

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000 - Washakie County School District No. 1

Program Name	Washakie #1 Online	Content Area	SS
Course ID	W04101G0.5022	Grade Level	9-12
Course Name	WOL-American History-B	# of Credits	0.5
SCED Code	04101G0.5022	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

This is the second half of a full-year course 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 *The American Odyssey: A History of the United States*. Lessons help students organize their study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.
SS12.1.3	Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal).
SS12.1.4	Demonstrate an understanding of the United States civil and criminal legal systems and distinguish differences between those systems.
SS12.1.5	Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.
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.
SS12.2.3	Evaluate how the unique characteristics of cultural groups have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).
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.
SS12.3.2	Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).
SS12.3.3	Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g., jobs, education, trade, and infrastructure) and their impact on global economic interdependence.
SS12.3.4	Explain how financial and government institutions make economic decisions (e.g., banking, investment, credit, regulation, and debt).
SS12.3.5	Evaluate how values and beliefs influence microeconomic and macroeconomic decisions.
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.
SS12.5.1	Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.
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.
SS12.5.4	Analyze how environmental changes and modifications positively and negatively affect communities and the world both economically and socially.
SS12.6.1	Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.
SS12.6.2	Assess the extent to which the reasoning and evidence in a text supports the author's claims.
SS12.6.3	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). https://www.iste.org/standards/nets-for-students
SS12.6.4	Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Semester 2		
Unit 1: A New Century • Semester Introduction • Cities Grow	SS12.4.1 SS12.4.2 SS12.2.2 SS12.2.4	Student will: <ul style="list-style-type: none"> • Describe the growth of cities in the late 1800s. • Recognize elements of urban social stratification in the cities of the late 1800s. • Describe the impact of the transportation revolution on the growth of cities and suburbs in the late 1800s. • Identify Jacob Riis and his work. • Describe the growth of cities in the late 1800s (including the reasons for and characteristics of growth and the problems it created). • Recognize the philosophy of social Darwinism.
• City Life	SS12.4.1 SS12.4.2	Student will: <ul style="list-style-type: none"> • 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. • Recognize popular amusements in the growing cities of the late 1800s.
• Populists	SS12.4.1 SS12.4.2 SS12.3.2	Student will: <ul style="list-style-type: none"> • Describe the rise, fall, and legacy of the Populist Party. • Identify characteristics of government in the "Gilded Age" of the late 1800s (laissez-faire, spoils system, corruption).

		<ul style="list-style-type: none"> Recognize the problems farmers faced in the late 1800s. Identify the Grange and the Farmers' Alliances, and their goals.
<ul style="list-style-type: none"> Progressives 	SS12.4.1 SS12.4.2 SS12.3.2 SS12.3.5	Student will: <ul style="list-style-type: none"> Give examples of individuals and organizations, and their goals within the Progressive movement. Describe muckrakers, including Ida Tarbell and Upton Sinclair, and their role in reform. Summarize the political reforms that came about as a result of the Progressive movement. Describe the unifying goal of the Progressive movement. Give examples of individuals and organizations and their goals within the Progressive movement. Summarize the political reforms at the city, state, and national levels that came about as a result of the Progressive movement.
<ul style="list-style-type: none"> Taking on Power 	SS12.4.1 SS12.4.2 SS12.4.5 SS12.1.2 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Recognize the work of Jane Addams. Summarize the political reforms that came about as a result of the Progressive movement. Describe the progressive policies of the Roosevelt, Taft, and Wilson administrations. Describe Theodore Roosevelt's view of the role of federal government. Give examples of progressive policies Roosevelt supported. Explain the focus and goals of Woodrow Wilson's New Freedom.
<ul style="list-style-type: none"> Less Than Equal 	SS12.2.1 SS12.2.2 SS12.2.3 SS12.2.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> 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. Identify Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey and their goals and achievements. Identify Booker T. Washington and W.E.B. Du Bois and their achievements. Explain the different approaches to improving life for African Americans taken by Washington, Du Bois, and Garvey.
<ul style="list-style-type: none"> Demanding a Voice Making a Difference 	SS12.2.1 SS12.2.2 SS12.2.4 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.5 SS12.4.1 SS12.4.4 SS12.4.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Summarize the major events and leaders in the movement to gain women's rights and passage of the 19th Amendment. Describe discrimination against women at the turn of the twentieth century and the beliefs that fostered it. Identify Jeannette Rankin as the first woman elected to Congress. Describe the ratification of the 19th Amendment. Summarize the movement to gain women's suffrage and its leaders.
Unit Test		
Unit 2: Turning Points <ul style="list-style-type: none"> Choosing a Research Topic Choosing a Presentation Format Creating an Annotated Bibliography Writing a Process Paper 	SS12.6.1 SS12.6.2 SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Analyze model research projects. Review significant events in U.S. history. List possible research topics within the theme of "turning points in American history." Review possible formats for presenting research. Conduct preliminary research on a topic of choice. Record bibliographic information. Conduct historical research. Conduct research and produce a presentation on a turning point in American history before 1900. Conduct historical research.

