

## Gilded Age

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
Growth and Change in the West	<input type="checkbox"/> I can explain the economic issues during this time period. <ul style="list-style-type: none"> <li><input type="checkbox"/> industrialization</li> <li><input type="checkbox"/> growth of railroads</li> <li><input type="checkbox"/> farm issues</li> <li><input type="checkbox"/> cattle industry boom</li> </ul> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century</li> <li><input type="checkbox"/> political issues: Indian policies</li> <li><input type="checkbox"/> Americanization movement to assimilate American Indians into American culture</li> </ul>				
Immigration	<input type="checkbox"/> I can explain the social issues affecting: <ul style="list-style-type: none"> <li><input type="checkbox"/> women</li> <li><input type="checkbox"/> minorities</li> <li><input type="checkbox"/> children</li> <li><input type="checkbox"/> immigrants</li> <li><input type="checkbox"/> urbanization</li> </ul> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> foreign policies that affected economic issues                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Chinese Exclusion Act of 1882</li> <li><input type="checkbox"/> immigration quotas</li> </ul> </li> <li><input type="checkbox"/> Americanization movement to assimilate immigrants into American culture</li> </ul>				
Industrialization	<input type="checkbox"/> I can explain the economic issues during this time period. <ul style="list-style-type: none"> <li><input type="checkbox"/> industrialization</li> <li><input type="checkbox"/> growth of railroads</li> <li><input type="checkbox"/> growth of labor unions</li> <li><input type="checkbox"/> growth of entrepreneurship</li> <li><input type="checkbox"/> pros and cons of big business</li> </ul> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> political issues                             <ul style="list-style-type: none"> <li><input type="checkbox"/> growth of political machines</li> <li><input type="checkbox"/> civil service reform</li> </ul> </li> <li><input type="checkbox"/> changing relationship between the federal government and private business                             <ul style="list-style-type: none"> <li><input type="checkbox"/> growth of free enterprise</li> <li><input type="checkbox"/> costs and benefits of laissez-faire</li> <li><input type="checkbox"/> Sherman Antitrust Act</li> <li><input type="checkbox"/> Interstate Commerce Act</li> </ul> </li> <li><input type="checkbox"/> effects of scientific discoveries and technological innovations on the economic development of the U.S.: electric power, telephone, petroleum-based products, steel production</li> <li><input type="checkbox"/> significant individuals: Jane Addams (impact of reform leaders), Andrew Carnegie (significant political and social leader)</li> </ul>				

Process: Ways to Show		Notes	Check Up		
Analyzing Information	<input type="checkbox"/> I can analyze information in a variety of ways.				

## Progressive Era

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
Progressivism	<p><input type="checkbox"/> <b>I can describe the changing relationship between the federal government and private business, including the Pure Food and Drug Act.</b></p> <p>I understand the:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Progressive Era reforms: initiative, referendum, recall, and the passage of the 16th, 17th, 18th, ... amendments</li> <li><input type="checkbox"/> significant individuals: Upton Sinclair (impact of muckrakers)</li> <li><input type="checkbox"/> impact of third parties, including the Populist and Progressive parties</li> <li><input type="checkbox"/> roles of governmental entities and private citizens in managing the environment                             <ul style="list-style-type: none"> <li><input type="checkbox"/> National Park System</li> <li><input type="checkbox"/> Environmental Protection Agency (EPA)</li> <li><input type="checkbox"/> Endangered Species Act</li> </ul> </li> </ul>				
Progress Towards Equality	<p><input type="checkbox"/> <b>I can explain the impact of Progressive Era reforms, including the 19th amendment.</b></p> <p>I understand the:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> causes and effects of the changing role of women</li> <li><input type="checkbox"/> historical development of the civil rights movement</li> <li><input type="checkbox"/> significant individuals: Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois (impact of reform leaders)</li> <li><input type="checkbox"/> values crucial to America's success (as identified by Alexis de Tocqueville)                             <ul style="list-style-type: none"> <li><input type="checkbox"/> constitutional republic</li> <li><input type="checkbox"/> liberty</li> <li><input type="checkbox"/> egalitarianism</li> <li><input type="checkbox"/> individualism</li> <li><input type="checkbox"/> populism</li> <li><input type="checkbox"/> laissez-faire</li> </ul> </li> <li><input type="checkbox"/> achieving equality of political rights                             <ul style="list-style-type: none"> <li><input type="checkbox"/> 19th amendment</li> <li><input type="checkbox"/> 24th amendment</li> <li><input type="checkbox"/> 26th amendment</li> <li><input type="checkbox"/> American Indian Citizenship Act of 1924</li> </ul> </li> <li><input type="checkbox"/> criteria and process for becoming a naturalized citizen of the U.S.</li> </ul>				

