

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 25: Complacency and Change, 1952-1965</p> <p>Conclusion: Complacency and Change, 1952-1965</p> <p>Page 22/36</p> <p>B. Chapter 31: A Troubled and Divided Nation, 2017 to the Present</p> <p>Shared Writing 31</p> <p>Page 20/25</p> <p>C. Chapter 27: Rights, Reaction, and Limits, 1968-1980</p> <p>27.2 The Movements of the 1960s and 1970s</p> <p>27.2.1 The Women’s Movement</p> <p>Thinking Critically 1. Comparison</p> <p>Page 8/37</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 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>A. Chapter 31: A Troubled and Divided Nation, 2017 to the Present</p> <p>31.4 Beyond Politics: Diversity, Difference, Isolation, and Unity</p> <p>31.4.3 The Search for Meaning, Purpose, and Healing</p> <p>Journal 31.4</p> <p>Page 16/25</p> <p>B. Chapter 31: A Troubled and Divided Nation, 2017 to the Present</p> <p>31.3 The Biden Presidency: Goals, Accomplishments, and Responses</p> <p>31.3.1 The Election of 2020: The Campaign, the Election, the Vote Count, and the Inauguration</p> <p>Thinking Critically</p> <p>Page 10/25</p> <p>C. Chapter 8: Creating a New People, Expanding the</p>
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				<p>Country, 1801-1832</p> <p>8.1 Jefferson and the Republican Ideal</p> <p>8.1.4 Jefferson the Individual</p> <p>Journal 8.1</p> <p>Page 6/40</p> <p>D. Chapter 10: Democracy in the Age of Andrew Jackson, 1828-1844</p> <p>10.1 Jacksonian Democracy, Jacksonian Government</p> <p>10.1.4 The Tariff, the Union, and the Nullification Crisis</p> <p>Thinking Critically</p> <p>Page 6/32</p>
		<p>USH.2 Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.</p>	<p>USH.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.</p> <p>A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.</p> <p>B. Evaluate the impact of the structure and powers exercised</p>	<p>A. Chapter 14: And the War Came: The Civil War, 1861-1865</p> <p>Source Collection: Chapter 14</p> <p>Source 14.2 Abraham Lincoln, The Emancipation Proclamation, 1863</p>

			<p>by governmental systems on public policy, using historical and contemporary examples.</p> <p>C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.</p>	<p>Questions</p> <p>Page 29/38</p> <p>B.</p> <p>Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.2 The New Deal</p> <p>22.2.8 The Continuing Depression and the Expanding New Deal, 1935-1939</p> <p>Thinking Critically</p> <p>Page 14/27</p> <p>C.</p> <p>Chapter 16: Conflict in the West, 1865-1912</p> <p>Source Collection: Chapter 16</p> <p>Source 16.2 Helen Hunt Jackson, from A Century of Dishonor, 1881</p> <p>Questions</p> <p>Page 23/33</p>
			<p>USH.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history.</p> <p>A. Gather and evaluate the usefulness of various formats of</p>	<p>A.</p> <p>Chapter 24: The World the War Created, 1945-1952</p>

			<p>evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources.</p> <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>Source Collection: Chapter 24</p> <p>Source 24.1 When Historians Disagree: What Caused the Cold War?</p> <p>Page 23/35</p> <p>B. Chapter 9: New Industries, New Politics, 1815-1828</p> <p>9.1 Creating the Cotton Economy</p> <p>9.1.4: Cotton in the North-Factories and the People Who Worked in Them</p> <p>Thinking Critically</p> <p>Page 6/34</p> <p>C. Chapter 9: New Industries, New Politics, 1815-1828</p> <p>9.3 From the Era of Good Feelings to the Politics of Division</p> <p>9.3.5 The Jackson Victory of 1828 and the Rebirth of Political Parties</p> <p>Journal 9.3</p> <p>Page 21/34</p>
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			<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 environments of various places and regions.</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 27: Rights, Reactions, and Limits, 1968-1980</p> <p>27.4 Politics, Economics, and the Impact of Watergate</p> <p>27.4.1 The Economic Context</p> <p>Page 21/37</p>
			<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 topic is not covered in this text.</p> <p>B. Chapter 3: Settlements, Alliances, and Resistance, 1607-1718</p> <p>Source Collection: Chapter 3</p> <p>Source 3.7 Artifacts as Evidence: Provisions Broadside</p>

				<p>Questions Based on the Video</p> <p>Page 34/38</p> <p>C.</p> <p>Chapter 17: The Gilded Age: Building a Technological and Industrial Giant and a New Social Order, 1876-1913</p> <p>17.3 Lives of the Middle Class in the Gilded Age</p> <p>17.3.4 Global Connections</p> <p>Journal 17.3</p> <p>Page 12/33</p>
		<p>USH.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.</p>	<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, political cartoons, videos) in order to draw conclusions and defend arguments.</p>	<p>A.</p> <p>Chapter 3: Settlements, Alliances, and Resistance, 1607-1718</p> <p>3.3 France Takes Control of the Heart of a Continent</p> <p>Thinking Critically</p> <p>Page 16/38</p> <p>B.</p> <p>Chapter 28: The Reagan Revolution, 1980-1989</p>

				<p>Source Collection: Chapter 28</p> <p>Source 28.5 Artifacts as Evidence: AIDS Memorial Quilt Panel</p> <p>Questions Based on the Video</p> <p>Page 25/28</p>
			<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 13: The Politics of Separation, 1850- 1861</p> <p>13.1 From Union to Disunion</p> <p>13.1.3 Uncle Tom’s Cabin</p> <p>Thinking Critically</p> <p>Page 5/34</p> <p>B. Chapter 8: Creating a New People, Expanding the Country, 1801- 1832</p> <p>8.3 Beyond the Mississippi: The Louisiana Purchase and the Expedition of Lewis and Clark</p> <p>8.3.3 The Lewis and Clark Expedition</p> <p>Thinking Critically</p>