		<ul style="list-style-type: none"> • Explain the research process.
<ul style="list-style-type: none"> • An American Empire 	SS12.4.1 SS12.4.4 SS12.4.5 SS12.5.2 SS12.5.3 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • 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 Versailles. • Explain why the U.S. Senate rejected the Treaty of Versailles. • Explain the U.S. policy of isolationism during most of the nineteenth century. • Identify territory acquired by the United States during the late 1800s and the means of acquisition. • Describe the goal and effects of the Open Door policy.
<ul style="list-style-type: none"> • Presidents and Policies 	SS12.4.3 SS12.4.5	Student will: <ul style="list-style-type: none"> • Recognize examples of presidential foreign policy principles under Theodore Roosevelt, Taft, and Wilson. • Identify Taft's "Dollar Diplomacy." • Describe Woodrow Wilson's goals for diplomacy and his international policies as president. • Identify elements of Theodore Roosevelt's philosophy in his foreign policy.
<ul style="list-style-type: none"> • The Great War 	SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.4.5 SS12.1.3 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Describe the military war effort in Europe and the civilian war effort on the home front during World War I. • Explain how the United States met the need for soldiers and for civilian workers during World War I. • Describe the beginnings of the Great War in Europe and the reasons for U.S. neutrality. • Trace the events that led to U.S. entry into the Great War on the Allied side and the effect of that entry on the war. • List examples of the expansion of the federal government during World War I and its effect on American life.
<ul style="list-style-type: none"> • The War at Home • Assessing the Great War 	SS12.4.1 SS12.4.3 SS12.4.4 SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.4 SS12.1.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • 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. • Identify the Espionage and Sedition Acts and the Red Scare and their effects on American life. • Summarize key elements of Wilson's Fourteen Points. • Summarize key elements of Wilson's Fourteen Points and of the Treaty of Versailles. • Explain why the U.S. Senate rejected the Treaty of Versailles. • Explain the reasons for and results of U.S. participation in World War I. • Describe the military war effort in Europe and the civilian war effort on the home front during World War I. • Analyze the impact of World War I on soldiers and civilians.
<ul style="list-style-type: none"> • Embracing the Peace • Action and Reaction • Analyzing an Era 	SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.4 SS12.1.5 SS12.3.3 SS12.3.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Describe the sources, effects, and limits of post-World War I prosperity. • Assess the influence of the automobile and other technologies on consumers and workers in the 1920s. • 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. • 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. • Recognize modernist trends in the arts and literature. • Identify the 18th Amendment, the reasons for it, and its intended and unintended consequences. • Analyze nativism, the Scopes Trial, the Red Scare, and the Ku Klux Klan as reactions to societal changes during the 1920s.

