US.1 History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:

US.1A Analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence.

Supporting Standard
Analyze, Evaluate, Identify

Including, but not limited to:
- Declaration of Independence (first three paragraphs) – the Declaration of Independence announced the colonies' freedom from British rule and set forth the founding principles of the United States of America including: “all men are created equal”; unalienable rights; government derives its power from the consent of the governed.
- U.S. Constitution – the Constitution of the United States of America defines a framework for the country's law and order. The Constitution is the supreme law enforcer of the United States. It very clearly defines that the federal government does not enjoy authority outside of the established clauses in the Preamble. It's main purpose is clearly determined in the Preamble:
  - The foundation of legal authority, along the governance of which the citizens of the United States of America can design individual contributions.
- Framework of the federal government of the United States
  - The U.S. Constitution provides the government with the framework for the organization of the government. The draft clearly defines the responsibilities of:
    - The bicameral Congress governance within the legislative branch of the government
    - The President as head of the government's executive branch
    - The Supreme Court as head of the judicial branch of the government
- Bill of Rights – many opposed the Constitution in 1787 because they believed it did not offer adequate protection of individual rights. The Bill of Rights, ratified in 1791, was created to correct this. The individual rights protected in the Bill of Rights include economic rights related to property, political rights related to freedom of speech and press, and personal rights related to bearing arms and maintaining private property. The Bill of Rights exists as the first 10 amendments to the U.S. Constitution.

US.1B Analyze and evaluate the application of these founding principles to historical events in U.S. history.

Supporting Standard
Analyze, Evaluate
APPLICATION OF THESE FOUNDING PRINCIPLES TO HISTORICAL EVENTS IN U.S. HISTORY
including, but not limited to:

- “All men are created equal” – passage of the suffrage amendments and Civil Rights acts
- Structure of government (balanced and limited) – anytime when the power of one of the branches of government was significant: passing laws, vetoing laws, declaring war, Executive Orders, etc.
- Individual rights – the individual rights protected in the Bill of Rights include economic rights related to property, political rights related to freedom of speech and press, and personal rights related to bearing arms and maintaining private residences.

US.1C Explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.

Supporting Standard

Explain
CONTRIBUTIONS OF THE FOUNDING FATHERS

including, but not limited to:

- Benjamin Rush – from Pennsylvania; treasurer of the U.S. Mint from 1797 to 1813; physician, writer, educator, Founding Father; Signed Declaration of Independence and attended Continental Congress
- John Hancock – representative from Massachusetts; president of the Continental Congress in 1775; first to sign Declaration of Independence
- John Jay – representative from New York at the Continental Congresses; signer of the Declaration of Independence; helped negotiate the Treaty of Paris 1783 that ended the American Revolution; diplomat to England in late 1700s where he negotiated Jay’s Treaty that averted threat of another war with the British
- John Witherspoon – active clergyman; New Jersey representative that signed the Declaration of Independence; later President of modern Princeton University
- John Peter Muhlenberg – clergyman; soldier during Colonial, Revolutionary, and Post-Revolutionary eras in Pennsylvania; elected to the first U.S. Congress
- Charles Carroll – Catholic; signer of Declaration of Independence; delegate to Constitutional Convention; Senator from Maryland
- Jonathan Trumbull Sr. – the only colonial governor who supported the American cause/side in the Revolution

US.2 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

US.2A Identify the major characteristics that define an historical era.

Supporting Standard

Identify
MAJOR CHARACTERISTICS THAT DEFINE AN HISTORICAL ERA
Including, but not limited to:
- An era of history having a distinctive feature
- Political, social or economic commonality
- Considered to be relative chronology rather than absolute chronology

US.2B Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.

**Readiness Standard**

Identify, Describe
MAJOR ERAS IN U.S. HISTORY FROM 1877 TO PRESENT

Including, but not limited to:
- Movement westward and Gilded Age (late 1800s)
  - Factory system
  - Population shift to cities
  - Inventions/industrialism
  - Immigration
  - Urbanization
  - Political corruption and political machines
  - Entrepreneurship (growth of big business)
  - Philanthropy
  - Indian policies
  - Labor unions
  - Growth of railroad (transcontinental)
  - Cattle industry boom
  - Westward movement and the Homestead Act
  - Laissez-faire
- Progressive Era (1890-1920)
  - Opposed corruption and waste in government
  - Concerned with social injustice
  - Civil Service reform
  - Anti-trust acts
  - Populism
  - Interested in government reform at all levels
  - Muckrakers
  - Conservation
  - Reform
- 16th, 17th, 18th, and 19th amendments
- Suffrage
- Prohibition
- Pure Food and Drug Act
- Federal Reserve
- Social Gospel Movement
- Rise of world power
  - Spanish American War and Expansionism – acquisitions of land (Guam, Hawaii, Philippines, and Puerto Rico)
  - Latin America – Panama Canal
  - World War I (1914-1918) – Woodrow Wilson, League of Nations, total war, technological advances, Treaty of Versailles
- Transition to modern America
  - Twenties (1920-1929)
    - Isolationism
    - Immigration
    - Red Scare
    - Jazz Age
    - Social Darwinism
    - Eugenics
    - Nativism
    - Changing role of women
    - Economic boom/consumerism
- Great Depression and New Deal
  - Depression (1929-1941)
    - Crash of stock market
    - Great Depression
    - Dust Bowl
  - New Deal
    - Expansion of the Federal government
    - Relief, Reform, Recovery
- America's reaction to world at war
  - Totalitarianism
  - Alliances
  - Pearl Harbor
  - Internment
  - Home front (volunteerism, victory gardens, and war bonds)
  - Mobilization
- World War II
  - Axis and Allies
• Multiple front war
• Military leaders
• Significant contributions of groups

• Onset of Cold War and 1950s
  • Ideological war against communism
  • HUAC
  • Truman Doctrine
  • Marshall Plan
  • Berlin Airlift
  • NATO
  • Domino Theory/containment
  • Korean Conflict
  • McCarthyism
  • Space race
  • Berlin Wall (construction and fall of)
  • Cuban Missile Crisis

• Civil Rights Movement
  • Political organizations
  • Civil Rights Acts (1957 and 1964)
  • Voting Rights Act of 1965
  • Various approaches to advocacy
  • Significant Supreme Court cases
  • Presidential actions and congressional votes
  • Significant leaders

• New Frontiers and familiar enemies
  • New Frontier – John F. Kennedy
  • Great Society – Lyndon B. Johnson
  • Vietnam War

• 1970-1990
  • Nixon and relationship with China
  • Reaganomics
  • Peace through Strength
  • Involvement in the Middle East
  • Conservative resurgence

• 1990-present
  • U.S. Involvement in world affairs
  • Persian Gulf War
  • Balkans Crisis
- September 11, 2001
- Long term effects of government entitlement programs
- 2008 Presidential election

**US.2C Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.**

**Supporting Standard**

Apply

**ABSOLUTE CHRONOLOGY**

Including, but not limited to:
- Significant individuals, events, and time periods
- Absolute chronology – exact date

**RELATIVE CHRONOLOGY**

Including, but not limited to:
- Significant individuals, events, and time periods
- Relative chronology – general time period or era

**US.2D Explain the significance of the following years as turning points: 1898 (Spanish–American War), 1914–1918 (World War I), 1929 (the Great Depression begins), 1939–1945 (World War II), 1957 (Sputnik launch ignites U.S.–Soviet space race), 1968–1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).**

**Supporting Standard**

Explain

**SIGNIFICANCE OF DATES AS TURNING POINTS**

Including, but not limited to:
- 1898 – Spanish-American War
- U.S. enters the world stage and is no longer an isolationist
- Expansion (territories)
- 1914-1918: World War I
- U.S. becomes a member of an alliance system and begins to partake in global decisions
- 1929 – Stock Market Crash, beginning of the Great Depression
- U.S. becomes economically vulnerable
- Changing role of federal government in domestic economic policy
- 1939-1945: World War II
  - U.S. becomes a global leader
- 1957 – Sputnik and U.S.-Soviet Space Race
  - A sense of urgency grows to compete with the Soviet Union
  - Funding towards education in mathematics and science
- 1968-1969: Martin Luther King, Jr., assassination, and U.S. lands on the moon
- 1991 – Cold War ends
- 2001 – terrorist attacks on World Trade Center and the Pentagon
- 2008 – election of first African American president, Barack Obama

**US.3 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:**

**US.3A Analyze political issues such as Indian policies, the growth of political machines, civil service reform and the beginnings of Populism.**

*Readiness Standard*

- Analyze
- POLITICAL ISSUES

**Including, but not limited to:**

- Indian policies
  - Indian removal reservation system, Dawes Act, and destruction of buffalo and Plains Culture
- Political machines
  - Corruption in politics (e.g., Tammany Hall, Boss Tweed, Thomas Nast’s illustrations)
  - Civil service reform
  - Assassination of Garfield, Pendleton Act of 1883
  - Graduated income tax
  - Direct election of senators
- Beginnings of Populism
  - Appealed to farmers, promoted political action to try to protect their industry: wanted the government to own the railroads, telephone, and telegraph (to keep large companies from being able to control the prices)
US.3B Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business.

**Readiness Standard**

Analyze ECONOMIC ISSUES

**Including, but not limited to:**

- **Industrialization**
  - Industries and “Big Business” grew in response to technological innovations such as the Bessemer Steel Process, which enabled faster production of a stronger steel product. (e.g., Steel and railroad manufacturing businesses became “big business” as the demand for steel increased, and railroads began to be built from steel.)
  - Other breakthroughs in electricity, mass communication, and shipping allowed factories to produce more, at a faster rate.
  - Large numbers of immigrants provided industrialists with more workers.

- **Growth of railroads**
  - Industry relied on railroads for shipping.
  - Railroads grew in response to increased demands of industrialization and Western Expansion.
  - Railroads expanded westward to meet demands of settlement and economic development of the West. (They carried people and shipped products.)
  - Railroad shipping facilitated the growth of ranching, farming, and mining industries in the West.
  - Industrial and technological innovations in manufacturing and mass communication enabled rapid growth of railroads.

- **Growth of labor unions**
  - Labor leaders criticized company owners and managers for reducing competition, paying low wages and maintaining unsafe working conditions for their employees.
  - Factory workers formed and joined labor unions in order to engage in collective bargaining with employers.
  - Many workers went on strike in the 1880s.
  - Three significant events of the time period included the “Great Strikes,” Homestead, Pullman, and Haymarket Riot.

- **Farm issues**
  - Westward expansion
  - Late 1800s farmers began to rely on mechanization to improve and increase agricultural production. As a result, overproduction occurred and farmers went into debt.

- **Cattle industry boom**
  - Cattle industry boomed in the late 1800s as the culture and influence of the Plains American Indians declined.
  - Growing demand for beef in cities after the Civil War
  - Railroads provided method of transportation of beef to urbanized areas.

- **Rise of entrepreneurship**
  - An entrepreneur is someone who organizes, manages, and assumes the risks of a business; an agent of change; discovers new ways
to combine resources.
- In the 1800s, many were considered entrepreneurs because they created value by moving resources out of less productive areas and into more productive ones.
- Other example: skilled immigrants used their trade skills to establish businesses of their own.
- Free enterprise
  - As industry grew rapidly, the U.S. government promoted free enterprise (business that can operate competitively for profit with little government involvement/regulation).
- Big business
  - Industrialists and business leaders used Horizontal and Vertical Alignment to reduce competition and expand their companies.
  - Reduction of competition led to the creation of monopolies and trusts.
  - Significant industrialists include, Carnegie, Rockefeller, Morgan, Vanderbilt, etc.
  - Some people viewed these men as “Captains of Industry,” while others viewed them as “Robber Barons.”
  - Socio-economic divisions widened as industries grew.

US.3C Analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists.

**Readiness Standard**

Analyze
SOCIAL ISSUES

**Including, but not limited to:**
- Affecting women
  - Many young women worked in factories that made textiles.
  - They tended to be young and single.
  - Often wages were lower than men’s wages
- Affecting minorities
  - Nativists were individuals opposed to the new waves of immigrants.
  - Nativism was based on competition for resources. Competition for resources (jobs, living space, etc.) created tension and division between racial and ethnic groups; fueled nativist sentiment.
    - Some minority groups faced exclusion from employment or housing.
    - The Chinese Exclusion Act (1882) prohibited Chinese laborers from entering the United States; passed in response to nativist sentiment.
    - Immigrants were encouraged to assimilate into American culture.
    - Public schools played a large role in the assimilation of immigrants.
- Affecting children
  - Many children worked in factories, performing dangerous jobs.
  - Children were sometimes paid lower wages than adult workers.
- Affecting immigrants
Many immigrants entered the United States via ports of entry such as Ellis Island in New York, Angel Island in San Francisco, and Galveston Island in Texas.

The immigrant experience at these ports of entry included physical examinations, interrogation, language, and intelligence testing, etc.

Immigrants faced language and cultural barriers, and sometimes were separated from family members, detained for health or legal reasons, or deported before entering the United States.

Immigrants faced the threat of poverty and often struggled to survive due to competition for jobs and living space.

Immigrants often crowded into city tenements or moved westward in search of opportunities.

Skilled immigrants used their trade skills to establish businesses of their own.

