



# Diocese of Greensburg Curriculum American History Grade 11

Unit	Standards	Content	Skills
<p><b>Civil War and Reconstruction</b> <b>1861-1877</b></p>	<p><b>NCSS: Social Studies 2010</b> <b>NCSS: High</b></p> <hr/> <p><b>CULTURE</b> <b>Knowledge</b> <b>Learners will understand</b></p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>How culture develops and changes in ways that allow human societies to address their needs and concerns;</p> <p><b>TIME, CONTINUITY, AND CHANGE</b> <b>Knowledge</b> <b>Learners will understand</b></p> <p>Different interpretations of the history of societies, cultures, and humankind;</p> <p>Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives;</p> <p>That knowledge of the past is influenced by the questions investigated, the sources used, and the perspective of the historian;</p>	<p>People, Events, Terms:</p> <ul style="list-style-type: none"> <li>• Manifest Destiny and the Mexican War</li> <li>• U.S. territorial expansion westward</li> <li>• Economic and national interests supported by claims of U.S. racial and cultural superiority</li> <li>• Manifest Destiny and President Polk</li> <li>• Texas War for Independence and Texas annexation</li> <li>• Oregon Country</li> <li>• The Mexican War of Cession</li> <li>• California Gold Rush</li> <li>• The Antebellum, the End of Compromise, and the Civil War</li> <li>• Regional division, the debate over slavery and states' rights</li> <li>• Wilmot Proviso</li> <li>• Henry Clay</li> <li>• Steven Douglas</li> <li>• Daniel Webster</li> <li>• Compromise of 1850</li> <li>• Fugitive Slave Act</li> <li>• <i>Uncle Tom's Cabin</i></li> <li>• Kansas-Nebraska Act</li> <li>• Bleeding Kansas</li> <li>• John Brown</li> <li>• Harper's Ferry</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.</li> <li>• Distinguish between the long term and immediate causes of the Civil War.</li> <li>• Establish a cause and effect relationship among all of the events leading to the Civil War.</li> <li>• Compare and contrast the advantages and disadvantages of the Union and Confederacy in the Civil War as well as evaluate their respective impacts on the Civil War.</li> <li>• Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), Lincoln's views on slavery, and the political obstacles that Lincoln encountered during his first</li> </ul>

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	<p>The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;</p> <p>The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p><b>Processes</b>  <b>Learners will be able to</b></p> <p>Research and analyze past periods, events, and recurring issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony), as well as secondary sources; validate and weigh evidence for claims, check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence;</p> <p>Use historical facts, concepts, and methods to evaluate an issue of importance today, and make informed decisions as responsible citizens to propose policies, and take action on it;</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b></p> <p>The need for respect for the rule of law, as well as a recognition of times when civil disobedience has been justified;</p> <p><b>CIVIC IDEALS AND PRACTICES</b>  <b>Knowledge</b>  <b>Learners will understand</b></p> <p>Scholarly interpretations of key documents that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Declaration of Sentiments in Seneca Falls, New York, the Gettysburg Address, the Letter from Birmingham Jail; and international Documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children);</p>	<ul style="list-style-type: none"> <li>• Dred Scott Decision</li> <li>• Secession</li> <li>• Abraham Lincoln</li> <li>• Nat Turner</li> <li>• Missouri Compromise of 1820</li> <li>• Harriet Tubman</li> <li>• Underground Railroad</li> <li>• William Lloyd Garrison</li> <li>• Frederick Douglass</li> <li>• Hiram Revels</li> <li>• <i>The North Star</i></li> <li>• <i>he Liberator</i></li> <li>• Elijah Lovejoy</li> <li>• Abolition movement</li> <li>• The Reorganization of political parties</li> <li>• The demise of the Whigs and the emergence of the Republican Party</li> <li>• The Lincoln-Douglas Debates</li> <li>• The Freeport Doctrine</li> <li>• The Election of 1860</li> <li>• Southern secession</li> <li>• Lincoln and Johnson and Presidential Reconstruction</li> <li>• Radical Republicans</li> <li>• Military Reconstruction</li> <li>• The Freedmen’s Bureau</li> <li>• The Impeachment of Andrew Johnson</li> <li>• 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</li> <li>• Readmission of the Confederate States</li> <li>• The Election of Hayes and the end of Reconstruction</li> </ul>	<p>presidential term of office.</p> <ul style="list-style-type: none"> <li>• Interpret seminal primary source documents: Lincoln’s “House Divided” Speech (1858), Lincoln’s Gettysburg Address (1863), and Lincoln’s Second Inaugural Address (1865).</li> <li>• Identify both Lincoln’s plans for reconstruction as well as those plans of the Radical Republicans.</li> <li>• Determine areas of continuity and change that were created by Reconstruction’s successes and failures.</li> </ul>