		<ul style="list-style-type: none"> Identify Harding, Coolidge, and Hoover; their shared philosophy of government; and their attitudes toward business. Identify Al Smith and the reasons for his defeat in 1928. Summarize the role of big business in economics and government during the 1920s. Describe the Harlem Renaissance and its impact on American culture. Analyze events and trends of the 1920s to assess the impact of the era on American life and culture.
<ul style="list-style-type: none"> The Project (Refer to Unit 2 Research Project Above) 	SS12.6.1 SS12.6.2 SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Complete and present a research project on a turning point in American history.
Unit Test		
Unit 3: Democracy Tested <ul style="list-style-type: none"> The Bubble Bursts 	SS12.3.1 SS12.3.3 SS12.3.4 SS12.3.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Explain the major causes of the stock market crash of 1929 and the Great Depression. Describe the causes of the Dust Bowl and its effects on the land and on plains farmers and their migration west. Explain Herbert Hoover's philosophy of government and its application to the economic crisis. Describe the plight of farmers during the 1920s and 1930s. Recognize the immediate effects of the stock market crash and Depression on American society.
<ul style="list-style-type: none"> Depression 	SS12.3.1 SS12.3.3 SS12.3.4 SS12.3.5 SS12.5.3 SS12.5.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Describe the causes of the Dust Bowl and its effects on the land and on plains farmers and their migration west. Recognize the causes of the Dust Bowl and its effect on plains farming. Describe the westward migration of plains farmers, their experiences, and the effects on the places they settled. Give examples of the effects of the Great Depression on Americans' lives.
<ul style="list-style-type: none"> Seeking Solutions 	SS12.3.1 SS12.3.3 SS12.3.4 SS12.3.5 SS12.5.3 SS12.5.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Identify examples of the effects of the Great Depression on American's lives. Explain Herbert Hoover's philosophy of government and its application to the economic crisis. Identify steps the government took under Herbert Hoover in an attempt to turn the economy around. Assess the need for government intervention in the economy during the Great Depression.
<ul style="list-style-type: none"> Confronting the Crisis 	SS12.3.4 SS12.3.5 SS12.1.3 SS12.1.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Describe the emerging social, political, and economic philosophies that characterized the first hundred days of FDR's administration. Assess the goals and effects of key legislation passed during the first hundred days. Identify key elements of Franklin Roosevelt's background and rise to the presidency. Explain how FDR was able to maintain political and public support for his programs in the early months of the New Deal.

<ul style="list-style-type: none"> • New Strategies • Reflections 	SS12.3.4 SS12.3.5 SS12.1.3 SS12.1.4	Student will: <ul style="list-style-type: none"> • Describe the emerging social, political, and economic philosophies that characterized the first hundred days of FDR's administration. • Assess the goals and effects of key legislation of the New Deal and the opposition to it. • Assess the legacy of the New Deal. • Identify the opponents of many New Deal programs, their arguments, and the administration's response (including court packing). • Assess the goals and effects of key legislation passed during the Second New Deal. • Recognize the causes and results of the resurgence of labor unions during the New Deal era. • Examine programs of the New Deal to assess their impact on American life during the Great Depression.
<ul style="list-style-type: none"> • War Clouds 	SS12.1.5 SS12.1.6 SS12.3.2 SS12.4.3 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Summarize the conditions that led to the rise of dictators in Europe during the 1930s. • Identify Mussolini, his fascist philosophy, and the areas of his territorial expansion. • Identify Hitler, his Nazi philosophy, and the areas of his territorial expansion. • Explain how Stalin's communist government was different from and similar to fascism.
<ul style="list-style-type: none"> • Going to War 	SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.4.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Identify ways in which FDR assisted the Allies and prepared for war in spite of neutrality legislation. • Identify ways in which Franklin Roosevelt assisted the Allies and prepared for war in spite of neutrality. • Describe the Japanese attack on Pearl Harbor and the U.S. response. • Explain the U.S. policy of neutrality as the war began in Europe and the reasons for it. • Analyze FDR's Four Freedoms speech for its meaning and its relationship to foreign policy.
<ul style="list-style-type: none"> • The War at Home • Fighting on Two Fronts 	SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.4.5 SS12.2.1 SS12.2.2 SS12.2.3 SS12.2.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Explain the ways in which the United States rose to the challenge of meeting wartime production needs. • Recognize the role of women in war industries and the impact their role had on them over time. • Describe the impact of the war on African Americans and their changing roles in the war effort. • Describe the ways American citizens participated in the war effort and the impact those efforts had. • Summarize the constitutional issues surrounding the U.S. Japanese internment camps. • Trace the early military progress of the war in the Pacific. • Trace the military progress of the war in Europe. • Identify key leaders, battles, and strategies of World War II. • Summarize the major events and results of the Holocaust.
<ul style="list-style-type: none"> • War's End 	SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.2.1 SS12.2.2 SS12.2.3 SS12.2.4	Student will: <ul style="list-style-type: none"> • Trace the progress and strategy of the war in the Pacific after 1942. • Recognize the reasons for and effects of dropping atomic bombs on Hiroshima and Nagasaki. • Identify the Manhattan Project and the leading scientists and political leaders associated with it. • Describe the U.S. position in the world at the end of World War II and the reasons for it.
Unit Test		

