - USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.
 - USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.
- **SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA**
 - USH.1.3: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
 - USH.3.2: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.
 - USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.
 - USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.

- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

Unit 10: The Progressive Era: Part 2

• POLITICAL REFORM IN THE PROGRESSIVE ERA

- USH.3.2: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.
- USH.3.3: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.
- USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.
- USH.2.1: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Explain the causes and consequences of the Industrial Revolution.

• ECONOMIC REFORM IN THE PROGRESSIVE ERA

- USH.3.2: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B.

Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.

- USH.3.3: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.

Unit 11: American Imperialism

• THE DRIVE FOR EXPANSION

- USH.3.1: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the debates surrounding Americas entrance into global imperialism.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

• THE SPANISH-AMERICAN WAR

- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.3.1: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the debates surrounding Americas entrance into global imperialism.

• AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND

- USH.3.1: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the debates surrounding Americas entrance into global imperialism.

Unit 12: World War I: Part 1**• WORLD WAR I: THE BIGGER PICTURE**

- USH.3.6: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Analyze the reasons why the United States became involved in World War I.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

• ON THE WAR FRONT

- USH.3.6: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Analyze the reasons why the United States became involved in World War I.

• ON THE HOME FRONT

- USH.3.4: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919) and Abrams v. United States (1919).
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.3.9: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.

Unit 13: World War I: Part 2**• THE AFRICAN AMERICAN WARTIME EXPERIENCE**

- USH.2.9: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Analyze the development of separate but equal policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years.
- USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.3.9: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.

• OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER

- USH.3.7: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Analyze President Wilson's Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.
- USH.3.8: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating

information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

Unit 14: America in the 1920s: Part 1

• A TIME OF EASE: THE POSTWAR ECONOMIC BOOM

- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.4.1: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Explain the significance of protectionist business policies in the 1920s and the effect they had on the economy.
- USH.4.4: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Identify technological developments during the 1920s and explain their impact on rural and urban Americans.
- USH.4.2: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions.

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

- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.4.3: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Assess the causes of the resurgence of conservative social

movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.

- USH.3.9: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

Unit 15: America in the 1920s: Part 2

• SOCIAL CONFLICT AND CHANGE

- USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.4.2: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions.
- USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.
- USH.4.3: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Assess the causes of the resurgence of conservative social

movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.

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

- USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.
- USH.4.4: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Identify technological developments during the 1920s and explain their impact on rural and urban Americans.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.3.9: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.
- USH.4.2: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.3.5: Emergence of the Modern United States: 1897 to 1920: Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920. Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, womens suffrage, labor movements, and socialist movement.

Unit 16: The Great Depression and the New Deal

- **CAUSES OF THE GREAT DEPRESSION**

- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.4.1: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Explain the significance of protectionist business policies in the 1920s and the effect they had on the economy.
- USH.4.5: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Analyze the causes of the Great Depression and its social and cultural impacts.
- USH.10.5: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Develop arguments, defended with historical evidence, which explain historical change.

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

- USH.4.7: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Assess the economic impact of the Great Depression on all Americans.
- USH.4.5: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Analyze the causes of the Great Depression and its social and cultural impacts.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **THE NEW DEAL**

- USH.4.6: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Identify and describe the contributions of political and social reformers during the Great Depression Era.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.4.8: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.4.9: The Modern United States in Prosperity and Depression: 1920s and 1930s: Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939. Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking.

Unit 17: World War II: Part 1

- **FROM ISOLATIONISM TO INVOLVEMENT**

- USH.5.1: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on Americas war preparation.
- USH.5.1: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on Americas war preparation.
- USH.5.2: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Compare and contrast President

Franklin D. Roosevelt's worldview with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo.

- USH.5.3: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.
- USH.5.4: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Identify key leaders and events from World War II and explain the significance of each.
- USH.5.2: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Compare and contrast President Franklin D. Roosevelt's worldview with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **MOBILIZATION AND THE HOME FRONT**
 - USH.5.7: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts.
 - USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
 - USH.5.1: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the

consequences for United States involvement in world affairs. Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on Americas war preparation.

- USH.5.3: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.
- USH.5.4: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Identify key leaders and events from World War II and explain the significance of each.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

• **WAR ON MANY FRONTS**

- USH.5.4: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Identify key leaders and events from World War II and explain the significance of each.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.5.2: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Compare and contrast President Franklin D. Roosevelts worldview with that of Germanys Adolf Hitler, Italys Benito Mussolini, the Soviet Unions Joseph Stalin, and Japans Hideki Tojo.