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<p><b>The 1920s and the Great Depression 1920-1939</b></p>	<p>NCSS: Social Studies 2010            NCSS: High  <b>CULTURE</b>            Knowledge            Learners will understand            "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;            Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;            That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;            How culture develops and changes in ways that allow human societies to address their needs and concerns;            That individuals learn the elements of their culture through interpersonal and collective experience.            How people from different cultures develop diverse cultural perspectives and frames of reference;            That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding;            That awareness and knowledge of other cultures is important in a connected society and an interdependent world            That the cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges.  <b>TIME, CONTINUITY, AND CHANGE</b>            Knowledge            Learners will understand            The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;  <b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>            Knowledge            Learners will understand            The causes and effects of inflation;            The roles of institutions that are designed to support and regulate the economy (e.g., the Federal Reserve, and the World Bank);            How factors such as changes in the market, levels of competition, and the rate of employment, cause changes in prices of goods and services;</p>	<p>People, Events, Terms:</p> <ul style="list-style-type: none"> <li>• Consumer Price Index (CPI).</li> <li>• Gross Domestic Product (GDP).</li> <li>• Nominal Gross Domestic Product</li> <li>• Real Gross Domestic Product</li> <li>• Laissez-Faire practices in business</li> <li>• bull market</li> <li>• bear market</li> <li>• A. Mitchell Palmer Raids and the First Red Scare</li> <li>• Harlem Renaissance</li> <li>• Henry Ford</li> <li>• Calvin Coolidge</li> <li>• Fordney-McCumber Tariff</li> <li>• Vladimir Lenin</li> <li>• Palmer Raids</li> <li>• Bureau of Investigation (FBI)</li> <li>• J. Edgar Hoover</li> <li>• Police/Steel Mill,/Coal Miners' Strikes</li> <li>• Sacco-Vanzetti Trial</li> <li>• National Origins Act of 1924</li> <li>• Ku Klux Klan</li> <li>• Rosewood Massacre</li> <li>• 19th Amendment</li> <li>• Marcus Garvey</li> <li>• Booker T. Washington</li> <li>• W.E.B. De Bois</li> <li>• NAACP</li> <li>• Universal Negro Improvement League</li> <li>• Harlem Renaissance</li> <li>• James Weldon Johnson</li> <li>• Langston Hughes</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history</li> <li>• Research a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period</li> <li>• Construct timelines to identify the time sequence of historical data</li> <li>• Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past</li> <li>• Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources</li> <li>• Research case studies to explore social, political, legal, and economic relationships in history</li> <li>• Describe various socio-cultural aspects</li> </ul>