Sweatshops were home factory-like operations where skilled and unskilled laborers worked in unsavory conditions.

Urbanization
Cities grew around immigration and industrial centers.
Cities were crowded and living conditions were often unhealthy (sanitation, water, etc.).
Ethnic neighborhoods were established in cities where immigrants settled.

The Social Gospel
Early reform movement that preached salvation could be reached by serving the poor
Helped to start the establishment of settlement houses (community centers in slum neighborhoods that provided assistance to people in the area)

Philanthropy of industrialists
Several wealthy industrialists elected to give back to the community through philanthropic activities (e.g., founding of Carnegie Hall).
“The Gospel of Wealth” (1889) set forth Carnegie’s idea that rich men are “trustees” of their wealth and should administer it for the good of the public.

US.3D Describe the optimism of the many immigrants who sought a better life in America.

Describe
OPTIMISM OF THE MANY IMMIGRANTS WHO SOUGHT A BETTER LIFE IN AMERICA

Including, but not limited to:
- Immigrant optimism is typically based on the idea that each generation will do better in life than the one that preceded it.

US.4 History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

US.4A Explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power.

Readiness Standard
Explain
WHY SIGNIFICANT EVENTS AND INDIVIDUALS MOVED THE UNITED STATES INTO THE POSITION OF A WORLD POWER

Including, but not limited to:
- Spanish-American War – officially a war to protect the rights of Cubans who were being tormented by their Spanish rulers. The controversial sinking of the battleship USS Maine brings America into a war with Spain. The U.S. attacks both Cuban and Spanish possessions (The Philippines) in the Pacific. After a U.S. victory, Cuba is liberated and the Philippines become a U.S. territory. The U.S. was able to prove its military power.
- U.S. expansionism – Hawaii and other Pacific islands; United States economic influence spreads through the Pacific. As industrial might matures, the U.S. looked to new markets in foreign lands; U.S.’s sense of destiny to spread democracy throughout the world.
- Henry Cabot Lodge – supported American expansion as a way to increase national pride, spread civilization, and gain world power
- Alfred Thayer Mahan – historian and author of a book on the importance of the navy to a country’s power
- Theodore Roosevelt – “Rough Rider” during the Spanish American War; expansionist policies as President increased the U.S. role in Latin America and the world; reasserted the Monroe Doctrine
- Sanford B. Dole – first president of Republic of Hawaii and helped Hawaii become annexed to the United States
- Missionaries – many missionaries were in China and Hawaii; their work helped link the United States with Asia

US.4B Evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico.

Supporting Standard
Evaluate
AMERICAN EXPANSIONISM

Including, but not limited to:
- United States’ economic influence spreads through the Pacific. As the U.S.’s industrial might matures, the country looked to new markets in foreign lands; U.S. had a sense of destiny to spread democracy throughout the world.
  - Guam, the Philippines, and Puerto Rico became U.S. territories after the Spanish American War.
  - Hawaii – U.S. places naval stations in Hawaii to protect world trade.

US.4C Identify the causes of World War I and reasons for U.S. entry.

Readiness Standard
Identify
CAUSES OF WORLD WAR I AND REASONS FOR U.S. ENTRY

Including, but not limited to:
- German Proclamation (1915) said the waters around the British Isles were to be considered an official war zone, and Germany would
attempt to sink any ship that entered this area (unrestricted submarine warfare).

- Sussex Pledge – Germany makes a pledge not to sink merchant ships without warning (did not uphold their pledge).
- German submarine torpedoed British ocean liner Lusitania off southern coast of Ireland, resulting in deaths of 128 Americans.
- Diplomacy failed to call off unrestricted submarine warfare. Germany resumes U-boat attacks on U.S. ships.
- Ties to Great Britain – the U.S. conducted a significant amount of trade with Great Britain, which would be affected if Germany won the war.
- British intelligence intercepted the Zimmerman telegram, which revealed Germany’s plan to approach the Mexican government for military alliance.

**US.4D Understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing.**

**Supporting Standard**

Understand

CONTRIBUTIONS OF THE AMERICAN EXPEDITIONARY FORCES LED BY GENERAL PERSHING

Including, but not limited to:

- American Expeditionary Forces – the U.S. forces sent to the Western Front (France predominately); fought alongside British and French allied forces the last year of World War I

**US.4E Analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front.**

**Supporting Standard**

Analyze

IMPACT OF SIGNIFICANT TECHNOLOGICAL INNOVATIONS IN WORLD WAR I

Including, but not limited to:

- Machine guns – relatively new technology at the beginning of the war; many difficulties with keeping machine cool, but application had the effect of making it difficult or nearly impossible to cross defended ground; later in the war used on tanks and airplanes
- Airplanes – early in the war used as spotters; planes were unarmed but pilots would carry handheld weapons; later, larger planes were created believed that U.S. involvement in the League of Nations would lead to U.S. involvement in economic and military action without the direct consent of Congress (pulling power away from Congress).

**US.4F Analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson’s Fourteen Points, and the Treaty of Versailles.**

**Readiness Standard**

Analyze
MAJOR ISSUES

Including, but not limited to:
- World War I
  - Isolation vs. internationalism
  - Self-determination of all peoples
  - Isolationism and neutrality
    - In 1914, many Americans saw no reason to join the struggle in Europe.
    - Millions of naturalized American citizens had ties to the nations from which they emigrated, and there was much sympathy for the nations involved in the war. America had strong economic ties to the Allied countries.
- Fourteen Points Plan
  - League of Nations and its defeat in U.S., and how that defines our international position (failure of Fourteen Points)
  - Fear of entangling alliances
  - Isolationism and neutrality – the main goal of the League of Nations (included in the Fourteen Points) was to provide a forum for countries to resolve their grievances without having to resort to war, thus, helping keep the United States from being led into another war to aid its Allies.
- Treaty of Versailles
  - Unjust treatment of Germans in Treaty of Versailles, including the reparation payments
  - Established new political boundaries in Europe
  - Isolationism and neutrality – the League of Nations was one of the reasons the treaty was not ratified by the U.S. Congress. Many in Congress believed that U.S. involvement in the League of Nations would lead to U.S. involvement in economic and military action without the direct consent of Congress (pulling power away from Congress).

US.4G Analyze significant events such as the Battle of Argonne Forest.

Supporting Standard

Analyze
SIGNIFICANT EVENTS OF WORLD WAR I

Including, but not limited to:
Battle of Argonne Forest – a part of the final Allied offensive of World War I that stretched along the entire western front, the objective was the capture of an important railroad/train station which would break the railroad net supporting the German Army in France. An Allied victory, the battle is credited for leading to the Armistice.
US.5 History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:

US.5A Evaluate the impact of Progressive Era reforms including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments.

**Readiness Standard**
Evaluate
IMPACT OF PROGRESSIVE ERA REFORMS

**Including, but not limited to:**
- 16th – income taxes (the purpose was to raise revenue for government programs and reduce reliance on tariffs)
- 17th – direct election of Senators
- 18th – prohibition
- 19th – women’s suffrage
- Initiative – (a) the power or right of citizens to introduce a new legislative measure and (b) the right and procedure by which citizens can propose a law by petition and ensure its submission to the electorate
- Referendum – the submission of a proposed public measure or actual statute to a direct popular vote; this allows the people to have more influence on the decision-making process
- Recall – the procedure by which a public official may be removed from office by popular vote; with the right to employ this procedure, the people can hold their elected leaders accountable for their actions
- Impact of Progressive Era reforms
  - During the Progressive era, political reforms were initiated which gave the people more say in how their government was run and operated, resulting in a more participatory and democratic government.

US.5B Evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society.

**Supporting Standard**
Evaluate
IMPACT OF MUCKRACKERS AND REFORM LEADERS

**Including, but not limited to:**
- Upton Sinclair – author; wrote *The Jungle* which exposed the conditions in the U.S. meat packing industry, causing a public uproar and leading to the passage of the Pure Food and Drug Act and Meat Inspection Act
- Susan B. Anthony – American reformer and leader of the women’s suffrage movement
- Ida B. Wells – American reformer and leader in the anti-lynching crusade and women’s suffrage movement
- W.E.B. DuBois – helped found the NAACP (National Association for the Advancement of Colored People). He encouraged a liberal arts education for African American civil rights leaders.
• Muckrakers – popular authors and reformers, such as Upton Sinclair and Ida B. Wells (published truthful reports involving social issues)

US.5C Evaluate the impact of third parties, including the Populist and Progressive parties.

Supporting Standard

Evaluate IMPACT OF THIRD PARTIES Including, but not limited to:
• Third parties often focus on issues the main parties ignore
• Third-party candidates can split the major party with which they are most similar, leading to the other major party's victory
• Populist Party – established in 1890s; comprised of poor farmers from the south; generally opposed to banks, railroads, and upper class; William Jennings Bryan most popular candidate
• Progressive Party – formed in 1912 as a result of a split in the Republican Party; also known as the "Bull Moose Party;" Theodore Roosevelt most popular candidate

US.6 History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:

US.6A Analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women.

Readiness Standard

Analyze CAUSES AND EFFECTS OF SIGNIFICANT EVENTS AND SOCIAL ISSUES Including, but not limited to:
• Immigration
  • Cause – immigrants sought a better life in the United States; escape poverty, religious discrimination, etc.
  • Effect – increased population; cities over-crowded; labor force for factories, etc.
• Social Darwinism (belief that all personal and social problems are inherited/genetic)
  • Cause – a desire to maintain the economic and social divisions in society (from the point of view of the wealthy, "the rich get richer")
  • Effect – increased the popularity of the eugenics movement
• Eugenics (study of human improvement by genetic means)
  • Cause – an attempt to better society and the human race
  • Effect – discrimination towards those who did not fit the "perfect" human mold (extreme case was Hitler’s actions in the Holocaust)
• Race relations
  • Cause – increase of immigration (especially Asian immigrants)
  • Effect – discrimination, Ku Klux Klan flourished
- **Nativism**
  - Cause – increase of immigration, “natives” worried the immigrants would take their jobs
  - Effect – discrimination, Ku Klux Klan flourished
- **Red Scare**
  - Cause – the Red Scare was a reaction not only to the communist revolution in Russia, but to the influx of immigrants into the United States in the years leading up to World War I.
  - Effect – deportation of many communists and socialists
- **Prohibition**
  - Cause – the belief that alcohol was leading to the decline of society, alcohol was blamed for many of society's ills, among them severe health problems, destitution, and crime
  - Effect – passage of the 18th Amendment

**Changing role of women**
- Cause – due to industrialization, many women changed from homebound producers to wage-earning consumers, and women gained the right to vote.
- Effect – women became social and even political reformers; worked outside of the home; affected the economy; with suffrage, women had a voice in politics

**US.6B Analyze the impact of significant individuals** such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.

**Supporting Standard**

Analyze

IMPACT OF SIGNIFICANT INDIVIDUALS

**Including, but not limited to:**
- Clarence Darrow – defense attorney in the Scopes “Monkey” Trial who debated the issue of evolution in Tennessee
- William Jennings Bryan – prosecuting attorney in the Scopes trial, leader in Populist movement
- Henry Ford – founder of Ford Motors, innovated the auto industry with the assembly line and invented the Model T and Model A cars, with an affordable price
- Glenn Curtiss – considered “The Father of Naval Aviation,” he was a pioneer in aviation
- Marcus Garvey – publisher, journalist, and Black Nationalist; founder of the Universal Negro Improvement Association and African Communities League
- Charles Lindbergh – first solo flight across the Atlantic Ocean
**US.7 History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:**

**US.7A Identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor.**

**Readiness Standard**

Identify

**REASONS FOR U.S. INVOLVEMENT IN WORLD WAR II**

**Including, but not limited to:**

Dictatorships and their aggression
- Nazism in Germany under Adolph Hitler (1933)
- Fascism in Italy under Benito Mussolini (1922)
- Communism (Stalinism) in the Soviet Union under Joseph Stalin (1928) (also in Spain, Poland, and most of eastern Europe)
- German expansion into Austria, Czechoslovakia, and finally, Poland (1939) brings Europe into a second world war.
- Japan embarks on a campaign of expansion into Manchuria and China (1930s)

Attack on Pearl Harbor
- December 7, 1941, “a date which will live in infamy” (President Franklin D. Roosevelt)
- A result of economic sanctions hindering their expansion campaign, Japan attacks the U.S. at Pearl Harbor, Hawaii

**US.7B Evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry’s rapid mobilization for the war effort.**

**Supporting Standard**

Evaluate

**DOMESTIC AND INTERNATIONAL LEADERSHIP OF FRANKLIN D. ROOSEVELT AND HARRY TRUMAN DURING WORLD WAR II**

**Including, but not limited to:**

- Franklin Roosevelt
  - Domestic (industry’s rapid mobilization) – due to the Lend Lease program, American industry began converting America's industrial base to produce armaments and other war material, rather than civilian goods. Mobilization increased after 1941 when the U.S. declared war on the Axis powers.
  - International (relationship with allies) – Roosevelt's relationship with Winston Churchill led to the Lend Lease Act, which allowed the U.S. to support Britain's war effort before the U.S. entered the war.
- Harry Truman
  - Domestic – proposed his “Fair Deal” including full-employment and fair-employment-practices bills, federal control of the unemployment
compensation program, a large housing program, and the development of natural resources

- International (relationship with allies) – when Truman attended the Potsdam conference at the end of WWII; he became suspicious of the Soviet intentions under Stalin. (This eventually affected his leadership in the early years of Cold War and led to the Truman Doctrine, where the U.S. supported Greece and Turkey in their attempt to ward off communist threats.)

| US.7C Analyze the function of the U.S. Office of War Information. |
| Supporting Standard |
| Analyze |
| FUNCTION OF THE U.S. OFFICE OF WAR INFORMATION |
| Including, but not limited to: |
| Created to coordinate all information for use domestically and abroad |
| Promoted patriotism |
| Warned of spies |
| Recruited women for war-related work |
| Released the news about the war |

| US.7D Analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons. |
| Readiness Standard |
| Analyze |
| MAJOR ISSUES OF WORLD WAR II |
| Including, but not limited to: |
| Holocaust – the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews and political prisoners, physically and mentally disabled by the Nazi regime and its collaborators |
| The internment of German, Italian, and Japanese Americans – an internment camp is a large detention center created for political opponents, enemy aliens, or other groups of people, usually during a war. During WWII, many German, Italian and Japanese Americans were sent to internment camps. |
| Executive Order 9066 – President Franklin Roosevelt authorizes the relocation of Japanese in America (many went to internment camps); specific land was designated as military zone |
| The development of conventional and atomic weapons |
| Conventional weapons developed include the Higgins boat (used for D-Day invasion of Normandy), tanks, bombers, torpedoes, improved submarines, the M1 rifle (first semi-automatic rifle) |
| Development of atomic weapon increased the destructive capability of a country while minimizing that country’s loss of lives and number of troops necessary; changed how battles are fought (from using ground troops to using bombs) |

| US.7E Analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific |
Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps.