				<p>Page 19/40</p> <p>C. Chapter 10: Democracy in the Age of Andrew Jackson, 1828- 1844</p> <p>10.1 Jacksonian Democracy, Jacksonian Government</p> <p>10.1.2 The Indian Removal Act, the Trail of Tears, and the Settlement of Oklahoma</p> <p>Thinking Critically</p> <p>Page 4/32</p>
		<p>USH.4 Students will develop a variety of evidence-based written products designed for multiple purposes.</p>	<p>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> <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>A. Chapter 30: New Times, New Problems, New Faces, 2001-2016</p> <p>Shared Writing 30</p> <p>Page 23/31</p> <p>B. Chapter 27: Rights, Reactions, and Limits, 1968- 1980</p> <p>Shared Writing 27</p> <p>Page 29/37</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. Chapter 4: Creating the Culture of British North America, 1689-1754</p> <p>Conclusion: Creating the Culture of British North America, 1689-1754</p> <p>Part 2 AP Practice Test</p> <p>Section III: Long Essay Question</p> <p>Page 23/34</p> <p>B. Chapter 30: New Times, New Problems, New Faces, 2001-2016</p> <p>30.1: The Impact of September 11, 2001</p> <p>30.1.1: Finding the Terrorists-al- Qaeda, the Taliban, Afghanistan</p> <p>Thinking Critically</p> <p>Page 3/31</p> <p>C. Chapter 28: The Reagan Revolution, 1980- 1989</p>
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	<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>USH.1.1 Explain the constitutional issues that arise in the post-Civil War era.</p> <p>A. Summarize the fundamental principles of the American representative democracy and how events of the post-war era affected the Constitution’s balance of the public good with the protection of individual rights.</p> <p>B. Analyze the Constitution’s concepts of federalism, separation of powers, and the 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>A. Chapter 6: Making a Nation, 1783-1789</p> <p>6.2: Creating a Government: Writing the US Constitution</p> <p>6.2.4 Debating and Adopting the Constitution</p> <p>Page 15/30</p> <p>B. Chapter 6: Making a Nation, 1783-1789</p> <p>6.2: Creating a Government: Writing the US Constitution</p> <p>6.2.2: The Constitutional Convention of 1787</p> <p>Page 13/30</p> <p>C. Chapter 15: Reconstruction, 1865-1877</p>

				<p>Source Collection; Chapter 15</p> <p>Source 15.5 The Civil Rights Act of 1866</p> <p>Questions</p> <p>Page 28/40</p> <p>Source 15.7 The Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, 1865-1870</p> <p>Questions</p> <p>Page 30/40</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. Chapter 15: Reconstruction, 1865-1877</p> <p>Introduction: Reconstruction, 1865-1877</p> <p>Page 1/40</p> <p>B. Chapter 15: Reconstruction, 1865-1877</p> <p>Source Collection; Chapter 15</p> <p>Source 15.4 The Colored People of South Carolina Protest the “Black Codes”, 1865</p> <p>Questions</p>

				<p>Page 27/40</p> <p>C.</p> <p>Chapter 15: Reconstruction, 1865-1877</p> <p>15.3 Terror, Apathy, and the Creation of the Segregated South</p> <p>15.3.5 The Birth of the Segregated South</p> <p>Page 18/40</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.</p> <p>Chapter 17: The Gilded Age: Building a Technological and Industrial Giant and a New Social Order, 1876-1913</p> <p>17.4 Immigration</p> <p>17.4.3 The Reality – Jobs, Cities, and Americanization</p> <p>Journal 17.4</p> <p>Page 17/33</p> <p>B.</p> <p>Chapter 19: Progressive Movements, Progressive Politics, 1879-1917</p> <p>19.2 Transformation of the Cities</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>Pages 8/36 and 9/36</p> <p>C.</p> <p>Chapter 12: Living in a Nation of Changing Lands, Changing Faces, Changing Expectations, 1831-1854</p> <p>12.1 The Changing Face of the American People in the 1840s and 1850s</p> <p>12.1.2 Irish and German Immigrants of the 1840s and 1850s</p> <p>Page 4/32</p> <p>D.</p> <p>Chapter 12: Living in a Nation of Changing Lands, Changing Faces, Changing Expectations, 1831-1854</p> <p>12.1 The Changing Face of the American People in the 1840s and 1850s</p> <p>Chinese Immigration Across the Pacific</p> <p>Page 3/32</p> <p>E.</p> <p>Chapter 17: The Gilded Age: Building a</p>
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				<p>Technological and Industrial Giant and a New Social Order, 1876-1913</p> <p>Source Collection: Chapter 17</p> <p>Source 17.5 Chinese Exclusion Act (1882)</p> <p>Page 26/33</p> <p>17.4 Immigration</p> <p>17.4.1 The Push From Around the World</p> <p>Page 15/33</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>A. Chapter 16: Conflict in the West, 1865-1912</p> <p>16.2 The Impact of the Transcontinental Railroad, 1869</p> <p>Page 9/33</p> <p>16.3 The Transformation of the West</p> <p>Page 11/33</p> <p>Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</p> <p>20.1 Continuing Expansion</p> <p>20.1.1 Alaska</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>Page 3/35</p> <p>B.</p> <p>Chapter 16: Conflict in the West, 1865-1912</p> <p>16.1 The Tribes of the West and the US Government</p> <p>16.1.5 Government Policy – The Grant Peace Plan and the Dawes Act</p> <p>Page 7/33</p> <p>C.</p> <p>Chapter 16: Conflict in the West, 1865-1912</p> <p>16.1 The Tribes of the West and the US Government</p> <p>The Lakota Sioux – From Fort Laramie to the Little Big Horn and Wounded Knee</p> <p>Page 3/33</p> <p>D.</p> <p>Chapter 16: Conflict in the West, 1865-1912</p> <p>16.1 The Tribes of the West and the US Government</p> <p>16.1.5 Government Policy – The Grant</p>
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				<p>Peace Plan and the Dawes Act</p> <p>Journal 16.1</p> <p>Page 7/33</p> <p>E.</p> <p>Chapter 16: Conflict in the West, 1865-1912</p> <p>16.1 The Tribes of the West and the US Government</p> <p>16.1.5 Government Policy – The Grant Peace Plan and the Dawes Act</p> <p>Journal 16.1</p> <p>Page 7/33</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</p>	<p>A.</p> <p>Chapter 18: Responses to Industrialism, Responses to Change, 1877-1914</p> <p>18.1 Conflict in the New South</p> <p>18.1.1 Economic Development and Economic Optimism</p> <p>Page 3/42</p> <p>B.</p> <p>Chapter 18: Responses to Industrialism, Responses to</p>