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	<p>How interest rates rise and fall in order to maintain a balance between loans and amounts saved; How markets fail, and the government response to these failures;            How markets fail, and the government response to these failures;            Various measures of national economic health (e.g., GNP, GOP, and the unemployment rate).</p>	<ul style="list-style-type: none"> <li>• Zora Neale Hurston</li> <li>• Carter G. Woodson</li> <li>• Volstead Act</li> <li>• 18th Amendment</li> <li>• Al Capone</li> <li>• 21st Amendment</li> <li>• Sinclair Lewis</li> <li>• F. Scott Fitzgerald</li> <li>• Ernest Hemingway</li> <li>• Teapot Dome Scandal</li> <li>• Scopes Trial</li> <li>• Bessie Smith</li> <li>• Al Jolson</li> <li>• Louis Armstrong</li> <li>• Duke Ellington</li> <li>• FL Land Boom</li> <li>• Alfred Dupont</li> <li>• Marjorie Kinnan Rawlings</li> <li>• Depression</li> <li>• Stock Market Crash</li> <li>• Bank Failure</li> <li>• Federal Reserve</li> <li>• "Relief, Recovery, and Reform"</li> <li>• Columbia Brain Trust</li> <li>• First 100 Days</li> <li>• Social Security</li> <li>• Okies and Arkies</li> <li>• Shantytowns</li> <li>• Hooverilles,</li> <li>• Dorothea Lange</li> <li>• John Collier</li> <li>• Scottsboro Case</li> <li>• Reconstruction Finance Corporation</li> <li>• Federal Home Loan Bank Act</li> <li>• New Deal</li> <li>• Opposition to the New Deal</li> <li>• Fireside Chats</li> <li>• Eleanor Roosevelt</li> </ul>	<p>of American life including arts, artifacts, literature, education, and publications</p> <ul style="list-style-type: none"> <li>• Define inflation and deflation, and explain the economic effects of each</li> <li>• Explain the difference between n Interpret and analyze graphs and charts that depict economic data during the Great Depression</li> </ul>

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		<ul style="list-style-type: none"> <li>• Glass-Steagall Act</li> <li>• FDIC</li> <li>• Federal Securities Act</li> <li>• SEC</li> <li>• Tennessee Valley Authority</li> <li>• Agricultural Adjustment Act</li> <li>• Civilian Conservation Corps</li> <li>• National Industrial Recovery Act</li> <li>• National Recovery Administration</li> <li>• Mary McLeod Bethune</li> <li>• Wagner Act</li> <li>• Indian Reorganization Act)</li> <li>• <i>Schechter v. United States</i></li> <li>• Social Security Act</li> </ul>	
<p><b>World War II 1939-1945</b></p>	<p><b>NCSS: Social Studies 2010</b>  <b>NCSS: High POWER, AUTHORITY, AND GOVERNANCE Knowledge</b>  <b>Learners will understand</b>  The ideologies, political cultures, structures, institutions, and processes of political systems that differ from those of the United States, and compare these with the political system of the United States;</p> <p><b>GLOBAL CONNECTIONS Knowledge</b>  <b>Learners will understand</b>  Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p>	<p>People, Events, Terms:</p> <ul style="list-style-type: none"> <li>• FDR's Fireside Chats</li> <li>• Atlantic Charter</li> <li>• Isolationism</li> <li>• Totalitarianism</li> <li>• Internationalism</li> <li>• Militarism</li> <li>• Nationalism</li> <li>• Fascism</li> <li>• Socialism</li> <li>• Communism</li> <li>• Benito Mussolini</li> <li>• il duce</li> <li>• Adolf Hitler</li> <li>• Führer</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify how world conflicts may result in a shift in a nation's economic and political priorities</li> <li>• Evaluate how international affairs and global politics may be influenced by large scale conflict among nations</li> <li>• Examine how the growth of internationalism may lead to increased</li> </ul>