Unit 18: World War II: Part 2

• **THE HOLOCAUST**

- USH.5.4: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Identify key leaders and events from World War II and explain the significance of each.

- USH.5.5: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Describe Hitler's final solution policy and explain the Allied responses to the Holocaust and war crimes.
- USH.5.5: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Describe Hitler's final solution policy and explain the Allied responses to the Holocaust and war crimes.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.5.5: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Describe Hitler's final solution policy and explain the Allied responses to the Holocaust and war crimes.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **OPPORTUNITIES AND OBSTACLES**
 - USH.5.6: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Explain the experiences of African Americans, Asian Americans, Latinx Americans, Native Americans, and women during World War II.
 - USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
 - USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a

variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **THE END OF THE WAR**

- USH.5.2: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Compare and contrast President Franklin D. Roosevelt's worldview with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo.
- USH.5.4: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Identify key leaders and events from World War II and explain the significance of each.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.5.8: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Explain the role of World War II as a catalyst for social change.

Unit 19: The Cold War: Part 1

- **THE BEGINNINGS OF THE COLD WAR**

- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.5.9: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Explain the origins of the Cold War.
- USH.6.1: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Analyze the principle of containment, including the Domino Theory (Cold War).
- USH.6.4: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Discuss key economic and social changes in post-WW II American life including the Second Red Scare and its effects on American culture.

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

- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.6.4: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Discuss key economic and social changes in post-WW II American life including the Second Red Scare and its effects on American culture.
- USH.6.1: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Analyze the principle of containment, including the Domino Theory (Cold War).

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

- USH.7.8: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.
- USH.7.4: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

Unit 20: The Cold War: Part 2

- **THE VIETNAM WAR**

- USH.7.9: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

- USH.6.1: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Analyze the principle of containment, including the Domino Theory (Cold War).
 - USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
 - USH.10.5: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Develop arguments, defended with historical evidence, which explain historical change.
- **THE LAST YEARS OF THE COLD WAR**
 - USH.7.8: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.
 - USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
 - USH.7.10: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s.
 - USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
 - USH.8.5: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain how and why the Cold War came to an end and identify new obstacles to US leadership in the world.

Unit 21: The Midcentury Boom

- **PROSPERITY AND CHANGE AFTER WORLD WAR II**

- USH.6.4: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Discuss key economic and social changes in post-WW II American life including the Second Red Scare and its effects on American culture.
- USH.5.8: The United States and World War II: 1939 to 1945: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs. Explain the role of World War II as a catalyst for social change.
- USH.7.4: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**
 - USH.7.3: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.
 - USH.10.5: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Develop arguments, defended with historical evidence, which explain historical change.
 - USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the

past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

- USH.7.6: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.
- USH.7.7: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.

Unit 22: Rethinking America

• CULTURAL RESPONSES TO VIETNAM AND WATERGATE

- USH.7.9: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.
- USH.7.11: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon*.
- USH.7.11: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon*.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

• THE WARREN COURT

- USH.7.5: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify and analyze the significance of key decisions of the Warren Court.
- USH.6.3: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Describe the challenges involved with the enforcement of desegregation directives in *Brown v. Board of Education of Topeka* (1954).
- USH.6.2: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Explain the origins of the Civil Rights Movement in the North and South (1945-1960).

- USH.2.9: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Analyze the development of separate but equal policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.10.5: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Develop arguments, defended with historical evidence, which explain historical change.

Unit 23: Civil Rights Movements: Part 1

• THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT

- USH.1.4: Early National Development: 1775 to 1877: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877. Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.
- USH.6.2: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Explain the origins of the Civil Rights Movement in the North and South (1945-1960).
- USH.2.9: Development of the Industrial United States: 1870 to 1900: Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900. Analyze the development of separate but equal policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years.
- USH.7.6: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to

1980. Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.

- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.7.1: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.
- USH.6.3: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Describe the challenges involved with the enforcement of desegregation directives in *Brown v. Board of Education of Topeka* (1954).
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
 - USH.7.2: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Evaluate various methods and philosophies (e.g., Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.
 - USH.7.1: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.
- **THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
 - USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

- USH.7.7: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.
- USH.7.6: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.
- USH.7.2: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Evaluate various methods and philosophies (e.g., Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.

