

Seneca R 7 School District Course: American History Grade Level: 11

Unit	Topic	MLS		Activities	Primary Resources
1	Reconstruction (1865-1877)	9-12.AH.1.CC.A	Create and use tools to analyze a chronological sequence of related events in United States' history	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Fill in notes</li> <li>• Define Key Terms, People, and events</li> <li>• Study Guide Review</li> </ul> Video Clips <ul style="list-style-type: none"> <li>• Civil War Recap</li> <li>• Death of Lincoln'</li> <li>• Black Codes</li> <li>• Radical Reconstruction</li> <li>• Johnson Impeachment</li> <li>• Carpetbaggers and Scalawags</li> <li>• Sharecropping</li> <li>• Ku Klux Klan</li> <li>• Compromise of 1877</li> </ul>	<i>The Americans</i> published by McDougal - Littel
		9-12.AH.2.CC.A	Compare and contrast the plans for and results of political re-integration of Southern states after the Civil War.		
		9-12.AH.2.GS.A	Analyze the period of Reconstruction to determine its effect on separation of powers,checks and balances power of the central government.		
		9-12.AH.2.EC.A	Evaluate how the goals of Reconstruction impacted the economic recovery and growth		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Assess the state of social, economic, and political institutions in the U.S. following the Civil War.</li> <li>• Analyze data included in the statistical map interactive and incorporate this information within a position statement on the political, social, and economic crisis confronting the nation during Reconstruction.</li> <li>• Evaluate the conflicting philosophies and factions during Reconstruction and their impact on the era and beyond in U.S. history.</li> <li>• Examine challenges to the goals of Reconstruction that emerged in different regions of the nation.</li> </ul>		
		<b>Key Terms</b>	•Andrew Johnson •Reconstruction •Radical Republicans •Thaddeus Stevens •Wade-Davis Bill •Freedmen's Bureau •black codes •Fourteenth Amendment •impeach •Fifteenth Amendment •scalawag •carpetbagger •Hiram Revels •sharecropping •tenant farming •Ku Klux Klan (KKK) •panic of 1873 •redemption •Rutherford B. Hayes •Samuel J. Tilden •Compromise of 1877 •home rule		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
2	Westward Expansion (1877-1900)	9-12.AH.AH.1.G.A	Create and Use maps and other geographic representations in order to explain relationships and reveal patterns or trends in US history c. 1870-2010	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> <li>Define Key Terms, People, and events</li> <li>Study Guide Review</li> </ul> Video Clips <ul style="list-style-type: none"> <li>Great Plains People</li> <li>Sand Creek Massacre</li> <li>Battle of Little Bighorn</li> <li>Oklahoma Land Run</li> </ul>	<i>The Americans</i> published by McDougal - Littel
		9-12.AH.2.CC.B	Describe the purpose, challenges, and economic incentives that impacted expansion and westward movement		
		9-12.AH.2.PC.B	Evaluate the short and long term impact of westward expansion on Native American and other minority populations		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>Discuss the hardships faced by pioneers and early western settlers.</li> <li>Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</li> <li>Explain how state and federal policies influenced various Native American tribes</li> <li>Discuss the Dawes Act of 1887, how it attempted to assimilate Native Americans by converting tribal lands to individual ownership, and its impact on Native Americans.</li> <li>Discuss the role of Chief Sitting Bull, the outcome and impact of the Wounded Knee Tragedy of 1890, and the suppression of the American Indian revivalist movement known as Ghost Dance.</li> <li>Discuss the impact of the Homestead Act upon Western Expansion</li> </ul>		
		<b>Key Terms</b>	Great Plains •Treaty of Fort Laramie •Sitting Bull •George A. Custer •assimilation •Dawes Act •Battle of Wounded Knee •longhorn •Chisholm Trail •long drive •Homestead Act •exoduster •soddy •bonanza farm		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Sources
3	Rise of Industry (1877-1900)	9-12.AH.1.PC.B	Examine the origins and impact of social structures and stratification on societies, and relationships between peoples	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> <li>Define Key Terms, People, and events</li> <li>Study Guide Review</li> </ul>	<i>The Americans</i> published by McDougal - Littel
		9-12.AH.2.G.A	Evaluate the causes, patterns, and outcomes of internal migrations and urbanization		
		9-12.AH.2.CC.C	Trace the contributions of individuals and institutions on social, political, artistic, and economic development		
		9-12.AH.2.EC.B	Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>Explain the terms "robber baron" and "captain of industry" within the context of the time.</li> <li>Evaluate the actions taken by various captains of industry and robber barons of the time.</li> <li>Explain large-scale industrial production—accompanied by massive technological change, expanding international communication networks, pro-growth</li> <li>Explain government policies—generated rapid economic development and business consolidation.</li> <li>Discuss how businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.</li> <li>Discuss how many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.</li> </ul>		
		<b>Key Terms</b>	•Edwin L. Drake •Bessemer process •Thomas Alva Edison •Christopher Sholes •Alexander Graham Bell •transcontinental railroad •George M. Pullman •Crédit Mobilier •Munn v. Illinois •Interstate Commerce Act •Andrew Carnegie •vertical and horizontal integration •Social Darwinism •John D. Rockefeller •Sherman Antitrust Act •Samuel Gompers •American Federation of Labor (AFL) •Eugene V. Debs •Industrial Workers of the World (IWW) •Mary Harris Jones		
		<b>Common</b>	Comprehensive Exam		