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	<p>The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws); Conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface; The actions of people, communities, and nations have both short- and long-term effects on the biosphere and its ability to sustain life;</p> <p>The causes and consequences of various types of global connections;</p> <p>Technological advances can both improve and detract from the quality of life;</p> <p>Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.</p>	<ul style="list-style-type: none"> <li>• Francisco Franco</li> <li>• Spanish Civil War</li> <li>• Third Reich</li> <li>• Emperor Hirohito</li> <li>• Munich Pact</li> <li>• Joseph Stalin</li> <li>• Winston Churchill</li> <li>• Kellogg-Briand Pact</li> <li>• Neutrality Acts</li> <li>• Quarantine Speech</li> <li>• Non-Aggression Pact</li> <li>• Four Freedoms</li> <li>• Lend-Lease Act</li> <li>• Pearl Harbor</li> <li>• Blitzkrieg</li> <li>• Battle of Britain</li> <li>• Chester Nimitz</li> <li>• Stalingrad</li> <li>• D-Day (Operation Overlord)</li> <li>• George Patton</li> <li>• Battle of the Bulge</li> <li>• Battle of Midway</li> <li>• Douglas MacArthur</li> <li>• Island hopping</li> <li>• Iwo Jima</li> <li>• Okinawa</li> <li>• Casablanca</li> <li>• Cairo Conference</li> <li>• Tehran Conference</li> <li>• Yalta Conference</li> <li>• Potsdam Conference</li> <li>• V-E Day</li> <li>• V-J Day</li> <li>• Manhattan Project</li> <li>• J. Robert Oppenheimer</li> <li>• Atomic bomb</li> <li>• Nuremberg Trials</li> <li>• Tokyo Trials</li> <li>• Selective Service Act and "Peacetime Draft"</li> <li>• War Production Board</li> </ul>	<p>responsibilities and financial obligations for individual nations</p> <ul style="list-style-type: none"> <li>• Compare and contrast the reasons for the public's desire for neutrality to FDR's shift to intervention</li> <li>• Suggest options for the United States' policies of isolation and appeasement in the 1930's and evaluate the feasibility of each proposed alternative</li> <li>• Construct an annotated timeline highlighting the rise of Nazism, Fascism, and the Axis aggression that led to Europe's declaration of war in 1939</li> <li>• Refine map skills by accurately labeling key regions of aggression in Europe, Africa, and the Pacific, during WWII that include the Allied Powers and the Axis Powers positions and activity</li> <li>• Construct a pictorial timeline of political, social, foreign, and domestic events of WWII</li> <li>• Research and report on the purpose and outcome of major Allied meetings of WWII</li> </ul>

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		<ul style="list-style-type: none"> <li>• Rationing</li> <li>• War bonds</li> <li>• G.I. Bill</li> <li>• Levittown</li> <li>• Great Migration</li> <li>• Rosie the Riveter</li> <li>• WAACS (Women's Army Auxiliary Corps)</li> <li>• WAVES (Women Accepted for Volunteer Emergency Service)</li> <li>• WASPS (Women Airforce Service Pilots)</li> <li>• Japanese Internment</li> <li>• <i>Korematsu v. United States</i> (1944)</li> </ul>	<ul style="list-style-type: none"> <li>• Use primary sources of the time to debate the course of action that the United States took to end the War in Europe and in the Pacific theatres</li> <li>• Evaluate the extent of continuity and change in United States society caused by: working women, northern migration, the baby boom, the growth of suburbs, and the G.I. Bill</li> <li>• Research the ways the government intervened with civil liberties during WWII</li> </ul>
<p><b>The Cold War 1947-1991</b></p>	<p><b>NCSS: Social Studies 2010</b>  <b>NCSS: High</b></p> <hr/> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b></p> <p>The ideologies, political cultures, structures, institutions, and processes of political systems that differ from those of the United States, and compare these with the political system of the United States;</p> <p><b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>  <b>Knowledge</b>  <b>Learners will understand</b></p> <p>Findings in science and advances in technology sometimes create ethical issues that test our standards and values;</p>	<p>People, Events, Terms:</p> <ul style="list-style-type: none"> <li>• Dr. Benjamin Spock</li> <li>• Baby boomers</li> <li>• Truman Doctrine</li> <li>• Marshall Plan</li> <li>• Berlin Crisis</li> <li>• Geneva Accords of 1954</li> <li>• House Un-American Activities Committee</li> <li>• Hollywood Blacklist</li> <li>• Fallout Shelters</li> <li>• Alger Hiss</li> <li>• Julius and Ethel Rosenberg</li> <li>• National Security Act (1947)</li> <li>• Taft-Hartley Act</li> <li>• Fair Deal</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the impact of national and world events on the visual and performing arts</li> <li>• Identify how civil disobedience may cause conflict while also effecting change</li> <li>• Evaluate economic, political, and social developments that lead to a shift in the collective identity of a nation</li> <li>• Research how Innovations in communication, transportation, and</li> </ul>

