

Standards Document Name	Domain	Standards (=Student Expectations)	Plus Standards (=Breakouts)	Citations
Oklahoma Academic Standards for Social Studies	United States History Practice Standards	USH.1 Students will apply critical thinking skills to address authentic civic issues.	<p>USH.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems.</p> <p>A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues.</p> <p>B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts.</p> <p>C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.</p>	<p>A. Chapter 9: Let Your Motto Be Resistance, 1833-1850</p> <p>9.3 Black Community Support</p> <p>Page 230</p> <p>B. Chapter 24: African Americans End the Twentieth Century and Enter into the Twenty-First Century, 1980-2016</p> <p>Review Questions: Q 7</p> <p>Page 781</p> <p>C. Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p> <p>Review Questions: Q 2</p> <p>Page 700</p>
			<p>USH.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence.</p> <p>A. Develop, investigate, and evaluate plausible answers to essential questions that reflect</p>	<p>A. Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p>

			<p>enduring understandings across time, real world circumstances, and social studies disciplines.</p> <p>B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge.</p> <p>C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning.</p> <p>D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments. .</p>	<p>Review Questions: Q 5</p> <p>Page 700</p> <p>B.</p> <p>Chapter 14: White Supremacy Triumphant: African Americans in the Late Nineteenth Century, 1877-1918</p> <p>14.3 Segregation</p> <p>14.3.3 Plessy v. Ferguson</p> <p>Voices: Questions</p> <p>Page 382</p> <p>C.</p> <p>Chapter 9: Let Your Motto Be Resistance, 1833-1850</p> <p>Review Questions: Q 2</p> <p>Page 242</p> <p>D.</p> <p>Chapter 2: Middle Passage, CA. 1450-1809</p> <p>Review Questions: Q 2</p> <p>Page 52</p>
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		USH.2 Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	USH.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.	A. Chapter 5: African Americans in the New Nation, 1783-1820 Review Questions: Q 3 Page 140 B. Chapter 11: Liberation: African Americans and the Civil War, 1861-1865 Review Questions: Q 2 Page 310 C. Chapter 14: White Supremacy Triumphant: African Americans in the Late Nineteenth Century, 1877-1918 Review Questions: Q 1 Page 398
			USH.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history.	A. This text does not require students to demonstrate this skill. B. Chapter 11: Liberation: African Americans

			<p>B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events.</p> <p>C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.</p>	<p>and the Civil War, 1861-1865</p> <p>Review Questions: Q 1</p> <p>Page 310</p> <p>C. Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1925</p> <p>Review Questions: Q 6</p> <p>Page 477</p>
			<p>USH.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present.</p> <p>A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present.</p> <p>B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present.</p> <p>C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical</p>	<p>A. This text does not require students to demonstrate this skill.</p> <p>B. This text does not require students to demonstrate this skill.</p> <p>C. Chapter 18: Black Protest, Great Depression, and the New Deals, 1929-1940</p> <p>Review Questions: Q 4</p> <p>Page 545</p>

			environments of various places and regions.	
			<p>USH.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.</p> <p>A. Evaluate economic data from charts and graphs, noting trends and making predictions.</p> <p>B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues.</p> <p>C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present</p>	<p>A. This text does not require students to demonstrate this skill.</p> <p>B. Chapter 21: The Long Freedom Movement, 1950-1970 Review Questions: Q 2 Page 659</p> <p>C. Chapter 24: African Americans End the Twentieth Century and Enter into the Twenty-First Century, 1980-2016 Review Questions: Q 7 Page 781</p>
		USH.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.	<p>USH.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.</p> <p>A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.</p> <p>B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images,</p>	<p>A. Chapter 23: Black Politics and President Barack Obama, 1980-2016 Review Questions: Q 3 Page 745</p> <p>B.</p>

			political cartoons, videos) in order to draw conclusions and defend arguments.	Chapter 17: African Americans and the 1920s, 1918-1929 17.1.3 The Ku Klux Klan Artifacts as Evidence: Questions Page 485
			<p>USH.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives.</p> <p>A. Evaluate the extent to which historical or cultural perspectives affect an author’s stated or implied purpose.</p> <p>B. Evaluate the author’s point of view, potential bias, and how authors can reach different conclusions regarding the same issue.</p> <p>C. Actively listen, evaluate, and analyze a speaker’s message, asking questions while engaged in collaborative discussions about social studies topics and texts.</p>	<p>A. Chapter 4: Rising Expectations: African Americans and the Struggle for Independence, 1763-1783 4.3 The Black Enlightenment Voices: Questions Page 97</p> <p>B. This text does not require students to demonstrate this skill.</p> <p>C. This text does not require students to demonstrate this skill.</p>
		USH.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	USH.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.	<p>A. This text does not require students to demonstrate this skill.</p> <p>B.</p>

			<p>A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure.</p> <p>B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.</p>	<p>This text does not require students to demonstrate this skill.</p>
			<p>USH.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products.</p> <p>A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources.</p> <p>B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism.</p> <p>C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.</p>	<p>A. This text does not require students to demonstrate this skill.</p> <p>B. This text does not require students to demonstrate this skill.</p> <p>C. This text does not require students to demonstrate this skill.</p>
			<p>United States History Content Standards</p>	<p>USH.1 The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of the American West during the Post Civil War Era.</p>

			<p>system of checks and balances to changing relationships in American politics as the nation rebuilt following the Civil War.</p> <p>C. Examine the meanings and effects of the Reconstruction Amendments (13th, 14th, and 15th Amendments) and the Civil Rights Act of 1867, assessing the extent to which each enabled social, political, and economic change.</p>	<p>This content is not covered in this text.</p> <p>C. Chapter 12: The Meaning of Freedom: The Promise of Reconstruction, 1865-1868</p> <p>12.5 Presidential Reconstruction under Andrew Johnson</p> <p>12.5.7 The Fourteenth Amendment</p> <p>12.5.8 Radical Reconstruction</p> <p>Page 335</p>
			<p>USH.1.2 Analyze the post-Reconstruction civil rights struggles.</p> <p>A. Identify the significance of Juneteenth in relation to emancipation and modern-day commemorations.</p> <p>B. Explain the reasons for adoption of Black Codes immediately following the Civil War and their limitations on economic opportunities and property ownership.</p> <p>C. Describe how some Southerners responded to change brought about by Reconstruction, including the rise of the Ku Klux Klan, its methods of intimidation such as lynching, and the effect of Jim Crow laws aimed at establishing segregation.</p>	<p>A. This topic is not covered in this text.</p> <p>B. Chapter 12: The Meaning of Freedom: The Promise of Reconstruction, 1865-1868</p> <p>12.5 Presidential Reconstruction under Andrew Johnson</p> <p>12.5.1 Black Codes</p> <p>Page 335</p> <p>C.</p>