		<b>Assessments</b>	
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Unit	Topic	MLS		Activities	Primary Resources
4	Immigration and Urbanization (1877-1914)	9-12.AH.2.G.A	Evaluate the causes, patterns, and outcomes of internal migrations and urbanization	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> <li>Define Key Terms, People, and events</li> <li>Study Guide Review</li> </ul> Video Clips: <ul style="list-style-type: none"> <li>The Great Chicago Fire</li> <li>Ellis Island</li> <li>Story of Boss Tweed</li> </ul>	The Americans published by McDougal - Littel
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>Explain how this wave of immigration helped make the United States the diverse society it is today.</li> <li>Describe how residents of U.S. cities today enjoy vastly improved living conditions</li> <li>Summarize how political reforms paved the way for a more honest and efficient government in the 20th century and beyond.</li> </ul>		
		<b>Key Terms</b>	•Ellis Island •Angel Island •melting pot •nativism •Chinese Exclusion Act •Gentlemen’s Agreement •urbanization •Americanization movement •tenement •mass transit •Social Gospel movement •settlement house •Jane Addams •political machine •graft •Boss Tweed •patronage •civil service •Rutherford B. Hayes •James A. Garfield •Chester A. Arthur •Pendleton Civil Service Act •Grover Cleveland •Benjamin Harrison		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
5	Life at the Turn of the Century (1877-1917)	9-12.AH.1.EC.A	Using a United States’ historical lens, analyze the opportunity Costs and benefits of economic decisions on society as a whole	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> <li>Define Key Terms,</li> </ul>	The Americans published by McDougal - Littel

