

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	SS
Course ID	D-HST-304BV1-K	Grade Level	9-12
Course Name	Honors US History - Semester 2	# of Credits	0.5
SCED Code	04101H0.5022	Curriculum Type	K12 Inc

### COURSE DESCRIPTION

*Generally offered second semester. This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12's The American Odyssey: A History of the United States. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
SS12.1.1	Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
SS12.1.2	Explain and/or demonstrate how to participate in the political process and form personal opinions.
SS12.1.6	Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.
SS12.2.1	Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.
SS12.2.2	Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.
SS12.2.4	Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).
SS12.3.1	Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.
SS12.4.1	Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.
SS12.4.2	Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.
SS12.4.3	Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.
SS12.4.4	Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.
SS12.4.5	Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.

SS12.5.2	Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.
SS12.5.3	Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.
SS12.6.2	Assess the extent to which the reasoning and evidence in a text supports the author's claims.
SS12.6.4	Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1:A New Century Lesson 1: Semester Introduction		<p>Define history and identify reasons for studying it.</p> <p>Demonstrate familiarity with the organization and format of lessons in this course.</p>
Unit 1:A New Century Lesson 2: Cities Grow		<p>Describe the growth of cities in the late 1800s. Recognize elements of urban social stratification in the cities of the late 1800s.</p> <p>Describe the impact of the transportation revolution on the growth of cities and suburbs in the late 1800s.</p> <p>Identify Jacob Riis and his work.</p> <p>Describe the growth of cities in the late 1800s (including the reasons for and characteristics of growth and the problems it created).</p> <p>Recognize the philosophy of social Darwinism.</p>
Unit 1:A New Century Lesson 3: City Life		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Identify the work of urban planners, including Louis Sullivan and Frederick Law Olmstead. Describe the work of urban planners, including Louis Sullivan and Frederick Law Olmstead.</p> <p>Recognize popular amusements in the growing cities of the late 1800s.</p>

<p>Unit 1:A New Century Lesson 4: Populists Lesson 5: Discuss: Third Parties</p>	<p>SS12.1.1, 12.1.2, 12.2.1, 12.4.1, 12.4.4, 12.4.5</p>	<p>Describe the rise, fall, and legacy of the Populist Party.</p> <p>Identify characteristics of government in the "Gilded Age" of the late 1800s (laissez-faire, spoils system, corruption).</p> <p>Recognize the problems farmers faced in the late 1800s.</p> <p>Identify the Grange and the Farmers' Alliances, and their goals.</p>
<p>Unit 1:A New Century Lesson 6: Progressives</p>		<p>Give examples of individuals and organizations, and their goals within the Progressive movement.</p> <p>Describe muckrakers, including Ida Tarbell and Upton Sinclair, and their role in reform.</p> <p>Summarize the political reforms that came about as a result of the Progressive movement.</p> <p>Describe the unifying goal of the Progressive movement.</p> <p>Give examples of individuals and organizations and their goals within the Progressive movement.</p> <p>Summarize the political reforms at the city, state, and national levels that came about as a result of the Progressive movement.</p>
<p>Unit 1:A New Century Lesson 7: Taking on Power</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Recognize the work of Jane Addams.</p> <p>Summarize the political reforms that came about as a result of the Progressive movement.</p> <p>Describe the progressive policies of the Roosevelt, Taft, and Wilson administrations.</p> <p>Describe Theodore Roosevelt's</p>

		<p>view of the role of federal government.</p> <p>Give examples of progressive policies Roosevelt supported.</p> <p>Explain the focus and goals of Woodrow Wilson's New Freedom.</p>
Unit 1:A New Century Lesson 8: Your Choice		
Unit 1:A New Century Lesson 9: Less than Equal		<p>Describe the effects of economic and social racism on black Americans in the South and in the North at the turn of the twentieth century.</p> <p>Identify Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey and their goals and achievements.</p> <p>Identify Booker T. Washington and W.E.B. Du Bois and their achievements.</p> <p>Explain the different approaches to improving life for African Americans taken by Washington, Du Bois, and Garvey.</p>
Unit 1:A New Century Lesson 10: Demanding a Voice		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Summarize the major events and leaders in the movement to gain women's rights and passage of the 19th Amendment.</p> <p>Describe discrimination against women at the turn of the twentieth century and the beliefs that fostered it.</p> <p>Identify Jeannette Rankin as the first woman elected to Congress. Describe the ratification of the 19th Amendment.</p> <p>Summarize the movement to gain women's suffrage and its leaders.</p>
Unit 1:A New Century Lesson 11: Making a Difference	SS12.1.1, 12.1.2, 12.2.1, 12.4.1, 12.4.4, 12.4.5	Evaluate the contributions of individuals to reform movements of