Process: Ways to Show		Notes	Check Up		
Analyzing Information	<input type="checkbox"/> I can analyze information in a variety of ways.				

## Rise of a World Power

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
U.S. Expansionism	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain why significant events, policies, and individuals moved the United States into the position of a world power.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish-American War</li> <li><input type="checkbox"/> U.S. expansionism</li> <li><input type="checkbox"/> Alfred Thayer Mahan</li> <li><input type="checkbox"/> Theodore Roosevelt</li> <li><input type="checkbox"/> Sanford B. Dole</li> </ul> </li> <li>I understand the:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> 1898 (Spanish-American War)</li> <li><input type="checkbox"/> economic effects of the Spanish-American War on the U.S.</li> <li><input type="checkbox"/> American expansionism, including acquisitions of                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Guam</li> <li><input type="checkbox"/> Hawaii</li> <li><input type="checkbox"/> the Philippines</li> <li><input type="checkbox"/> Puerto Rico</li> </ul> </li> <li><input type="checkbox"/> foreign policies affected economic issues                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Open Door Policy</li> <li><input type="checkbox"/> Dollar Diplomacy</li> </ul> </li> <li><input type="checkbox"/> American values are different and unique from other nations</li> </ul> </li> </ul>				
World War I	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe major issues raised by U.S. involvement in World War I.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> isolationism</li> <li><input type="checkbox"/> neutrality</li> <li><input type="checkbox"/> Woodrow Wilson's Fourteen Points</li> <li><input type="checkbox"/> Treaty of Versailles</li> </ul> </li> <li>I understand the:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> 1914-1918 (World War I)</li> <li><input type="checkbox"/> causes of World War I</li> <li><input type="checkbox"/> reasons for U.S. entry to World War I</li> <li><input type="checkbox"/> economic effects of World War I on the United States</li> <li><input type="checkbox"/> contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest</li> <li><input type="checkbox"/> significant technological innovations in World War I on the Western Front: machine guns, airplanes, tanks, poison gas, and trench warfare</li> <li><input type="checkbox"/> Congressional Medal of Honor recipient Army Corporal Alvin York</li> </ul> </li> </ul>				

Process: Ways to Show		Notes	Check Up		
Analyzing Information	<input type="checkbox"/> I can analyze information in a variety of ways.				