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	<p><b>GLOBAL CONNECTIONS</b></p> <p><b>Knowledge</b> <b>Learners will understand</b></p> <p>Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p> <p>The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws);</p> <p>Conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface;</p> <p>The actions of people, communities, and nations have both short- and long-term effects on the biosphere and its ability to sustain life;</p> <p>The causes and consequences of various types of global connections;</p> <p>Technological advances can both improve and detract from the quality of life;</p> <p>Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.</p>	<ul style="list-style-type: none"> <li>• AFL-CIO</li> <li>• National Highway Act</li> <li>• New Left Détente</li> <li>• S.A.L.T. I and II</li> <li>• C.O.R.E.</li> <li>• <i>Brown v. Board of Education, Topeka, Kansas</i> (1954)</li> <li>• Thurgood Marshall</li> <li>• Earl Warren</li> <li>• Rosa Parks</li> <li>• Montgomery bus boycotts</li> <li>• Martin Luther King, Jr.</li> <li>• Little Rock Nine</li> <li>• National Endowment for the Humanities</li> <li>• 1968 Democratic National Convention</li> <li>• 25th Amendment</li> <li>• 24th Amendment</li> <li>• George Wallace</li> <li>• James Meredith</li> <li>• Civil Rights Act of 1964</li> <li>• Voting Rights Act of 1965</li> <li>• Malcolm X</li> <li>• Black Power Movement</li> <li>• Stokely Carmichael</li> <li>• National Organization for Women</li> <li>• Gloria Steinem</li> <li>• Phyllis Schlafly</li> <li>• Equal Rights Amendment</li> <li>• <i>Roe v. Wade</i> (1973)</li> <li>• Stonewall Riots of 1969</li> <li>• César Chávez</li> <li>• American Indian Movement (AIM)</li> <li>• Environmental Protection Agency</li> <li>• Vietnam War</li> <li>• Ho Chi Minh Vietcong</li> </ul>	<p>industry may influence changes in government, leading to new policies and practices.</p> <ul style="list-style-type: none"> <li>• Analyze the visual images of the Vietnam War years and cite evidence of the impact the media had on American society.</li> <li>• Create multimedia presentations on the Cold War from the time period after Vietnam through the decline of the Soviet Union which chronicle major foreign policy events in this period.</li> <li>• Compare and contrast apartheid in South Africa to what happened in the United States during segregation and the civil rights movements.</li> </ul>

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		<ul style="list-style-type: none"> <li>• The Army of the Republic of Vietnam Gulf of Tonkin Resolution</li> <li>• Operation Rolling Thunder</li> <li>• Robert McNamara</li> <li>• General William Westmoreland</li> <li>• Selective Service System</li> <li>• My Lai Incident</li> <li>• Vietnamization</li> <li>• Cambodia</li> <li>• Laos</li> <li>• Pentagon Papers</li> <li>• <i>New York Times v. United States</i> (1971)</li> <li>• 26th Amendment</li> <li>• Paris Peace Accords</li> <li>• War Powers Act (1973)</li> <li>• Fall of Saigon, 1975</li> <li>• Sputnik</li> <li>• NASA National</li> <li>• Defense Education Act</li> <li>• Space Programs</li> <li>• John Glenn</li> <li>• Neil Armstrong</li> <li>• Silicon Valley</li> <li>• Watergate</li> <li>• Stagflation</li> <li>• WIN (Ford)</li> <li>• Yom Kippur War</li> <li>• Yasser Arafat</li> <li>• Helsinki Accords</li> <li>• Jimmy Carter</li> <li>• Camp David Accords</li> <li>• Anwar el-Sadat</li> <li>• Menachem Begin</li> <li>• Shah of Iran</li> <li>• Ayatollah Khomeini</li> <li>• Iranian Hostage Crisis</li> <li>• Three Mile Island</li> <li>• Department of Energy</li> </ul>	