Supporting Standard

Analyze
MAJOR EVENTS OF WORLD WAR II

Including, but not limited to:
- Battle of Midway – significant battle in the Pacific (considered the turning point). After the battle, Japan's shipbuilding and pilot training programs were unable to keep pace in replacing their losses, while the U.S. steadily increased output in both areas.
- The U.S. military advancement through the Pacific Islands – known as “Island Hopping,” the goal was to attain a position close enough to mainland Japan to conduct an attack.
- The Bataan Death March – took place in Philippines in 1942 after the Japanese took over the Philippine Islands; it was a forcible transfer of 75,000 American and Filipino prisoners of war; there were high fatalities due to physical abuse and murder.
- The invasion of Normandy – June 6, 1944, Allied invasion of Northern France to repel the occupation of the German Army.
- Fighting the war on multiple fronts – the United States was at war with Japan and Germany/Italy; the war in Europe was predominately fought on land, and the war in the Pacific was fought both at sea and on land.
- The liberation of concentration camps – American, British, and Soviet forces liberated concentration camps from the Nazi forces. Liberators confronted unspeakable conditions in the Nazi camps, where piles of corpses lay unburied. Only after the liberation of these camps was the full scope of Nazi horrors exposed to the world.

US.7F Evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton.

Supporting Standard

Evaluate
MILITARY CONTRIBUTIONS OF LEADERS DURING WORLD WAR II

Including, but not limited to:
- Omar Bradley – “The Soldier’s General” served with Patton in North Africa and Italy, led the First Army Division on the D-Day landings
- Dwight Eisenhower – commander of Allied forces in Europe for the D-Day Invasion
- Douglas MacArthur – commander of the U.S. Army in the Pacific
- Chester W. Nimitz – commander of the U.S. Navy and Allied land and sea forces in the Pacific
- George Marshall – Chief of Staff that coordinated the war effort from Washington, D.C.
- George Patton – colorful and celebrated tank commander for the Third Armored Division who spearheaded the final attack into Germany
- Other optional leaders
US.7G Explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.

**Readiness Standard**

**Explain**

**HOME FRONT AND HOW AMERICAN PATRIOTISM INSPIRED EXCEPTIONAL ACTIONS BY CITIZENS AND MILITARY PERSONNEL**

**Including, but not limited to:**

- High levels of military enlistment – numbers rose dramatically after the United States entered the war (1940: 348,683; 1941: 1,094,781; 1942: 3,030,40 – source: National Archives)
- Volunteerism – volunteerism was an essential part of life on the home front. Americans made bandages, knitted socks, collected books, and enrolled in the Red Cross, Victory Corps, and Civilian Defense organizations to support the troops abroad.
- The purchase of war bonds – the government sold war bonds and stamps to provide funds for the war.
- Victory Gardens – as part of the war effort, the government rationed foods like sugar, butter, milk, cheese, eggs, coffee, meat, and canned goods. Labor and transportation shortages made it hard to harvest and move fruits and vegetables to market. So, the government turned to its citizens and encouraged them to plant "Victory Gardens." They wanted individuals to provide their own fruits and vegetables.
- The bravery and contributions of the Tuskegee Airmen – determined young men who enlisted to become America's first black military aviators at a time when the U.S. military still practiced racial segregation. They participated in over 15,000 sorties and earned over 100 Flying Crosses.
- The Flying Tigers – name given to the 1st American Volunteer Group of the Chinese Air Force in the early 1940s; they were all former Navy, Marine, or Army pilots; they went to China to support the Chinese from the aggressive Japanese government
- The Navajo Code Talkers – Navajo American Indians were recruited by the military to encode, transmit, and decode messages; the Navajo language was used to develop a code that was not broken by the enemy
- Opportunities for women and ethnic minorities – as husbands and fathers, sons and brothers shipped out to fight in Europe and the Pacific, millions of women and minorities were able to work in factories, offices, and military bases in roles traditionally reserved for non-minority men in peacetime.
- Obstacles for women and ethnic minorities – when the war ended, many women and minorities found it difficult to find or keep their jobs because of the millions of non-minority men that re-entered the work force.
US.8 History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:

US.8A Describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis.

Readiness Standard

Describe
U.S. RESPONSES TO SOVIET AGGRESSION AFTER WORLD WAR II

Including, but not limited to:

- **Soviet Aggression** – between 1918 to 1920 communists defeated anti-communists in Russia. In 1922 the communists created the Union of Soviet Socialist Republics (USSR or the Soviet Union). European countries and the United States feared that communist expansion threatened established government particularly democracy and freedom (see Red Scare). Following World War II, communists sought to take over Greece and establish an airbase in Turkey.

- **Truman Doctrine** – (1947) policy of the Truman administration to support Greece and Turkey with military and economic aid to enable them to “survive as a free nation.” Several policies of President Harry S. Truman were directed at containing Soviet (communist) aggression, and he persuaded Congress that this was a global struggle of freedom over communism. Truman believed that the United States should support “free peoples who are resisting attempted subjugation by armed minorities or by outside pressures,” a belief that was the basis of his Truman Doctrine, and which guided American foreign policy for many years.

- **Containment** – U.S. policy regarding the Soviet Union and preventing the spread of its communist influence throughout the world

- **Marshall Plan** – in 1947 Secretary of State George Marshall proposed an economic program to contain communism. His Marshall Plan supported economic aid to Europe and generated increased trade between the United States and European nations. Marshall received the 1953 Nobel Peace Prize for the plan.

- **North Atlantic Treaty Organization (NATO)** – in 1948 Stalin attempted to eliminate involvement of the West in Berlin and enacted the Berlin blockade. This prompted the United States to join Canada, Iceland, and nine other western European nations in the North Atlantic Treaty Organization (NATO). Each pledged loyalty to the other in case of attack.

- **Berlin Airlift** – during the Communist blockade of West Berlin, British and U.S. planes flew humanitarian supplies into Berlin for nearly a year.

- **Cuban Missile Crisis** – during the October 1962 crisis, President John F. Kennedy warned Soviet leader Nikita Khrushchev that an attack launched on the United States from missiles based in Cuba would be considered an attack from the Soviet Union. In 1963 Kennedy secured a nuclear test-ban treaty with the Soviets. Direct communication between the White House and the Kremlin was enacted so the nations’ leaders could communicate in times of crisis.

- **Iron Curtain** – phrase used by Winston Churchill to describe the division of Europe between communist and democratic nations

- **Berlin Wall** – in 1961, the Soviet-backed the East German government (GDR) began constructing a fence to halt the flow of human resources from the East to the West. The Wall was a symbol of the division of East and West for the remainder of the Cold War until it was taken down in 1989.
### Supporting Standard

**Describe HOW COLD WAR TENSIONS WERE INTENSIFIED**

**Including, but not limited to:**

- **Arms Race** – following World War II, the United States and the Soviet Union emerged as superpowers. The U.S. and U.S.S.R. faced off in an arms race where, for nearly 50 years, they competed to build the biggest and best-equipped military forces. In the U.S., fear of nuclear attack prompted private citizens to build bomb shelters and worry about nuclear disaster.

- **Space Race** – began with the Soviet launch of SPUTNIK I in 1957. The Soviet Union launch of the first spacecraft to orbit the Earth led to the creation of NASA (National Aeronautics and Space Administration) and increased funding for math and science education as the U.S. strove to become and remain technologically superior. The first U.S. spacecraft to orbit the Earth was Friendship 7, manned by John Glenn, February 20, 1962.

- **McCarthyism** – term coined by political cartoonist Herbert Block (Herblock) in a 1950 cartoon in reference to Senator Joseph McCarthy (R, Wisconsin, 1947-1957). The fear of communism increased throughout the 1950s; extreme opposition to communism gained the name “McCarthyism” from the efforts of Senator McCarthy who, in 1950, announced that communists worked in the State Department. He worked to identify known communists and accused others based on association.

- **House Un-American Activities Committee (HUAC)** – an investigative committee of the U.S. House of Representatives created in 1938 to inquire into subversive activities in the U.S. (It was abolished in 1975.) In the mid-1940s, the committee focused its investigations on searching for communists in the United States. Most famous for investigating Alger Hiss and for the “blacklisting” of many Hollywood actors. Often inaccurately associated with Joseph McCarthy, who was a Senator (not a member of the House); McCarthy chaired the Senate Permanent Subcommittee on Investigations 1953-1954.

- **Venona Papers** – documents from a secret joint project between the intelligence agencies of the United States and the United Kingdom to decode Soviet ciphers to reveal Americans involved in espionage.

### Readiness Standard

**Explain REASONS AND OUTCOMES FOR U.S. INVOLVEMENT IN THE KOREAN WAR AND ITS RELATIONSHIP TO THE CONTAINMENT POLICY**

**Including, but not limited to:**

- **Domino Theory** – belief that if one country fell to communism, many others would follow; therefore, it was crucial for the U.S. to contain communism.

- **Korean War (1951-1953)** – Korea is a nation in northern Asia that was divided after World War II into North Korea, occupied by Soviet troops, and South Korea, occupied by U.S. forces. In 1950, following the withdrawal of the Soviet and U.S. troops, communist North Korea, supported by the People's Republic of China (PRC) with aid from the Soviet Union, invaded South Korea, supported by the United
Nations. Public sentiment on American involvement differed greatly; some felt the United States should not be involved in the war and others felt that the United States should intervene in a decisive way to bring an end to the conflict and to the expansion of communism. A cease-fire was signed in 1953.

- Korean War and its relationship to the containment policy – involvement in the Korean War was primarily the result of efforts by the U.S. to contain communism.
- Outcomes – created more friction between the U.S. and the U.S.S.R.; there was a growing concern for the domino effect and spread of communism in Asia
- The Korean War resulted in dividing North Korea and South Korea at the 38th parallel; North Korea remained communist and South Korea gained sovereignty.

US.8D Explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War.

**Readiness Standard**

Explain

REASONS AND OUTCOMES FOR U.S INVOLVEMENT IN FOREIGN COUNTRIES AND THEIR RELATIONSHIP TO THE DOMINO THEORY

Including, but not limited to:

- Vietnam
  - Reasons
    - Support of the Potsdam Agreements
    - Create stable environment for growth and recovery of Japan, France, and Britain
    - Continued change in American political environment (different presidential personalities and national goals)
    - Domino Theory and containment – the idea that the spread of communism was unacceptable
    - Growing economic interest in Asia
  - Outcomes
    - The decline of colonialism (British and French)
    - Lasting effect on U.S. military policy and employment
    - Distrust of the U.S. press
    - Realignment of U.S. balance of powers
    - The spread of communism into South Vietnam
    - Beginning of the realities for the U.S. maintaining promises of support

US.8E Analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon.

**Supporting Standard**

Analyze

MAJOR ISSUES AND EVENTS OF THE VIETNAM WAR
Including, but not limited to:

- **Tet Offensive** – full-scale offensive by regular, North Vietnamese Army and irregular forces to attack the command-and-control centers of the South Vietnamese, U.S., and other allies. The intent was to create a general uprising and overthrow the Saigon government.

- **Escalation** – increase of U.S. forces by President Lyndon B. Johnson

- **Vietnamization** – change in U.S. Military policy in Vietnam by President Nixon. This policy focused on equipping, training, and giving more responsibility for combat actions to local South Vietnamese forces. At the same time, U.S. ground forces started to be drawn down and transitioned to more of an advisory role.