## Roaring Twenties

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
Economic and Technological Change	<input type="checkbox"/> <b>I can describe the effect of technological innovations in the workplace such as assembly line manufacturing.</b> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> significant individuals: Henry Ford, Charles A. Lindbergh</li> <li><input type="checkbox"/> causes of economic growth and prosperity in the 1920s                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Warren Harding's Return to Normalcy</li> <li><input type="checkbox"/> reduced taxes</li> <li><input type="checkbox"/> increased production efficiencies</li> </ul> </li> </ul>				
	<input type="checkbox"/> <b>I can describe causes and effects of events and social issues during this period.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> immigration</li> <li><input type="checkbox"/> Social Darwinism</li> <li><input type="checkbox"/> Scopes Trial</li> <li><input type="checkbox"/> eugenics</li> <li><input type="checkbox"/> race relations</li> <li><input type="checkbox"/> nativism</li> <li><input type="checkbox"/> Red Scare</li> <li><input type="checkbox"/> Prohibition</li> <li><input type="checkbox"/> changing role of women</li> </ul> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> impact of Progressive Era reforms                             <ul style="list-style-type: none"> <li><input type="checkbox"/> initiative</li> <li><input type="checkbox"/> referendum</li> <li><input type="checkbox"/> recall</li> <li><input type="checkbox"/> passage of the 16th, 17th, 18th, and 19th amendments</li> </ul> </li> <li><input type="checkbox"/> impact of the Harlem Renaissance as a cultural movement</li> <li><input type="checkbox"/> significant individuals: Marcus Garvey</li> <li><input type="checkbox"/> immigration quotas (foreign policies) affected economic issues</li> <li><input type="checkbox"/> Teapot Dome: effects of political scandals on the views of U.S. citizens concerning trust in the federal government and its leaders</li> </ul>				
Traditionalism v. Modernism					

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## Great Depression/New Deal

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
Causes of the Great Depression	<input type="checkbox"/> I can identify the causes of the Great Depression. <ul style="list-style-type: none"> <li><input type="checkbox"/> impact of tariffs on world trade</li> <li><input type="checkbox"/> stock market speculation</li> <li><input type="checkbox"/> bank failures</li> <li><input type="checkbox"/> monetary policy of the Federal Reserve System</li> </ul> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> 1929 (the Great Depression begins)</li> </ul>				
Life During the Great Depression	<input type="checkbox"/> I can explain the effects of the Great Depression on the U.S. economy and society. <ul style="list-style-type: none"> <li><input type="checkbox"/> widespread unemployment</li> <li><input type="checkbox"/> deportation and repatriation of people of Mexican heritage</li> </ul> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> impact of physical and human geographic factors on the Dust Bowl</li> </ul>				
Political Responses to the Great Depression	<input type="checkbox"/> I can describe how various New Deal agencies and programs affect the lives of U.S. citizens.                     I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> impact of relationships among the legislative, executive, and judicial branches of government</li> <li><input type="checkbox"/> Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices</li> <li><input type="checkbox"/> New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression</li> </ul>				
Changing Roles of State and Federal Government	<input type="checkbox"/> I can explain the impact of New Deal legislation on the historical roles of state and federal government.                     I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> New Deal agencies and programs continue to affect the lives of U.S. citizens                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Federal Deposit Insurance Corporation</li> <li><input type="checkbox"/> Securities and Exchange Commission</li> <li><input type="checkbox"/> Social Security Administration</li> </ul> </li> </ul>				

Process: Ways to Show		Notes	Check Up		
Analyzing Information	<input type="checkbox"/> I can analyze information in a variety of ways.				