			<p>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, 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>Change, 1877-1914</p> <p>18.2 The Politics of Conflict – From Populist Movement to Populist Party</p> <p>Pages 10/42 and 11/42</p> <p>C. Chapter 17: The Gilded Age: Building a Technological and Industrial Giant and a New Social Order, 1876-1913</p> <p>17.2 Corporations and Monopolies</p> <p>17.2.2 New Industries: Rockefeller’s Oil, Carnegie’s Steel, and Morgan’s Banking</p> <p>Thinking Critically</p> <p>Page 6/33</p> <p>D. Chapter 17: The Gilded Age: Building a Technological and Industrial Giant and a New Social Order, 1876-1913</p> <p>17.1 Technology Changes the Nation</p> <p>Page 2/33</p>
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				<p>E. Chapter 17: The Gilded Age: Building a Technological and Industrial Giant and a New Social Order, 1876-1913</p> <p>17.1 Technology Changes the Nation</p> <p>Page 2/33</p> <p>17.2 Corporations and Monopolies</p> <p>Pages 5/33 and 6/33</p> <p>F. Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.2 The New Deal</p> <p>22.2.7 Opponents of the New Deal</p> <p>Page 13/27</p> <p>G. Chapter 18: Responses to Industrialism, Responses to Change, 1877-1914</p> <p>18.3 Worker Protest and the Rise of Organized Labor</p> <p>Pages 16/42 to 21/42</p>
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			<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>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>A. Chapter 21: A Unique, Prosperous, and Discontented Time, 1919-1929</p> <p>21.2 The 1920s – The Exuberance of Prosperity</p> <p>21.2.3 The Vote for Women</p> <p>Page 7/37</p> <p>B. Chapter 19: Progressive Movements, Progressive Politics, 1879-1917</p> <p>19.3 Religious Responses to the Gilded Age</p> <p>The Social Gospel</p> <p>Page 15/36</p> <p>C. Chapter 15: Reconstruction, 1865-1877</p> <p>15.3 Terror, Apathy, and the Creation of the Segregated South</p> <p>15.3.5 The Birth of the Segregated South</p> <p>Page 18/40</p> <p>D.</p>
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				<p>Chapter 18: Responses to Industrialism, Reponses to Change, 1877- 1914</p> <p>18.1 Conflict in the New South</p> <p>18.1.5 The Politics of Exclusion</p> <p>Page 7/42</p> <p>E. Chapter 15: Reconstruction, 1865-1877</p> <p>15.2 The Impact of Reconstruction</p> <p>15.2.3 The Reality of Sharecropping</p> <p>Thinking Critically</p> <p>Page 11/40</p> <p>F. Chapter 18: Responses to Industrialism, Reponses to Change, 1877- 1914</p> <p>18.1 Conflict in the New South</p> <p>African American Responses</p> <p>Page 8/42</p>
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			<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>A. Chapter 18: Responses to Industrialism, Reponses to Change, 1877- 1914</p> <p>18.2 The Politics of Conflict – From Populist Movement to Populist Party</p> <p>18.2.3 Populism Becomes a Political Party</p> <p>Page 13/42</p> <p>B. Chapter 18: Responses to Industrialism, Reponses to Change, 1877- 1914</p> <p>18.2 The Politics of Conflict – From Populist Movement to Populist Party</p> <p>18.2.3 Populism Becomes a Political Party</p> <p>Page 13/42</p> <p>C. Chapter 19: Progressive Movements, Progressive Politics, 1879- 1917</p>
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				<p>19.4 Progressive Politics on the National Stage</p> <p>19.4.5 Woodrow Wilson’s New Freedom</p> <p>Page 22/36</p> <p>D.</p> <p>Chapter 19: Progressive Movements, Progressive Politics, 1879-1917</p> <p>19.4 Progressive Politics on the National Stage</p> <p>19.4.5 Woodrow Wilson’s New Freedom</p> <p>Page 22/36</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,</p>	<p>A.</p> <p>Chapter 19: Progressive Movements, Progressive Politics, 1879-1917</p> <p>19.4 Progressive Politics on the National Stage</p> <p>19.4.1 Teddy Roosevelt – Progressive President</p> <p>Page 18/36</p> <p>B.</p> <p>Page 22/36</p>