- **Fall of Saigon** – pivotal moment at the end of the Vietnam War; U.S. forces had been ordered out of the country; after their withdrawal, the North Vietnamese Army marched into Saigon and took control of the country.

**US.8F Describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.**

**Readiness Standard**

**Describe RESPONSES TO THE VIETNAM WAR**

**Including, but not limited to:**

- **Draft** – in response to an increase of U.S. military presence in Southeast Asia, the draft was reinstituted during the war.

- **26th Amendment** – reduced the voting age from 21 to 18. This gave the young men being drafted to fight in Vietnam a way to influence policies that affected them.

- **Role of the media** – the media irrevocably showed that it could be used to aid American National Strategy or used against it. Highlighted media coverage turned public opinion against the armed forces and promoted the counterculture environment of the 1960s.

- **Credibility gap** – refers to the public's skepticism over President Johnson’s administration’s statements and policies on the Vietnam War

- **Silent majority** – term coined by President Nixon to represent the large number of Americans that were overshadowed by the large number of protestors against the Vietnam War, the counterculture, and by the more vocal minority in the media of the 1960s

- **Anti-war movement** – peace movement of the 1960s advocating the withdrawal of U.S. troops from Vietnam. These advocates were usually known as Doves.
US.9 History. The student understands the impact of the American civil rights movement. The student is expected to:

US.9A Trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments.

Readiness Standard

Trace
HISTORICAL DEVELOPMENT OF THE CIVIL RIGHTS MOVEMENTS IN THE 19th, 20th, AND 21st CENTURIES

Including, but not limited to:

- Civil Rights – legal and political rights enjoyed by the inhabitants of a country. The Constitution and Bill of Rights guarantee civil rights to citizens and resident aliens of the United States, but certain groups of people were denied some rights. Examples of groups who have been denied civil rights include African Americans, American Indians, and women.
- 19th century – abolitionists, Civil War, Emancipation, Reconstruction, resistance to the rise of the Ku Klux Klan
  - 13th Amendment – adopted in 1865, eight months after the war ended, the amendment forbade slavery in the United States.
  - 14th Amendment – declared that all persons born in the United States (except Native Americans) were citizens, that all citizens were entitled to equal rights regardless of their race, and their rights were protected by due process of the law. (1868)
  - 15th Amendment – one of three amendments to the U.S. Constitution passed during the era of Reconstruction, granted black men the right to vote. (1870)
  - 19th Amendment – guarantees all American women the right to vote (1920)
- 21st century – election of first African American President (Barack Obama), and appointment of first Hispanic woman to Supreme Court (Sonia Sotomayor)

US.9B Describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women’s, and other civil rights movements.

Supporting Standard

Describe
ROLES OF POLITICAL ORGANIZATIONS THAT PROMOTED CIVIL RIGHTS

Including, but not limited to:

- Political organizations helped to organize movements, demonstrations, boycotts, etc.
- They lobby and advocate for reform
Example political reform organizations are:
- African American – NAACP, Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Congress on Racial Equality (CORE)
- Chicano – League of United Latin American Citizens (LULAC), United Farm Workers Organizing Committee (UFWOC), La Raza Unida (Mexican-Americans United)
- American Indian – American Indian Movement (AIM)
- Women's civil rights movements – National Organization for Women (NOW)
- Other civil rights movements – Human Rights Campaign (HRC)

**US.9C** Identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan.

**Supporting Standard**

**Identify**

**SIGNIFICANT LEADERS WHO SUPPORTED VARIOUS RIGHTS MOVEMENTS**

**Including, but not limited to:**
- Martin Luther King, Jr. – leader of the Civil Rights Movement; preached nonviolent approach and demanded equal rights for African Americans
- Caesar Chavez – Hispanic labor leader and farm worker who worked for reforms and rights of migrant workers
- Rosa Parks – African American civil rights activist; in Montgomery, Alabama (1955), refused to give up her seat on the city bus for a white man; led to the Montgomery Bus Boycott
- Hector P. Garcia – Mexican American physician and civil rights advocate; Dr. Garcia organized the American G.I. Forum (1948) initially to improve veteran benefits and enhance medical attention, but it soon expanded to address educational and vocational training, housing, public education, poll taxation, voter registration, hospitalization, and employment.
- Betty Friedan – wrote *The Feminine Mystic*, co-founded NOW (National Organization of Women)

**US.9D** Compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.

**Supporting Standard**

**Compare, Contrast**

**APPROACH TAKEN BY SOME CIVIL RIGHTS GROUPS**

**Including, but not limited to:**
- Nonviolent vs. Militant
### Nonviolent

- Those who participated in sit-ins, by provoking segregationists into angry responses, succeeded in winning sympathy from others.
- Best known for sit-ins and marches
- Men, women, and children participated in peaceful protests.
- Groups – SCLC, NAACP, SNCC, and CORE
- Leader – Martin Luther King, Jr.

### Militant

- Willingness to use violence
- Known for being openly armed in uniforms of black berets and leather jackets
- Predominately males
- Group (s) – Black Panthers

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**US.9E Discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement.**

**Supporting Standard**

**Discuss**

**IMPACT OF THE WRITINGS OF MARTIN LUTHER KING JR.**

**Including, but not limited to:**

- "I have a Dream" speech – delivered at the March on Washington; became the mantra for many involved in the movement; quoted the Declaration of Independence “all men are created equal…”
- "Letter from Birmingham Jail" – “There are two types of laws, just and unjust,” wrote Dr. Martin Luther King, Jr., from jail in 1963. "One has a moral responsibility to disobey unjust laws"; the letter is considered by some to be a classic in world literature. Similar to the Declaration of Independence, which states that a society has the right to abolish the government if it is not meeting the needs of the people.

**US.9F Describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965.**

**Readiness Standard**

**Evaluate**

**PRESIDENTIAL ACTIONS AND CONGRESSIONAL VOTES TO ADDRESS MINORITY RIGHTS IN THE UNITED STATES**

**Including, but not limited to:**

- Desegregation of the armed forces – in 1948, by Executive Order, President Truman ended segregation in the armed forces, "It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services"
US.9G Describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo.

**Supporting Standard**

**ROLE OF INDIVIDUALS WHO SOUGHT TO MAINTAIN THE STATUS QUO**

**Including, but not limited to:**

- George Wallace – Governor of Alabama; ran for U.S. President four times; fierce pro-segregationist; quote from his inaugural address, “I say segregation today, segregation tomorrow, and segregation forever”
- Orval Faubus – Governor of Arkansas; best known for his stand in the desegregation of Little Rock High School where he ordered Arkansas National Guard to stop African American students from entering the school (President Eisenhower sent the U.S. Army to escort the students to school)
- Lester Maddox – Governor of Georgia; former restaurant owner who refused to serve African Americans; ran for governor though he had not held a public office before

**ROLE OF GROUPS THAT SOUGHT TO MAINTAIN THE STATUS QUO**

**Including, but not limited to:**

- The Congressional bloc of southern Democrats – group of 18 southern Democrats and one Republican, worked to block the Civil Rights Act of 1964 by relying on a filibuster in the Senate to postpone the legislation as long as possible, hoping that support for the legislation throughout the country would falter

US.9H Evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.

**Readiness Standard**

Evaluate

**CHANGES AND EVENTS IN THE UNITED STATES THAT HAVE RESULTED FROM THE CIVIL RIGHTS MOVEMENT**

**Including, but not limited to:**
Increase in voter registration
Increase in voter turnouts
Increase in number of minorities running for office and elected into office (local, state and national level)
Laws to end racial segregation


Supporting Standard

Describe
LITIGATION PLAYED A ROLE IN PROTECTING THE RIGHTS OF THE MINORITY DURING THE CIVIL RIGHTS MOVEMENT

Including, but not limited to:

- **Brown v. Board of Education** – argued by Thurgood Marshall in 1954, challenged the “separate-but-equal” philosophy which fostered inadequate educational systems for blacks. The U.S. Supreme Court ruled that segregation in public schools was prohibited by the U.S. Constitution.
- **Mendez v. Westminster** – federal court case that challenged racial segregation in Orange County, California schools. The District court held that segregating “Mexican” and “Mexican American” students into different “Mexican” schools was unconstitutional (1946).
- **Hernandez v. Texas** – U.S. Supreme Court case that decided Mexican Americans and other racial groups had equal protection under the 14th Amendment (1954).
- **Delgado v. Bastrop I.S.D.** – U.S. Federal District Court case that decided the separation of Mexican American children based on national origin was illegal; forced the integration of children in Texas schools, but did allow separate classes for the first grade only, for language deficient or non-English speaking students (1948).
- **Edgewood I.S.D. v. Kirby** – a landmark case concerning public school finance and discrimination against students in poor school districts; this Texas case led to the decision to redistribute property taxes from wealthy school districts to poorer ones (1993).
- **Sweatt v. Painter** – a young black man was refused admission to the University of Texas Law School. The State of Texas delayed 6 months in order to create a “separate” black law school in Houston. Later the U.S. Supreme Court overturned the Texas Supreme Court ruling allowing this action. The U.S. Supreme Court said the separation was illegal because the school was not equal due to the Equal Protection Clause; to reach equality you must consider the quantitative differences and the intangible factors (1950).
US.10A Describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente.

Supporting Standard

Describe RICHARD M. NIXON'S LEADERSHIP IN THE NORMALIZATION OF RELATIONS WITH CHINA AND THE POLICY OF DÉTENTE

Including, but not limited to:
- President Nixon was instrumental in bridging the gap in relations between the U.S. and the People's Republic of China. President Nixon's visit in 1972 was the first by a U.S. President and led to the thawing of relations and opening of communications between the two countries. This was an example to be followed later in building relationships with the U.S.S.R. during the Cold War.

US.10B Describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength.

Supporting Standard

Describe RONALD REAGAN'S LEADERSHIP IN DOMESTIC AND INTERNATIONAL POLICIES

Including, but not limited to:
- Domestic policies
  - Ronald Reagan helped grow the domestic economy through his four pillars of Reaganomics
    - Reduce government spending
    - Reduce income and capital gains marginal tax rates
    - Reduce government regulation
    - Control the money supply to reduce inflation
- International policies
  - His strong leadership led to the end of the Cold War and the strengthening of relationships between the U.S. and U.S.S.R. This was in part attained with "Peace through Strength," which encouraged the presence of a strong military which would deter aggression against the U.S. and its allies.

US.10C Describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis.

Compare the impact of energy on the American way of life over time.
**Supporting Standard**

Compare
IMPACT OF ENERGY ON THE AMERICAN WAY OF LIFE OVER TIME

Including, but not limited to:
The increased availability of energy has spurred innovation, and brought technology and information to rural America, thus, linking the country. Also, an increasing demand for energy has occurred with each new invention, putting a strain on the current infrastructure.

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<tr>
<th>US.10D Describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis.</th>
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**Readiness Standard**

Describe
U.S. INVOLVEMENT IN THE MIDDLE EAST

Including, but not limited to:
- The U.S. supported the founding of Israel and President Truman officially recognized the State of Israel. This led to the long relationship between the two nations.
- The Camp David Accords were the two framework agreements signed at the White House in 1978 (President Jimmy Carter) that led to the 1979 Israel-Egypt Peace Treaty.
- The U.S. Marine barracks were bombed in Lebanon during the Lebanese Civil War. The cause of this incident was attributed to the ill will built up in the local Muslim community toward the U.S. and Marines who were part of the multinational peace force.
- Iran Hostage Crisis (1979) An angry mob of students entered the U.S. Embassy in Tehran, Iran and captured U.S. citizens taking them hostage for 444 days. Prior to the hostage crisis, Iran’s leader (Mohammed Reza Pahlavi) had angered religious leaders which led to a revolt and replacement of Reza Pahlavi with a new ruler, Ayatollah Khomeini. President Jimmy Carter immediately imposed economic sanctions on Iran to pressure negotiations for the release of the hostages. The hostages were released after 444 days of captivity, on the day Ronald Reagan was sworn into office.
- The Iran-Contra Affair (President Ronald Reagan) A political scandal surrounding a plan designed to obtain the release of Americans held hostage by Iran. The hostages were mostly held in Lebanon. The plan involved the sale of U.S. weapons to Iran, despite an embargo on such sales. Funds generated from the sale of weapons to Iran would be diverted to help support the Contras in Nicaragua. U.S. involvement in the Contra operations from 1984 through 1986 involved the secret support of the Contra military in Nicaragua. The Contras were opponents of Nicaragua’s Sandinista Party. The U.S. was to send weapons from Israel to Iran for the safe exchange of the American hostages. After 444 days, the hostages were released. In 1986 the legality of these transactions was fully investigated and Lieutenant Colonel Oliver North was found guilty.