<p>Unit 4: Postwar America</p> <ul style="list-style-type: none"> • A War of Words and Ideas • The Cold War at Home and Abroad 	<p>SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.2.1 SS12.2.2 SS12.2.3 SS12.2.4 SS12.1.6</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Describe the origins of the Cold War. • Describe the beginning of the Cold War and Iron Curtain. • 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). • Recognize the key issues of the election of 1948 and its outcome. • Identify the major causes, leaders, events, and results of the Korean War. • Describe the second Red Scare and McCarthyism and their impact on the United States. • Recognize the U.S. response to the threat of communism in China and Korea. • Describe the second Red Scare and McCarthyism and their impact on the nation.
<ul style="list-style-type: none"> • Eisenhower at the Helm 	<p>SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.4.5 SS12.1.6 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Recognize elements of Eisenhower's foreign policy and his concerns for the future. • Analyze the reasons for U.S. covert activity in third world countries. • Explain why the American people were drawn to Dwight Eisenhower in the 1952 election. • Identify John Foster Dulles and the foreign policy and national security philosophy Dulles and Eisenhower promoted. • Recognize examples of U.S. covert action in Third World countries and the reasons for it. • Describe the beginnings of the space race. • Analyze Eisenhower's farewell address in terms of the military-industrial complex.
<ul style="list-style-type: none"> • From War to Peace 	<p>SS12.3.1 SS12.3.2 SS12.3.3 SS12.3.4 SS12.3.5 RI.9-10.9 RI.11-12.9</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Recognize the causes and results of the postwar economic boom. • Describe major trends in American society in the postwar era. • Identify Americans who benefited from the economic boom and those who did not. • Describe major trends in American society in the postwar era and the reasons for them. • Analyze the influence of technology, including television and automobiles, on everyday life in the 1950s.
<ul style="list-style-type: none"> • A New American Dream 	<p>SS12.2.1 SS12.2.2 SS12.2.3 SS12.2.4</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Give examples of the pressure to conform in American society during the 1950s, especially for women. • Recognize examples of criticism of and rebellion against conformity among writers and artists. • Describe the teen culture of the 1950s.
<ul style="list-style-type: none"> • The New Frontier • Your Magazine Project 	<p>SS12.4.3 SS12.4.4 SS12.4.5 SS12.6.1 SS12.6.2 SS12.6.3 SS12.6.4</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Analyze John Kennedy's election in 1960 and his inaugural address in terms of his appeal to young Americans. • Describe the election of 1960. • Identify the major goals of Kennedy's New Frontier. • Analyze excerpts of Kennedy's inaugural address in terms of its appeal to young Americans. • Complete a magazine article of the era.
<ul style="list-style-type: none"> • The Beginning of Change • Demanding Change • A New Generation 	<p>SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.4.5 SS12.2.1 SS12.2.2 SS12.2.3 SS12.2.4 RI.9-10.9</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Describe the causes, events, individuals, obstacles, and results of the civil rights movement of the 1950s and 1960s. • Explain the significance of the Supreme Court decision in Brown v. Board of Education. • Explain how blacks' situation and expectations changed and how they remained the same during and just after World War II. • Identify individuals or groups whose actions challenged the racial status quo during the 1940s.