			<p>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>Chapter 19: Progressive Movements, Progressive Politics, 1879-1917</p> <p>19.4 Progressive Politics on the National Stage</p> <p>19.4.5 Woodrow Wilson's New Freedom</p> <p>C. Chapter 19: Progressive Movements, Progressive Politics, 1879-1917</p> <p>19.4 Progressive Politics on the National Stage</p> <p>19.4.4 Taft Wins, Taft Loses – The Elections of 1908 and 1912</p> <p>Page 21/36</p> <p>D. Chapter 19: Progressive Movements, Progressive Politics, 1879-1917</p> <p>19.4 Progressive Politics on the National Stage</p> <p>19.4.5 Woodrow Wilson's New Freedom</p>
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				<p>E. Part 6 AP Practice Test</p> <p>Section III Long Essay Questions 6.15</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 power in the late 19th and early 20th centuries.</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>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>A. Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</p> <p>20.2 The Splendid Little War...With Spain – Cuba, Puerto Rico, and the Philippines, 1898</p> <p>20.2.2 War in Cuba, Puerto Rico, and the Philippine Islands</p> <p>Page 8/35</p> <p>B. Chapter 19: Progressive Movements, Progressive Politics, 1879-1917</p> <p>19.1 The Revolt of the Intellectuals</p> <p>19.1.2 The Professors</p> <p>Page 4/36</p> <p>Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</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 spread the benefits of democracy to emerging nations.</p>	<p>20.2 The Splendid Little War...With Spain – Cuba, Puerto Rico, and the Philippines, 1898</p> <p>20.2.3 The Anti-Imperialists</p> <p>Page 9/35</p> <p>C. Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</p> <p>20.1 Continuing Expansion</p> <p>20.1.2 Hawaii</p> <p>Journal 20.1</p> <p>Page 4/35</p> <p>D. Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</p> <p>20.2 The Splendid Little War...With Spain – Cuba, Puerto Rico, and the Philippines, 1898</p> <p>20.2.1 Tensions in Cuba</p> <p>Page 7/35</p> <p>E.</p>
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				<p>Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</p> <p>20.2 The Splendid Little War...With Spain – Cuba, Puerto Rico, and the Philippines, 1898</p> <p>20.2.2 War in Cuba, Puerto Rico, and the Philippine Islands</p> <p>Page 8/35</p> <p>Journal 20.2</p> <p>Page 9/35</p> <p>F. Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</p> <p>Introduction</p> <p>Page 1/35</p> <p>G. Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</p> <p>20.3 Foreign Policy, Foreign Adventures, 1900-1914</p> <p>20.3.3 Woodrow Wilson’s Asian Policy</p>
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				<p>H. This topic does not appear to be 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>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>A. Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</p> <p>20.4 The United States and the Great War</p> <p>20.4.1 War in Europe</p> <p>Page 18/35</p> <p>B. This topic does not seem to be covered in this text.</p> <p>C. Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</p> <p>20.4 The United States and the Great War</p> <p>20.4.2 The War At Home – Support and Opposition</p> <p>Page 19/35</p> <p>D. Chapter 20: Foreign Policy and War in a</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>Progressive Era, 1890-1919</p> <p>20.4 The United States and the Great War</p> <p>20.4.3 War and Victory</p> <p>Page 10/35</p> <p>E.</p> <p>Chapter 21: A Unique, Prosperous, and Discontented Time, 1919-1929</p> <p>21.2 The 1920s – The Exuberance of Prosperity</p> <p>21.2.5 The Harlem Renaissance and Marcus Garvey</p> <p>Page 9/37</p> <p>F.</p> <p>Chapter 20: Foreign Policy and War in a Progressive Era, 1890-1919</p> <p>Source Collection: Chapter 20</p> <p>Source 20.4 Woodrow Wilson, The Fourteen Points (1918)</p> <p>Questions</p> <p>Page 29/35</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 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>A. Chapter 19: Progressive Movements, Progressive Politics, 1879-1917</p> <p>19.3 Religious Responses to the Gilded Age</p> <p>19.3.1 Temperance and the Women’s Christian Temperance Union</p> <p>Watch: The Nineteenth Amendment</p> <p>Page 14/36</p> <p>Chapter 21: A Unique, Prosperous, and Discontented Time, 1919-1929</p> <p>21.3 The 1920s – The Conflicts about American Ideals</p> <p>21.3.5 The Scopes Trial</p> <p>Page 16/37</p> <p>21.2 The 1920s – The Exuberance of Prosperity</p> <p>21.2.3 The Vote for Women</p> <p>Thinking Critically</p>
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			<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 7/37</p> <p>B.</p> <p>Chapter 21: A Unique, Prosperous, and Discontented Time, 1919-1929</p> <p>21.4 Harding, Coolidge, and Hoover – National Politics and Policies in the 1920s</p> <p>Page 18/37</p> <p>C.</p> <p>Chapter 21: A Unique, Prosperous, and Discontented Time, 1919-1929</p> <p>21.3 The 1920s – The Conflicts about American Ideals</p> <p>21.3.3 Immigration Restriction, 1924</p> <p>Page 14/37</p> <p>D.</p> <p>Chapter 21: A Unique, Prosperous, and Discontented Time, 1919-1929</p> <p>21.2 The 1920s – The Exuberance of Prosperity</p>
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				<p>21.2.5 The Harlem Renaissance and Marcus Garvey</p> <p>Journal 21.2</p> <p>Page 9/37</p> <p>E.</p> <p>Chapter 21: A Unique, Prosperous, and Discontented Time, 1919-1929</p> <p>21.3 The 1920s – The Conflicts about American Ideals</p> <p>21.3.1 The Rise of the Ku Klux Klan in the 1920s</p> <p>Page 12/37</p> <p>21.2 The 1920s – The Exuberance of Prosperity</p> <p>21.2.5 The Harlem Renaissance and Marcus Garvey</p> <p>Page 9/37</p> <p>F.</p> <p>This topic does not seem to be 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 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</p>	<p>21.2 The 1920s – The Exuberance of Prosperity</p> <p>21.2.4 A Revolution in Culture – Manners, Morals, and Automobiles</p> <p>Page 8/37</p> <p>21.4 Harding, Coolidge, and Hoover – National Politics and Policies in the 1920s</p> <p>Page 18/37</p> <p>B. Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.1 The Coming of the Great Depression</p> <p>Pages 2/27 to 4/27</p> <p>C. Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.1 The Coming of the Great Depression</p> <p>22.1.1 The Great Crash: October 1929</p> <p>Page 3/27</p> <p>D.</p>
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			examples of public reaction to such measures (e.g., Bonus Army March, Hoovervilles, presidential election of 1932).	<p>Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.1 The Coming of the Great Depression</p> <p>22.1.1 The Great Crash: October 1929</p> <p>Page 3/27</p> <p>F.</p> <p>Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.2 The New Deal</p> <p>22.2.6 Organized Labor, the Committee for Industrial Organization, and the Factory Floor</p> <p>Page 12/27</p> <p>G.</p> <p>Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.2 The New Deal</p> <p>22.2.1 The Brain Trust and the First One Hundred Days</p> <p>Thinking Critically</p> <p>Page 7/27</p> <p>H.</p>
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				<p>Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.1 The Coming of the Great Depression</p> <p>22.1.2 The Hoover Years, 1929-1933</p> <p>Page 4/27</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</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. Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.2 The New Deal</p> <p>The Continuing Depression and the Expanding New Deal, 1935-1939</p> <p>Page 14/27</p> <p>D. Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.2 The New Deal</p>

