Oklahoma Social Studies

United States History

Practice Standards

1 **The student will apply critical thinking skills to address authentic civic issues.** USH.P.1

- 1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real- world problems. USH.P.1.1
  - A Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues. USH.P.1.1.A
  - 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. USH.P.1.1.B
  - C Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them. USH.P.1.1.C
- 2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. USH.P.1.2
  - A Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. USH.P.1.2.A
  - B Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. USH.P.1.2.B
  - C Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning. USH.P.1.2.C
  - D Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments. USH.P.1.2.D

2 **The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.** USH.P.2

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1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. USH.P.2.1

- A Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems. USH.P.2.1.A
- B Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. USH.P.2.1.B
- C Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time. USH.P.2.1.C

2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. USH.P.2.2

- A Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. USH.P.2.2.A
- B Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. USH.P.2.2.B
- C Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines. USH.P.2.2.C

3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. USH.P.2.3

- 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. USH.P.2.3.A
- 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. USH.P.2.3.B
- C Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions. USH.P.2.3.C

4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. USH.P.2.4

- A Evaluate economic data from charts and graphs, noting trends and making predictions. USH.P.2.4.A
- B Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. USH.P.2.4.B
- C Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present. USH.P.2.4.C

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3 **The student will engage in critical, active reading of primary and secondary ources related to social studies concepts.** USH.P.3

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1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. USH.P.3.1

A Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information. USH.P.3.1.A

B Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments. USH.P.3.1.B

2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. USH.P.3.2

A Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. USH.P.3.2.A

B Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. USH.P.3.2.B

C Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts. USH.P.3.2.C

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4 The student will develop a variety of evidence- based written products designed for multiple purposes. USH.P.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. USH.P.4.1

A Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. USH.P.4.1.A

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. USH.P.4.1.B

2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. USH.P.4.2

A Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. USH.P.4.2.A

B Integrate quotes and summaries of research findings into written products while avoiding plagiarism. USH.P.4.2.B

C Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue. USH.P.4.2.C

Content Standards

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. USH.C.1

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1 Explain the constitutional issues that arose in the post-Civil War era. USH.C.1.1

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. USH.C.1.1.A

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. USH.C.1.1.B

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. USH.C.1.1.C

2 Analyze the post-Reconstruction civil rights struggles. USH.C.1.2

A Identify the significance of Juneteenth in relation to emancipation and modern-day commemorations. USH.C.1.2.A

B Explain the reasons for adoption of Black Codes immediately following the Civil War and their limitations on economic opportunities and property ownership. USH.C.1.2.B

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. USH.C.1.2.C

3 Analyze the impact of immigration on settlement patterns in American society and economic growt USH.C.1.3

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. USH.C.1.3.A

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. USH.C.1.3.B

C Examine the rise and motivations of Nativism against a new wave of Eastern European immigrants. USH.C.1.3.C

D Describe the contributions of Chinese immigrants to the national economy and nativist opposition to their continued immigration. USH.C.1.3.D

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. USH.C.1.3.E

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4 Analyze the causes and effects of the continuing westward migration and territorial growth after the Civil War. USH.C.1.4

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. USH.C.1.4.A

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. USH.C.1.4.B

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. USH.C.1.4.C

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. USH.C.1.4.D

E Evaluate the impact of the Dawes Act on Tribal sovereignty and land ownership. USH.C.1.4.E

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2 **The student will analyze the social, economic, and political changes that occurred during the American Industrial Revolution, the Gilded Age, and reform movements.** USH.C.2

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1 Evaluate the transformation of American society, economy, politics, and culture during the American Industrial Revolution. USH.C.2.1

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. USH.C.2.1.A

B Describe the changing role of the American farmer, including the establishment of the Granger movement. USH.C.2.1.B

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 society. USH.C.2.1.C

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). USH.C.2.1.D

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). USH.C.2.1.E

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. USH.C.2.1.F

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., trade unions, favorable legislation) to strategies and their repercussions (e.g., Pullman Strike, Haymarket Riot). USH.C.2.1.G

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2 Evaluate the efforts of major reform movements in addressing social issues. USH.C.2.2

- A Describe the Women's Suffrage Movement, focusing on the leadership of Susan B. Anthony, Elizabeth Cady Stanton and Alice Paul, as well as strategies used to bring attention to the suffrage cause. USH.C.2.2.A
- B Explain how the Social Gospel movement emphasized the engagement of churches in social reform and the application of Christian principles to societal problems such as poverty, inequality, and injustice. USH.C.2.2.B
- C Summarize changing race relations as a result of the Plessy v. Ferguson decision, establishing a doctrine that became known as "separate but equal." USH.C.2.2.C
- D Describe continued attempts to disenfranchise African Americans through the use of poll taxes and literacy tests by some state governments. USH.C.2.2.D
- 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. USH.C.2.2.E
- 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. USH.C.2.2.F