Lesson 12: Discuss: And the Award Goes to...		the late nineteenth and early twentieth centuries.
Unit 1:A New Century Lesson 13: Preparing for the Unit Test		Demonstrate mastery of important knowledge and skills learned in this unit.
Unit 1:A New Century Lesson 14: A New Century Unit Test	SS12.1.1, 12.1.2, 12.2.1, 12.4.1, 12.4.4, 12.4.5	
Unit 2: Turning Points Lesson 1: Choosing a Research Topic		Analyze model research projects.  Review significant events in U.S. history.  List possible research topics within the theme of "turning points in American history."
Unit 2: Turning Points Lesson 2: Choosing a Presentation Format		Review possible formats for presenting research.  Conduct preliminary research on a topic of choice.
Unit 2: Turning Points Lesson 3: The Annotated Bibliography		Record bibliographic information.  Conduct historical research.
Unit 2: Turning Points Lesson 4: The Process Paper	SS12.1.2, 12.1.6, 12.2.2, 12.2.4, 12.4.1. 12.4.2, 12.4.4, 12.4.5, 12.6.2,12.6.4	Conduct research and produce a presentation on a turning point in American history before 1900.  Conduct historical research.  Explain the research process.
Unit 2: Turning Points Lesson 5: Your Choice		
Unit 2: Turning Points Lesson 6: An American Empire		Summarize the arguments for and against American imperialism.  Recognize the causes, events, and results of the Spanish-American War.  Summarize key elements of Wilson's Fourteen Points and of the Treaty of

		<p>Versailles.</p> <p>Explain why the U.S. Senate rejected the Treaty of Versailles.</p> <p>Explain the U.S. policy of isolationism during most of the nineteenth century.</p> <p>Identify territory acquired by the United States during the late 1800s and the means of acquisition.</p> <p>Describe the goal and effects of the Open Door policy.</p>
<p>Unit 2: Turning Points Lesson 7: Presidents and Policies</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Recognize examples of presidential foreign policy principles under Theodore Roosevelt, Taft, and Wilson. Identify Taft's "Dollar Diplomacy."</p> <p>Describe Woodrow Wilson's goals for diplomacy and his international policies as president.</p> <p>Identify elements of Theodore Roosevelt's philosophy in his foreign policy.</p>
<p>Unit 2: Turning Points Lesson 8: The Great War</p>		<p>Describe the military war effort in Europe and the civilian war effort on the home front during World War I.</p> <p>Explain how the United States met the need for soldiers and for civilian workers during World War I.</p> <p>Describe the beginnings of the Great War in Europe and the reasons for U.S. neutrality.</p> <p>Trace the events that led to U.S. entry into the Great War on the Allied side and the effect of that</p>

		<p>entry on the war.</p> <p>List examples of the expansion of the federal government during World War I and its effect on American life.</p>
<p>Unit 2: Turning Points Lesson 9: The War at Home Lesson 10: Discuss: Peacetime Dissent</p>	<p>SS12.1.2, 12.1.6, 12.2.2, 12.2.4, 12.4.1. 12.4.2, 12.4.4, 12.4.5, 12.6.2,12.6.4</p>	<p>Describe the debate over government power to suppress dissent during World War I. Summarize key elements of the Treaty of Versailles and the reasons the U.S. Senate rejected it.</p> <p>Identify the Espionage and Sedition Acts and the Red Scare and their effects on American life.</p> <p>Summarize key elements of Wilson's Fourteen Points.</p> <p>Summarize key elements of Wilson's Fourteen Points and of the Treaty of Versailles.</p> <p>Explain why the U.S. Senate rejected the Treaty of Versailles.</p>
<p>Unit 2: Turning Points Lesson 11: Assessing the Great War</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Explain the reasons for and results of U.S. participation in World War I.</p> <p>Describe the military war effort in Europe and the civilian war effort on the home front during World War I.</p> <p>Analyze the impact of World War I on soldiers and civilians.</p>
<p>Unit 2: Turning Points Lesson 12: Your Choice</p>		
<p>Unit 2: Turning Points Lesson 13: Embracing the Peace</p>	<p>SS12.1.2, 12.1.6, 12.2.2, 12.2.4, 12.4.1. 12.4.2, 12.4.4, 12.4.5, 12.6.2,12.6.4</p>	<p>Describe the sources, effects, and limits of post-World War I prosperity.</p>