			<p>Administration [WPA], Civilian Conservation Corps [CCC], Tennessee Valley Authority [TVA]).</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>The Continuing Depression and the Expanding New Deal, 1935-1939</p> <p>When Historians Disagree: Thinking Critically</p> <p>Page 14/27</p> <p>E. Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.2 The New Deal</p> <p>22.2.4 The Dust Bowl and the “Okie” Experience</p> <p>Page 10/27</p> <p>F. Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.2 The New Deal</p> <p>22.2.2 The Indian New Deal</p> <p>Page 8/27</p> <p>G. Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.2 The New Deal</p> <p>22.2.3 African Americans, the Depression, and</p>
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				<p>FDR's "Black Cabinet"</p> <p>Page 9/27</p> <p>H. This topic does not seem to be covered in this text.</p>
		<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>A. Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.3 The Deep Roots of War – The United States, Europe, and Asia</p> <p>Page 16/27</p> <p>B. Chapter 22: Living in Hard Times, 1929-1939</p> <p>22.3 The Deep Roots of War – The United States, Europe, and Asia</p> <p>Page 16/27</p> <p>C. Chapter 23: Living in a World at War, 1939-1945</p> <p>Source Collection: Chapter 23</p> <p>Source 23.1 Franklin D. Roosevelt, "The Four Freedoms", 1941</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>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>Questions</p> <p>Page 30/38</p> <p>D.</p> <p>Chapter 23: Living in a World at War, 1939-1945</p> <p>23.1</p> <p>Preparedness and Isolation, 1939-1941</p> <p>23.1.2 Moving toward Lend-Lease Legislation</p> <p>Page 4/38</p> <p>E.</p> <p>This topic does not seem to be covered.</p> <p>F.</p> <p>Chapter 23: Living in a World at War, 1939-1945</p> <p>23.2 Mass Mobilization in a Society at War</p> <p>Japanese Internment</p> <p>Page 14/38</p> <p>G.</p> <p>Chapter 24: The World the War Created, 1945-1952</p> <p>24.1 The United States in 1945</p> <p>Pages 5/35 to 6/35</p>
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			<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 development and use of atomic weapons.</p>	<p>A. Chapter 23: Living in a World at War, 1939-1945</p> <p>23.2 Mass Mobilization in a Society at War</p> <p>Early Battles, Early Losses, 1941-1942</p> <p>Page 8/38</p> <p>B. Chapter 23: Living in a World at War, 1939-1945</p> <p>23.2 Mass Mobilization in a Society at War</p> <p>Early Battles, Early Losses, 1941-1942</p> <p>Pages 8/38 and 9/38</p> <p>C. Chapter 24: The World the War Created, 1945-1952</p> <p>Source Collection: Chapter 24</p> <p>Source 24.1 When Historians Disagree: What Caused the Cold War</p> <p>Questions</p> <p>Page 23/35</p>
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				<p>D. Chapter 23: Living in a World at War, 1939-1945</p> <p>23.4 Winning a World War – North Africa, Europe, Asia, the Pacific, 1943-1945</p> <p>The Atomic Era Begins</p> <p>Page 24/38</p>
			<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>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</p>	<p>A. Chapter 23: Living in a World at War, 1939-1945</p> <p>23.3 Industrial Strength, Industrial Prosperity</p> <p>23.3.1 Wartime Production</p> <p>Page 17/38</p>