3 Evaluate the rise and reforms of Populism and the Progressive Movement. USH.C.2.3

- 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. USH.C.2.3.A
- B Explain the impact of William Jennings Bryan and his Cross of Gold message on the political landscape. USH.C.2.3.B
- C Trace the series of events leading to and the effects of the 16th and 17th Amendments to the Constitution of the United States. USH.C.2.3.C
- D Describe how the rise of trusts and monopolies impacted consumers and workers, prompting government's response with the Sherman and Clayton Antitrust Acts. USH.C.2.3.D

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4 Analyze and compare the personalities, actions and policies of presidents during the Progressive Era. USH.C.2.4

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. USH.C.2.4.A

B Examine President William Howard Taft's trust-busting agenda, the Pure Food and Drug Act, and formation of the Interstate Commerce Commission. USH.C.2.4.B

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. USH.C.2.4.C

D Describe the work of President Woodrow Wilson's administration, including the promises of "New Freedom" and passage of the Federal Reserve Act. USH.C.2.4.D

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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. USH.C.3

1 Evaluate the impact of Imperialism on international relations and its effect on developing nations. USH.C.3.1

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. USH.C.3.1.A

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. USH.C.3.1.B

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. USH.C.3.1.C

D Identify events leading to the call of Americans to engage in war with Spain, assessing the influence of yellow journalism and jingoism. USH.C.3.1.D

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. USH.C.3.1.E

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. USH.C.3.1.F

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. USH.C.3.1.G

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. USH.C.3.1.H

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2 Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society. USH.C.3.2

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. USH.C.3.2.A

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. USH.C.3.2.B

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. USH.C.3.2.C

D Explain how the American Expeditionary Forces, economic support, and the production of armaments helped turn the tide of war, leading to an Allied victory. USH.C.3.2.D

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. USH.C.3.2.E

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. USH.C.3.2.F

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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.** USH.C.4

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1 Examine the economic, political, social, and cultural transformations between the World Wars. USH.C.4.1

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, issues of women's rights, and the efforts of Carrie Chapman Catt resulting in the ratification of the 19th Amendment. USH.C.4.1.A

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. USH.C.4.1.B

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. USH.C.4.1.C

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. USH.C.4.1.D

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. USH.C.4.1.E

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. USH.C.4.1.F

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2 Analyze the prosperity of the Roaring Twenties and the collapse of the American economy, leading to the Great Depression. USH.C.4.2

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. USH.C.4.2.A

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. USH.C.4.2.B

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. USH.C.4.2.C

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. USH.C.4.2.D

E 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. USH.C.4.2.E

F Analyze points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation. USH.C.4.2.F

G 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). USH.C.4.2.G

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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. USH.C.4.3

A Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's First Inaugural Address. USH.C.4.3.A

B Examine how national policies, based upon John Maynard Keynes' theory of deficit spending, addressed the economic crisis, and evaluate the critiques of centralized economic planning. USH.C.4.3.B

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. USH.C.4.3.C

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]). USH.C.4.3.D

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). USH.C.4.3.E

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. USH.C.4.3.F

G Describe the extent that New Deal programs provided relief for African-Americans, including the influence of the "Black Cabinet" and educator Mary McLeod Bethune. USH.C.4.3.G

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. USH.C.4.3.H

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. USH.C.5

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1. Describe the transformations in American society and government policy as the nation entered World War II. USH.C.5.1

   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. USH.C.5.1.A

   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. USH.C.5.1.B

   C. Evaluate the industrial mobilization and psychological preparation for war as reflected in President Franklin Roosevelt's Four Freedoms speech. USH.C.5.1.C

   D. Describe programs initiated to support Great Britain, including Lend-Lease, Destroyers for Bases, and Cash and Carry. USH.C.5.1.D

   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. USH.C.5.1.E

   F. Explain the reasons for President Roosevelt's executive order for the incarceration of Americans of Japanese descent, the experiences of Japanese families, and the Supreme Court's decision in Korematsu v. United States. USH.C.5.1.F

   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). USH.C.5.1.G

2. Analyze the series of events affecting the outcome of World War II. USH.C.5.2

   A. Identify major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of Operations (e.g., Pearl Harbor, the D-day Invasion, Stalingrad, Midway, Okinawa, Battle of the Bulge, Iwo Jima, and the island-hopping strategy). USH.C.5.2.A

   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). USH.C.5.2.B

   C. Explain the purpose of the Allied conferences at Yalta and Potsdam and how such negotiations would affect post-war Europe. USH.C.5.2.C

   D. Analyze President Truman's decision to use the atomic bomb and describe the legacy of the development and use of atomic weapons. USH.C.5.2.D

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3 Summarize America's reactions to the events of the Shoah (Jewish Holocaust). USH.C.5.3