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		<ul style="list-style-type: none"> <li>• National Energy Act</li> <li>• Strategic Defense Initiative (Star Wars)</li> <li>• <i>Regents of the University of California v. Bakke</i> (1978)</li> <li>• Ronald Reagan</li> <li>• The New Right</li> <li>• Jerry Falwell</li> <li>• Iran-Contra Affair</li> <li>• Mikhail Gorbachev</li> <li>• INF Treaty</li> <li>• Fall of the Berlin Wall</li> <li>• Tiananmen Square</li> <li>• Nelson Mandela</li> <li>• Saddam Hussein</li> <li>• Persian Gulf War</li> <li>• Operation Desert Shield</li> <li>• Operation Desert Storm</li> </ul>	
<p><b>America 1980-Present</b></p>	<p><b>NCSS: Social Studies 2010</b>  <b>NCSS: High CULTURE Knowledge</b>  <b>Learners will understand</b>  "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;  Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;  That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;  How culture develops and changes in ways that allow human societies to address their needs and concerns;</p>	<p>People, Events, Terms:</p> <ul style="list-style-type: none"> <li>• Modern Globalization</li> <li>• New Federalism</li> <li>• New Right Coalition</li> <li>• Jerry Falwell</li> <li>• Reagan's Brandenburg Gate Speech</li> <li>• Graying of America</li> <li>• New Democrat</li> <li>• Immigration Policy Act</li> <li>• Title IX</li> <li>• Geraldine Ferraro</li> <li>• William Rehnquist</li> <li>• Sandra Day O'Connor</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Research how the United States transitioned to a new century filled with challenges and possibilities as a leader in global political affairs.</li> <li>• Identify the nation's renewed ideological and cultural debates that sought to redefine U.S. foreign policy on immigration.</li> </ul>

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	<p>That individuals learn the elements of their culture through interpersonal and collective experience.            How people from different cultures develop diverse cultural perspectives and frames of reference;            That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding;            That awareness and knowledge of other cultures is important in a connected society and an interdependent world            That the cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges.</p> <p><b>TIME, CONTINUITY, AND CHANGE</b>  <b>Knowledge</b>  <b>Learners will understand</b>            The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion;            Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world;            The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;            The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b>  <b>Knowledge</b>  <b>Learners will understand</b>            The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources;            Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;            Consequences of changes in regional and global physical systems, such as seasons, climate, and weather, and the water cycle;</p>	<ul style="list-style-type: none"> <li>• Flag burning</li> <li>• Clarence Thomas</li> <li>• Americans with Disabilities Act</li> <li>• Supply-Side economics (Reagonomics)</li> <li>• "Trickle-down" theory</li> <li>• Airline deregulation</li> <li>• Challenger</li> <li>• NAFTA</li> <li>• NASDAQ</li> <li>• Ross Perot</li> <li>• Bill Clinton</li> <li>• Al Gore</li> <li>• Newt Gingrich</li> <li>• "Contract with America"</li> <li>• Nelson Mandela</li> <li>• Operation Restore Hope</li> <li>• Yasir Arafat</li> <li>• Yitzhak Rabin</li> <li>• Welfare Reform</li> <li>• "Three Strikes and You're Out"</li> <li>• Balanced Budget</li> <li>• "Gridlock" with Congress</li> <li>• Women in Volunteer Limited Combat</li> <li>• "Don't ask, don't tell" policy toward gays in the military, 1994</li> <li>• Bomb explosion destroys Oklahoma Federal building, 1995</li> <li>• Family and Medical Leave Act</li> <li>• NAFTA (North American Free Trade Agreement)—Canada, USA, Mexico</li> <li>• War in Kosovo</li> <li>• Joe Lieberman</li> <li>• John McCain</li> <li>• Millennials</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the United States adapted to economic globalization.</li> <li>• Evaluate the positive and negative effects of globalization.</li> <li>• Assess the impact that changes in science and technology made in the nation's culture and economy.</li> <li>• Assess how new technologies impact businesses and industries ability to grow and compete in domestic and foreign arenas.</li> <li>• Analyze significant technological, economic, and demographic changes that came to define the nation's identity in the 21st Century.</li> <li>• Identify new challenges to U.S. leadership which forced the nation to redefine its foreign policy and role in the world as it addressed the advent of international terrorism.</li> <li>• Assess the political and economic impact of the nation's aging population</li> <li>• Speculate the impact of computer-driven automation and</li> </ul>