		<p>Assess the influence of the automobile and other technologies on consumers and workers in the 1920s.</p> <p>Recognize major cultural trends and movements in post-World War I America. Explain the reasons for and evidence of a rift between urban and rural America during the 1920s.</p> <p>Describe the ways in which life changed for many women during the 1920s. Identify elements of the new youth culture that emerged during the 1920s.</p> <p>Recognize modernist trends in the arts and literature.</p> <p>Identify the 18th Amendment, the reasons for it, and its intended and unintended consequences.</p> <p>Analyze nativism, the Scopes Trial, the Red Scare, and the Ku Klux Klan as reactions to societal changes during the 1920s. Identify Harding, Coolidge, and Hoover; their shared philosophy of government; and their attitudes toward business.</p> <p>Identify Al Smith and the reasons for his defeat in 1928.</p> <p>Summarize the role of big business in economics and government during the 1920s.</p> <p>Describe the Harlem Renaissance and its impact on American culture.</p>
<p>Unit 2: Turning Points Lesson 14: A New Culture</p>		
<p>Unit 2: Turning Points Lesson 15: Action and Reaction</p>		<p>Describe the sources, effects, and limits of post-World War I prosperity.</p>



		<p>Assess the influence of the automobile and other technologies on consumers and workers in the 1920s.</p> <p>Recognize major cultural trends and movements in post-World War I America. Explain the reasons for and evidence of a rift between urban and rural America during the 1920s.</p> <p>Describe the ways in which life changed for many women during the 1920s. Identify elements of the new youth culture that emerged during the 1920s.</p> <p>Recognize modernist trends in the arts and literature.</p> <p>Identify the 18th Amendment, the reasons for it, and its intended and unintended consequences.</p> <p>Analyze nativism, the Scopes Trial, the Red Scare, and the Ku Klux Klan as reactions to societal changes during the 1920s. Identify Harding, Coolidge, and Hoover; their shared philosophy of government; and their attitudes toward business.</p> <p>Identify Al Smith and the reasons for his defeat in 1928.</p> <p>Summarize the role of big business in economics and government during the 1920s.</p> <p>Describe the Harlem Renaissance and its impact on American culture.</p>
Unit 2: Turning Points Lesson 16: Analyzing an Era		Analyze events and trends of the 1920s to assess the impact of the era on American life and culture.
Unit 2: Turning Points Lesson 17: The Project	SS12.1.2, 12.1.6, 12.2.2, 12.2.4, 12.4.1. 12.4.2, 12.4.4, 12.4.5, 12.6.2,12.6.4	Complete a research project on a turning point in American history.
Unit 2: Turning Points Lesson 18: Preparing for the Unit Test		
Unit 2: Turning Points Lesson 19: Turning Points Unit Test	SS12.1.2, 12.1.6, 12.2.2, 12.2.4, 12.4.1. 12.4.2, 12.4.4, 12.4.5, 12.6.2,12.6.4	
Unit 3: Democracy Tested Lesson 1: The Bubble Bursts		<p>Explain the major causes of the stock market crash of 1929 and the Great Depression.</p> <p>Describe the causes of the Dust Bowl and its effects on the land and on plains farmers and their migration west.</p>

		<p>Explain Herbert Hoover's philosophy of government and its application to the economic crisis.</p> <p>Describe the plight of farmers during the 1920s and 1930s.</p> <p>Recognize the immediate effects of the stock market crash and Depression on American society.</p>
<p>Unit 3: Democracy Tested Lesson 2: Depression</p>	<p>SS12.1.6, 12.2.1, 12.2.2, 12.2.4, 12.3.1, 12.4.1, 12.4.4, 12.4.5, 12.5.3</p>	<p>Describe the causes of the Dust Bowl and its effects on the land and on plains farmers and their migration west.</p> <p>Recognize the causes of the Dust Bowl and its effect on plains farming.</p> <p>Describe the westward migration of plains farmers, their experiences, and the effects on the places they settled.</p> <p>Give examples of the effects of the Great Depression on Americans' lives.</p>
<p>Unit 3: Democracy Tested Lesson 3: Seeking Solutions</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Identify examples of the effects of the Great Depression on American's lives.</p> <p>Explain Herbert Hoover's philosophy of government and its application to the economic crisis.</p> <p>Identify steps the government took under Herbert Hoover in an attempt to turn the economy around.</p> <p>Assess the need for government intervention in the economy during the Great Depression.</p>
<p>Unit 3: Democracy Tested Lesson 4: Confronting the Crisis</p>		<p>Describe the emerging social, political, and economic philosophies that characterized the first hundred days of FDR's administration.</p>