				<p>Chapter 12: The Meaning of Freedom: The Promise of Reconstruction, 1865-1868</p> <p>12.5 Presidential Reconstruction under Andrew Johnson</p> <p>12.5.12 The Reaction of White Southerners</p> <p>Page 335</p>
			<p>USH.1.3 Analyze the impact of immigration on settlement patterns in American society and economic growth.</p> <p>A. Summarize the reasons for immigration and the immigrant experiences of Southern Europeans, Eastern Europeans, and East Asians at processing centers such as Ellis Island and Angel Island.</p> <p>B. Describe the Americanization programs which sought to integrate and assimilate immigrants (e.g., political party machines, Tammany Hall) through instruction in English and the American system of government.</p> <p>C. Examine the rise and motivations of Nativism against a new wave of Eastern European immigrants.</p> <p>D. Describe the contributions of Chinese immigrants to the national economy and nativist opposition to their continued immigration.</p>	<p>A. This topic is not covered in this text.</p> <p>B. This topic is not covered in this text.</p> <p>C. Chapter 10: “And Black People Were at the Heart of It”: The United States Disunites Over Slavery, 1846-1861</p> <p>10.2 Fugitive Slaves</p> <p>10.2.8 Nativism and Know-Nothings</p> <p>Page 257</p> <p>D. This topic is not covered in this text.</p>

			<p>E. Explain changes in federal immigration policy including the Chinese Exclusion Act, the Gentlemen’s Agreement, and the Supreme Court’s application of the 14th Amendment.</p>	<p>E. This topic is not covered in this text.</p>
			<p>USH.1.4 Analyze the causes and effects of the continuing westward migration and territorial growth after the Civil War.</p> <p>A. Explain the impact of the Homestead Act, the completion of the Transcontinental Railroad, and the purchase of Alaska on settlement patterns and Native populations.</p> <p>B. Describe “Grant’s Peace Policy” including the establishment of reservations and the use of religious organizations to assimilate American Indians through religious instruction and agricultural training.</p> <p>C. Examine American Indian perspectives on westward expansion and the end of the Indian Wars at Wounded Knee, as expressed by such leaders as Red Cloud, Quanah Parker, and Chief Joseph.</p> <p>D. Describe the intent and effects of assimilation policies including the impact of Indian Boarding Schools on Native culture, identity, and economic outcomes over time.</p> <p>E. Evaluate the impact of the Dawes Act on Tribal sovereignty and land ownership.</p>	<p>A. This topic is not covered in this text.</p> <p>B. This topic is not covered in this text.</p> <p>C. Chapter 15: African Americans Challenge White Supremacy, 1877-1918</p> <p>15.4 Red versus Black: The Buffalo Soldiers</p> <p>15.4.2 The Buffalo Soldiers in Combat</p> <p>Page 414</p> <p>D. This topic is not covered in this text.</p> <p>E. This topic is not covered in this text.</p>

		<p>USH.2 The student will analyze the social, economic, and political changes that occurred during the American Industrial Revolution, the Gilded Age, and reform movements.</p>	<p>USH.2.1 Evaluate the transformation of American society, economy, politics, and culture during the American Industrial Revolution.</p> <p>A. Explain how the United States was transformed from an agrarian to an increasingly industrial, urbanized society and how this transformation created both new economic opportunities, as well as societal problems.</p> <p>B. Describe the changing role of the American farmer, including the establishment of the Granger movement.</p> <p>C. Analyze the impact of capitalism and laissez-faire policy on business practices, such as monopolies, the characterization of “robber barons” and the role of industrialists in economic growth, as well as philanthropy (e.g., Cornelius Vanderbilt, J.P. Morgan, John D. Rockefeller, and Andrew Carnegie, including his Gospel of Wealth essay on American society.)</p> <p>D. Identify the impact of new inventions and industrial production methods on the growth of the American economy and standard of living (e.g., technologies developed by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer Process).</p> <p>E. Examine the complex conditions that characterized the Gilded Age (e.g., rapidly expanding economy, growing middle class and the influence of mass culture, concentration of wealth, corrupt politics, poverty,</p>	<p>Chapter 7: Free Black People in Antebellum America, 1820-1861</p> <p>7.2 The Jacksonian Era</p> <p>Page 176</p> <p>B. Chapter 14: White Supremacy Triumphant: African Americans in the Late Nineteenth Century, 1877-1918</p> <p>14.1 Politics</p> <p>14.1.2 Democrats and Farmer Discontent</p> <p>Page 374</p> <p>C. This topic is not covered in this text.</p> <p>D. This topic is not covered in this text.</p> <p>E. This topic is not covered in this text.</p> <p>F. This topic is not covered in this text.</p> <p>G.</p>
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			<p>and environmental consequences).</p> <p>F. Evaluate the role of muckrakers and social reformers (e.g., Jane Addams, Ida Tarbell, Jacob Riis, Upton Sinclair) on increased awareness of business practices and societal concerns, including child labor, working conditions, and the regulation of big business.</p> <p>G. Assess the significance of the Labor Movement (e.g., Knights of Labor, American Federation of Labor), including the leadership of Samuel Gompers and Eugene V. Debs, by comparing its early goals (e.g., form trade unions and obtain favorable legislation) to strategies and their repercussions (e.g., Pullman Strike, Haymarket Riot).</p>	<p>Chapter 15: African Americans Challenge White Supremacy, 1877-1918</p> <p>15.5 African Americans and Their Role in the American Economy</p> <p>15.5.3 African Americans and Labor</p> <p>Page 423</p>
			<p>USH.2.2 Evaluate the efforts of major reform movements in addressing social issues.</p> <p>A. Describe the Women’s Suffrage Movement, focusing on the leadership of Susan B. Anthony, Alice Paul, and Carrie Chapman Catt, as well as strategies used to bring attention to the suffrage cause.</p> <p>B. Explain how the Social Gospel movement emphasized the engagement of churches in social reform and the application of religious principles to societal problems such as poverty, inequality, and injustice.</p> <p>C. Summarize changing race relations as a result of the Plessy v. Ferguson decision, establishing a doctrine that became known as "separate but equal."</p>	<p>A. This topic is not covered in this text.</p> <p>B. This topic is not covered in this text.</p> <p>C. Chapter 14: White Supremacy Triumphant: African Americans in the Late Nineteenth Century, 1877-1918</p> <p>14.3 Segregation</p> <p>14.3.3 Plessy v. Ferguson</p> <p>Page 380</p>