			<p>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>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>B. Chapter 24: The World the War Created, 1945-1952</p> <p>24.1 The United States in 1945</p> <p>Pages 4/35 to 6/35</p> <p>C. Chapter 24: The World the War Created, 1945-1952</p> <p>24.1 The United States in 1945</p> <p>24.1.2 Returning Veterans, the Baby Boom, and Suburban Homes for Some</p> <p>Page 4/35</p> <p>D. Chapter 23: Living in a World at War, 1939-1945</p> <p>23.2 Mass Mobilization in a Society at War</p> <p>23.2.6 Marginalization in a Democracy – The March on Washington and the War at Home</p> <p>Page 13/38</p>
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		<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 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>A. Chapter 24: The World the War Created, 1945-1952</p> <p>24.2 The Cold War Begins</p> <p>24.2.1 The Hardening of Positions: Containment, the Truman Doctrine, the Marshall Plan</p> <p>Page 10/35</p> <p>B. Chapter 24: The World the War Created, 1945-1952</p> <p>24.1 The United States in 1945</p> <p>24.1.5 The United Nations and the New Economic Order</p> <p>Page 7/35</p> <p>C. Chapter 24: The World the War Created, 1945-1952</p> <p>24.2 The Cold War Begins</p> <p>24.2.1 The Hardening of Positions: Containment, the Truman Doctrine, the Marshall Plan</p>
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			<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>Page 10/35</p> <p>D. Chapter 24: The World the War Created, 1945-1952</p> <p>24.2 The Cold War Begins</p> <p>24.2.1 The Hardening of Positions: Containment, the Truman Doctrine, the Marshall Plan</p> <p>Page 10/35</p> <p>E. Chapter 24: The World the War Created, 1945-1952</p> <p>24.2.2 1949 – The Soviet Atom Bomb and the Fall of China</p> <p>Page 11/35</p> <p>F. Chapter 24: The World the War Created, 1945-1952</p> <p>24.2 The Cold War Begins</p> <p>24.2.4 War in Korea</p> <p>Page 13/35</p> <p>G. Chapter 24: The World the War</p>
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				Created, 1945-1952
				Conclusion: The Cold War Begins
				Review Questions
				4. Argument Development
				Page 20/35
				USH.6.2 Describe domestic events related to the threat of Communism.
				A. Summarize the rationale for public fear of a communist influence within the United States.
				B. Explain the origins and consequences of McCarthyism and the Second Red Scare, including the Hollywood Blacklist and President Eisenhower’s reaction.
				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.
				A. Chapter 24: The World the War Created, 1945-1952
				Conclusion: The Cold War Begins
				Review Questions
				3. Comparison
				Page 20/35
				B. Chapter 24: The World the War Created, 1945-1952
				24.2 The Cold War Begins
				24.2.3 The Cold War at Home – Joseph McCarthy and a New Red Scare
				C. Chapter 24: The World the War Created, 1945-1952

				<p>24.2 The Cold War Begins</p> <p>24.2.3 The Cold War at Home – Joseph McCarthy and a New Red Scare</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 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>A.</p> <p>Chapter 25: Complacency and Change, 1952-1965</p> <p>25.1 Eisenhower’s America, America’s World</p> <p>25.1.3 A Small Satellite and a Big Impact</p> <p>Pages 2/36 and 5/36</p> <p>B.</p> <p>This topic does not seem to be covered in this text.</p> <p>C.</p> <p>Chapter 25: Complacency and Change, 1952-1965</p> <p>25.2 A Culture on the Move</p> <p>25.2.1 The Growing Impact of Television</p> <p>Page 9/36</p> <p>D.</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>Chapter 26: Lives Changed, 1961-1968</p> <p>26.2 Camelot, the White House, and Dallas – the Kennedy Administration</p> <p>26.2.3 Kennedy’s Foreign Policy – From the Bay of Pigs to the Cuban Missile Crisis</p> <p>Page 9/29</p> <p>E.</p> <p>Chapter 26: Lives Changed, 1961-1968</p> <p>26.2 Camelot, the White House, and Dallas – the Kennedy Administration</p> <p>26.2.3 Kennedy’s Foreign Policy – From the Bay of Pigs to the Cuban Missile Crisis</p> <p>Page 9/29</p> <p>F.</p> <p>Chapter 25: Complacency and Change, 1952-1965</p> <p>25.1 Eisenhower’s America, America’s World</p> <p>25.1.1 Foreign Policy in a World</p>
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				of Hydrogen Bombs Page 3/36
				G. Chapter 24: The World the War Created, 1945-1952  Source Collection: Chapter 24  Source 24.4 Harry S Truman, The Truman Doctrine, 1947  Questions Page 26/35  Chapter 27: Rights, Reactions, and Limits, 1968-1980  27.1 The New Politics of the Late 1960s  27.1.3 International Issues – Vietnam, China, and Beyond Page 5/37  H. Chapter 26: Lives Changed, 1961-1968  26.3 The Coming of Lyndon B. Johnson