		<p>Assess the goals and effects of key legislation passed during the first hundred days.</p> <p>Identify key elements of Franklin Roosevelt's background and rise to the presidency.</p> <p>Explain how FDR was able to maintain political and public support for his programs in the early months of the New Deal.</p>
<p>Unit 3: Democracy Tested Lesson 5: New Strategies Lesson 6: Discuss: Legacy of the New Deal</p>		<p>Describe the emerging social, political, and economic philosophies that characterized the first hundred days of FDR's administration.</p> <p>Assess the goals and effects of key legislation of the New Deal and the opposition to it.</p> <p>Assess the legacy of the New Deal.</p> <p>Identify the opponents of many New Deal programs, their arguments, and the administration's response (including court packing).</p> <p>Assess the goals and effects of key legislation passed during the Second New Deal.</p> <p>Recognize the causes and results of the resurgence of labor unions during the New Deal era.</p>
<p>Unit 3: Democracy Tested Lesson 7: Reflections</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Examine programs of the New Deal to assess their impact on American life during the Great Depression.</p>
<p>Unit 3: Democracy Tested Lesson 8: Your Choice</p>		
<p>Unit 3: Democracy Tested Lesson 9: War Clouds</p>		<p>Summarize the conditions that led to the rise of dictators in Europe during the 1930s.</p>

		<p>Identify Mussolini, his fascist philosophy, and the areas of his territorial expansion.</p> <p>Identify Hitler, his Nazi philosophy, and the areas of his territorial expansion.</p> <p>Explain how Stalin's communist government was different from and similar to fascism.</p>
<p>Unit 3: Democracy Tested Lesson 10: Going to War</p>		<p>Identify ways in which FDR assisted the Allies and prepared for war in spite of neutrality legislation.</p> <p>Identify ways in which Franklin Roosevelt assisted the Allies and prepared for war in spite of neutrality.</p> <p>Describe the Japanese attack on Pearl Harbor and the U.S. response.</p> <p>Explain the U.S. policy of neutrality as the war began in Europe and the reasons for it.</p> <p>Analyze FDR's Four Freedoms speech for its meaning and its relationship to foreign policy.</p>
<p>Unit 3: Democracy Tested Lesson 11: The War at Home</p>	<p>SS12.1.6, 12.2.1, 12.2.2, 12.2.4, 12.3.1, 12.4.1, 12.4.4, 12.4.5, 12.5.3</p>	<p>Explain the ways in which the United States rose to the challenge of meeting wartime production needs.</p> <p>Recognize the role of women in war industries and the impact their role had on them over time.</p> <p>Describe the impact of the war on African Americans and their changing roles in the war effort.</p> <p>Describe the ways American citizens participated in the war effort and the impact those efforts had.</p> <p>Summarize the constitutional issues surrounding the U.S. Japanese internment camps.</p>

<p>Unit 3: Democracy Tested Lesson 12: Fighting on Two Fronts</p>		<p>Trace the early military progress of the war in the Pacific.</p> <p>Trace the military progress of the war in Europe.</p> <p>Identify key leaders, battles, and strategies of World War II.</p> <p>Summarize the major events and results of the Holocaust.</p>
<p>Unit 3: Democracy Tested Lesson 13: War's End</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Trace the progress and strategy of the war in the Pacific after 1942.</p> <p>Recognize the reasons for and effects of dropping atomic bombs on Hiroshima and Nagasaki.</p> <p>Identify the Manhattan Project and the leading scientists and political leaders associated with it.</p> <p>Describe the U.S. position in the world at the end of World War II and the reasons for it.</p>
<p>Unit 3: Democracy Tested Lesson 14: Preparing for the Unit Test</p>		
<p>Unit 3: Democracy Tested Lesson 15: Democracy Tested Unit Test</p>	<p>SS12.1.6, 12.2.1, 12.2.2, 12.2.4, 12.3.1, 12.4.1, 12.4.4, 12.4.5, 12.5.3</p>	
<p>Unit 4: Postwar America Lesson 1: A War of Words and Ideas</p>		<p>Describe the origins of the Cold War.</p> <p>Describe the beginning of the Cold War and Iron Curtain.</p> <p>Identify major goals and examples of alliances and containment policy actions designed to stop the spread of communism in the post-WWII era (Truman Doctrine, Marshall Plan, Berlin Airlift, NATO).</p>