			<p>D. Describe continued attempts to disenfranchise African Americans through the use of poll taxes and literacy tests by some state governments.</p> <p>E. Compare the viewpoints of early civil right leaders, such as Booker T. Washington, W.E.B. DuBois, and Ida B. Wells, in response to rising racial tensions.</p> <p>F. Evaluate the influence of the Niagara Movement and the National Association for the Advancement of Colored People (NAACP) on expanding opportunities for African Americans.</p>	<p>D. Chapter 14: White Supremacy Triumphant: African Americans in the Late Nineteenth Century, 1877-1918</p> <p>14.2 Disfranchisement Page 376</p> <p>E. Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1925</p> <p>16.1 Booker T. Washington's Approach Pages 441-442</p> <p>16.2 W. E. B. Du Bois Pages 443-450</p> <p>F. Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1925</p> <p>16.2 W. E. B. Du Bois</p>
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				<p>16.2.4 The Niagara Movement Page 446</p> <p>16.2.5 The NAACP Page 447</p>
			<p>USH.2.3 Evaluate the rise and reforms of Populism and the Progressive Movement.</p> <p>A. Describe how democratic processes (e.g., direct primary, initiative petition, referendum, recall) intended to limit political corruption by making politicians and lawmaking more immediately responsive to the people.</p> <p>B. Explain the impact of William Jennings Bryan and his Cross of Gold message on the political landscape.</p> <p>C. Trace the series of events leading to and the effects of the 16th and 17th Amendments to the Constitution of the United States.</p> <p>D. Describe how the rise of trusts and monopolies impacted consumers and workers, prompting government's response with the Sherman and Clayton Antitrust Acts.</p>	<p>Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1925</p> <p>Introduction Page 438</p> <p>A. This topic is not covered in this text.</p> <p>B. This topic is not covered in this text.</p> <p>C. This topic is not covered in this text.</p> <p>D. This topic is not covered in this text.</p>

			<p>USH.2.4 Analyze and compare the personalities, actions and policies of presidents during the Progressive Era.</p> <p>A. Describe the efforts of President Theodore Roosevelt’s administration, including the promises of the Square Deal, Meat Inspection Act, Trust-busting laws, and support for conservation.</p> <p>B. Examine President William Howard Taft’s “trust-busting” agenda, the Pure Food and Drug Act, and formation of the Interstate Commerce Commission.</p> <p>C. Evaluate the significance of the 1912 presidential election, including the rise of Roosevelt’s Bull Moose Party and the viability of Eugene V. Debs’ Socialist Party.</p> <p>D. Describe the work of President Woodrow Wilson’s administration, including the promises of “New Freedom” and passage of the Federal Reserve Act.</p> <p>E. Compare Progressive ideas as expressed by President Wilson to principles of the Declaration of Independence and the Constitution of the United States.</p>	<p>A. This topic is not covered in this text.</p> <p>B. This topic is not covered in this text.</p> <p>C. This topic is not covered in this text.</p> <p>D. This topic is not covered in this text.</p> <p>E. Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1925</p> <p>16.4 The Black Elite</p> <p>16.4.5 Presidential Politics</p> <p>Woodrow Wilson</p> <p>Page 456</p>
		<p>USH.3 The student will analyze the expanding role of the United States in international affairs as America was transformed into a world</p>	<p>USH.3.1 Evaluate the impact of imperialism on international relations and its effect on developing nations.</p> <p>A. Explain the rise of the United States as a world power amidst debates over the United States’ role in world affairs and overseas expansion.</p>	<p>A. Chapter 20: The World War II Era and the Seeds of a Revolution, 1940-1950</p> <p>20.5 The Cold War and</p>

		<p>power in the late 19th and early 20th centuries.</p>	<p>B. Compare the economic, religious, social, and political rationales for American imperialism, comparing the concept of Social Darwinism to arguments made by Anti-Imperialists and colonial responses.</p> <p>C. Explain American influence, as well as the motivations, leading to the annexation of the kingdom of Hawaii, including the influence of Admiral Alfred T. Mahan’s vision for American naval power.</p> <p>D. Identify events leading to the call of Americans to engage in war with Spain, assessing the influence of yellow journalism and jingoism.</p> <p>E. Examine how the Spanish-American War resulted in the rise of the United States as a world power, leading to new territorial acquisitions and followed by national insurrections in Cuba and the Philippines.</p> <p>F. Assess the foreign policy of President Roosevelt’s “Big Stick” Diplomacy and his Corollary to the Monroe Doctrine, influencing the acquisition and construction of the Panama Canal.</p> <p>G. Explain the focus of President Taft’s “Dollar Diplomacy” to ensure the financial stability of a region while protecting and extending national commercial interests.</p> <p>H. Examine how President Wilson's ethical and religious beliefs influenced his vision of “Missionary Diplomacy” as America’s moral responsibility to</p>	<p>International Politics</p> <p>20.5.1 African Americans in World Affairs: W.E.B. Du Bois and Ralph Bunche</p> <p>Page 608</p> <p>B. Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1925</p> <p>16.6 Race Riots</p> <p>Page 462</p> <p>C. This topic is not covered in this text.</p> <p>D. Chapter 15: African Americans Challenge White Supremacy, 1877-1918</p> <p>15.4 Red versus Black: The Buffalo Soldiers</p> <p>15.4.8 The Spanish-American War</p> <p>Page 417</p> <p>E. Chapter 15: African Americans</p>
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			<p>spread the benefits of democracy to emerging nations.</p>	<p>Challenge White Supremacy, 1877-1918</p> <p>15.4 Red versus Black: The Buffalo Soldiers</p> <p>15.4.8 The Spanish-American War</p> <p>Page 417</p> <p>F. This topic is not covered in this text.</p> <p>G. This topic is not covered in this text.</p> <p>H. This topic is not covered in this text.</p>
			<p>USH.3.2 Evaluate the long-term impact of America’s entry into World War I on national politics, the economy, and society.</p> <p>A. Examine the justification for the United States’ movement from neutrality to engagement in World War I by explaining the intent and impact of the Zimmermann Telegram and threats to international trade caused by the resumption of unrestricted submarine warfare.</p> <p>B. Identify the Selective Service Act as a means to mobilize armed forces to support allied nations of the Triple Entente during the First World War.</p>	<p>A. This topic is not covered in this text.</p> <p>B. Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1925</p> <p>16.5 Black Men and the Military in World War I</p>