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	<p>The causes and impact of resource management, as reflected in land use, settlement patterns, and ecosystem changes</p> <p>The cultural diffusion of customs and ideas</p> <p>The social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;</p> <p>Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs.</p> <p>The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate spatial relations, resources, and population density and distribution, and changes in these phenomena over time.</p> <p><b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>  <b>Knowledge</b>  <b>Learners will understand</b>  The theme of individual development and identity helps us know about different theories explaining individual development and identity;  Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity, development, personality, motivation, perception, and group membership;  That complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity;  The variety of factors that contribute to and harm the mental health of individuals;  That each individual has personal connections to time and place.</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Fundamental principles of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);  Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);</p>	<ul style="list-style-type: none"> <li>• No Child Left Behind</li> <li>• Al-Qaeda</li> <li>• Osama bin Laden</li> <li>• September 11, 2001</li> <li>• Patriot Act</li> <li>• Colin Powell</li> <li>• George W. Bush</li> <li>• World Trade Center</li> <li>• Taliban Regime</li> <li>• Afghanistan</li> <li>• War with Iraq</li> <li>• Department of Homeland Security</li> <li>• Pre-emptive strikes</li> <li>• Bush Doctrine</li> <li>• “Axis of Evil”</li> <li>• Education reform</li> <li>• Health care reform</li> <li>• Afghanistan and Iraq Wars</li> <li>• American Recovery and Reinvestment Act of 2009 (ARRA)</li> <li>• “Obamanomics”</li> <li>• The Tea Party Movement</li> <li>• Lilly Ledbetter Fair Pay Act of 2009</li> <li>• Sonia Sotomayor</li> <li>• Affordable Care Act</li> <li>• Obamacare</li> </ul>	<p>artificial intelligence on the nation.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the values and social attitudes between the generations of baby boomers and what has become known as Generation X.</li> <li>• Respond to what it means to be a "millennial."</li> <li>• Explain major partisan alignments regarding domestic matters that concern reform in the areas of healthcare, education, national defense, and foreign trade.</li> </ul>

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	<p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>  <b>Knowledge</b>  <b>Learners will understand</b>  The causes and effects of inflation;  Entrepreneurial decisions are influenced by factors such as supply and demand, government regulatory policy, and the economic climate;  The roles of institutions that are designed to support and regulate the economy (e.g., the Federal Reserve, and the World Bank);  How factors such as changes in the market, levels of competition, and the rate of employment, cause changes in prices of goods and services;  How interest rates rise and fall in order to maintain a balance between loans and amounts saved; How markets fail, and the government response to these failures;  How markets fail, and the government response to these failures;  Various measures of national economic health (e.g., GNP, GOP, and the unemployment rate).</p> <p><b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks;  Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present;  That the world is media saturated and technologically dependent;  Consequences of science and technology for individuals and societies;  Decisions regarding the uses and consequences of science and technology are often complex because of the need to choose between or reconcile different viewpoints;  Prediction, modeling, and planning are used to focus advances in science and technology for positive ends;  Findings in science and advances in technology sometimes create ethical issues that test our standards and values;</p>		

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	<p>The importance of the cultural contexts in which media are created and received;  Science, technology, and their consequences are unevenly available across the globe;  Science and technology have contributed to making the world increasingly interdependent;  That achievements in science and technology are increasing at a rapid pace and can have both planned and unanticipated consequences;  Developments in science and technology may help to address global issues.</p> <p><b>GLOBAL CONNECTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;  The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws);  Conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface;  The actions of people, communities, and nations have both short- and long-term effects on the biosphere and its ability to sustain life;  The causes and consequences of various types of global connections;  Technological advances can both improve and detract from the quality of life;  Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.</p>		