			As well as on individuals post c. 1870	<ul style="list-style-type: none"> <li>• People, and events</li> <li>• Study Guide Review</li> </ul>	
		9-12.AH.2.GS.B	Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves		
		9-12.AH.2.GS.C	Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Argue that American cities continue to depend on the results of scientific and technological research.</li> <li>• Describe how public education system is the foundation of the democratic ideals of American society</li> <li>• Explain how African Americans have the legacy of a century-long battle for civil rights</li> <li>• Discuss how the United States has a worldwide impact on mass culture.</li> </ul>		
		<b>Key Terms</b>	•Louis Sullivan •Daniel Burnham •Frederick Law Olmsted •Orville and Wilbur Wright •George Eastman •Booker T. Washington •Tuskegee Normal and Industrial Institute •W. E. B. Du Bois •Niagara Movement •Ida B. Wells •poll tax •grandfather clause •segregation •Jim Crow laws •Plessy v. Ferguson •debt peonage Joseph Pulitzer •William Randolph Hearst •Ashcan school •Mark Twain •rural free delivery (RFD)		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
6	The Progressive Era (1890-1920)	9-12.AH.2.EC.C	Apply the concepts of natural resources, capital, labor, investment, profit, and laissez-faire policies to explain the growth of American industry.	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Fill in notes</li> <li>• Define Key Terms, People, and events</li> <li>• Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.2.EC.D	Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.		

		9-12.AH.2.PC.C	Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals		
		9-12.AH.3.GS.B	Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>Argue how progressive reforms in areas such as labor and voting rights reinforced democratic principles that continue to exist today</li> <li>Give examples of how women won new opportunities in labor and education that are enjoyed today.</li> <li>Explain: as part of his Square Deal, Roosevelt's conservation efforts made a permanent impact on environmental resources</li> <li>Give examples of how third-party candidates continue to wrestle with how to become viable candidates</li> <li>Summarize how the passage of the Nineteenth Amendment during Wilson's administration granted women the right to vote.</li> </ul>		
		<b>Key Terms</b>	•progressive movement •Florence Kelley •prohibition •muckraker •scientific management •Robert M. La Follette •initiative •referendum •recall •Seventeenth Amendment •NACW •suffrage •Susan B. Anthony •NAWSA •Upton Sinclair •The Jungle •Theodore Roosevelt •Square Deal •Meat Inspection Act •Pure Food and Drug Act •conservation •NAACP Gifford Pinchot •William Howard Taft •Payne-Aldrich Tariff •Bull Moose Party •Woodrow Wilson •Carrie Chapman Catt •Clayton Antitrust Act •Federal Trade Commission (FTC) •Federal Reserve System •Nineteenth Amendment		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
7	America Claims an Empire	9-12.AH.3.CC.A	.Describe the causes and consequences of United States' imperialism at home and abroad.	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> </ul>	The Americans published by McDougal - Littel

	<b>(1890-1920)</b>	9-12.AH.3.CC.D	Evaluate the responses of American leaders to the challenges of this period	<ul style="list-style-type: none"> <li>• Define Key Terms, People, and events</li> <li>• Study Guide Review</li> </ul>	
		9-12.AH.3.EC.A	Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.		
		9-12.AH.3.EC.B	Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to explain the costs and benefits of imperialism.		
		9-12.AH.3.G.A	Describe how the expansion of transportation and technological developments influenced acquisition of new territories.		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Describe how the United States acquired Hawaii and Alaska, both of which became states in 1959</li> <li>• Explain how U.S. involvement in Latin America and Asia increased greatly as a result of the war and continues today</li> <li>• Give examples of how the United States maintains a strong military and political presence in strategic worldwide locations.</li> <li>• Summarize how american involvement in conflicts around 1900 led to involvement in World War I and later to a peacekeeper role in today's world</li> </ul>		
		<b>Key Terms</b>	•Queen Liliuokalani •imperialism •Alfred T. Mahan •William Seward •Pearl Harbor •Sanford B. Dole José Martí •Valeriano Weyler •yellow journalism •U.S.S. Maine •George Dewey •Rough Riders •San Juan Hill •Treaty of Paris Foraker Act •Platt Amendment •protectorate •Emilio Aguinaldo •John Hay •Open Door notes •Panama Canal •Roosevelt Corollary •dollar diplomacy •Francisco “Pancho” Villa •Emiliano Zapata •John J. Pershing		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS	Activities	Primary Resources
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8	World War I (1914-1920)	9-12.AH.3.CC.B	Evaluate the motivations for United States entry into WWI	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> <li>Define Key Terms, People, and events</li> <li>Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.3.CC.C	Evaluate the impact of US participation in WWI and resulting peace efforts.		
		9-12.AH.3.PC.B	Analyze the changing relationship between individuals and their place in society including women, minorities, and children		
		9-12.AH.3.PC.D	Assess the impact of WWI related events on the formation of "patriotic" groups, pacifist organizations, and the struggles for and against racial equality, and diverging women's roles in the United States		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>Give examples: as World War I intensified, the United States was forced to abandon its neutrality.</li> <li>Summarize how the United States mobilized a large army and navy to help the Allies achieve victory.</li> <li>Identify how World War I spurred social, political, and economic change in the United States</li> <li>Explain why European leaders opposed most of Wilson's peace plan, and the U.S. Senate failed to ratify the peace treaty</li> </ul>		
		<b>Key Vocabulary</b>	•nationalism •militarism •Allies •Central Powers •Archduke Franz Ferdinand •no man's land •trench warfare •Lusitania •Zimmermann note •Eddie Rickenbacker •Selective Service Act •convoy system •American Expeditionary Force •General John J. Pershing •Alvin York •conscientious objector •armistice •War Industries Board •Bernard M. Baruch •propaganda •George Creel •Espionage and Sedition Acts •Great Migration •Fourteen Points •League of Nations •Georges Clemenceau •David Lloyd George •Treaty of Versailles •reparations •war-guilt clause •Henry Cabot Lodge		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
9	Politics of the 1920's / Life of	9-12.AH.3.GS.C	Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> </ul>	The Americans published by McDougal - Littel