			<p>C. Describe the purpose of the Espionage Act and Sedition Act within the context of the First Red Scare and its impact on individual liberties, such as the imprisonment of anti-war critics and activists, the Palmer Raids, and the Sacco-Vanzetti trials.</p> <p>D. Explain how the American Expeditionary Forces, economic support, and the production of armaments helped turn the tide, leading to an Allied victory.</p> <p>E. Analyze the impact of the war on the home front including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, and the Great Migration.</p> <p>F. Examine Wilson’s foreign policy as proposed in his Fourteen Points and reasons for the nation’s return to isolationism highlighted by the Senate’s rejection of the terms of the Treaty of Versailles and the proposed League of Nations.</p>	<p>16.5.3 Black Troops and Officers</p> <p>Page 459</p> <p>C. Chapter 17: African Americans and the 1920s, 1918-1929</p> <p>Introduction</p> <p>Page 483</p> <p>17.3 Labor</p> <p>17.3.2 A. Philip Randolph</p> <p>Page 496</p> <p>D. This topic is not covered in this text.</p> <p>E. Chapter 17: African Americans and the 1920s, 1918-1929</p> <p>17.3 Labor</p> <p>Page 495</p> <p>F. Chapter 17: African Americans and the 1920s, 1918-1929</p> <p>17.2 Protest, Pride, and Pan-Africanism: Black Organizations in the 1920s</p>
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		<p>USH.4 The student will analyze the cycles of economic boom and bust of the 1920s and 1930s on the transformation of American government and society.</p>	<p>USH.4.1 Examine the economic, political, social, and cultural transformations between the World Wars.</p> <p>A. Explain how the era reflected change, characterized by clashes between modern and traditional values, exemplified by the passage of the 18th and 21st Amendments, the Scopes Trial, and issues of women’s rights resulting in the ratification of the 19th Amendment.</p> <p>B. Describe the transition from wartime to peace under the Harding Administration, including the demobilization of drafted soldiers, federal budget cuts, and amnesty for political prisoners.</p> <p>C. Examine the presidency of President Calvin Coolidge and his philosophy of limited government, debates over immigration policy, including the impact of the Immigration Act of 1924, which established national quotas related to origin.</p> <p>D. Identify new forms of cultural expression (e.g., radio, Hollywood films, comic books), including the significant impact of African American culture as exhibited by the Harlem Renaissance and the Jazz Age.</p> <p>E. Describe the rising racial tensions in American society, resulting in the resurgence of the Ku Klux Klan, lynchings, violence typified by the Tulsa Race</p>	<p>A.</p> <p>Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.4 African Americans on the Home Front</p> <p>20.4.1 Black Workers: From Farm to Factory</p> <p>Pages 600-601</p> <p>B.</p> <p>Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.4 African Americans on the Home Front</p> <p>20.4.6 Post-World War II Racial Violence</p> <p>Page 605</p> <p>C.</p> <p>Chapter 17: African Americans and the 1920s, 1918-1929</p> <p>17.1 Varieties of Racism</p> <p>17.1.1 Scientific Racism</p>

			<p>Massacre, and the continued use of poll taxes and literacy tests to disenfranchise African Americans, including responses by African American leadership, such as Marcus Garvey.</p> <p>F. Assess the effects of the Indian Citizenship Act of 1924 on the status of Tribal citizens with regards to dual citizenship, the divided Tribal reaction regarding sovereignty concerns, and efforts by some states to deny voting rights.</p>	<p>Page 483</p> <p>D. Chapter 17: African Americans and the 1920s, 1918-1929</p> <p>17.4 The Harlem Renaissance</p> <p>Page 497</p> <p>E. Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1925</p> <p>16.6 Race Riots</p> <p>16.6.7 Tulsa, 1921</p> <p>Page 466</p> <p>F. This topic is not covered in this text.</p>
			<p>USH.4.2 Analyze the prosperity of the Roaring Twenties and the collapse of the American economy, leading to the Great Depression.</p> <p>A. Describe the booming economy based upon access to easy credit through installment buying and a return to laissez-faire economics during the Harding and Coolidge Administrations.</p> <p>B. Examine the various factors contributing to and exacerbating</p>	<p>A. This topic is not covered in this text.</p> <p>B. This topic is not covered in this text.</p> <p>C. Chapter 18: Black Protest, Great Depression, and the New Deals, 1929-1940</p>

			<p>the global depression, including German reparations, Allied war debts, American loans to Europe, and the Smoot-Hawley Tariff's strain on international trade.</p> <p>C. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation in the stock market and buying on margin, and laissez faire policies.</p> <p>D. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy, as well as decimating the savings of middle-class families.</p> <p>F. Explain growing labor unrest and industry's reactions by describing the use of sit-down strikes and court injunctions and examining why socialism and communism appealed to labor.</p> <p>G. Analyze points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.</p> <p>H. Analyze how President Herbert Hoover's philosophy of "rugged individualism," public works projects, and restrictive monetary policies attempted to address massive unemployment; describe examples of public reaction to such measures (e.g., Bonus Army March, Hoovervilles, presidential election of 1932).</p>	<p>18.1 The Cataclysm, 1929-1933</p> <p>Page 518</p> <p>D. Chapter 18: Black Protest, Great Depression, and the New Deals, 1929-1940</p> <p>18.1 The Cataclysm, 1929-1933</p> <p>Pages 518-522</p> <p>F. Chapter 17: African Americans and the 1920s, 1918-1929</p> <p>Introduction</p> <p>Page 480</p> <p>G. Chapter 18: Black Protest, Great Depression, and the New Deals, 1929-1940</p> <p>18.1 The Cataclysm, 1929-1933</p> <p>18.1.2 Black Businesses in the Depression: Collapse and Survival</p> <p>Page 520</p> <p>H.</p>
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				<p>18.1 The Cataclysm, 1929-1933</p> <p>18.1.3 The Failure of Relief</p> <p>Page 522</p>
			<p>USH.4.3 Analyze the impact of the New Deal in addressing the challenges of the Great Depression by transforming the federal government’s role in domestic economic policies.</p> <p>A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt’s First Inaugural Address.</p> <p>B. Examine how national policies addressed the economic crisis, based upon John Maynard Keynes’ theory of deficit spending, and evaluate the critiques of centralized economic planning and management.</p> <p>C. Analyze the controversies arising from New Deal economic policies, including charges of socialism and the effect of President Roosevelt’s “court packing” plan on the future of the New Deal.</p> <p>D. Summarize the goals and effectiveness of new federal agencies to address conditions of the Great Depression (e.g., Social Security Administration, Federal Deposit Insurance Corporation [FDIC], Works Progress Administration [WPA], Civilian Conservation Corps [CCC], Tennessee Valley Authority [TVA]).</p>	<p>A. This topic is not covered in this text.</p> <p>B. This topic is not covered in this text.</p> <p>C. Chapter 18: Black Protest, Great Depression, and the New Deals, 1929-1940</p> <p>18.3 African Americans and the New Deal Era</p> <p>Page 527</p> <p>D. Chapter 18: Black Protest, Great Depression, and the New Deals, 1929-1940</p> <p>18.4 The Rise of Black Social Scientists</p> <p>18.4.2 The Second New Deal</p> <p>Page 534</p> <p>Chapter 19: Meanings of</p>