## World War II

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
Causes of WWII	<input type="checkbox"/> I can identify reasons for U.S. involvement in World War II. <ul style="list-style-type: none"> <li><input type="checkbox"/> aggression of Italian, German, and Japanese dictatorships</li> <li><input type="checkbox"/> attack on Pearl Harbor</li> </ul> <input type="checkbox"/> 1939-1945 (World War II)				
Mobilization and the Home Front	<input type="checkbox"/> I can explain issues affecting the home front. <ul style="list-style-type: none"> <li><input type="checkbox"/> volunteerism</li> <li><input type="checkbox"/> purchase of war bonds</li> <li><input type="checkbox"/> Victory Gardens</li> <li><input type="checkbox"/> opportunities and obstacles for women and ethnic minorities</li> </ul> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> major issues of World War II: the internment of Japanese Americans as a result of Executive Order 9066</li> <li><input type="checkbox"/> economic effects of international military conflicts on the United States</li> <li><input type="checkbox"/> economic effects of World War II on the home front                             <ul style="list-style-type: none"> <li><input type="checkbox"/> mobilization</li> <li><input type="checkbox"/> end of the Great Depression</li> <li><input type="checkbox"/> rationing</li> <li><input type="checkbox"/> increased opportunity for women and minority employment</li> </ul> </li> </ul>				
Two-Front War	<input type="checkbox"/> I can explain major issues of World War II. <ul style="list-style-type: none"> <li><input type="checkbox"/> the Holocaust</li> <li><input type="checkbox"/> development of atomic weapons</li> </ul> I understand: <ul style="list-style-type: none"> <li><input type="checkbox"/> American patriotism inspired:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> high levels of military enlistment</li> <li><input type="checkbox"/> the bravery and contributions of the:                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Tuskegee Airmen</li> <li><input type="checkbox"/> Flying Tigers</li> <li><input type="checkbox"/> Navajo Code Talkers</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> major military events, fighting the war on multiple fronts                             <ul style="list-style-type: none"> <li><input type="checkbox"/> European Front                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> invasion of Normandy</li> <li><input type="checkbox"/> liberation of concentration camps</li> </ul> </li> <li><input type="checkbox"/> Pacific Front                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> advancement through the Pacific Islands</li> <li><input type="checkbox"/> Bataan Death March</li> <li><input type="checkbox"/> Battle of Midway</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Franklin D. Roosevelt and Harry Truman: domestic and international leadership, including relationship with allies</li> <li><input type="checkbox"/> military contributions of leaders during World War II                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Dwight Eisenhower</li> <li><input type="checkbox"/> Douglas MacArthur</li> <li><input type="checkbox"/> Chester W. Nimitz</li> </ul> </li> <li><input type="checkbox"/> Congressional Medal of Honor recipient Army First Lieutenant Vernon J. Baker</li> </ul>				

Process: Ways to Show		Notes	Check Up		
Analyzing Information	<input type="checkbox"/> I can analyze information in a variety of ways.				

## Early Cold War

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
Prosperity and Culture of the 1950s	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the causes of prosperity in the 1950s.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Baby Boom</li> <li><input type="checkbox"/> GI Bill (Servicemen's Readjustment Act of 1944)</li> </ul> </li> <li><input type="checkbox"/> I can identify the effects of prosperity in the 1950s.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> increased consumption</li> <li><input type="checkbox"/> growth of agriculture and business</li> </ul> </li> </ul> <p>I understand the:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> economic impact of defense spending on the business cycle from 1945 to the 1990s</li> <li><input type="checkbox"/> economic impact of defense spending on education priorities from 1945 to the 1990s</li> <li><input type="checkbox"/> global diffusion of American culture through various media</li> <li><input type="checkbox"/> scientific discoveries and technological innovations in agriculture, the military, and medicine as a result of specific needs</li> </ul>				
Postwar Fears	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe how Cold War tensions were intensified.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> House Un-American Activities Committee (HUAC)</li> <li><input type="checkbox"/> McCarthyism</li> <li><input type="checkbox"/> arms race</li> <li><input type="checkbox"/> space race</li> </ul> </li> </ul> <p>I understand the:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1957 (Sputnik launch ignites U.S.-Soviet space race)</li> <li><input type="checkbox"/> meaning and historical significance of the mottos:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> "E Pluribus Unum"</li> <li><input type="checkbox"/> "In God We Trust"</li> </ul> </li> <li><input type="checkbox"/> economic impact of defense spending on the business cycle from 1945 to the 1990s</li> <li><input type="checkbox"/> economic impact of defense spending on education priorities from 1945 to the 1990s</li> </ul>				
Containment	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe U.S. responses to Soviet aggression after World War II.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Truman Doctrine</li> <li><input type="checkbox"/> Marshall Plan</li> <li><input type="checkbox"/> Berlin airlift</li> <li><input type="checkbox"/> North Atlantic Treaty Organization</li> <li><input type="checkbox"/> Cuban Missile Crisis (and John F. Kennedy's role)</li> </ul> </li> </ul> <p>I understand the:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy</li> </ul>				

Process: Ways to Show		Notes	Check Up		
Analyzing Information	<input type="checkbox"/> I can analyze information in a variety of ways.				