		Recognize the key issues of the election of 1948 and its outcome.
<p style="text-align: center;">Unit 4: Postwar America Lesson 2: The Cold War at Home and Abroad</p>	<p style="text-align: center;">SS12.1.6, 12.2.2, 12.4.1, 12.4.2, 12.4.4, 12.4.5, 12.6.4</p>	<p>Identify the major causes, leaders, events, and results of the Korean War.</p> <p>Describe the second Red Scare and McCarthyism and their impact on the United States.</p> <p>Recognize the U.S. response to the threat of communism in China and Korea.</p> <p>Describe the second Red Scare and McCarthyism and their impact on the nation.</p>
<p style="text-align: center;">Unit 4: Postwar America Lesson 3: Eisenhower at the Helm</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Recognize elements of Eisenhower's foreign policy and his concerns for the future.</p> <p>Analyze the reasons for U.S. covert activity in third world countries.</p> <p>Explain why the American people were drawn to Dwight Eisenhower in the 1952 election.</p> <p>Identify John Foster Dulles and the foreign policy and national security philosophy Dulles and Eisenhower promoted.</p> <p>Recognize examples of U.S. covert action in Third World countries and the reasons for it.</p> <p>Describe the beginnings of the space race.</p> <p>Analyze Eisenhower's farewell address in terms of the military-industrial complex.</p>

<p>Unit 4: Postwar America Lesson 4: From War to Peace</p>		<p>Recognize the causes and results of the postwar economic boom.</p> <p>Describe major trends in American society in the postwar era.</p> <p>Identify Americans who benefited from the economic boom and those who did not.</p> <p>Describe major trends in American society in the postwar era and the reasons for them.</p> <p>Analyze the influence of technology, including television and automobiles, on everyday life in the 1950s.</p>
<p>Unit 4: Postwar America Lesson 5: A New American Dream</p>	<p>SS12.1.6, 12.2.2, 12.4.1, 12.4.2, 12.4.4, 12.4.5, 12.6.4</p>	<p>Give examples of the pressure to conform in American society during the 1950s, especially for women.</p> <p>Recognize examples of criticism of and rebellion against conformity among writers and artists.</p> <p>Describe the teen culture of the 1950s.</p>
<p>Unit 4: Postwar America Lesson 6: Your Choice</p>		
<p>Unit 4: Postwar America Lesson 7: The New Frontier</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Analyze John Kennedy's election in 1960 and his inaugural address in terms of his appeal to young Americans.</p> <p>Describe the election of 1960.</p> <p>Identify the major goals of Kennedy's New Frontier.</p> <p>Analyze excerpts of Kennedy's inaugural address in terms of its</p>

		<p>appeal to young Americans.</p> <p>Create a magazine on the era.</p>
<p>Unit 4: Postwar America Lesson 8: Your Magazine Project</p>		
<p>Unit 4: Postwar America Lesson 9: The Beginning of Change</p>		<p>Describe the causes, events, individuals, obstacles, and results of the civil rights movement of the 1950s and 1960s.</p> <p>Explain the significance of the Supreme Court decision in <i>Brown v. Board of Education</i>.</p> <p>Explain how blacks' situation and expectations changed and how they remained the same during and just after World War II.</p> <p>Identify individuals or groups whose actions challenged the racial status quo during the 1940s.</p> <p>Summarize the hardships African Americans faced in the years before World War II.</p>
<p>Unit 4: Postwar America Lesson 10: Demanding Change</p>		<p>Describe the causes, events, individuals, obstacles, and results of the civil rights movement of the 1950s and 1960s.</p> <p>Recognize the techniques used to achieve integration of the Montgomery Bus Company and what those techniques demonstrated. Give examples of massive resistance by whites, techniques used to demand civil rights, and the federal government's response.</p> <p>Analyze the words of Martin Luther King, Jr., to summarize his philosophy and goals.</p>
<p>Unit 4: Postwar America Lesson 11: A New Generation Lesson 12: Discuss: Progress Toward Equality</p>	<p>SS12.1.6, 12.2.2, 12.4.1, 12.4.2, 12.4.4, 12.4.5, 12.6.4</p>	<p>Demonstrate mastery of important knowledge and skills learned in</p>