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<tr>
<th>US.10E Describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association.</th>
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**Supporting Standard**
### Causes and Key Organizations and Individuals of the Conservative Resurgence of the 1980s and 1990s

**Including, but not limited to:**

- **Phyllis Schlafly** – a political conservative known for her anti-feminism and campaign against the Equal Rights Amendment; she believed you could be a mother and have a career too; wrote/co-authored several books.
- **The Contract with America** – a document the U.S. Republican Party developed during the 1994 Congressional election campaign. The contract outlined actions the Republicans promised to take if they became the majority party in the House of Representatives.
- **The Heritage Foundation** – a conservative think tank based in Washington, D.C., who has influenced national policy since President Reagan. Their stated mission is to “formulate and promote conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense.”
- **The Moral Majority** – a political organization founded in 1979 that supported conservative candidates and lobbied for prayer in public schools.
- **National Rifle Association** – a non-partisan, non-profit organization which seeks to protect Americans’ 2nd Amendment right. The organization promotes firearm ownership rights, marksmanship, firearm safety, and the protection of hunting and self-defense.

### Describe Significant Societal Issues of This Time Period

**US.10F Describe significant societal issues of this time period.**

**Supporting Standard**

**Describe**

**SIGNIFICANT SOCIETAL ISSUES OF THIS TIME PERIOD**

**Including, but not limited to:**

- **Health issues** – one of the largest concerns was the growing epidemic of AIDS (Acquired Immune Deficiency Syndrome). This epidemic spread rapidly around the world and concern over prevention and cure intensified.
- **Drug abuse (Just Say No)** – the use of drugs started to increase dramatically, along with the illegal drug trade. Some law makers pushed to legalize drugs thinking it would take power from the gangs illegally selling. A national campaign of “Just Say No” was started to battle drugs.
- **Education (A Nation at Risk)** – a national report found that most American children lagged behind students of other industrial nations; This lead to a national push of improving skills in basic subjects and increased pay for teachers (including merit raises). (National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: Government Printing Office.)
- **Women’s rights/ratify the Equal Rights Amendment** – with the failure of the Equal Rights Amendment to be ratified, women’s groups continued to push for equality. This push consisted of electing more women to political office and attaining equal pay in the work force.
US.11A Describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror.

Readiness Standard

Describe
U.S. INVOLVEMENT IN WORLD AFFAIRS

Including, but not limited to:

- End of the Cold War – throughout the 1980s, the Soviet Union battled with a failing economy and unrest. When Mikhail Gorbachev became the new Soviet leader, he promoted political liberty and opened the “doors” to capitalism. Other Eastern European countries were also encountering economic instability and unrest (democratization of Poland). Borders began to open and free elections were held, ousting longstanding Communist regimes. The symbolic end of the Cold War came in 1989 with the tearing down of the Berlin Wall.
- Persian Gulf War – following United Nations Security Council sanctions against Iraq for the invasion of Kuwait in 1990, the U.S. led a UN-authorized coalition force of 34 nations, to expel Iraqi forces from the country of Kuwait. The war was decisively won by the coalition forces but Saddam Hussein remained in power.
- The Balkans Crisis – the U.S. provided air and naval support to the UN peacekeeping mission in Bosnia and Herzegovina in the early 1990s. In 1995, the U.S. participated as part of the NATO peacekeeping force sent to enforce the Dayton Peace Accords. These agreements ended local hostilities and laid the foundation for the country of Bosnia and Herzegovina to become stable and rebuild.
- 9/11 – an attack, by al-Qaeda, on the U.S. The terrorists successfully attacked three of their four targets, the World Trade Center Towers and the Pentagon. This grievous attack resulted in the greatest loss of life since Pearl Harbor and propelled the U.S. to declare the Global War on Terror.
- The Global War on Terror – a U.S.-led war started as a result of 9/11 with the following goals:
  - Defeat terrorists such as Osama Bin Laden and Abu Musab al-Zarqawi and destroy their organizations
  - Identify, locate, and destroy terrorists along with their organizations
  - Deny sponsorship, support, and sanctuary to terrorists
  - Diminish the underlying conditions that terrorists seek to exploit
  - Defend U.S. citizens and interests at home and abroad

US.11B Identify significant social and political advocacy organizations, leaders, and issues across the political spectrum.

Supporting Standard

Identify
SIGNIFICANT SOCIAL AND POLITICAL ADVOCACY ORGANIZATIONS, LEADERS, AND ISSUES ACROSS THE POLITICAL SPECTRUM

Including, but not limited to:

- Social and political advocacy organizations, leaders, and issues across the political spectrum that are currently significant (local, state,
US.11C Evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties.

Evaluate

EVALUATE EFFORTS BY GLOBAL ORGANIZATIONS TO UNDERMINE U.S. SOVEREIGNTY THROUGH THE USE OF TREATIES

Including, but not limited to:

- The end goal for a state’s participation in international relations is to attain a favorable outcome for their country. This is seen either in favoring or opposing different treaties or joining various organizations. Current examples include:
  - UN Convention on the Law of the SEA – opposed by President Reagan and numerous lawmakers because it gives power to a UN commission that has limited accountability; would impede U.S. sovereign security efforts and open the U.S. to numerous legal cases
  - Kyoto Protocol – opposed by President George W. Bush and numerous lawmakers because it imposed drastic cuts in pollution, which would have cost the U.S. government billions of dollars and loss of millions of jobs

US.11D Analyze the impact of third parties on presidential elections.

Supporting Standard

Analyze

IMPACT OF THIRD PARTIES ON PRESIDENTIAL ELECTIONS

Including, but not limited to:

- Third parties can greatly impact presidential elections. They provide the populace an additional candidate on the ballot that represents another American viewpoint, idea, and call for change from the status quo. In a close election, this person has the ability to upset the balance of power in the current system.

US.11E Discuss the historical significance of the 2008 presidential election.

Supporting Standard

Discuss

HISTORICAL SIGNIFICANCE OF THE 2008 PRESIDENTIAL ELECTION

Including, but not limited to:

- The first African American elected to the office of President.

US.11F Discuss the solvency of long-term entitlement programs such as Social Security and Medicare.

Discuss

SOLVENCY OF LONG-TERM ENTITLEMENT PROGRAMS

Including, but not limited to:

- Use current information and statistics (At this time, estimates say that Social Security and Medicare are not sustainable without major
overhaul of both programs. Multiple lawmakers have proposed various solutions to resolve this issue.)

**US.12 Geography. The student understands the impact of geographic factors on major events. The student is expected to:**

**US.12A Analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.**

**Readiness Standard**

Analyze

IMPACT OF PHYSICAL AND HUMAN GEOGRAPHIC FACTORS

Including, but not limited to:

- **Settlement of the Great Plains**
  - Human factors – the Plains Indians were the earliest settlers; innovations such as the steel plow made it easier to break the dense soil and farm the land (increased settlement); The Homestead Act encouraged settlement
  - Physical factors – located between the South and Midwest regions to the east and the Rocky Mountains to the west; experience the greatest extremes in temperature and climatic conditions of any region in the U.S. Winters are cold, with frequent snowy blizzards, while summers bring hot, dry winds; due to the consistency of the topography, the land was ideal for farming

- **Klondike Gold Rush** – late 1800s, in Northern Washington and Alaska
  - Human factors – thousands, hoping to ease the woes of economic depression, sold farms, dropped businesses, and boarded ships to follow their dreams north.
  - Physical factors – Alaska was seen as a large and distant source of raw materials.

- **Panama Canal**
  - Human factors – United States supported a revolution in Panama in the early 1900s. The U.S. was permitted to build the canal and control a zone of 5 miles on each side of the canal (known as the Canal Zone). The division of the country into two parts by the U.S. territory caused tension throughout the 20th Century. President Jimmy Carter signed a treaty to return the Canal area to Panama on December 31, 1999.
  - Physical factors – the 48-mile international waterway allows ships to pass between the Atlantic Ocean and Pacific Ocean, saving about 8,000 miles from a journey around the southern tip of South America (Cape Horn).

- **The Dust Bowl**
  - Human factors – many farmers had misused the land (over planting, not rotating crops); millions of acres of farmland became useless; hundreds of thousands of people were forced to leave their homes
  - Physical factors – years of sustained drought caused the land to dry up; great clouds of dust and sand were carried by the wind (where the name “Dust Bowl” came from)

- **Levee failure in New Orleans after Hurricane Katrina**
  - Human factors – engineering failure of the levees
  - Physical factors – the wind and storm surge of the hurricane hit at high tide
**US.12B Identify and Explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.**

**Supporting Standard**

Identify, Explain
REASONS FOR CHANGES IN POLITICAL BOUNDARIES

**Including, but not limited to:**
- Rise of world power
- Guam, the Philippines, and Puerto Rico become U.S. territories after the Spanish American War
- Hawaii – U.S. places naval stations there to protect world trade
- Treaty of Versailles – established new political boundaries in Europe
- America reacts to world at war
- Dictatorships and their aggression
- German expansion into Austria, Czechoslovakia and, finally, Poland (1939) bring Europe into a second world war.
- Japan embarks on a campaign of expansion into Manchuria and China (1930s).
- World War II
- At the Potsdam Conference, Germany was formally divided into four zones (British, French, American, and Soviet zones).

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**US.13 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:**

**US.13A Analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt.**

**Readiness Standard**

Analyze
CAUSES AND EFFECTS OF CHANGING DEMOGRAPHIC PATTERNS RESULTING FROM MIGRATION WITHIN THE UNITED STATES

**Including, but not limited to:**
- The Great Migration of African Americans to the North (roughly 1910-1930)
- Western migration to California in search of gold and other resources
- Rural to urban – urbanization during the Gilded Age
- Great Depression – move out of the Midwest because of the Dust Bowl
- Rust Belt to Sun Belt – after World War II, when several factories closed, migration went from North to South in search of new industries/jobs
US.13B Analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.

**Readiness Standard**

Analyze
CAUSES AND EFFECTS OF CHANGING DEMOGRAPHIC PATTERNS RESULTING FROM LEGAL AND ILLEGAL IMMIGRATION TO THE UNITED STATES

Including, but not limited to:
- Large influxes of immigrants caused rapid growth in ports of entry and cities with heavy industry.
- Housing and land availability decreased in the Northeast due to increased population density.
- Pollution of cities and waterways increased due to overcrowding of cities.
- Human health and quality of life decreased as a result of overcrowding.

US.14 Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:

US.14A Identify the effects of population growth and distribution on the physical environment.

**Readiness Standard**

Identify
EFFECTS OF POPULATION GROWTH AND DISTRIBUTION ON THE PHYSICAL ENVIRONMENT

Including, but not limited to:
- Urbanization occurred as cities grew around industrial centers.
- Population density increased as workers crowded into cities in search of jobs.
- Cities became polluted.
- Waterways became contaminated and air quality diminished due to industry.
- Urban sprawl of the major U.S. cities
- The establishment and protection of the National Park System, and efforts of private nonprofit organizations

US.14B Identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.

**Supporting Standard**
Identify
ROLES OF GOVERNMENTAL ENTITIES AND PRIVATE CITIZENS IN MANAGING THE ENVIRONMENT

Including, but not limited to:
- John Muir helped persuade Theodore Roosevelt to set aside 148 million acres of forest reserves and over 50 wildlife sanctuaries and several national parks. The National Park Service is a U.S. federal agency that manages all national monuments and parks.
- Environmental Protection Agency (EPA) – established in 1970 due to elevated concern about environmental pollution. EPA’s mission is to protect human health and to safeguard the natural environment- air, water, and land.
- Endangered Species Act – the Endangered Species Act of 1973 provides for both the conservation and protection of plant and animal species that face the threat of extinction, as well as for "the ecosystems upon which they depend."

US.14C Understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.

Supporting Standard

Understand
EFFECTS OF GOVERNMENTAL ACTIONS ON INDIVIDUALS, INDUSTRIES, AND COMMUNITIES

Including, but not limited to:
Impact on Fifth Amendment property rights – the Fifth Amendment provides that private property shall not be taken without just compensation. When the government physically seizes property, such as for a highway or a park, it will have to pay just compensation.

US.15 Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:

US.15A Describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century.

Supporting Standard

Describe
HOW ECONOMIC IMPACT OF THE TRANSCONTINENTAL RAILROAD AND THE HOMESTEAD ACT CONTRIBUTED TO THE CLOSE OF THE FRONTIER IN THE LATE 19th CENTURY

Including, but not limited to:
- Transcontinental Railroad – the railroad ensured a production boom, as industry mined the vast resources of the middle and western continent for use in production.
- Homestead Act (1862) – federal land grants (160 acres) to western settlers at no cost
US.15B Describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act.

**Readiness Standard**

Describe

CHANGING RELATIONSHIP BETWEEN THE FEDERAL GOVERNMENT AND PRIVATE BUSINESS

Including, but not limited to:

- **Cost and benefits of laissez-faire**
  - Laissez-faire (in this context) by definition means freedom of economic conduct from dictation by the government.
  - Cost – limiting government control reduces the possibility of regulation and corruption
  - Benefit – allows the market to govern itself, based on supply and demand
- **Anti-trust acts** – the Federal laws forbidding businesses from monopolizing a market or restraining free trade (e.g., Sherman Anti-Trust Act)
- **Interstate Commerce Commission** – was government's first large-scale attempt to regulate business in the interest of society at large
  - Effects: Spawned a series of regulatory commissions in the 1900s to check whether they were good or bad trusts; not very effective; 1914 changes made acts stronger- served notice that private greed must be subordinate to public good.
- **Pure Food and Drug Act** – for preventing the manufacture, sale, or transportation of adulterated or misbranded or poisonous or deleterious foods, drugs, medicines, and liquors, as well as for regulating traffic therein, etc.