			<p>E. Identify the natural and man-made factors resulting in the environmental disaster known as the Dust Bowl, analyzing its effects on agricultural production, migration, and the national economy, as well as New Deal response (e.g., Farm Security Administration).</p> <p>F. Explain how the Indian Reorganization Act intended to reverse federal policy by restoring lands to Tribal trust status and endorsing Tribal constitutions, which affected the thirty-nine Tribes of Oklahoma.</p> <p>G. Describe how New Deal programs provided relief for many Americans yet continued the practice of discrimination, limiting opportunities for African Americans.</p> <p>H. Explain how the Great Depression and the New Deal affected American politics by the emergence of a “New Deal coalition” consisting of blue-collar workers, farmers, Jews, and Catholics.</p>	<p>Freedom: Black Culture and Society, 1930-1950</p> <p>Review Questions: Q 1</p> <p>Page 579</p> <p>E. This topic is not covered in the text.</p> <p>D. This topic is not covered in this text.</p> <p>G. Chapter 18: Black Protest, Great Depression, and the New Deals, 1929-1940</p> <p>18.3 African Americans and the New Deal Era</p> <p>Page 527</p> <p>H. Chapter 18: Black Protest, Great Depression, and the New Deals, 1929-1940</p> <p>18.4 The Rise of Black Social Scientists</p> <p>18.4.2 The Second New Deal</p> <p>Page 533</p>
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		<p>USH.5 The student will analyze the United States' role in international affairs by examining the major causes, events and effects of the nation's involvement in World War II.</p>	<p>USH.5.1 Describe the transformations in American society and government policy as the nation entered World War II.</p> <p>A. Examine Fascism in Germany and Italy, including its roots in economic depression, effects of the Versailles Treaty, and ideology, culminating in German rearmament and militarization of the Rhineland.</p> <p>B. Examine the public stance of appeasement, isolationism, and a reluctance to respond to Fascist and Communist military aggression in Europe and Asia, as reflected in the Neutrality Acts.</p> <p>C. Evaluate the industrial mobilization and psychological preparation for war as reflected in President Franklin Roosevelt's Four Freedoms speech.</p> <p>D. Describe programs initiated to support Great Britain, including Lend-Lease, Destroyers for Bases, and Cash and Carry.</p> <p>E. Examine President Franklin Roosevelt's leadership, including how he motivated Americans with the Day Which Will Live in Infamy speech, his role as commander in chief, and his diplomatic efforts to maintain the Grand Alliance.</p> <p>F. Explain the reasons for President Roosevelt's executive order for the incarceration of Americans of Japanese descent, the experiences of Japanese families, and summarize the Supreme Court's decision in <i>Korematsu v. United States</i>.</p>	<p>A. Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.1 On the Eve of War, 1936-1941</p> <p>Page 585</p> <p>B. Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.1 On the Eve of War, 1936-1941</p> <p>Page 586</p> <p>C. This topic is not covered in this text.</p> <p>D. This topic is not covered in this text.</p> <p>e. This topic is not covered in this text.</p> <p>F. This topic is not covered in this text.</p> <p>G. Chapter 20: The World War II Era and the Seeds of a Revolution</p>
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			<p>G. Describe the war’s impact on the home front (e.g., rationing, the Bracero program, bond drives, conversion of factories for wartime, federal regulation of production and labor, the entry of large numbers of women and minorities into the workforce, prisoner of war camps, and the treatment of Americans of German and Italian descent).</p>	<p>20.2 Race and the U.S. Armed Forces</p> <p>20.2.1 Institutional Racism in the American Military</p> <p>Page 590</p> <p>20.2.2 The Costs of Military Discrimination</p> <p>Pages 590-592</p>
			<p>USH.5.2 Analyze the series of events affecting the outcome of World War II.</p> <p>A. Identify major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation (e.g., Pearl Harbor, the D-day Invasion, Stalingrad, Midway, Okinawa, Battle of the Bulge, Iwo Jima, and the island-hopping strategy).</p> <p>B. Describe the roles of individual American leaders, including Generals MacArthur and Eisenhower, as well as the unique contributions of special fighting forces (e.g., Tuskegee Airmen, 442nd Regimental Combat team, Indian Code Talkers).</p> <p>C. Explain the purpose of the Allied conferences at Yalta and Potsdam and how such negotiations would affect post-war Europe.</p> <p>D. Analyze President Truman’s decision to use the atomic bomb and describe the legacy of the</p>	<p>A. Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.2 Race and the U.S. Armed Forces</p> <p>20.2.6 The Beginning of Military Desegregation</p> <p>Page 596</p> <p>B. Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.3 The Tuskegee Airmen</p> <p>Pages 597-598</p> <p>C. This topic is not covered in this text.</p>

			development and use of atomic weapons.	D. This topic is not covered in this text.
			<p>USH.5.3 Summarize America’s reactions to the events of the Shoah (Jewish Holocaust).</p> <p>A. Examine the American government’s actions to news of the Shoah during the war including condemnation of Nazi extermination of Jews and creation of the War Refugee Board.</p> <p>B. Describe the liberation of concentration camps and the immigration of Shoah survivors.</p> <p>C. Examine the United States’ participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes.</p>	<p>Checked</p> <p>A. This topic does not seem to be covered in this text.</p> <p>B. This topic does not seem to be covered in this text.</p> <p>C. This topic does not seem to be covered in this text.</p>
			<p>USH.5.4 Examine the impact of World War II on the lives of American citizens.</p> <p>A. Examine how wartime employment in the civilian economy and the armed services contributed to an end of the Great Depression’s unemployment.</p> <p>B. Describe changes in society during the post-war era (e.g., urban population migration to the suburbs, the baby boom, growth of the middle class, home ownership, development of mass media, and consumerism).</p> <p>C. Describe the goals and effects of the G. I. Bill of Rights and Truman’s “Fair Deal” on the average citizen.</p>	<p>A. Chapter 20: The World War II Era and the Seeds of a Revolution 20.4 African Americans on the Home Front 20.4.1 Black Workers: From Farm to Factory Page 600</p> <p>B. This topic is not covered in this text.</p> <p>C. Chapter 20: The World War II Era</p>