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. USH.C.5.3.A

B Describe the liberation of concentration camps and the immigration of Shoah survivors. USH.C.5.3.B

C Examine the United States' participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes. USH.C.5.3.C

4 Examine the impact of World War II on the lives of American citizens. USH.C.5.4

A Examine how wartime employment in the civilian economy and the armed services contributed to an end of the Great Depression's unemployment. USH.C.5.4.A

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). USH.C.5.4.B

C Describe the goals and effects of the G. I. Bill of Rights and Truman's "Fair Deal" on the average citizen. USH.C.5.4.C

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. USH.C.5.4.D

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6 **The student will analyze foreign events and policies during the early Cold War Era.** USH.C.6

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1 Analyze the origins of international alliances and efforts at containment of Communism following World War II. USH.C.6.1

- A Analyze the effect of massive aid given to Western Europe under the Marshall Plan on the rebuilding of Europe. USH.C.6.1.A
- 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. USH.C.6.1.B
- 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. USH.C.6.1.C
- 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. USH.C.6.1.D
- E Describe the roles and consequences of the spheres of influence created by the formation of NATO and the Warsaw Pact. USH.C.6.1.E
- F Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea. USH.C.6.1.F
- G Describe American containment strategies as they applied to the Middle East, as well as United States' military involvement in Latin America. USH.C.6.1.G

2 Describe domestic events related to the Cold War, including the threat of Communism and its aftermath. USH.C.6.2

- A Summarize the rationale for public fear of a communist influence within the United States. USH.C.6.2.A
- B Explain the origins and consequences of McCarthyism and the Second Red Scare, including the Hollywood Blacklist and President Eisenhower's reaction. USH.C.6.2.B
- 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. USH.C.6.2.C

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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. USH.C.6.3

- 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. USH.C.6.3.A
- B Explain President Dwight Eisenhower's concern regarding the power of the military industrial complex to influence American foreign policy. USH.C.6.3.B
- C Evaluate the continuing role of television and other mass media regarding their influence over the 1960 Nixon-Kennedy debates. USH.C.6.3.C
- 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. USH.C.6.3.D
- E Evaluate President Kennedy's decisions regarding the Bay of Pigs Invasion and the Cuban Missile Crisis, leading to the Nuclear Test Ban Treaty. USH.C.6.3.E
- F Explain how the concept of brinkmanship and the doctrine of mutually assured destruction (MAD) affected defense strategies. USH.C.6.3.F
- 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). USH.C.6.3.G
- 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). USH.C.6.3.H
- I Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China. USH.C.6.3.I

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7 The student will analyze the cause and effects of significant domestic events and policies impacting the lives of American citizens. USH.C.7

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1 Analyze the major events, personalities, tactics, and effects of the Civil Rights Movement. USH.C.7.1

A Explain how segregation took multiple forms by comparing de jure segregation (e.g., miscegenation laws, public transportation) and de facto segregation (e.g., redlining, loan practices) which maintained the policies of "separate but equal." USH.C.7.1.A

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. USH.C.7.1.B

C Describe violent responses to the Civil Rights Movement, including the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr. USH.C.7.1.C

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 coordinated by the Congress of Racial Equality [CORE], the marches on Washington and from Selma to Montgomery supported by the Student Nonviolent Coordinating Committee [SNCC]). USH.C.7.1.D

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). USH.C.7.1.E

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. USH.C.7.1.F

G Describe the influence of American religion and prominent religious leaders on civil rights and human rights activism. USH.C.7.1.G

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2 Examine how the Civil Rights Movement intersected with various other movements for individual rights and liberties. USH.C.7.2

A Describe the goals of American Indian civil rights efforts by evaluating the strategies of the American Indian Movement (e.g., occupations of Wounded Knee and Alcatraz) and the leadership of Dennis Banks in response to federal mismanagement of Native affairs. USH.C.7.2.A

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 the American Indian Religious Freedom Act. USH.C.7.2.B

C Describe the goals and effectiveness of the United Farm Workers movement, including the leadership of César Chávez and Dolores Huerta to improve working conditions for migrant laborers. USH.C.7.2.C

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. USH.C.7.2.D

E Examine perspectives on issues related to the debate over the Equal Rights Amendment and the Roe v. Wade decision. USH.C.7.2.E

3 Analyze the ongoing social and political transformations within the United States, affecting domestic and foreign policy. USH.C.7.3

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. USH.C.7.3.A

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. USH.C.7.3.B

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. USH.C.7.3.C

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. USH.C.7.3.D

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). USH.C.7.3.E

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8 **The student will analyze the rationale and impact of foreign and domestic policies of the late 20th century.** USH.C.8