		<p>previous lessons.</p> <p>Describe the causes, events, individuals, obstacles, and results of the civil rights movement of the 1950s and 1960s.</p> <p>Identify major goals and achievements of Lyndon Johnson's Great Society and War on Poverty.</p> <p>Describe the struggle for black voting rights in the South.</p> <p>Explain why some civil rights activists broke with King's philosophy and what actions they supported.</p> <p>Identify key individuals in the struggle for civil rights.</p> <p>Recognize the major provisions and impact of the Civil Rights Act of 1964.</p>
Unit 4: Postwar America Lesson 13: Preparing for the Unit Test		
Unit 4: Postwar America Lesson 14: Postwar America Unit Test	SS12.1.6, 12.2.2, 12.4.1, 12.4.2, 12.4.4, 12.4.5, 12.6.4	
Unit 5: A Time of Turmoil Lesson 1: Crisis	SS12.1.1, 12.2.1, 12.2.2, 12.4.1, 12.4.4, 12.4.5,	<p>Summarize the reasons for and key events of the Cuban Missile Crisis and its outcome.</p> <p>Explain the reasons for and symbolism of the Berlin Wall. Identify on a map Cuba and its proximity to the United States.</p> <p>Describe the reasons for tension between the United States and Cuba in the 1950s and 1960s.</p>
Unit 5: A Time of Turmoil Lesson 2: War in Vietnam		<p>Trace the origins and consequences, both national and international, of the war in Vietnam.</p> <p>Identify significant events and individuals associated with the war in Vietnam.</p> <p>Summarize the opposition to and</p>

		<p>outcomes of the war in Vietnam. Summarize the situation in Vietnam before U.S. involvement.</p> <p>Describe the reasons for and extent of U.S. involvement in Vietnam before 1964.</p> <p>Explain the justification for and results of the escalation of U.S. involvement in the war.</p> <p>Identify Ho Chi Minh, Diem, and the key American leaders of the war.</p> <p>Recognize the difficulties of waging the war in Vietnam for the military as a whole and for the individual soldier.</p>
<p>Unit 5: A Time of Turmoil Lesson 3: Reflections on War Lesson 4: Discuss: Vietnam War Opposition</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Describe the growing opposition in the United States to the Vietnam War and the influence of television on public opinion. Explain the inequities of the draft system during Vietnam.</p> <p>Recognize the major events of the last years of the Vietnam War (Tet, Nixon's election, Cambodia, fall of Saigon).</p> <p>Summarize the outcomes and legacy of the war in Vietnam.</p>
<p>Unit 5: A Time of Turmoil Lesson 5: Culture and Counterculture</p>		<p>Describe the counterculture and student movements of the 1960s and '70s, including the antiwar movement, and their consequences.</p> <p>Recognize the focus of the student movement of the 1960s.</p> <p>Describe the counterculture and its effect on American society.</p>
<p>Unit 5: A Time of Turmoil Lesson 6: Tragedies</p>		<p>Summarize the opposition to and outcomes of the war in Vietnam. Describe the counterculture and student movements of the 1960s and</p>

		<p>'70s, including the antiwar movement, and their consequences.</p> <p>List examples of antiwar activity during the Vietnam era and the consequences of those activities.</p> <p>Describe the turmoil of the election of 1968.</p> <p>Recognize the reasons for the rising tension on college campuses in the late '60s and the events at Kent State University.</p>
<p>Unit 5: A Time of Turmoil Lesson 7: Women on the Move</p>	<p>SS12.1.1, 12.2.1, 12.2.2, 12.4.1, 12.4.4, 12.4.5,</p>	<p>Identify the goals, accomplishments, individuals, and diverse perspectives of the second wave of the women's movement. Recognize changes in family structure and the roles of women in the late twentieth century.</p> <p>Identify Betty Friedan and the message of <i>The Feminine Mystique</i>.</p> <p>Explain the goals, accomplishments, and diverse perspectives of the second wave of the women's movement.</p> <p>Describe the changing family structures and roles of women in American society.</p>
<p>Unit 5: A Time of Turmoil Lesson 8: Voices for Change</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Recognize the influence of the civil rights movement on the movements and achievements of other American minorities.</p> <p>Identify Cesar Chavez and his work on behalf of Hispanic Americans and migrant workers.</p> <p>Identify minorities in the United States that organized to demand rights and reform during the 1960s and '70s.</p>