			<p>D. Assess the influence of A. Philip Randolph regarding efforts to eliminate employment discrimination and the impact of President Truman’s decision to desegregate the United States Armed Forces.</p>	<p>and the Seeds of a Revolution</p> <p>20.4 African Americans on the Home Front</p> <p>20.4.4 the G.I. Bill of Rights and Black Veterans</p> <p>Page 602</p> <p>D. Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.2 Race and the U.S. Armed Forces</p> <p>Page 610</p>
		<p>USH.6 The student will analyze foreign events and policies during the early Cold War Era.</p>	<p>USH.6.1 Analyze the origins of international alliances and efforts at containment of Communism following World War II.</p> <p>A. Analyze the effect of massive aid given to Western Europe under the Marshall Plan on the rebuilding of Europe.</p> <p>B. Describe the goals for the formation of the United Nations, including its focus on international security, as well as cooperation among nations regarding economic, social, and humanitarian issues.</p> <p>C. Evaluate ideological factors that contributed to the Cold War, identifying differences between the Soviet and American political and economic systems, including the concept of an Iron Curtain, and describing the strategy of containment as America’s</p>	<p>A. This topic is not covered in this text.</p> <p>B. This topic is not covered in this text.</p> <p>C. Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.5 The Cold War and International Politics</p> <p>Page 607</p> <p>D. Chapter 20: The World War II Era</p>

			<p>response to Soviet expansionist actions.</p> <p>D. Identify early confrontations between the Soviet Union and the United States including the postwar division of Berlin, the Berlin Blockade and Airlift, and Soviet attempts to overthrow governments in Europe.</p> <p>E. Describe the roles and consequences of the spheres of influence created by the formation of NATO and the Warsaw Pact.</p> <p>F. Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea.</p> <p>G. Describe American containment strategies as they applied to the Middle East, as well as United States' military involvement in Latin America.</p>	<p>and the Seeds of a Revolution</p> <p>20.5 The Cold War and International Politics</p> <p>20.5.5 Desegregating the Armed Forces</p> <p>Page 610</p> <p>E. Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.5 The Cold War and International Politics</p> <p>Page 607</p> <p>F. Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.5 The Cold War and International Politics</p> <p>20.5.5 Desegregating the Armed Forces</p> <p>Page 611</p> <p>G. This topic is not covered in the text.</p>
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			<p>USH.6.2 Describe domestic events related to the threat of Communism.</p> <p>A. Summarize the rationale for public fear of a communist influence within the United States.</p> <p>B. Explain the origins and consequences of McCarthyism and the Second Red Scare, including the Hollywood Blacklist and President Eisenhower’s reaction.</p> <p>C. Describe the Army-McCarthy hearings and examine controversies related to Alger Hiss and the Rosenberg spy trials, explaining the role of the Federal Bureau of Investigation and the House Committee on Un-American Activities.</p>	<p>A. Chapter 20: The World War II Era and the Seeds of a Revolution</p> <p>20.5 The Cold War and International Politics</p> <p>20.5.2 Anticommunism at Home</p> <p>Page 608</p> <p>B. This topic is not covered in this text.</p> <p>C. This topic is not covered in this text.</p>
			<p>USH.6.3 Analyze the escalation of international tensions by examining the series of events and their long-term foreign and domestic consequences during the height of the Cold War.</p> <p>A. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race on public perceptions of security, including the goals of the NASA program and the beginnings of the space race prompted by Sputnik’s launch.</p> <p>B. Explain President Dwight Eisenhower's concern regarding the power of the military industrial complex to influence American foreign policy.</p> <p>C. Evaluate the continuing role of television and other mass media</p>	<p>A. This topic is not covered in this text.</p> <p>B. This topic is not covered in this text.</p> <p>C. This topic is not covered in this text.</p> <p>D. This topic is not covered in this text.</p> <p>E. This topic is not covered in this text.</p>

			<p>regarding their influence over the 1960 Nixon-Kennedy debates.</p> <p>D. Explain President Kennedy’s foreign policy as expressed in his inaugural address, including the establishment of the Peace Corps and reaction to the completion of the Berlin Wall.</p> <p>E. Evaluate President Kennedy’s decisions regarding the Bay of Pigs Invasion and the Cuban Missile Crisis, leading to the Nuclear Test Ban Treaty.</p> <p>F. Explain how the concept of brinkmanship and the doctrine of mutually assured destruction (MAD) affected defense strategies.</p> <p>G. Analyze the escalation of events drawing America into military involvement in Vietnam (e.g., Domino Theory, Vietnamization, the Gulf of Tonkin Resolution, the Tet Offensive, Paris Peace Accords).</p> <p>H. Explain how the Vietnam conflict impacted domestic affairs (e.g., outcome of the presidential election of 1968, university student protests, counterculture movement, expanded televised coverage of the conflict, passage of the War Powers Resolution Act and the 26th Amendment).</p> <p>I. Analyze the political and economic impact of President Nixon’s foreign policies including détente and the opening of China.</p>	<p>F. This topic is not covered in this text.</p> <p>G. Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p> <p>22.3 Johnson and King: The War in Vietnam</p> <p>Pages 677-679</p> <p>H. Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p> <p>22.5 The Presidential Election of 1968 and Richard Nixon</p> <p>Page 689</p> <p>I. This topic is not covered in this text.</p>
		<p>USH.7 The student will analyze the cause and effects of significant domestic events</p>	<p>USH.7.1 Analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.</p>	<p>A. Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p>