	RI.11-12.9 W.9-10.10 W.11-12.10	<ul style="list-style-type: none"> Summarize the hardships African Americans faced in the years before World War II. 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. Analyze the words of Martin Luther King, Jr., to summarize his philosophy and goals. Describe the causes, events, individuals, obstacles, and results of the civil rights movement of the 1950s and 1960s. Identify major goals and achievements of Lyndon Johnson's Great Society and War on Poverty. Describe the struggle for black voting rights in the South. Explain why some civil rights activists broke with King's philosophy and what actions they supported. Identify key individuals in the struggle for civil rights. Recognize the major provisions and impact of the Civil Rights Act of 1964.
Unit Test		
Unit 5: A Time of Turmoil • Crisis	SS12.4.1 SS12.4.3 SS12.4.4 SS12.5.1 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Summarize the reasons for and key events of the Cuban Missile Crisis and its outcome. Explain the reasons for, and symbolism of, the Berlin Wall. Identify on a map Cuba and its proximity to the United States. Describe the reasons for tension between the United States and Cuba in the 1950s and 1960s.
• War in Vietnam	SS12.5.1 SS12.5.2 SS12.5.3 SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Trace the origins and consequences, both national and international, of the war in Vietnam. Identify significant events and individuals associated with the war in Vietnam. Summarize the opposition to and outcomes of the war in Vietnam. Summarize the situation in Vietnam before U.S. involvement. Describe the reasons for and extent of U.S. involvement in Vietnam before 1964. Explain the justification for and results of the escalation of U.S. involvement in the war. Identify Ho Chi Minh, Diem, and the key American leaders of the war. Recognize the difficulties of waging the war in Vietnam for the military as a whole and for the individual soldier.
• Reflections on War	SS12.2.1 SS12.2.4 SS12.4.1 SS12.4.3 SS12.4.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> 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. Recognize the major events of the last years of the Vietnam War (Tet, Nixon's election, Cambodia, fall of Saigon). Summarize the outcomes and legacy of the war in Vietnam.
• Culture and Counterculture • Tragedies	SS12.2.1 SS12.2.4 SS12.4.1 SS12.4.3 SS12.4.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Describe the counterculture and student movements of the 1960s and '70s, including the antiwar movement, and their consequences. Recognize the focus of the student movement of the 1960s. Describe the counterculture and its effect on American society. Summarize the opposition to and outcomes of the war in Vietnam. List examples of antiwar activity during the Vietnam era and the consequences of those activities. Describe the turmoil of the election of 1968.

		<ul style="list-style-type: none"> Recognize the reasons for the rising tension on college campuses in the late '60s and the events at Kent State University.
<ul style="list-style-type: none"> Women on the Move Voices for Change 	SS12.2.1 SS12.2.2 SS12.2.4 SS12.4.1 SS12.4.3 SS12.4.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> 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. Identify Betty Friedan and the message of <i>The Feminine Mystique</i>. Explain the goals, accomplishments, and diverse perspectives of the second wave of the women's movement. Describe the changing family structures and roles of women in American society. Recognize the influence of the civil rights movement on the movements and achievements of other American minorities. Identify Cesar Chavez and his work on behalf of Hispanic Americans and migrant workers. Identify minorities in the United States that organized to demand rights and reform during the 1960s and '70s.
<ul style="list-style-type: none"> Complex Times The Watergate Scandal Transition 	SS12.2.1 SS12.2.2 SS12.2.4 SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.4.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> 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." Identify moderate elements of Nixon's domestic policy including affirmative action. Identify Henry Kissinger and his role in guiding Nixon's foreign policy in China. Explain detente and how it changed the Cold War. Explain the constitutional issues surrounding the Watergate scandal and the scandal's impact on the nation. Trace the major events of the Watergate scandal and their consequences. 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. Identify Gerald Ford and the way in which he became president. Explain key elements of the economic crisis of the 1970s. Describe Carter's goals and challenges as president and the reasons for his failure to win a second term. Describe Carter's foreign policy achievements and challenges. Identify key elements in the history of U.S.-Iranian relations.
Unit Test		
Unit 6: Toward a New Millennium <ul style="list-style-type: none"> A Changing Mood 	SS12.2.1 SS12.2.4 SS12.4.1 SS12.4.3 SS12.4.4 SS12.1.5	Student will: <ul style="list-style-type: none"> Identify major groups and characteristics of the coalition that elected Reagan in 1980 and the reasons for the shift to the right. Describe the national mood and attitude toward President Carter by 1979 and the reasons for it. Describe Ronald Reagan's political agenda and background. Recognize the key issues of the 1980 election. Demonstrate understanding of the Electoral College system.
<ul style="list-style-type: none"> Reaganomics 	SS12.3.1 SS12.3.2 SS12.3.4 SS12.3.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Explain the theory of supply-side economics and the arguments for and against it. 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. Analyze the economic outcomes of Reagan's budget plan. Recognize examples of government deregulation during the Reagan years and the arguments for and against.