## Vietnam and the 1960s

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
Vietnam War	<p><input type="checkbox"/> <b>I can explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War.</b></p> <p>I understand the:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1969 (U.S. lands on the moon)</li> <li><input type="checkbox"/> major events of the Vietnam War                             <ul style="list-style-type: none"> <li><input type="checkbox"/> escalation of forces</li> <li><input type="checkbox"/> Tet Offensive</li> <li><input type="checkbox"/> Vietnamization</li> <li><input type="checkbox"/> fall of Saigon</li> </ul> </li> <li><input type="checkbox"/> impact of events on the relationship between the legislative and executive branches of government                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Gulf of Tonkin Resolution</li> <li><input type="checkbox"/> War Powers Act</li> </ul> </li> <li><input type="checkbox"/> Army Master Sergeant Raul "Roy" Perez Benavidez (Congressional Medal of Honor recipient)</li> </ul>				
Response to the War	<p><input type="checkbox"/> <b>I can describe the responses to the Vietnam War.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the draft</li> <li><input type="checkbox"/> 26th Amendment</li> <li><input type="checkbox"/> role of the media</li> <li><input type="checkbox"/> credibility gap</li> <li><input type="checkbox"/> silent majority</li> <li><input type="checkbox"/> anti-war movement</li> </ul> <p>I understand the:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tinker v. Des Moines (effects of landmark U.S. Supreme Court decisions)</li> <li><input type="checkbox"/> 1969 (U.S. lands on the moon)</li> <li><input type="checkbox"/> 26th amendment as a means of achieving equality of political rights</li> </ul>				

Process: Ways to Show		Notes	Check Up		
Analyzing Information	<input type="checkbox"/> I can analyze information in a variety of ways.				

## Civil Rights

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
Constitution	<input type="checkbox"/> <b>I can trace the historical development of the civil rights movement from the late 1800s through the 21st century.</b> <input type="checkbox"/> <b>13th amendment</b> <input type="checkbox"/> <b>14th amendment</b> <input type="checkbox"/> <b>15th amendment</b> <input type="checkbox"/> <b>19th amendment</b> I understand the: <input type="checkbox"/> Declaration of Independence: text, intent, meaning, importance <input type="checkbox"/> U.S. Constitution, including the Bill of Rights: text, intent, meaning, importance <input type="checkbox"/> application of founding principles to historical events <input type="checkbox"/> 24th amendment (means of achieving equality of political rights)				
Congress	<input type="checkbox"/> <b>I can describe presidential actions and congressional votes to address minority rights in the United States.</b> <input type="checkbox"/> <b>desegregation of the armed forces</b> <input type="checkbox"/> <b>Civil Rights Act of 1964</b> <input type="checkbox"/> <b>Voting Rights Act of 1965</b> I understand the: <input type="checkbox"/> actions and outcomes of government policies intended to create economic opportunities for citizens <input type="checkbox"/> Great Society <input type="checkbox"/> affirmative action <input type="checkbox"/> Title IX				
Courts	<input type="checkbox"/> <b>I can explain the effects of landmark U.S. Supreme Court decisions.</b> <input type="checkbox"/> <b>Plessy v. Ferguson</b> <input type="checkbox"/> <b>Brown v. Board of Education</b> <input type="checkbox"/> <b>Hernandez v. Texas</b> <input type="checkbox"/> <b>Wisconsin v. Yoder</b> <input type="checkbox"/> <b>Sweatt v. Painter</b> I understand the: <input type="checkbox"/> historical development of the civil rights movement from the late 1800s through the 21st century <input type="checkbox"/> George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo <input type="checkbox"/> Thurgood Marshall (significant political and social leader)				

(continued)