		<p>and policies impacting the lives of American citizens.</p>	<p>A. Explain how segregation took multiple forms by comparing de jure segregation (e.g., miscegenation laws, public transportation, schools) and de facto segregation (e.g., redlining, hotels, theaters) which maintained the policies of “separate but equal.”</p> <p>B. Describe the legal attacks on segregation by the NAACP and its attorney Thurgood Marshall, summarizing the Supreme Court’s rulings in the cases of Sipuel v. Board of Regents of the University of Oklahoma, Brown v. Board of Education, Topeka, Heart of Atlanta Motel, Inc. v. United States, and Loving v. Virginia.</p> <p>C. Describe violent responses to the Civil Rights Movement, including the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr.</p> <p>D. Identify the tactics used at different times to achieve racial equality (e.g., Montgomery Bus Boycott, desegregation of Little Rock Central High School, Oklahoma City lunch counter sit-ins, Freedom Rides, the marches on Washington and from Selma to Montgomery supported by the Student Nonviolent Coordinating Committee [SNCC]).</p> <p>E. Compare the viewpoints and influence of civil rights leadership (e.g., Dr. Martin Luther King, Jr. reflected in his I Have a Dream speech, the perspectives of Malcolm X, and Robert Kennedy’s advocacy of civil rights legislation).</p> <p>F. Identify legislative achievements arising from the</p>	<p>22.5 The Presidential Election of 1968 and Richard Nixon</p> <p>22.5.2 Busing</p> <p>Page 691</p> <p>Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1925</p> <p>16.2 W. E. B. Du Bois</p> <p>16.2.4 The Niagara Movement</p> <p>Page 446</p> <p>B.</p> <p>Chapter 21: The Long Freedom Movement, 1950-1970</p> <p>21.2 The Road to Brown</p> <p>Page 623</p> <p>Chapter 18: Black Protest, Great Depression, and the New Deals, 1929-1940</p> <p>18.2 Black Protest During the Great Depression</p>
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			<p>Civil Rights Movement and their impact on African American political power and economic status, including the adoption of the 24th Amendment, passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</p> <p>G. Describe the influence of American religion and prominent religious leaders on civil rights and human rights activism.</p>	<p>18.2.3 Legal Battles Against Discrimination in Education and Voting</p> <p>Pages 524-525</p> <p>C.</p> <p>Chapter 21: The Long Freedom Movement, 1950-1970</p> <p>21.7 A Sight to Be Seen: The Movement at High Tide</p> <p>21.7.5 The Birmingham Confrontation</p> <p>Page 646</p> <p>Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p> <p>22.3 Johnson and King: The War in Vietnam</p> <p>22.3.6 The Assassination of Dr. Martin Luther King Jr.</p> <p>Page 680</p> <p>D.</p> <p>Chapter 21: The Long Freedom Movement, 1950-1970</p>
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				<p>21.6 Black Youth Stand Up by Sitting Down</p> <p>21.6.2 The Student Nonviolent Committee</p> <p>Page 640</p> <p>Chapter 21: The Long Freedom Movement, 1950-1970</p> <p>21.4 New Forms of Protest: The Montgomery Bus Boycott</p> <p>Page 630</p> <p>E. Chapter 21: The Long Freedom Movement, 1950-1970</p> <p>Review Questions: Q 3</p> <p>Page 659</p> <p>F. Chapter 21: The Long Freedom Movement, 1950-1970</p> <p>21.8 A Hard Victory</p> <p>21.8.2 The Civil Rights Act of 1964</p> <p>Page 649</p>
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			<p>21.8.5 Selma and the Voting Rights Act of 1965</p> <p>Page 653</p> <p>G.</p> <p>Chapter 21: The Long Freedom Movement, 1950-1970</p> <p>21.4 New Forms of Protest: The Montgomery Bus Boycott</p> <p>21.4.4 Martin Luther King, Jr.</p> <p>Page 633</p> <p>21.4.5 Walking for Freedom</p> <p>Page 634</p> <p>21.4.6 Friends in the North</p> <p>Page 635</p>	
			<p>USH.7.2 Examine how the Civil Rights Movement intersected with various other movements for individual rights and liberties.</p> <p>A. Describe the goals of American Indian civil rights efforts by evaluating the strategies of the American Indian Movement and the leadership of Dennis Banks (e.g., occupations of Wounded Knee and Alcatraz) in response to federal mismanagement of Native affairs.</p> <p>B. Explain changes in Tribal self-determination gained through legislation such as the Indian Civil</p>	<p>A. This topic is not covered in this text.</p> <p>B. This topic is not covered in this text.</p> <p>C. This topic is not covered in the text.</p> <p>D. Chapter 18: Black Protest, Great</p>

			<p>Rights Act of 1968, Indian Self Determination and Education Assistance Act, and American Indian Religious Freedom Act.</p> <p>C. Describe the goals and effectiveness of the United Farm Workers movement and the leadership of César Chávez and Dolores Huerta to improve working conditions for migrant laborers.</p> <p>D. Compare the changing roles of women including the goals of the Women’s Liberation Movement and the National Organization of Women, comparing the views of Betty Friedan and Phyllis Schlafly.</p> <p>E. Examine perspectives on issues related to the debate over the Equal Rights Amendment and the Roe v. Wade decision.</p>	<p>Depression, and the New Deals, 1929-1940</p> <p>18.6 Organized Labor and Black America</p> <p>Page 538</p> <p>E. This topic is not covered in the text.</p> <p>E. Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p> <p>22.5 The Presidential Election of 1968 and Richard Nixon</p> <p>Page 690</p>
			<p>USH.7.3 Analyze the ongoing social and political transformations within the United States, affecting domestic and foreign policy.</p> <p>A. Examine the role of the Warren Court’s application of the due process clause of the 14th Amendment (incorporation doctrine) which applies the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties.</p> <p>B. Assess the rise of liberalism in the 1960s and the lasting impact of President Lyndon Johnson’s War on Poverty and the Great Society by expanding the role of</p>	<p>A. Chapter 21: The Long Freedom Movement, 1950-1970</p> <p>21.2 The Road to Brown</p> <p>21.2.2 Brown and the Coming Revolution</p> <p>Page 627</p> <p>B. Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p>

			<p>the federal government in economic and social issues.</p> <p>C. Describe the changing immigration policy, with emphasis on how the Immigration Act of 1965 began to transform American society through removal of an origins quota system.</p> <p>D. Identify the goals of the environmental protection movement, including the influence of the publication of Rachel Carson’s Silent Spring and passage of the Clean Air Act.</p> <p>E. Assess the election of Richard Nixon, including his appeal to “the silent majority”, and the effects of the Watergate Scandal (e.g., public distrust of government, investigative role of the media, Pentagon Papers, first use of the 25th Amendment, President Ford’s pardon).</p>	<p>22.2 Urban Black Rebellions in the 1960s</p> <p>22.2.5 Difficulties in Creating the Great Society</p> <p>Page 675-676</p> <p>C. This topic is not covered in the text.</p> <p>D. This topic is not covered in the text.</p> <p>E. Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p> <p>22.5 The Presidential Election of 1968 and Richard Nixon</p> <p>22.5.3 Nixon and the War</p> <p>Page 692</p>
		<p>USH.8 The student will analyze the rationale and impact of foreign and domestic policies of the late 20th century.</p>	<p>USH.8.1 Evaluate President Jimmy Carter’s foreign and domestic policy initiatives and responses to global challenges.</p> <p>A. Examine the lack of activity, growth, and economic development known as “stagflation” challenging the Carter administration.</p>	<p>A. Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p> <p>22.6 The Rise of Black Elected Officials</p>

			<p>B. Describe the negotiation of the Camp David Accords leading to the Egypt-Israel Peace Treaty.</p> <p>C. Explain reaction to the OPEC oil embargo and issuance of the Carter Doctrine regarding U.S. interests in the Persian Gulf.</p> <p>D. Evaluate the impact of the diplomatic standoff of the Iran Hostage Crisis and the failed rescue mission.</p>	<p>22.6.4 Economic Downturn</p> <p>Page 696</p> <p>B. This topic is not covered in the text.</p> <p>C. This topic is not covered in the text.</p> <p>D. Chapter 22: Black Nationalism, Black Power, and Black Arts, 1965-1980</p> <p>22.6 The Rise of Black Elected Officials</p> <p>22.6.7 Carter's Domestic Policies</p> <p>Page 697</p>
			<p>USH.8.2 Analyze the presidency of Ronald Reagan and the rise of the conservative movement in American politics.</p> <p>A. Identify the economic and domestic policies of the Reagan Administration featuring tax cuts and deregulation, known as Reaganomics, and the decision to address the air-traffic controllers' strike.</p> <p>B. Describe Reagan's anti-communist stance, as expressed in his Tear Down This Wall speech and defense policies (e.g., response to Communist aggression in Afghanistan and</p>	<p>Checked</p> <p>A. This topic is not covered in the text.</p> <p>B. This topic is not covered in the text.</p> <p>C. This topic is not covered in the text.</p>