US.15C Explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas.

**Supporting Standard**

Explain

FOREIGN POLICIES AFFECTED ECONOMIC ISSUES

Including, but not limited to:

- **Chinese Exclusion Act of 1882** – the first major law restricting immigration to the United States. It was enacted in response to economic fears, especially on the West Coast, where native-born Americans attributed unemployment and declining wages to Chinese workers, whom they also viewed as racially inferior.
- **Open Door Policy** – Secretary of State John Hay's economic policy in China giving the imperial powers equal trading rights in the country (1899-1900); Boxer Rebellion, U.S. forces suppressed the uprising
- **Dollar Diplomacy** – Taft encouraged investment by U.S. banks/businesses in Latin America and Far East; promised military protection to those who invested abroad; WWI reoriented the priorities of the emerging world power and U.S. foreign policy makers returned to a goal of
US.15D Describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.

Readiness Standard

Describe ECONOMIC EFFECTS OF INTERNATIONAL MILITARY CONFLICTS

Including, but not limited to:
- As the U.S. takes over territory, it expands its markets and finds more resources for its use.
- Wars fueled the economy, and in the case of the Spanish-American War, led to America becoming a world power.
- WW I led to great levels of industrialization in the U.S., increased exports, increased agricultural production

US.15E Describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.

Supporting Standard

Describe EMERGENCE OF MONETARY POLICY IN THE UNITED STATES

Including, but not limited to:
- The Federal Reserve Act created the central banking system in the United States and granted legal authority to issue legal tender. The Federal Reserve now acts to regulate U.S. monetary policy.
- Due to an imbalance in balance of payments and a trade deficit, in 1971, the U.S. moved away from the gold standard to fiat money; this move intended to prevent the devaluation of the dollar, foreign price gouges, and the depletion of U.S. gold reserves to foreign countries.

US.16 Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:

US.16A Analyze causes of economic growth and prosperity in the 1920s, including Warren Harding’s Return to Normalcy, reduced taxes, and increased production efficiencies.
### Analyze

**CAUSES OF ECONOMIC GROWTH AND PROSPERITY IN THE 1920s**

**Including, but not limited to:**

Causes of economic growth:
- Stock Market (and buying on margin) creates quick wealth
- Warren Harding’s “Return to Normalcy” (meaning life before WW I) and “America first” campaign encouraged industrialization and a strong economy, independent of foreign influence
- Reduced taxes – tax burden of middle Americans decrease, while most lower income Americans were relieved of their tax burden altogether
- Increased production efficiencies – assembly line production

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**US.16B Identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System.**

**Readiness Standard**

Identify

**CAUSES OF THE GREAT DEPRESSION**

**Including, but not limited to:**

- Impact of tariffs on world trade – high tariffs limited foreign trade and investment and were a barrier to European countries repaying the debts they owed the U.S. following World War I
- Stock market speculation – buying stocks on margin (needing only 10% of the price of a stock to be able to complete the purchase) led to rampant speculation (occurs when investors buy shares of stock in a company for the sole purpose of selling them once they increase in value), which led to falsely high stock prices
- Bank failures – once the stock market crashed, fearful that banks would fail, millions of Americans began to withdraw their money. Virtually overnight, they put thousands of banks in peril. The more money Americans withdrew, the more banks failed, and the more banks failed, the more money Americans withdrew. Banks were not secure and the money in them was not insured if banks failed.
- The monetary policy of the Federal Reserve System – the "Fed" indirectly sets interest rates because it loans money, at a base rate, to commercial banks. In 1928 and 1929, the Fed raised interest rates to try to curb Wall Street speculation.

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**US.16C Analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others.**

**Readiness Standard**

Analyze

**EFFECTS OF THE GREAT DEPRESSION ON THE U.S. ECONOMY AND SOCIETY**

**Including, but not limited to:**

Widespread unemployment – by 1933 unemployment was at 25% (according to Bureau of Labor Statistics).
Deportation and repatriation of people of European and Mexican heritage – in the 1930s, the U.S. government looked for ways to ease the country's financial hardship. In order to make more jobs available, the government deported many people of European and Mexican heritage.

**US.16D Compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression.**

**Supporting Standard**

Compare

NEW DEAL POLICIES AND ITS OPPONENTS' APPROACHES TO RESOLVING THE ECONOMIC EFFECTS OF THE GREAT DEPRESSION

Including, but not limited to:

<table>
<thead>
<tr>
<th>Roosevelt</th>
<th>Opponents</th>
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</thead>
<tbody>
<tr>
<td>• Introduced higher taxes on the rich</td>
<td>• Believed too generous to the corporate interests</td>
</tr>
<tr>
<td>• Believed if it was good for business, then it was good for America</td>
<td>• Confiscate any personal fortune over $3 million and use this money to</td>
</tr>
<tr>
<td>• New Deal divided into three parts (Relief, Reform, and Recovery)</td>
<td>give each family in America</td>
</tr>
<tr>
<td></td>
<td>• Promised a national minimum wage, old age pensions, and cheap food for</td>
</tr>
<tr>
<td></td>
<td>the poor (opinions of Huey Long)</td>
</tr>
</tbody>
</table>

**US.16E Describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.**

**Supporting Standard**

Describe

VARIOUS NEW DEAL AGENCIES AND PROGRAMS

Including, but not limited to:

- FDIC – Federal Deposit Insurance Corporation
- SEC – Security and Exchange Commission – regulate the stock markets and businesses
- SSA – Social Security Administration – retirement savings
- Expectation that government should step in during economic crises or when the people are suffering
- AAA – Agriculture Adjustment Act – drastic measure to raise agricultural prices by limiting the surplus/supply
- TVA – Tennessee Valley Authority – brings electrical power to poverty-stricken rural areas of Tennessee, Mississippi, Alabama and other states; also provided jobs to the area.
US.17 Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:

US.17A Describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment.

Readiness Standard

Describe ECONOMIC EFFECTS OF WORLD WAR II ON THE HOME FRONT

Including, but not limited to:
- End of the Great Depression – WW II marked the end of the Great Depression as we transitioned into a wartime economy.
- Rationing – many items were controlled by the government for use in the war effort: gas, tires, scrap metal, nylon, food stuff, etc.; Ration Cards
- Female employment – as millions of men were put into uniform, women entered the workforce to replace them as workers – “Rosie the Riveter”; women also went into the military through the Women’s Army Corps (WACS) and the Women Accepted for Volunteer Emergency Service (WAVES) and other organizations.
- Halting production of non-essential items, such as cars, and shifting of African American workers to West and North.
- WW II brought economic prosperity and affluence to U.S., but greatly increased the national debt.
- Western migration; growth of suburbs; population movement to the Sun Belt

US.17B Identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen’s Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business.

Readiness Standard

Identify PROSPERITY IN THE 1950s

Including, but not limited to:
- Baby Boom – with the increase in marriages and general prosperity, the U.S. added millions of new consumers to its population during the post-WW II years.
- Impact of the GI Bill (Servicemen’s Readjustment Act of 1944) – provided federal aid to help veterans adjust to civilian life in the areas of hospitalization, purchase of homes and businesses, and, especially, education. (The Federal Government subsidized tuition, fees, books, and educational materials for veterans and contributed to living expenses incurred while attending college or other approved institutions.)
- Effects of prosperity in the 1950s
  - Increased consumption – in part due to increase in population, but also as a result of increased disposable income with an expanding economy
  - Growth of agriculture and business – in part due to increase in population, technological improvements
<table>
<thead>
<tr>
<th>US.17C</th>
<th>Describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s.</th>
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<tbody>
<tr>
<td><strong>Supporting Standard</strong></td>
<td>Describe ECONOMIC IMPACT OF DEFENSE SPENDING ON THE BUSINESS CYCLE AND EDUCATION PRIORITIES FROM 1945 TO THE 1990s</td>
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<tr>
<td><strong>Including, but not limited to:</strong></td>
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<tr>
<td>- Cold War fueled businesses, especially high tech industries and research and development (e.g., Rand Corp.) and steadily increased government defense spending.</td>
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<tr>
<td>- Cold War led to creation of a huge national security apparatus</td>
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<tr>
<td>- Military Industrial Complex and weapons of mass destruction, NASA, Space Race</td>
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<tr>
<td>- NDEA – National Defense Education Act (passed in 1958) in response to the launching of Sputnik by the Soviet Union (education priorities were focused on math and science)</td>
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</table>

<table>
<thead>
<tr>
<th>US.17D</th>
<th>Identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Standard</strong></td>
<td>Identify ACTIONS OF GOVERNMENT AND PRIVATE SECTOR TO EXPAND ECONOMIC OPPORTUNITIES</td>
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<tr>
<td><strong>Including, but not limited to:</strong></td>
<td></td>
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<tr>
<td>- Great Society – set of domestic programs designed to eliminate poverty and racial injustice</td>
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<tr>
<td>- Affirmative Action – means positive steps taken to increase the representation of women and minorities in areas of employment, education, and business from which they have been historically excluded</td>
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<tr>
<td>- Title IX – &quot;No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...&quot; Title IX is best known for its impact on high school and collegiate athletics.</td>
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<tr>
<td>- Federal Housing Authority – improve housing standards and conditions; insurance of mortgages</td>
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<tr>
<td>- Head Start and Upward Bound – foster healthy development of young children from low income families</td>
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</tbody>
</table>

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<thead>
<tr>
<th>US.17E</th>
<th>Describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).</th>
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<tbody>
<tr>
<td><strong>Readiness Standard</strong></td>
<td>Describe</td>
</tr>
</tbody>
</table>
DYNAMIC RELATIONSHIP BETWEEN U.S. INTERNATIONAL TRADE POLICIES AND FREE ENTERPRISE SYSTEM

Including, but not limited to:
- OPEC – organization consists of 12 member countries (primary goal is to stabilize the oil market by balancing supply and demand)
- GATT – General Agreement on Tariffs and Trade (encouraged free trade between member nations by regulating and reducing tariffs)
- NAFTA – North American Free Trade Agreement (free trade agreement between Canada, the United States, and Mexico)

US.18 Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:

US.18A Discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream.

Supporting Standard

Discuss ROLE OF AMERICAN ENTREPRENEURS

Including, but not limited to:
- Bill Gates – developed a small software business in his garage that eventually employed numerous Americans and set the standard in computer software
- Sam Walton – small-town general store owner who believed he could bring important goods to rural America. His store Walmart is now known as an industry leader in supply chain operations and brings low prices and common goods to communities across the world.
- Estée Lauder – listed as one of *Times* most influential business people in 1998, Estée Lauder grew up in New York and developed a world renowned beauty company. The basis of entrepreneurial skills were learned in her father’s hardware store and working for her uncle.
- Robert Johnson – founder of television network BET (Black Entertainment Television)
- Lionel Sosa – founder of the largest Hispanic advertising agency in Texas. (San Antonio advertising agency: Sosa, Bromley, Aguilar, Noble, and Associates)

US.18B Identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.

Supporting Standard

Identify IMPACT OF INTERNATIONAL EVENTS, MULTINATIONAL CORPORATIONS, GOVERNMENT POLICIES, AND INDIVIDUALS ON THE 21st CENTURY ECONOMY
Including, but not limited to:

- Increased globalism has helped spur growth in the American economy. With increased investments, quantity, quality, and reduced price of goods, the average American’s standard of living has increased.

**US.19 Government. The student understands changes in the role of government over time. The student is expected to:**

**US.19A Evaluate the impact of New Deal legislation on the historical roles of state and federal governments.**

*Readiness Standard*

Evaluate

IMPACT OF NEW DEAL LEGISLATION ON HISTORICAL ROLES OF STATE AND FEDERAL GOVERNMENTS

Including, but not limited to:

- There are conflicting arguments about the New Deal legislation. One school of thought argued that an increase in the role of government was intrusive and detrimental. Others argued that the increase in the role of government was needed in order to restore the economy.
- Changed the way many citizens view the responsibilities of the government

**US.19B Explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11.**

*Readiness Standard*

Explain

CONSTITUTIONAL ISSUES RAISED BY FEDERAL GOVERNMENT POLICY CHANGES DURING TIMES OF SIGNIFICANT EVENTS

Including, but not limited to:

- WW I – soon after declaring war on Germany and its allies in 1917, Congress ruled that the U.S. mail could not be used for sending any material urging "treason, insurrection or forcible resistance to any law." It punished offenders with a fine of up to $5,000 and a five-year prison term.
- Great Depression – Roosevelt’s attempt to increase the number of Supreme Court justices from 9 to 13 would have created a shift in the "separation of powers" and "checks and balances"
- WW II – soon after the bombing of Pearl Harbor, President Roosevelt signed Executive Order 9066, which authorized the military to remove Japanese-Americans from America's West Coast and into internment camps.
- 1960s – the debate regarding the Gulf of Tonkin incident caused the creation of the War Powers Act, which placed restrictions on the executive branch’s ability to send American troops into combat.
- 9/11 – Patriot Act (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism), purpose of the USA PATRIOT Act is to deter and punish terrorist acts in the United States and around the world, to enhance law enforcement investigatory tools, and other purposes
US.19C Describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton’s impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders.