<b>the Roaring 1920's (1919-1929)</b>	9-12.AH.3.EC.C	Trace the changing relationship between government and business through economic regulation and deregulation.	<ul style="list-style-type: none"> <li>• Define Key Terms, People, and events</li> <li>• Study Guide Review</li> </ul>	
	9-12.AH.3.PC.C	Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20 th century to determine their effect on individuals and groups.		
	9-12.AH.3.PC.D	Assess the impact of WWI related events on the formation of “patriotic” groups, pacifist organizations, and the struggles for and against racial equality, and diverging women’s roles in the United States		
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>• A desire for normality after the war and a fear of communism and “foreigners” led to postwar isolationism</li> <li>• The Harding administration appealed to America’s desire for calm and peace after the war, but resulted in scandal</li> <li>• Consumer goods fueled the •installment plan business boom of the 1920s as America’s standard of living soared</li> <li>• Americans experienced cultural conflicts as customs and values changed in the 1920s</li> <li>• American women pursued standard new lifestyles and assumed new jobs and different roles in society during the 1920s.</li> <li>• African-American ideas, politics, art, literature, and music flourished in Harlem and elsewhere in the United States.</li> </ul>		
	<b>Key Vocabulary</b>	•nativism •isolationism •communism •anarchists •Sacco and Vanzetti •quota system •John L. Lewis •Warren G. Harding •Charles Evans Hughes •FordneyMcCumber Tariff •Ohio gang •Teapot Dome scandal •Albert B. Fall Calvin Coolidge •urban sprawl Consumer goods fueled the •installment plan •Prohibition •speakeasy •bootlegger •fundamentalism •Clarence Darrow •Scopes trial •flapper •double standard •Zora Neale Hurston •James Weldon Johnson •Marcus Garvey •Harlem Renaissance •Claude McKay •Langston Hughes •Paul Robeson •Louis Armstrong •Duke Ellington •Bessie Smith		
	<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
10	The Great Depression / The New Deal (1929-1945)	9-12.AH.4.CC.A	Trace the significant event and developments of the Great Depression and WWII	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Fill in notes</li> <li>• Define Key Terms, People, and events</li> <li>• Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.4.CC.B	Evaluate the responses of United States leaders to the challenges of the Great Depression and World War II		
		9-12.AH.4.GS.B	Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.		
		9-12.AH.4.GS.C	Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances judicial review, and limited government		
		9-12.AH.4.EC.A	Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression		
		9-12.AH.4.EC.B	Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity		
		9-12.AH.4.PC.A	Analyze the artistic and intellectual achievement of the 1930's to understand the human costs of the Great Depression.		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>• As the prosperity of the 1920s ended, severe economic problems gripped the nation.</li> <li>• Give examples of what Americans had to do to survive the Great Depression.</li> <li>• Explain how President Hoover's conservative response to the Great Depression drew criticism from many Americans.</li> <li>• Summarize how Franklin Delano Roosevelt used government programs to combat the Depression</li> <li>• Describe how the Second New Deal included new programs to extend federal aid and stimulate the nation's economy.</li> </ul>		