<p>Unit 5: A Time of Turmoil Lesson 9: Your Choice</p>		
<p>Unit 5: A Time of Turmoil Lesson 10: Complex Times</p>		<p>Describe Richard Nixon's major foreign and domestic achievements as president, including detente and the opening of China. Describe Nixon's election in 1968, including the "southern strategy."</p> <p>Identify moderate elements of Nixon's domestic policy including affirmative action.</p> <p>Identify Henry Kissinger and his role in guiding Nixon's foreign policy in China.</p> <p>Explain detente and how it changed the Cold War.</p>
<p>Unit 5: A Time of Turmoil Lesson 11: The Watergate Scandal</p>		<p>Explain the constitutional issues surrounding the Watergate scandal and the scandal's impact on the nation.</p> <p>Trace the major events of the Watergate scandal and their consequences.</p> <p>Assess the constitutional issues involved in the Watergate scandal and investigation. Describe the effect of the Watergate scandal on the political process in the United States.</p>
<p>Unit 5: A Time of Turmoil Lesson 12: Transition</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Identify Gerald Ford and the way in which he became president.</p> <p>Explain key elements of the economic crisis of the 1970s.</p> <p>Describe Carter's goals and challenges as president and the reasons for his failure to win a second term.</p> <p>Describe Carter's foreign policy achievements and challenges.</p>

		Identify key elements in the history of U.S.-Iranian relations.
Unit 5: A Time of Turmoil Lesson 13: Preparing for the Unit Test		
Unit 5: A Time of Turmoil Lesson 14: A Time of Turmoil Unit Test	SS12.1.1, 12.2.1, 12.2.2, 12.4.1, 12.4.4, 12.4.5,	
Unit 6: Toward a New Millennium Lesson 1: A Changing Mood		<p>Identify major groups and characteristics of the coalition that elected Reagan in 1980 and the reasons for the shift to the right.</p> <p>Describe the national mood and attitude toward President Carter by 1979 and the reasons for it.</p> <p>Describe Ronald Reagan's political agenda and background.</p> <p>Recognize the key issues of the 1980 election. Demonstrate understanding of the Electoral College system.</p>
Unit 6: Toward a New Millennium Lesson 2: Reaganomics		<p>Explain the theory of supply-side economics and the arguments for and against it.</p> <p>Recognize Sandra Day O'Connor as the first woman to become a Supreme Court justice. Summarize key elements of Reagan's economic plan to meet the economic crisis in 1981.</p> <p>Analyze the economic outcomes of Reagan's budget plan.</p> <p>Recognize examples of government deregulation during the Reagan years and the arguments for and against.</p>
Unit 6: Toward a New Millennium Lesson 3: Cold War Warriors Lesson 4: Discuss: Collapse of Communism in the Soviet Union		Assess Reagan's legacy in terms of the Cold War, government regulations, the Iran-Contra scandal, and the economy.

		<p>Distinguish between traditional views of the Cold War and Reagan's view.</p> <p>Recognize examples of protest against communism in the USSR and its satellites.</p> <p>Identify the Reagan Doctrine and nations where the United States took direct or indirect military action.</p> <p>Describe Reagan's weapons strategy and its results.</p> <p>Identify Mikhail Gorbachev, his reforms in the Soviet Union, and their impact on U.S.-USSR relations.</p>
<p>Unit 6: Toward a New Millennium Lesson 5: Legacies</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Describe the major elements and issues of the Iran-Contra scandal.</p> <p>Assess Reagan's legacy in terms of the Cold War, government regulations, and the economy. Trace the major events in the fall of European communism.</p> <p>Identify George H.W. Bush and his foreign policy challenges including the Gulf War.</p> <p>Describe the impact of the development of the computer.</p>
<p>Unit 6: Toward a New Millennium Lesson 6: Your Choice</p>		
<p>Unit 6: Toward a New Millennium Lesson 7: The Post-Cold War World, Part 1</p>		<p>Identify on a map areas of tension in Europe, Africa, and the Middle East after 1990.</p> <p>Summarize the recent history and characteristics of government and</p>

		<p>culture in key nations of Eastern Europe.</p> <p>Summarize major issues in Eastern Europe that influenced U.S. foreign policy.</p> <p>Identify on a map areas of tension in Europe after 1990.</p>
<p>Unit 6: Toward a New Millennium Lesson 8: A New Age</p>		<p>Recognize the challenges of interpreting recent history.</p> <p>Trace the development of the Internet and World Wide Web and their impact on communication and information.</p> <p>Describe changes in American business practices during the late twentieth century.</p> <p>Analyze major demographic trends in the United States in the 1990s.</p>
<p>Unit 6: Toward a New Millennium Lesson 9: The Clinton Years</p>		<p>Identify Bill Clinton; the issues surrounding his election; and his major domestic, trade, and foreign policies and challenges.</p> <p>Recognize major elements of Clinton's domestic agenda.</p> <p>Explain the arguments for and against NAFTA and free trade.</p> <p>Identify the candidates and key issues in the election of 1992.</p>
<p>Unit 6: Toward a New Millennium Lesson 10: Divisions</p>		<p>Identify Bill Clinton; the issues surrounding his election; and his major domestic, trade, and foreign policies and challenges.</p> <p>Recognize the conflict between Clinton and congressional Republicans by 1994.</p> <p>Describe the issues and opposing camps of the "culture wars" of the 1990s.</p>