**Civil Rights** (continued)

Content		Notes	Check Up		
Civic Participation	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain changes in the U.S. that have resulted from the civil rights movement, including increased participation of minorities in the political process.</li> <li>I understand the:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> historical development of the civil rights movement from the late 1800s through the 21st century</li> <li><input type="checkbox"/> methods of expanding the right to participate in the democratic process: lobbying, non-violent protesting, litigation, amendments to the U.S. Constitution</li> <li><input type="checkbox"/> 1968 (Martin Luther King Jr. assassination)</li> <li><input type="checkbox"/> Jim Crow laws</li> <li><input type="checkbox"/> Ku Klux Klan</li> <li><input type="checkbox"/> roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights</li> <li><input type="checkbox"/> significant leaders: Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan</li> <li><input type="checkbox"/> approach taken by the Black Panthers compared/contrasted with the nonviolent approach of Martin Luther King Jr.</li> <li><input type="checkbox"/> impact of the writings of Martin Luther King Jr.                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> "I Have a Dream" speech</li> <li><input type="checkbox"/> "Letter from Birmingham Jail"</li> </ul> </li> </ul> </li> </ul>				
Process: Ways to Show		Notes	Check Up		
Analyzing Information	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can analyze information in a variety of ways.</li> </ul>				

## 1970s – End of the Cold War

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
Political Factors	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify significant social and political issues from different viewpoints across the political spectrum.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> health care</li> <li><input type="checkbox"/> immigration</li> <li><input type="checkbox"/> education</li> </ul> </li> <li>I understand the:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> causes and key organizations of the conservative resurgence of the 1980s: Heritage Foundation and Moral Majority</li> <li><input type="checkbox"/> roles of governmental entities and private citizens in managing the environment                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Environmental Protection Agency (EPA)</li> <li><input type="checkbox"/> Endangered Species Act</li> </ul> </li> <li><input type="checkbox"/> actions and outcomes of government policies intended to create economic opportunities for citizens                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Great Society</li> <li><input type="checkbox"/> affirmative action</li> <li><input type="checkbox"/> Title IX</li> </ul> </li> <li><input type="checkbox"/> effects of Watergate (political scandals) on the views of U.S. citizens concerning trust in the federal government and its leaders</li> <li><input type="checkbox"/> Community Reinvestment Act of 1977 (role of contemporary government legislation in the private and public sectors)</li> <li><input type="checkbox"/> significant political and social leaders: Billy Graham and Sandra Day O'Connor</li> </ul> </li> </ul>				
Foreign Affairs	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe U.S. involvement in the Middle East.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> support for Israel</li> <li><input type="checkbox"/> Camp David Accords</li> <li><input type="checkbox"/> Iran Hostage Crisis</li> <li><input type="checkbox"/> Marines in Lebanon</li> <li><input type="checkbox"/> Iran-Contra Affair</li> </ul> </li> <li>I understand the:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> 1991 (Cold War ends)</li> <li><input type="checkbox"/> U.S. involvement in world affairs</li> <li><input type="checkbox"/> Richard M. Nixon's leadership: normalization of relations with China and the policy of détente</li> <li><input type="checkbox"/> Ronald Reagan's leadership: international policies, including Peace Through Strength</li> </ul> </li> </ul>				

(continued)

**1970s – End of the Cold War** (continued)

Content		Notes	Check Up		
Economic Factors	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain the effect of technological innovations in the workplace.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> assembly line manufacturing</li> <li><input type="checkbox"/> robotics</li> </ul> </li> <li>I understand the:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> dynamic relationship between U.S. international trade policies and the U.S. free enterprise system: Organization of Petroleum Exporting Countries (OPEC) oil embargo</li> <li><input type="checkbox"/> Ronald Reagan's leadership in domestic and economic policies</li> <li><input type="checkbox"/> free enterprise system drives technological innovation and its application in the marketplace:                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> inexpensive personal computers</li> <li><input type="checkbox"/> global positioning products</li> </ul> </li> </ul> </li> </ul>				
Cultural and Social Factors	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe significant societal issues of this time period.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> War on Drugs</li> <li><input type="checkbox"/> AIDS epidemic</li> </ul> </li> <li>I understand the:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> global diffusion of American culture through various media</li> </ul> </li> </ul>				
Process: Ways to Show		Notes	Check Up		
Analyzing Information	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can analyze information in a variety of ways.</li> </ul>				

## 1990s – 21st Century

Process: Tools to Know		Notes	Check Up		
Using and Evaluating Sources	<input type="checkbox"/> I can analyze primary and secondary sources to acquire information to answer historical questions.				
	<input type="checkbox"/> I can apply the process of historical inquiry.				
Understanding Vocabulary & Terms	<input type="checkbox"/> I can use social studies terminology correctly.				