			<ul style="list-style-type: none"> <li>• Give examples of how motion pictures, radio, art, and literature blossomed during the New Deal</li> <li>• Give examples of how the New Deal affected American society not only in the 1930s but also in the decades that followed</li> </ul>		
		<b>Key Terms</b>	<p>•price support •credit •Alfred E. Smith •Dow Jones Industrial Average •speculation •buying on margin •Black Tuesday •Great Depression •Hawley-Smoot Tariff shantytown •soup kitchen •breadline •Dust Bowl •direct relief •Herbert Hoover •Boulder Dam •Federal Home Loan Bank Act •Reconstruction Finance Corporation •Bonus Army Franklin Delano Roosevelt •New Deal •Glass-Steagall Act •Federal Securities Act •Agricultural Adjustment Act (AAA) •Civilian Conservation Corps (CCC) •National Industrial Recovery Act (NIRA) •deficit spending •Huey Long •Eleanor Roosevelt •Works Progress Administration (WPA) •National Youth Administration •Wagner Act •Social Security Act The Second New Deal included new programs to extend federal aid and stimulate the nation's economy. •Federal Deposit Insurance Corporation (FDIC) •Securities and Exchange Commission (SEC) •National Labor Relations Board (NLRB) •parity •Tennessee Valley Authority (TVA)</p>		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
11	World War II (1939-1945)	9-12.AH.4.CC.C	Describe critical developments and turning points in WWII including major battles.	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> <li>Define Key Terms, People, and events</li> <li>Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.4.CC.B	Evaluate the responses of United States leaders to the challenges of the Great Depression and World War II		
		9-12.AH.4.CC.D	.Evaluate the motivations for United States abandonment of isolationism and entry into World War II		
		9-12.AH.4.CC.E	Evaluate the impact of US participation in WWI and the resulting new role in the post -war world at home and abroad		
		9-12.AH.4.GS.C	Determine the lasting impact of the New Deal and WWII on principles of government including separation of powers, checks and balances judicial review, and limited government.		
		9-12.AH.4.G.B	Analyze the impact of geography in the European and Pacific theaters of WWII to compare war efforts and strategies.		
		9-12.AH.4.PC.C	Analyze the impact of the Great Depression and World War II on the arts and culture		
		9-12.AH.4.PC.C	Evaluate the effect of the Great Depression and WWII at home for women, families, and minorities.		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>Explain the rise of rulers with total power in Europe and Asia led to World War II.</li> <li>Describe how using the sudden mass attack called blitzkrieg, Germany invaded and quickly conquered many European countries</li> <li>Summarize that during the Holocaust, the Nazis systematically executed 6 million Jews and 5 million other "non-Aryans."</li> <li>Explain: In response to the fighting in Europe, the</li> </ul>		