**Supporting Standard**

Describe EFFECTS OF POLITICAL SCANDALS

Including, but not limited to:

- Teapot Dome – scandal concerning the secret lease of oil rights to private companies from government-owned land in Wyoming during the Harding administration.
- Watergate – brought the actions of President Nixon under suspicion, and people began to question his authority and power
- President Clinton’s impeachment – the second American president to have faced an impeachment trial; occurred when the Senate and the public began to question his authority and power


**Supporting Standard**

Discuss ROLE OF CONTEMPORARY GOVERNMENT LEGISLATION IN THE PRIVATE AND PUBLIC SECTORS

Including, but not limited to:

- Community Reinvestment Act of 1977 – encouraged banks and savings associations to meet the needs of borrowers in their local communities. This was an effort to reduce discriminatory practices against low and moderate-income neighborhoods.
- American Recovery and Reinvestment Act of 2009 – economic stimulus package intended to create jobs, promote investment, and increase consumer spending during the recession
- PATRIOT Act (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism) – purpose of the Act is to deter and punish terrorist acts in the United States and around the world, to enhance law enforcement investigatory tools, and other purposes

US.19E Evaluate the pros and cons of U.S. participation in international organizations and treaties.

**Supporting Standard**

Evaluate PROS AND CONS OF U.S. PARTICIPATION IN INTERNATIONAL ORGANIZATIONS AND TREATIES

Including, but not limited to:

- Pros
  - Influence international policy
US.20 Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

US.20A Evaluate the impact of events, including the Gulf of Tonkin Resolution and the War Powers Act, on the relationship between the legislative and executive branches of government.

Supporting Standard

Evaluate

IMPACT OF EVENTS ON RELATIONSHIP BETWEEN LEGISLATIVE AND EXECUTIVE BRANCHES

Including, but not limited to:
- Gulf of Tonkin Resolution and War Powers Act deal with presidential war powers.
- Gulf of Tonkin Resolution gave President Johnson authorization (without formal declaration of war by Congress) to use conventional military force in Southeast Asia.
- War Powers Act (1973) limits the ability of the President to send troops into combat areas without congressional approval.

US.20B Evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

Readiness Standard

Evaluate

IMPACT OF RELATIONSHIPS AMONG BRANCHES OF GOVERNMENT

Including, but not limited to:
- Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices
- Impact – each branch of government became more aware of the important nature of the checks and balances.
- Presidential Election of 2000 (though Gore won the popular vote, Bush won the electoral vote)
  - Impact – evolved from just the voting machines to greater scrutiny of elections themselves
US.21 Government. The student understands the impact of constitutional issues on American Society. The student is expected to:

US.21A Analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester.

Readiness Standard

Analyze
EFFECTS OF LANDMARK U.S. SUPREME COURT DECISIONS

Including, but not limited to:
- Effects – Courts took far-reaching actions that impacted life in the U.S.
- Landmark cases
  - *Plessy v. Ferguson* (1896) – The U.S. Supreme Court ruled that states can constitutionally enact legislation requiring persons of different races to use “separate but equal” segregated facilities.
  - Example of Effects: Facilities such as bathrooms, theaters, railroad cars, etc., remained segregated and often unequal
  - *Brown v. Board of Education* (1954) – The U.S. Supreme Court ruled that “racially segregated schools are inherently unequal.”
  - Example of Effects: Pressured states to bring an end to state supported segregation of public facilities
  - *Hernandez v. Texas* (1954) – The U.S. Supreme Court ruled that Mexican Americans and all other racial groups in the U.S. have equal protection under the 14th Amendment. The systematic exclusion of persons of Mexican ancestry from juries violated the Constitution.
  - Example of Effects: Mexican Americans could not be excluded from participating in juries
  - *Tinker v. Des Moines* (1969) – The U.S. Supreme Court ruled that students had the right to wear armbands to school to protest the Vietnam War. It defined the constitutional rights of students (freedom of speech protected by the 1st Amendment)
  - Example of Effects: opened opportunities for interpretation of free speech to also mean freedom of expression
  - *Wisconsin v. Yoder* (1972) – The U.S. Supreme Court decided Amish children could not be placed in compulsory schools past 8th grade because it violated the parents’ rights to freedom of religion (Free Exercise Clause)
  - Example of Effects: Prohibited states from claiming absolute right to compel school attendance beyond the eighth grade or to intrude in how families raise their children
  - *White v. Regester* (1973) – case in which a District Court challenged the 1970 Texas reapportionment of legislative districts. The U.S. Supreme Court decided that the restructuring discriminated against different groups in various districts

US.21B Discuss historical reasons why the constitution has been amended.

Supporting Standard

Discuss
HISTORICAL REASONS WHY THE CONSTITUTION HAS BEEN AMENDED

Including, but not limited to:
- 16th – income tax
- 17th – direct election of Senators
- 18th – prohibition of the sale of alcohol
- 19th – women’s right to vote
- 20th – presidential terms and succession
- 21st – repeal of prohibition
- 22nd – two-term limit to the Presidency
- 23rd – presidential vote (electorates) given to Washington, D.C.
- 24th – forbids poll tax
- 25th – presidential succession and disability
- 26th – right to vote at age 18
- 27th – compensation for Senators and Representatives

**US.21C Evaluate constitutional change in terms of strict construction versus judicial interpretation.**

Evaluate

CONSTITUTIONAL CHANGE IN TERMS OF STRICT CONSTRUCTION VERSUS JUDICIAL INTERPRETATION

Including, but not limited to:

- Strict construction is when the judiciary makes decisions based on the strict text and reading of the Constitution.
- Judicial interpretation is a judicial theory that involves how the judiciary branch could interpret the constitution or a law; they make decisions based on the text of the document or their belief on the intent of document.

**US.22 Citizenship. The student understands the concept of American exceptionalism. The student is expected to:**

**US.22A Discuss Alexis de Tocqueville’s five values crucial to America’s success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire.**

*Supporting Standard*

Discuss

ALEXIS DE TOCQUEVILLE’S FIVE VALUES CRUCIAL TO AMERICA’S SUCCESS AS A CONSTITUTIONAL REPUBLIC: LIBERTY, EGALITARIANISM, INDIVIDUALISM, POPULISM, AND LAISSEZ-FAIRE

Including, but not limited to:

- Liberty – individuals are free to pursue their own work.
- Egalitarianism – there are no social class distinctions; the poor do not defer to the rich and *vice versa*. Every man has the same opportunity to succeed or fail.
- Individualism – hard work and labor are considered key to becoming successful.
- Populism – all individuals are allowed an opinion and are able to voice it.
- Laissez-Faire – hard work and money making lead to success.

**US.22B Describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations.**

Describe

**AMERICAN VALUES IDENTIFIED BY ALEXIS DE TOCQUEVILLE ARE DIFFERENT AND UNIQUE FROM THOSE OF OTHER NATIONS**

**Including, but not limited to:**
- American values reinforce and reward the spirit of hard work and money making vs. other nations’ notions of heredity and that a person is destined to remain in one social group.

**US.22C Describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.**

Describe

**U.S. CITIZENS AS PEOPLE FROM NUMEROUS PLACES THROUGHOUT THE WORLD WHO HOLD A COMMON BOND IN STANDING FOR CERTAIN SELF-EVIDENT TRUTHS**

**Including, but not limited to:**
- The belief in the Constitution and the rights in the Bill of Rights helps bond Americans together and gives the hope of liberty and a better future for themselves and their children.

**US.23 Citizenship. The student understands the efforts to expand the democratic process. The student is expected to:**

**US.23A Identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non–violent protesting, court decisions, litigation and amendments to the U.S. Constitution.**

**Readiness Standard**

Identify, Analyze

**METHODS OF EXPANDING THE RIGHT TO PARTICIPATE IN THE DEMOCRATIC PROCESS**

**Including, but not limited to:**
- Lobbying – the act of persuading legislators to vote for legislation that favors an advocacy group
- Non-violent protesting – strategy that refuses to use violence. The strength of nonviolence lies in its ability to dramatically reduce the moral legitimacy of those who persist in using violent strategies against non-violent opposition (e.g., Martin Luther King’s march to Montgomery, Alabama).
- Court decisions – court decisions can declare discriminatory laws as unconstitutional, hence promoting equal participation (e.g., *White v. Regester*).
• Litigation – laws are the legal method of changing discriminatory practices; however, they must be enforced for change to occur (e.g., Voting Rights Act 1965).
• Amendments to the U.S. Constitution – amending the constitution can drastically change opportunities for participation in government (e.g., 15th Amendment, 19th Amendment).

US.23B Evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924.

Supporting Standard

Evaluate
VARIOUS MEANS OF ACHIEVING EQUALITY OF POLITICAL RIGHTS
Including, but not limited to:
• Assembly – forming organizations, holding rallies
• 19th – women’s right to vote
• 24th – eliminates poll tax
• 26th – right to vote to age 18
• American Indian Citizenship Act of 1924 – granted citizenship to all Native Americans born in the United States
• Other (optional):
  • Proposed ERA (Equal Rights Amendment)

US.23C Explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."

Supporting Standard

Explain
HOW PARTICIPATION IN THE DEMOCRATIC SOCIETY REFLECTS NATIONAL ETHOS, PATRIOTISM, AND CIVIC RESPONSIBILITY AS WELL AS OUR PROGRESS TO BUILD A "MORE PERFECT UNION."

Including, but not limited to:
• Right to vote, participation in various levels of politics, recall, referendum
• Right to assemble
• Writing Congressional representatives
US.24 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

US.24A Describe qualities of effective leadership.

Describe
QUALITIES OF EFFECTIVE LEADERSHIP

Including, but not limited to:
- Honesty
- Fairness
- A sense of justice
- Responsibility
- Willingness to confer with subject matter experts
- Decision-making skills

US.24B Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.

Supporting Standard

Evaluate
CONTRIBUTIONS OF SIGNIFICANT POLITICAL AND SOCIAL LEADERS

Including, but not limited to:
- Social leaders
  - Andrew Carnegie – a powerful industrialist in the Gilded Age. His companies manufactured steel and built railroads. He authored “The Gospel of Wealth” which promoted philanthropic actions such as the building of libraries and schools.
  - Billy Graham – a powerful evangelical preacher; conducted many evangelistic crusades and counseled majority of U.S. Presidents from Truman through Obama
- Political leaders
  - Barry Goldwater – United States Senator from Arizona (1953-1965, 1969-1987) and the Republican Party's nominee for President in the 1964 election, retired from the Senate in the mid 1980s
  - Thurgood Marshall – distinguished lawyer; appointed to the U.S. Supreme Court (1967) and established a record for supporting the voiceless American
  - Hillary Clinton – Secretary of State under President Obama; formerly viable female candidate for President (2008); Senator from New York State; First Lady (Bill Clinton)
  - Sandra Day O'Connor – first woman to be appointed to the Supreme Court (1981)
**US.25 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:**

**US.25A Describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature.**

**Supporting Standard**

Describe CHARACTERISTICS AND ISSUES IN U.S. HISTORY HAVE BEEN REFLECTED IN VARIOUS GENRES OF ART, MUSIC, AND LITERATURE

Including, but not limited to:
- Literature – John Steinbeck (*Grapes of Wrath* – Depression Era), Langston Hughes (Harlem Renaissance)
- Music – Jazz, Rock and Roll (uniquely American)
- Art/Photography – Dorothea Lange (Great Depression)

**US.25B Describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society.**

**Readiness Standard**

Describe BOTH POSITIVE AND NEGATIVE IMPACTS OF SIGNIFICANT EXAMPLES OF CULTURAL MOVEMENTS IN ART, MUSIC, AND LITERATURE

Including, but not limited to:
- Tin Pan Alley – known for an era of songwriting when many musical ideas mixed together to form American Popular Music (started in late 1800s in New York City)
- Harlem Renaissance – African American literature, art, music, dance, and social commentary began to flourish in Harlem, a section of New York City. More than a literary movement, the Harlem Renaissance exalted the unique culture of African Americans and redefined African American expression.
- Beat Generation – the Beat Generation, also known as the beat movement, were a group of American writers who emerged in the 1950s. Elements of "Beat" culture embraced originality and individuality in the way people thought and acted.
- Rock and Roll – a form of popular music that evolved in the 1950's from rhythm and blues; characterized by the use of electric guitars, a strong rhythm with an accent on the offbeat, and youth-oriented lyrics
- Chicano Mural Movement – beginning in the 1960s, artists began using the walls of city buildings, housing projects, schools, and churches to depict Mexican-American culture.
- Country Western music – though beginning in the 1920s, did not rise in popularity until the 1970s; blending of several genres (gospel, jazz, blues, and folk) of music to form the distinct sound of "Country Music"
US.25C Identify the impact of popular American culture on the rest of the world over time.

Supporting Standard

Identify
IMPACT OF POPULAR AMERICAN CULTURE ON WORLD

Including, but not limited to:
America exports its culture more than any other nation (music, clothing, etc.).
This affects globalization and interdependence of economies.

US.25D Analyze the global diffusion of American culture through the entertainment industry via various media.