		<p>Trace the impeachment process as it applied to Clinton.</p> <p>Explain the goal of the Kyoto Protocol, the reasons for the agreement, and the U.S. policy toward it.</p>
<p>Unit 6: Toward a New Millennium Lesson 11: The Post-Cold War World, Part 2</p>		<p>Identify on a map areas of tension in the Middle East after 1990.</p> <p>Recognize characteristics of government and culture in key Middle Eastern countries. Summarize major issues in the Middle East that influenced U.S. foreign policy.</p>
<p>Unit 6: Toward a New Millennium Lesson 12: Entering a New Millennium</p>		<p>Identify George H.W. Bush and his foreign policy challenges, including the Gulf War.</p> <p>Explain the causes and results of the election dispute in 2000. Identify foreign crises during Clinton's presidency and his administration's response.</p> <p>Recognize the circumstances surrounding the Oklahoma City bombing.</p> <p>Describe George W. Bush's major domestic policy initiatives.</p> <p>Summarize the constitutional issues involved in Bush's claims to executive privilege.</p>
<p>Unit 6: Toward a New Millennium Lesson 13: New Realities</p>		<p>Describe the events of September 11, 2001.</p> <p>Recognize the individuals and organization responsible for the terrorist attacks, the reasons for their view of the United States as an enemy, and their goals.</p> <p>Identify the Taliban and characteristics of its regime in</p>



		<p>Afghanistan.</p> <p>Describe the U.S. response to the terrorist attacks both at home and abroad and the reasons for opposition to elements of the response.</p>
<p>Unit 6: Toward a New Millennium Lesson 14: War and Disaster</p>		<p>Recognize the arguments for and against the U.S. invasion of Iraq in 2003.</p> <p>Describe the early success and ongoing sectarian violence in Iraq.</p> <p>Identify the reasons for increased opposition to the war and the conduct of the war in Iraq.</p> <p>Identify Bush administration accomplishments in foreign policy in Africa.</p> <p>Describe the impact of Hurricane Katrina and the federal government's response.</p>
<p>Unit 6: Toward a New Millennium Lesson 15: Looking Ahead</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Identify the candidates and major issues of the election of 2008.</p> <p>Explain why the primaries and national election of 2008 were groundbreaking.</p> <p>Assess the major issues facing the United States in 2009 and beyond.</p>
<p>Unit 6: Toward a New Millennium Lesson 16: Preparing for the Unit Test</p>		
<p>Unit 6: Toward a New Millennium Lesson 17: Toward a New Millennium Unit Test</p>		
<p>Unit 7: Semester Review and Test Lesson 1: Preparing for the Semester Test</p>		
<p>Unit 7: Semester Review and Test Lesson 2: Your Choice</p>		

Unit 7: Semester Review and Test Lesson 3: Your Choice		
Unit 7: Semester Review and Test Lesson 4: Semester Test		
Unit 8: Honors Project Lesson 1: U.S. History Honors Project: Part 1		<p>Explain the theme of the history honors project.</p> <p>Describe a recurring theme in American history from 1880 to 2000.</p> <p>Describe three events related to a theme in American history, each from a different decade between 1880 and 2000.</p>
Unit 8: Honors Project Lesson 2: U.S. History Honors Project: Part 2		<p>Using primary and secondary resources.</p> <p>Annotate bibliographic sources.</p>
Unit 8: Honors Project Lesson 3: U.S. History Honors Project: Part 3		<p>Describe three events related to a theme in American history, each from a different decade between 1880 and 2000.</p> <p>Describe project entries including captions and justifications.</p>
Unit 8: Honors Project Lesson 4: U.S. History Honors Project: Part 4		Describe a process and plan for research.
Unit 8: Honors Project Lesson 5: U.S. History Honors Project: Part 5		Annotate bibliographic sources.
Unit 8: Honors Project Lesson 6: U.S. History Honors Project: Part 6		Demonstrate historical research, analysis, and writing skills in a project.