Unit 24: Civil Rights Movements: Part 2

• THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS

- USH.7.2: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Evaluate various methods and philosophies (e.g., Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.
- USH.7.6: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.
- USH.7.7: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.
- USH.7.1: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

• THE FEMINIST MOVEMENT

- USH.7.2: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to

1980. Evaluate various methods and philosophies (e.g., Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.

- USH.7.6: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.
 - USH.7.7: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.
 - USH.7.1: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.
 - USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **CHANGES AND NEW STRUGGLES**
- USH.6.3: Postwar United States: 1945 to 1960: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960. Describe the challenges involved with the enforcement of desegregation directives in *Brown v. Board of Education of Topeka* (1954).
 - USH.10.5: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Develop arguments, defended with historical evidence, which explain historical change.
 - USH.7.6: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.
 - USH.8.1: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.

- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.7.7: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.
- USH.7.1: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.
- USH.10.1: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.

Unit 25: Globalization and America Today

• GLOBAL ECONOMICS AFTER THE COLD WAR

- USH.8.1: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
- USH.8.2: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Describe developing trends in science and technology and explain how they impact the lives of Americans today including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.
- USH.8.6: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Assess foreign and domestic policies aimed at redressing the effects of the Cold War on the developing world.
- USH.8.9: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Analyze the impact of globalization on U.S. culture and U.S. economic, political, and foreign policy, including North American Free Trade Agreement (NAFTA).

- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.8.10: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the causes and consequences of deindustrialization in the United States after 1970.
- USH.8.4: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the assumptions of supply-side economics or Reaganomics and the impact of these policies on ordinary citizens.
- **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**
 - USH.8.1: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
 - USH.8.2: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Describe developing trends in science and technology and explain how they impact the lives of Americans today including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.
 - USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
 - USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**
 - USH.8.2: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Describe developing trends in science and technology and explain how they impact the lives of Americans today including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.

- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.7.4: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.

Unit 26: America in the World

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

- USH.7.10: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.8.1: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.10.5: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Develop arguments, defended with historical evidence, which explain historical change.
- USH.9.1: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Explain the similarities

and differences between George W. Bush's foreign policy and those who came before him.

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

- USH.8.5: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain how and why the Cold War came to an end and identify new obstacles to US leadership in the world.
- USH.7.10: The United States in Troubled Times: 1960 to 1980: Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980. Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s.
- USH.8.6: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Assess foreign and domestic policies aimed at redressing the effects of the Cold War on the developing world.
- USH.9.1: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Explain the similarities and differences between George W. Bush's foreign policy and those who came before him.
- USH.8.8: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy.
- USH.9.6: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Explain the similarities and differences among presidents George W. Bush, Barack Obama, and Donald Trump with regards to foreign policy.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

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

- USH.8.8: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a

variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.

- USH.9.1: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Explain the similarities and differences between George W. Bush's foreign policy and those who came before him.
- USH.9.6: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Explain the similarities and differences among presidents George W. Bush, Barack Obama, and Donald Trump with regards to foreign policy.
- USH.10.5: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Develop arguments, defended with historical evidence, which explain historical change.

Unit 27: Domestic Policies and Politics

• THE CONSERVATIVE RESURGENCE

- USH.8.3: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Discuss the origins of the New Right, including the Moral Majority, in the 1980s.
- USH.8.1: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
- USH.9.2: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor.
- USH.8.4: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the assumptions of supply-side economics or Reaganomics and the impact of these policies on ordinary citizens.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

• DOMESTIC POLICY DEBATES: 1970S - TODAY

- USH.8.1: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
- USH.9.5: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Explain the revival of popularity for white nationalism and immigration restriction in the era since 2008.
- USH.8.4: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the assumptions of supply-side economics or Reaganomics and the impact of these policies on ordinary citizens.
- USH.10.5: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Develop arguments, defended with historical evidence, which explain historical change.
- USH.10.3: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.9.2: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor.

Unit 28: Politics in the Late 20th and Early 21st Centuries

• POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES

- USH.8.1: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.9.1: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Explain the similarities

and differences between George W. Bush's foreign policy and those who came before him.

- USH.9.6: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Explain the similarities and differences among presidents George W. Bush, Barack Obama, and Donald Trump with regards to foreign policy.
- USH.8.7: Pax Americana: 1980 to 2001: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11. Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000) and *Bush v. Gore* (2000).

• INTEREST GROUPS AND THE MEDIA

- USH.9.4: Post 9/11 United States: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11. Reflect on the role of media and social media in the democratic process.

Unit 29: Skills for Social Studies

• READING HISTORICAL EVIDENCE

- USH.10.2: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

• UNDERSTANDING CONTEXT AND BIAS IN U.S. HISTORY

- USH.10.1: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.
- USH.10.4: Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation. Assess competing historical interpretations of a particular historical moment, historical event, or historical change.