Supporting Standard

Analyze
GLOBAL DIFFUSION OF AMERICAN CULTURE THROUGH THE ENTERTAINMENT INDUSTRY VIA VARIOUS MEDIA

Including, but not limited to:
- Culture diffusion is a result of globalization and readiness of information (e.g., via television, Internet)
- Examples include:
  - Television – movies, sports, and advertising
  - Pop culture and consumption
  - Internet advertising and target marketing and consumer demographics

US.26 Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:

US.26A Explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society.

Readiness Standard

Explain
ACTIONS TAKEN BY PEOPLE TO EXPAND ECONOMIC OPPORTUNITIES AND POLITICAL RIGHTS

Including, but not limited to:
- Several advocacy groups have expanded economic opportunities and political rights.
### Examples of groups include:
- NAACP – National Association for the Advancement of Colored People
- The Black Panthers
- LULAC – League of United Latin American Citizens
- American Indian Movement
- NAWSA – National American Woman Suffrage Association
- NOW – National Organization for Women
- United Farm Workers

### US.26B Discuss the Americanization movement to assimilate immigrants and American Indians into American culture.

**Supporting Standard**

Discuss

AMERICANIZATION MOVEMENT TO ASSIMILATE IMMIGRANTS AND AMERICAN INDIANS INTO AMERICAN CULTURE

Including, but not limited to:
- Native American children were taken away from their homes (traditional Native American culture) and raised in boarding schools to become "Americanized."
- Immigrants – schools were "Americanization" centers for new immigrants to learn English and patriotism.

### US.26C Explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.

**Readiness Standard**

Explain

HOW THE CONTRIBUTIONS OF PEOPLE OF VARIOUS RACIAL, ETHNIC, GENDER, AND RELIGIOUS GROUPS HAVE HELPED SHAPE AMERICAN CULTURE

Including, but not limited to:
- American culture encompasses traditions, ideals, customs, beliefs, values, and arts, developed both domestically and imported from immigration waves.
- America was founded as a country of immigrants (people of various racial, ethnic, gender, and religious groups) and each group/culture has contributed to shaping the "American culture."

### US.26D Identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society.

**Supporting Standard**

Identify

POLITICAL, SOCIAL, AND ECONOMIC CONTRIBUTIONS OF WOMEN TO AMERICAN SOCIETY
### Including, but not limited to:

- **Political**
  - Eleanor Roosevelt – First Lady, appointed by President Truman as a delegate to the United Nations General Assembly and became the first chairperson of the preliminary United Nations Commission on Human Rights
  - Sonia Sotomayor – first Hispanic to serve on the Supreme Court, nominated by President Obama

- **Social**
  - Dolores Huerta – advocate and lobbyist for farmworkers’ rights
  - Jane Addams – co-founder of Hull House which helped new immigrant women with job skills, educational, and artistic programs to become successful and productive citizens
  - Frances Willard – suffragette and member of the WCTU (Women’s Christian Temperance Union)

- **Economic**
  - Oprah Winfrey – supervising producer and host of the top-rated, award-winning *The Oprah Winfrey Show* for two decades. She is a global media leader and philanthropist.

### US.26E Discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."

**Supporting Standard**

Discuss MEANING AND HISTORICAL SIGNIFICANCE OF THE MOTTOS "E PLURIBUS UNUM" AND "IN GOD WE TRUST"

### Including, but not limited to:

- **E Pluribus Unum** – “Out of many, one”; proposed to Congress in 1782 for use on the Great Seal of the United States; appears on most government tender and seals; the motto symbolized the 13 original States uniting together to form one compact and represented body. Never made the official motto of the country, but generally accepted as a *de facto* motto.
- **In God We Trust** – became the official motto of the U.S. in 1956; the motto can be found on U.S. coins dating back to the 1860s and paper currency since 1956.

### US.26F Discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez.

**Supporting Standard**

Discuss IMPORTANCE OF CONGRESSIONAL MEDAL OF HONOR RECIPIENTS

### Including, but not limited to:

- Vernon J. Baker (World War II) – he fought in Italy, earned a Purple Heart, a Bronze Star, and the Distinguished Service Cross. In 1996, more than fifty years after the assault on Castle Aghinolfi, he received a telephone call from a man working on a federal grant to reevaluate the heroism of African Americans in World War II. It was during this phone call he learned he was to be awarded the Medal of
Honor. He is the only living African American World War II veteran to earn the Medal of Honor.

- Alvin York (World War I) – was the most decorated American soldier in World War I. He was awarded the Medal of Honor for leading an attack on a German machine gun nest, taking 32 machine guns, killing 28 German soldiers and capturing 132 others. This action occurred during the U.S.-led portion of the Meuse-Argonne Offensive in France.
- Roy Benavidez (Vietnam War) – a Texan and Hispanic American hero whose unquestioned bravery and self-sacrifice in the face of incredible danger saved the lives of several of his fellow soldiers.

**US.27 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:**

**US.27A Explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States.**

*Readiness Standard*

Explain EFFECTS OF SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS

*Including, but not limited to:*

- Manufacturing
  - Electric power facilitated increased production in factories by lengthening the work day (light bulb) and powering faster machines.
  - Telephone and satellite communications – similar to the telegraph, these inventions brought people together by allowing information to be passed faster from one point to another. This allowed business to be conducted and managed from multiple locations at once.
- Petroleum-based products
  - Edwin L. Drake struck oil in 1859, enabling kerosene production and paving the way for future products such as gasoline.
  - Steel production was necessary to help build the transcontinental railroads that would be major social and economic drivers in the U.S.; greatly impacted the industrialization efforts in the early 20th Century.
  - Computers – progresses business’s ability to innovate, reduces inefficiencies, and develops new products. Capitalizing on the computer’s networking and computing capabilities, businesses developed new products to increase the standard of living.

**US.27B Explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines.**

*Supporting Standard*

Explain HOW SPECIFIC NEEDS RESULT IN SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS IN AGRICULTRE, THE MILITARY, AND MEDICINE
Including, but not limited to:

- Agriculture
  - McCormick Reaper, steel plow, need to increase agricultural output to feed population, canned food
  - Refrigeration
- Military
  - Machine guns
  - Airplanes/air combat
  - Submarines
  - Mines (sea and land)
  - Gas
  - Tanks
  - Radar
  - Nuclear weapons
- Medical
  - Vaccines – polio
  - Penicillin
  - Pasteurization
  - Plasma
  - Antibiotics

US.27C Understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.

**Readiness Standard**

Understand
IMPACT OF TECHNOLOGICAL AND MANAGEMENT INNOVATIONS AND THEIR APPLICATIONS IN THE WORKPLACE AND THE RESULTING PRODUCTIVITY ENHANCEMENTS FOR BUSINESS AND LABOR

Including, but not limited to:

- Impact on the nature of work
  - Innovations in technology contributed to longer workdays and higher levels of production (e.g., assembly line manufacturing).
  - Light bulbs enabled factories to remain open at night.
  - Innovations in manufacturing and machinery (robotics) led to more output and higher numbers of unskilled laborers.
  - Time and motion study analysis (scientific management) influenced an increase in productivity and a decrease in skilled labor.
- Impact on business
  - Patents gave individuals and companies exclusive rights over inventions.
  - Computer management aided business in managing increased flow and availability of information, as well as making connections
between events to become better.

- Just-in-time inventory management allowed businesses to reduce cost, become more flexible, and better meet consumer demands.

**US.28 Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:**

**US.28A Analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States.**

*Readiness Standard*

Analyze

HOW SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS, AND THE APPLICATION OF THESE BY THE FREE ENTERPRISE SYSTEM, IMPROVE THE STANDARD OF LIVING IN THE UNITED STATES

Including, but not limited to:

- Transportation
  - Automobile provided accessibility and created jobs
  - Mass transportation systems facilitate access to jobs and recreation
  - Air travel
  - Electric transit systems
  - Cable cars and subways enabled people to commute to and from job centers and retail areas.
  - Raised standard of living by allowing people to have more housing choices
- Electric light
  - Longer work day
  - Raised standard of living by bringing light into dark homes and tenement buildings
- Communication
  - Access to information – telephone, telegraph, computers, radios, televisions, Internet, cellular, and satellite technology

**US.28B Explain how space technology and exploration improve the quality of life.**

*Supporting Standard* 

Explain

HOW SPACE TECHNOLOGY AND EXPLORATION IMPROVE THE QUALITY OF LIFE

Including, but not limited to:

- Space exploration, GPS, cellular phones, and plastics satellites, transportation innovations, etc. Velcro, developed for space travel, has become an everyday item.
Telecommunications developed for the military have led to the widespread use of cell phones and micro-technology. The Internet was developed for military use and has now spread worldwide.

**US.28C Understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.**

*Supporting Standard*

Understand HOW THE FREE ENTERPRISE SYSTEM DRIVES TECHNOLOGICAL INNOVATION AND ITS APPLICATION IN THE MARKETPLACE SUCH AS CELL PHONES, INEXPENSIVE PERSONAL COMPUTERS, AND GLOBAL POSITIONING PRODUCTS

Including, but not limited to:
- The ability for an individual to produce an idea, develop the idea, and bring the idea to market for profit continues to spur innovation and improve our standard of living. Current and ever-improving technology and accessibility of information has reduced the time cycle need to develop new products. Innovators assess current technology, determine improvements to meet demand, and then produce. This cycle is seen in the 6 months to year turn over in new cell phone, computer, and global positioning products.

**US.29 Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

**US.29A Use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions.**

Use VARIETY OF PRIMARY AND SECONDARY VALID SOURCES TO ACQUIRE INFORMATION

Analyze, Answer HISTORICAL QUESTIONS

Including, but not limited to:
- Computer software
- Interviews
- Biographies
- Oral, print, and visual material
- Artifacts

**STAAR Note:**
- These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
**US.29B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Analyze INFORMATION

Including, but not limited to:

- Sequencing
- Categorizing
- Identifying cause-and-effect relationships
- Comparing
- Contrasting
- Finding the main idea
- Making generalization and predictions
- Drawing inferences and conclusions

**STAAR Note:**

- These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.

**US.29C** Understand how historians interpret the past (historiography) and how their interpretations of history may change over time.

Understand HOW HISTORIANS INTERPRET THE PAST AND HOW THEIR INTERPRETATIONS OF HISTORY MAY CHANGE OVER TIME

Including, but not limited to:

- Use of primary and secondary resources
- Points of view
- Frames of reference
- Historical context

**US.29D** Use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence.

Use PROCESS OF HISTORICAL INQUIRY

Including, but not limited to:

- Research
- Interpret
- Use multiple sources of evidence

**STAAR Note:**
- These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.

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<thead>
<tr>
<th>US.29E Evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context.</th>
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Evaluate

**VALIDITY OF A SOURCE**

**Including, but not limited to:**
- Based on language
- Corroboration with other sources
- Information about the author

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<tr>
<th>US.29F Identify bias in written, oral, and visual material.</th>
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Identify

**BIAS IN MATERIAL**

**Including, but not limited to:**
- Written
- Oral
- Visual

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<th>US.29G Identify and support with historical evidence a point of view on a social studies issue or event.</th>
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Identify, Support

**POINT OF VIEW**

**Including, but not limited to:**
- Social studies issue or event

**STAAR Note:**
- These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.

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<tr>
<th>US.29H Use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.</th>
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Use
### APPROPRIATE SKILLS

**Including, but not limited to:**
- Analyze and interpret social studies information
- Maps
- Graphs
- Presentations
- Speeches
- Lectures
- Political cartoons

**STAAR Note:**
- These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.

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**US.30 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:**

**US.30A Create written, oral, and visual presentations of social studies information.**

Create **WRITTEN, ORAL, AND VISUAL PRESENTATIONS**

**US.30B**

*Use social studies terminology correctly.*

Use **SOCIAL STUDIES TERMINOLOGY CORRECTLY**

**STAAR Note:**
- These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.

**US.30C Use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.**

Transfer **INFORMATION FROM ONE MEDIUM TO ANOTHER**

**Including, but not limited to:**
- Written to visual
US.31 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

US.31A Create thematic maps, graphs, and charts representing various aspects of the United States. 

Create

THEMATIC MAPS, GRAPHS, CHARTS, MODELS, AND DATABASES REPRESENTING VARIOUS ASPECTS OF THE UNITED STATES

Including, but not limited to:
- Urbanization
- Patterns of settlement
- Immigration charts and graphs
- Urbanization
- Environmental impacts

US.31B Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

Pose, Answer

QUESTIONS ABOUT GEOGRAPHIC DISTRIBUTIONS AND PATTERNS SHOWN ON MAPS, GRAPHS, CHARTS, MODELS, AND DATABASES

Including, but not limited to:
- What were the physical and human reasons for the spatial distribution of people and resources in the United States?
- Why do people immigrate to certain areas of the United States?

STAAR Note:
- These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.

US.32 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

US.32A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
Use
PROBLEM-SOLVING PROCESS

**Including, but not limited to:**
- Identify a problem
- Gather information
- List and consider options
- Consider advantages and disadvantages
- Choose and implement a solution
- Evaluate the effectiveness of the solution

US.32B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Use
DECISION-MAKING PROCESS

**Including, but not limited to:**
- Identify a situation that requires a decision
- Gather information
- Identify options
- Predict consequences
- Take action to implement a decision