Content		Notes	Check Up		
Political Issues	<input type="checkbox"/> I can identify significant social and political issues from different viewpoints across the political spectrum. <ul style="list-style-type: none"> <li><input type="checkbox"/> health care</li> <li><input type="checkbox"/> immigration</li> <li><input type="checkbox"/> education</li> </ul> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> impact of relationships among the legislative, executive, and judicial branches of government, including the presidential election of 2000</li> <li><input type="checkbox"/> 2008 (election of first black president, Barack Obama)</li> <li><input type="checkbox"/> impact of third parties on the 1992 presidential election</li> <li><input type="checkbox"/> impact of third parties on the 2000 presidential election</li> <li><input type="checkbox"/> effects of Bill Clinton’s impeachment (political scandals) on the views of U.S. citizens concerning trust in the federal government and its leaders</li> <li><input type="checkbox"/> role of contemporary government legislation in the private and public sectors                             <ul style="list-style-type: none"> <li><input type="checkbox"/> USA PATRIOT ACT of 2001</li> <li><input type="checkbox"/> American Recovery and Reinvestment Act of 2009</li> </ul> </li> <li><input type="checkbox"/> significant political and social leaders: Billy Graham, Sandra Day O’Connor, and Hillary Clinton</li> </ul>				
Foreign Affairs	<input type="checkbox"/> I can describe U.S. involvement in world affairs during this time period. <ul style="list-style-type: none"> <li><input type="checkbox"/> Persian Gulf War</li> <li><input type="checkbox"/> events surrounding September 11, 2001</li> <li><input type="checkbox"/> global War on Terror</li> </ul> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> 2001 (terrorist attacks on World Trade Center and Pentagon)</li> </ul>				
Geography and Culture	<input type="checkbox"/> I can explain how the contributions of people of various racial, ethnic, gender and religious groups shape American culture. <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand the:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> impact of physical and human geographic factors on the levee failure in New Orleans after Hurricane Katrina</li> <li><input type="checkbox"/> global diffusion of American culture through various media</li> </ul> </li> </ul>				
The Economy, Policies, and the Impact of Technology	<input type="checkbox"/> I can identify impacts on the 21st century economy. <ul style="list-style-type: none"> <li><input type="checkbox"/> international events</li> <li><input type="checkbox"/> multinational corporations</li> <li><input type="checkbox"/> government policies</li> <li><input type="checkbox"/> individuals</li> </ul> I understand the: <ul style="list-style-type: none"> <li><input type="checkbox"/> dynamic relationship between U.S. international trade policies and the U.S. free enterprise system                             <ul style="list-style-type: none"> <li><input type="checkbox"/> General Agreement on Tariffs and Trade (GATT)</li> <li><input type="checkbox"/> North American Free Trade Agreement (NAFTA)</li> </ul> </li> <li><input type="checkbox"/> technological innovations in the workplace: assembly line manufacturing and robotics</li> <li><input type="checkbox"/> roles of governmental entities and private citizens in managing the environment</li> <li><input type="checkbox"/> free enterprise system drives technological innovation and its application in the marketplace                             <ul style="list-style-type: none"> <li><input type="checkbox"/> cell phones</li> <li><input type="checkbox"/> inexpensive personal computers</li> <li><input type="checkbox"/> global positioning products</li> </ul> </li> </ul>				

Process: Ways to Show		Notes	Check Up		
Analyzing Information	<input type="checkbox"/> I can analyze information in a variety of ways.				