<ul style="list-style-type: none"> • Cold War Warriors • The Collapse of Communism in the Soviet Union 	SS12.4.1 SS12.4.3 SS12.4.4	Student will: <ul style="list-style-type: none"> • Assess Reagan's legacy in terms of the Cold War, government regulations, the Iran-Contra scandal, and the economy. • Distinguish between traditional views of the Cold War and Reagan's view. • Recognize examples of protest against communism in the USSR and its satellites. • Identify the Reagan Doctrine and nations where the United States took direct or indirect military action. • Describe Reagan's weapons strategy and its results. • Identify Mikhail Gorbachev, his reforms in the Soviet Union, and their impact on U.S.-USSR relations. • Describe the reasons for the collapse of communism in the Soviet Union in the late 1980s.
<ul style="list-style-type: none"> • Legacies 	SS12.4.1 SS12.4.3 SS12.4.4	Student will: <ul style="list-style-type: none"> • Describe the major elements and issues of the Iran-Contra scandal. • 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. • Identify George H.W. Bush and his foreign policy challenges including the Gulf War. • Describe the impact of the development of the computer.
<ul style="list-style-type: none"> • The Post-Cold War World – Part I 	SS12.5.1 SS12.5.3 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Identify on a map areas of tension in Europe, Africa, and the Middle East after 1990. • Summarize the recent history and characteristics of government and culture in key nations of Eastern Europe. • Summarize major issues in Eastern Europe that influenced U.S. foreign policy. • Identify on a map areas of tension in Europe after 1990.
<ul style="list-style-type: none"> • New Age 	SS12.3.3	Student will: <ul style="list-style-type: none"> • Recognize the challenges of interpreting recent history. • Trace the development of the Internet and World Wide Web and their impact on communication and information. • Describe changes in American business practices during the late twentieth century. • Analyze major demographic trends in the United States in the 1990s.
<ul style="list-style-type: none"> • The Clinton Years • Divisions 	SS12.1.5 SS12.4.1 SS12.4.3 SS12.4.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Identify Bill Clinton; the issues surrounding his election; and his major domestic, trade, and foreign policies and challenges. • Recognize major elements of Clinton's domestic agenda. • Explain the arguments for and against NAFTA and free trade. • Identify the candidates and key issues in the election of 1992. • Identify Bill Clinton; the issues surrounding his election; and his major domestic, trade, and foreign policies and challenges. • Recognize the conflict between Clinton and congressional Republicans by 1994. • Describe the issues and opposing camps of the "culture wars" of the 1990s. • Trace the impeachment process as it applied to Clinton. • Explain the goal of the Kyoto Protocol, the reasons for the agreement, and the U.S. policy toward it.
<ul style="list-style-type: none"> • The Post-Cold War World – Part II 	SS12.5.1 SS12.1.6 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Identify on a map areas of tension in the Middle East after 1990. • Recognize characteristics of government and culture in key Middle Eastern countries. • Summarize major issues in the Middle East that influenced U.S. foreign policy.
<ul style="list-style-type: none"> • Entering a New Millennium 	SS12.1.2 SS12.1.5 SS12.4.1	Student will: <ul style="list-style-type: none"> • Identify George H.W. Bush and his foreign policy challenges, including the Gulf War.

	SS12.4.2 SS12.4.3 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<ul style="list-style-type: none"> • Explain the causes and results of the election dispute in 2000. • Identify foreign crises during Clinton's presidency and his administration's response. • Recognize the circumstances surrounding the Oklahoma City bombing. • Describe George W. Bush's major domestic policy initiatives. • Summarize the constitutional issues involved in Bush's claims to executive privilege.
• New Realities	SS12.1.2 SS12.1.5 SS12.4.1 SS12.4.2 SS12.4.3 SS12.5.1 SS12.5.3 SS12.5.4	Student will: <ul style="list-style-type: none"> • Describe the events of September 11, 2001. • 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. • Identify the Taliban and characteristics of its regime in Afghanistan. • Describe the U.S. response to the terrorist attacks both at home and abroad and the reasons for opposition to elements of the response.
• War and Disaster	SS12.1.2 SS12.1.5 SS12.4.1 SS12.4.2 SS12.4.3 SS12.5.1 SS12.5.3 SS12.5.4	Student will: <ul style="list-style-type: none"> • Recognize the arguments for and against the U.S. invasion of Iraq in 2003. • Describe the early success and ongoing sectarian violence in Iraq. • Identify the reasons for increased opposition to the war and the conduct of the war in Iraq. • Identify Bush administration accomplishments in foreign policy in Africa. • Describe the impact of natural disasters such as Hurricane Katrina and Hurricane Irma and the federal government's response.
• Looking Ahead	SS12.1.2 SS12.1.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Identify the candidates and major issues recent elections. • Explain why the primaries and national election of recent elections were groundbreaking. • Assess the major issues facing the United States in the future.
Unit Test		
Unit 8: Semester Review and Test		