				<p>23.3.2 Vietnam</p> <p>Page 14/29</p> <p>I. Chapter 27: Rights, Reactions, and Limits, 1968- 1980</p> <p>27.1 The New Politics of the Late 1960s</p> <p>27.1.3 International Issues – Vietnam, China, and Beyond</p> <p>Page 5/37</p>
		<p>USH.7 The student will analyze the cause and effects of significant domestic events and policies impacting the lives of American citizens.</p>	<p>USH.7.1 Analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.</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>A. Chapter 25: Complacency and Change, 1952- 1965</p> <p>Source Collection: Chapter 25</p> <p>Source 25.2 Brown v Board of Education of Topeka, Kansas, 1954</p> <p>Page 26/36</p> <p>B. This topic does not seem to be covered in this text.</p> <p>C. Chapter 25: Complacency and</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 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>Change, 1952-1965</p> <p>25.3 Race and Civil Rights</p> <p>25.3.4 From Freedom Rides to Birmingham to Washington – “I Have a Dream”, 1963</p> <p>Page 18/36</p> <p>Chapter 26: Lives Changed, 1961-1968</p> <p>26.3: The Coming of Lyndon B. Johnson</p> <p>26.3.3 1968</p> <p>Page 15/29</p> <p>D. Chapter 25: Complacency and Change, 1952-1965</p> <p>25.3 Race and Civil Rights</p> <p>Pages 16/36 to 19/36</p> <p>E. Chapter 25: Complacency and Change, 1952-1965</p> <p>25.3 Race and Civil Rights</p> <p>25.3.6 The North and Malcolm X</p>
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				<p>Journal 25.3</p> <p>Page 20/36</p> <p>F.</p> <p>Chapter 26: Lives Changed, 1961-1968</p> <p>26.3: The Coming of Lyndon B. Johnson</p> <p>26.3.1 The War on Poverty and the Great Society</p> <p>Page 13/29</p> <p>G.</p> <p>Chapter 27: Rights, Reactions, and Limits, 1968-1980</p> <p>Part 8: AP Practice Test</p> <p>Section III: Long Essay Questions</p> <p>8.13</p> <p>Page 28/37</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>A.</p> <p>Chapter 27: Rights, Reactions, and Limits, 1968-1980</p> <p>27.2 The Movements of the 1960s and 1970s</p> <p>27.2.3 The American Indian Movement –</p>

			<p>B. Explain changes in Tribal self-determination gained through legislation such as the Indian Civil 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>From Alcatraz to Wounded Knee</p> <p>Page 10/37</p> <p>B. This topic does not seem to be covered in this text.</p> <p>C. Chapter 27: Rights, Reactions, and Limits, 1968-1980</p> <p>27.2 The Movements of the 1960s and 1970s</p> <p>27.2.2 The United Farm Workers, 1965-1970</p> <p>Page 9/37</p> <p>D. Chapter 27: Rights, Reactions, and Limits, 1968-1980</p> <p>27.2 The Movements of the 1960s and 1970s</p> <p>27.2.1 The Women’s Movement</p> <p>Page 8/37</p> <p>E. Chapter 27: Rights, Reactions, and Limits, 1968-1980</p>
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				<p>Source Collection: Chapter 27</p> <p>Source 27.2 Roe V Wade (1973)</p> <p>Questions</p> <p>Page 32/37</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 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>A. Chapter 15: Reconstruction, 1865-1877</p> <p>15.1 Federal Reconstruction Policy</p> <p>15.1.2 Congressional Radical Reconstruction, 1867-1869</p> <p>Page 4/40</p> <p>B. Chapter 26: Lives Changed, 1961- 1968</p> <p>26.3: The Coming of Lyndon B. Johnson</p> <p>26.3.1 The War on Poverty and the Great Society</p> <p>Page 13/29</p> <p>C. Chapter 26: Lives Changed, 1961- 1968</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>26.3: The Coming of Lyndon B. Johnson</p> <p>26.3.1 The War on Poverty and the Great Society</p> <p>Page 13/29</p> <p>D.</p> <p>Chapter 26: Lives Changed, 1961-1968</p> <p>26.1 New Voices, New Authorities</p> <p>26.1.1 Books, Films, Music</p> <p>Page 3/29</p> <p>E.</p> <p>Chapter 27: Rights, Reactions, and Limits, 1968-1980</p> <p>27.4 Politics, Economics, and the Impact of Watergate</p> <p>Pages 20/37 to 22/37</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.</p> <p>Chapter 27: Rights, Reactions, and Limits, 1968-1980</p> <p>27.4 Politics, Economics, and the Impact of Watergate</p> <p>27.4.1. The Economic Context</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>Page 21/37</p> <p>B. Chapter 27: Rights, Reactions, and Limits, 1968- 1980</p> <p>27.4 Politics, Economics, and the Impact of Watergate</p> <p>27.4.4 Jimmy Carter’s Difficult Years – Gas Lines, Inflation, Iran</p> <p>Page 24/37</p> <p>C. Chapter 27: Rights, Reactions, and Limits, 1968- 1980</p> <p>27.4 Politics, Economics, and the Impact of Watergate</p> <p>27.4.4 Jimmy Carter’s Difficult Years – Gas Lines, Inflation, Iran</p> <p>Page 24/37</p> <p>D. Chapter 27: Rights, Reactions, and Limits, 1968- 1980</p> <p>27.4 Politics, Economics, and the Impact of Watergate</p>
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				<p>27.4.4 Jimmy Carter’s Difficult Years – Gas Lines, Inflation, Iran</p> <p>Page 24/37</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 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>A.</p> <p>Chapter 28: The Reagan Revolution, 1980-1989</p> <p>28.1 A Rapidly Changing US Government</p> <p>28.1.2 Reaganomics – Supply-Side Tax Cuts, Military Growth, and Electoral Politics</p> <p>Page 4/28</p> <p>B.</p> <p>Chapter 28: The Reagan Revolution, 1980-1989</p> <p>28.1 A Rapidly Changing US Government</p> <p>28.1.3 Expanding the Cold War – From Star Wars to Iran-Contra</p> <p>Page 5/28</p> <p>28.1.4 Ending the Cold War</p> <p>Page 6/28</p> <p>C.</p> <p>Chapter 28: The Reagan</p>