			<p>Grenada, the Strategic Defense Initiative).</p> <p>C. Summarize the emergence of the United States and the shift in world power following the fall of the Berlin Wall and the collapse of the Soviet Union.</p> <p>D. Explain how the public's perception of the president was influenced by the Iran-Contra Scandal.</p>	<p>D. This topic is not covered in the text.</p>
			<p>USH.8.3 Describe the policy goals of President George H.W. Bush.</p> <p>A. Evaluate the effectiveness of the international coalition to counter Iraqi aggression in the Persian Gulf.</p> <p>B. Examine justifications for using American troops to overthrow the regime of Panama's General Noriega.</p> <p>C. Describe the significance of passage of the Americans with Disabilities Act of 1990.</p>	<p>A. Chapter 23: Black Politics and President Barack Obama, 1980-2016 23.8 Republican Triumph 23.8.6 The Iraq War Page 729</p> <p>B. This topic is not covered in the text.</p> <p>C. This topic is not covered in the text.</p>
			<p>USH.8.4 Evaluate the major domestic and foreign policies of the William J. Clinton administration.</p> <p>A. Describe America's continuing global influence which contributed to the creation of NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.</p>	<p>A. This topic is not covered in the text.</p> <p>B. Chapter 23: Black Politics and President Barack Obama, 1980-2016</p>

			<p>B. Explain how President Clinton’s economic policies of taxation, limits on discretionary spending, and economic conditions contributed to a balanced budget.</p> <p>C. Evaluate the rise of domestic terrorism as exemplified by the bombing of the Murrah Federal Building.</p> <p>D. Summarize the political impact of President Clinton’s impeachment on the perceptions of the presidency and powers of Congress.</p>	<p>23.7 Black Politics, 1992-2001: The Clinton Presidency</p> <p>23.7.1 “It’s the Economy, Stupid!”</p> <p>Page 723</p> <p>C. This topic is not covered in the text.</p> <p>D. This topic is not covered in the text.</p>
		<p>USH.9 The student will analyze contemporary turning points of 21st century American society.</p>	<p>USH.9.1 Assess the challenges and accomplishments of the George W. Bush administration.</p> <p>A. Summarize the terrorist attacks of September 11, 2001, including examples of heroism and efforts to combat terrorism (e.g., creation of the Department of Homeland Security, passage of the PATRIOT Act).</p> <p>B. Describe the consequences of United States engagement in the Afghanistan and Iraqi wars.</p> <p>C. Evaluate the environmental and human crisis created by Hurricane Katrina, including the response by FEMA.</p> <p>D. Identify the roots of the Great Recession, beginning with the housing bubble’s burst, the global financial crisis, and responses by the Federal Reserve.</p>	<p>A. Chapter 23: Black Politics and President Barack Obama, 1980-2016</p> <p>23.8 Republican Triumph</p> <p>23.8.12 September 11, 2001</p> <p>Page 729</p> <p>B. Chapter 23: Black Politics and President Barack Obama, 1980-2016</p> <p>23.8 Republican Triumph</p> <p>23.8.3 War</p> <p>Page 728</p>

				<p>C. Chapter 23: Black Politics and President Barack Obama, 1980-2016</p> <p>23.8 Republican Triumph</p> <p>23.8.7 Hurricane Katrina and the Destruction of Black New Orleans</p> <p>Page 730</p> <p>D. Chapter 23: Black Politics and President Barack Obama, 1980-2016</p> <p>23.9 Barack Obama, President of the United States, 2008-2016</p> <p>23.9.1 Obama versus McCain</p> <p>Page 732</p>
			<p>USH.9.2 Analyze the significant events during the Barack Obama administration.</p> <p>A. Describe the economic philosophy of the Tea Party movement and how its ideas influenced the mainstream Republican Party.</p> <p>B. Assess the goals and management of military engagements (e.g., wars in Afghanistan and Iraq).</p>	<p>A. Chapter 23: Black Politics and President Barack Obama, 1980-2016</p> <p>23.1 Jesse Jackson and the Rainbow Coalition</p> <p>23.1.1 Black Voters Embrace President Bill Clinton</p>

			<p>C. Describe the goals of the Affordable Care Act (Obamacare), explaining challenges to its enactment.</p> <p>D. Explain the intent and outcome of the DACA (Deferred Action for Childhood Arrivals) program.</p> <p>E. Identify the outcome of the grassroots protests of the Dakota Access Pipeline and its potential impact on Tribal water resources and cultural sites.</p>	<p>Page 708</p> <p>B. Chapter 23: Black Politics and President Barack Obama, 1980-2016</p> <p>23.8 Republican Triumph</p> <p>23.8.3 War</p> <p>C. Chapter 23: Black Politics and President Barack Obama, 1980-2016</p> <p>23.9 Barack Obama, President of the United States, 2008-2016</p> <p>23.9.4 The Consequential Presidency of Barack Obama</p> <p>Page 739</p> <p>D. This topic is not covered in the text.</p> <p>E. This topic is not covered in the text.</p>
			<p>USH.9.3 Analyze the significant events during the first Donald J. Trump administration.</p> <p>A. Identify major policy issues, including tax cuts, immigration and border security, and the</p>	<p>This objective is not covered in the text.</p>

			<p>expanding influence of social media.</p> <p>B. Describe developments and changes in foreign policy (e.g., USMCA, NATO, Abraham Accords).</p> <p>C. Explain the responses to and impact of the death of George Floyd, including the Black Lives Matter movement.</p> <p>D. Evaluate federal and private response to the Covid epidemic, as well as its lasting impact on global health and American society.</p> <p>E. Examine issues related to the election of 2020 and its outcome.</p>	
			<p>USH.9.4 Describe the challenges and accomplishments of the President Joseph Biden administration.</p> <p>A. Assess economic recovery in the post-Covid era, based on data and the impact of federal policies.</p> <p>B. Describe bi-partisan efforts to address the nation’s infrastructural needs.</p> <p>C. Describe the United States-Mexico border crisis and issues surrounding executive decisions and legislative response.</p> <p>D. Describe President Biden’s foreign policies exemplified by America’s withdrawal from Afghanistan, responses to the Russian invasion of Ukraine, and the Gaza-Israel conflict.</p>	<p>This objective is not covered in the text.</p>