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1. Evaluate the foreign and domestic policies, as well as the legacy of President Jimmy Carter. USH.C.8.1
   - A. Examine the lack of activity, growth, and economic development known as "stagflation" challenging the Carter administration. USH.C.8.1.A
   - B. Describe the negotiation of the Camp David Accords leading to the Egypt-Israel Peace Treaty. USH.C.8.1.B
   - C. Explain reaction to the OPEC oil embargo and issuance of the Carter Doctrine regarding national interests in the Persian Gulf. USH.C.8.1.C
   - D. Evaluate the impact of the diplomatic standoff of the Iran Hostage Crisis and the failed rescue mission. USH.C.8.1.D
   - E. Describe the legacy of public service exemplified by President Carter's post-public service humanitarian efforts. USH.C.8.1.E
2. Analyze the presidency of Ronald Reagan and the rise of the conservative movement in American politics. USH.C.8.2
   - A. Identify the economic and domestic policies of the Reagan Administration known as "Reaganomics", featuring tax cuts and less regulation, including the response to the air-traffic controllers' strike. USH.C.8.2.A
   - 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). USH.C.8.2.B
   - 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. USH.C.8.2.C
   - D. Explain how the public's perception of the President was influenced by the Iran-Contra Scandal. USH.C.8.2.D
3. Describe the policy goals of President George H.W. Bush. USH.C.8.3
   - A. Evaluate the effectiveness of the international coalition to counter Iraqi aggression in the Persian Gulf. USH.C.8.3.A
   - B. Examine justifications for using American troops to overthrow the regime of Panama's General Noriega. USH.C.8.3.B
   - C. Describe the significance of passage of the Americans with Disabilities Act of 1990. USH.C.8.3.C

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4 Evaluate the major domestic and foreign policies of the William J. Clinton administration. USH.C.8.4

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. USH.C.8.4.A

B Explain how President Clinton's economic policies of taxation, limits on discretionary spending, and economic conditions contributed to a balanced budget. USH.C.8.4.B

C Evaluate the rise of domestic terrorism as exemplified by the bombing of the Alfred P. Murrah Federal Building. USH.C.8.4.C

D Summarize the political impact of President Clinton's impeachment on the perceptions of the presidency and powers of Congress. USH.C.8.4.D

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9 The student will analyze contemporary turning points of 21st century American society. USH.C.9

1 Assess the challenges and accomplishments of the George W. Bush administration. USH.C.9.1

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). USH.C.9.1.A

B Describe the consequences of United States engagement in the Afghanistan and Iraqi wars. USH.C.9.1.B

C Evaluate the environmental and human crisis created by Hurricane Katrina, including the response by FEMA. USH.C.9.1.C

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. USH.C.9.1.D

2 Analyze the significant events during the Barack Obama administration. USH.C.9.2

A Describe the economic philosophy of the Tea Party movement and how its ideas influenced the mainstream Republican Party. USH.C.9.2.A

B Assess the goals and management of military engagements (e.g., wars in Afghanistan and Iraq). USH.C.9.2.B

C Describe the goals of the Affordable Care Act (Obamacare), explaining challenges to its enactment. USH.C.9.2.C

D Explain the intent and outcome of the DACA (Deferred Action for Childhood Arrivals) program. USH.C.9.2.D

E Identify the outcome of the grassroots protests of the Dakota Access Pipeline and its potential impact on Tribal water resources and cultural sites. USH.C.9.2.E

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3 Analyze the significant events during the first Donald J. Trump administration. USH.C.9.3

A Explain the effects of the Trump tax cuts, child tax credit, border enforcement efforts including Title 42 and Remain in Mexico policy, consumer and business confidence, interest rates, and inflation rates prior to the COVID-19 pandemic. USH.C.9.3.A

B Describe the effects of the replacement of NAFTA with USMCA, expanded European contributions to NATO spending, the signing of the Abraham Accords, and the successful avoidance of new wars. USH.C.9.3.B

C Identify the source of the COVID-19 pandemic from a Chinese lab and the economic and social effects of state and local lockdowns. USH.C.9.3.C

D Identify discrepancies in 2020 elections results by looking at graphs and other information, including the sudden halting of ballot-counting in select cities in key battleground states, the security risks of mail-in balloting, sudden batch dumps, an unforeseen record number of voters, and the unprecedented contradiction of “bellwether county” trends. USH.C.9.3.D

E Analyze the impact of appointments to the U.S. judicial system and the Supreme Court (e.g., Dobbs v. Jackson Women’s Health Organization and the overturning of Roe v. Wade). USH.C.9.3.E

4 Describe the challenges and accomplishments of the President Joseph Biden administration. USH.C.9.4

A Examine the United States-Mexico border crisis and the effects of Administration policies. USH.C.9.4.A

B Describe foreign policies exemplified by the United States’s withdrawal from Afghanistan, responses to the Russian invasion of Ukraine, and the Israel-Hamas conflict. USH.C.9.4.B