				<p>Revolution, 1980-1989</p> <p>28.1 A Rapidly Changing US Government</p> <p>28.1.4 Ending the Cold War</p> <p>Page 6/28</p> <p>D. Chapter 28: The Reagan Revolution, 1980-1989</p> <p>28.1 A Rapidly Changing US Government</p> <p>28.1.3 Expanding the Cold War – From Star Wars to Iran-Contra</p> <p>Page 5/28</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 29: A New World Order, 1989-2001</p> <p>29.1 The First Bush Administration, 1989-1993</p> <p>29.1.1 Foreign Policy between 1989 and 1993</p> <p>Page 3/38</p> <p>B. Chapter 29: A New World Order, 1989-2001</p>

				<p>29.1 The First Bush Administration, 1989-1993</p> <p>29.1.1 Foreign Policy between 1989 and 1993</p> <p>Page 3/38</p> <p>C. Chapter 29: A New World Order, 1989-2001</p> <p>29.1 The First Bush Administration, 1989-1993</p> <p>29.1.2 Education, Legislation, and the Supreme Court</p> <p>Page 4/38</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>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</p>	<p>A. Chapter 29: A New World Order, 1989-2001</p> <p>29.2 The Clinton Presidency</p> <p>29.2.1 The Early Clinton Agenda – It’s Still – Mostly – The Economy</p> <p>Page 9/38</p> <p>B. Chapter 29: A New World Order, 1989-2001</p>

			<p>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>29.2 The Clinton Presidency</p> <p>29.2.2 “The Era of Big Government is Over”</p> <p>Page 10/38</p> <p>C.</p> <p>Chapter 29: A New World Order, 1989-2001</p> <p>29.2 The Clinton Presidency</p> <p>29.2.4 Terrorism at Home and Abroad</p> <p>Page 12/38</p> <p>D.</p> <p>Chapter 29: A New World Order, 1989-2001</p> <p>29.2 The Clinton Presidency</p> <p>29.2.5 Scandal and Impeachment</p> <p>Page 13/38</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>A.</p> <p>Chapter 30: New Times, New Problems, New Faces, 2001-2016</p> <p>30.1 The Impact of September 11, 2001</p> <p>Page 2/31</p> <p>30.1.2 The War on Terror at Home</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>Page 4/31</p> <p>B.</p> <p>Chapter 30: New Times, New Problems, New Faces, 2001-2016</p> <p>30.1.1 Finding the Terrorists – al-Qaeda, the Taliban, Afghanistan</p> <p>Page 3/31</p> <p>C.</p> <p>Chapter 30: New Times, New Problems, New Faces, 2001-2016</p> <p>30.2 Difficult Years on the Domestic Front</p> <p>30.2.1 Hurricane Katrina and Its Aftermath</p> <p>Page 8/31</p> <p>D.</p> <p>Chapter 30: New Times, New Problems, New Faces, 2001-2016</p> <p>30.2 Difficult Years on the Domestic Front</p> <p>30.2.2 The Financial Crisis of 2002</p> <p>Page 9/31</p>
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			<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>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>A. Chapter 30: New Times, New Problems, New Faces, 2001-2016</p> <p>30.3 The Obama Years</p> <p>30.3.3 The Rise of the Tea Party, Occupy Wall Street, and Divided Government</p> <p>Page 14/31</p> <p>B. Chapter 30: New Times, New Problems, New Faces, 2001-2016</p> <p>30.3 The Obama Years</p> <p>30.3.2 Obama’s Agenda – Stimulus, a Health Plan, and Economic Reform</p> <p>Page 13/31</p> <p>C. Chapter 30: New Times, New Problems, New Faces, 2001-2016</p> <p>30.3 The Obama Years</p> <p>30.3.2 Obama’s Agenda – Stimulus, a Health Plan, and Economic Reform</p>
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			<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 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>A. Chapter 31: A Troubled and Divided Nation, 2017 to the Present</p> <p>31.1 The Trump Presidency: Goals, Accomplishments, and Responses</p> <p>Pages 2/25 and 3/25</p> <p>B. Chapter 31: A Troubled and Divided Nation, 2017 to the Present</p> <p>31.1 The Trump Presidency: Goals, Accomplishments, and Responses</p> <p>Page 2/25</p> <p>C. Chapter 31: A Troubled and Divided Nation, 2017 to the Present</p> <p>31.1.1 Governing in a Deeply Troubled Nation</p>

				<p>Page 3/25</p> <p>D.</p> <p>Chapter 31: A Troubled and Divided Nation, 2017 to the Present</p> <p>31.2 A Pandemic Stops a Nation</p> <p>31.2.1 Disease, Death, and Healing in the Time of COVID</p> <p>Journal 31.1</p> <p>Page 6/25</p> <p>E.</p> <p>Chapter 31: A Troubled and Divided Nation, 2017 to the Present</p> <p>31.3 The Biden Presidency: Goals, Accomplishments, and Responses</p> <p>31.3.1 The Election of 2020: The Campaign, the Election, the Vote Count, and the Inauguration</p> <p>Page 10/25</p>
			<p>USH.9.4 Describe the challenges and accomplishments of the President Joseph Biden administration.</p>	<p>A.</p> <p>Chapter 31: A Troubled and Divided Nation, 2017 to the Present</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>31.3 The Biden Presidency: Goals, Accomplishments, and Responses</p> <p>31.3.2 A Liberal President, a Conservative Supreme Court, and a Gridlocked Congress</p> <p>Page 11/25</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 31: A Troubled and Divided Nation, 2017 to the Present</p> <p>31.3 The Biden Presidency: Goals, Accomplishments, and Responses</p> <p>31.3.2 A Liberal President, a Conservative Supreme Court, and a Gridlocked Congress</p> <p>Page 11/25</p>
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