			<p>United States provided economic and military aid to help the Allies achieve victory</p> <ul style="list-style-type: none"> <li>Summarize that following the attack on Pearl Harbor, the United States mobilized for war</li> <li>Describe how allied forces, led by the United States and Great Britain, battled Axis powers for control of Europe and North Africa.</li> <li>Explain: In order to defeat Japan and end the war in the Pacific, the United States unleashed a terrible new weapon, the atomic bomb.</li> <li>Give examples of how after World War II, Americans adjusted to new economic opportunities and harsh social tensions.</li> </ul>		
		<b>Key Terms</b>	<p>•Joseph Stalin •totalitarian •Benito Mussolini •fascism •Adolf Hitler •Nazism •Francisco Franco •Neutrality Acts •Neville Chamberlain •Winston Churchill •appeasement •non aggression pact •blitzkrieg •Charles de Gaulle •Holocaust •Kristallnacht •genocide •ghetto •concentration camp Axis powers •Lend-Lease Act •Atlantic Charter •Allies •Hideki Tojo •George Marshall •Women's Auxiliary Army Corp (WAAC) •A. Philip Randolph •Manhattan Project •Office of Price Administration (OPA) •War Production Board (WPA) Dwight D. Eisenhower •D-Day •Omar Bradley •George Patton •Battle of the Bulge •V-E Day •Harry S. Truman •Douglas MacArthur •Chester Nimitz •Battle of Midway •kamikaze •J. Robert Oppenheimer •Hiroshima •Nagasaki •Nuremberg trials •GI Bill of Rights •James Farmer •Congress of Racial Equality (CORE) •internment •Japanese American Citizens League (JACL)</p>		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
12	Origins of the Cold War (1945-1960)	9-12.AH.5.CC.A	Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> <li>Define Key Terms, People, and events</li> <li>Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.5.GS.A	Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order		
		9-12.AH.5.G.B	Explain how the physical and human characteristics of places determine their influence on or importance to Cold War events.		

		9-12.AH.5.PC.A	Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>Explain how the United States and the Soviet Union emerged from World War II as two “superpowers” with vastly different political and economic systems.</li> <li>Summarize: After World War II, China became a communist nation and Korea was split into a communist north and a democratic south.</li> <li>Describe how during the late 1940s and early 1950s, fear of communism led to reckless charges against innocent citizens</li> <li>Summarize: During the 1950s, the United States and the Soviet Union came to the brink of nuclear war.</li> </ul>		
		<b>Key Terms</b>	•United Nations (UN) •satellite nation •containment •iron curtain •Cold War •Truman Doctrine •Marshall Plan •Berlin airlift •North Atlantic Treaty Organization (NATO) •Chiang Kai-shek •Mao Zedong •Taiwan •38th parallel •Korean War HUAC •Hollywood Ten •blacklist •Alger Hiss •Ethel and Julius Rosenberg •Joseph McCarthy •H-bomb •Dwight D. Eisenhower •John Foster Dulles •brinkmanship •Central Intelligence Agency (CIA) •Warsaw Pact •Eisenhower Doctrine •Nikita Khrushchev •Francis Gary Powers •U-2 incident		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS	•New Frontier •mandate •Peace Corps •Alliance for Progress •Warren Commission	Activities	Primary Resources
13	The New Frontier and The Great Society (1960-1968)	9-12.AH.5.CC.A	Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> <li>Define Key Terms, People, and events</li> <li>Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.5.GS.A	Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order		
		9-12.AH.5.CC.B	Evaluate the responses of the United States leaders to the challenges of global tensions		

		9-12. AH.5.EC.A	Compare the role of government in economic systems (e.g., Command vs. market) to explain competing world views.ECP.4.I		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explain why the Kennedy administration faced some of the most dangerous Soviet confrontations in American history.</li> <li>• Explain that while Kennedy had trouble getting his ideas for a New Frontier passed, several goals were achieved.</li> <li>• Summarize how the demand for reform helped create a new awareness of social problems, especially on matters of civil rights and the effects of poverty.</li> </ul>		
		<b>Key Terms</b>	•John F. Kennedy •flexible response •Fidel Castro •Berlin Wall •hot line •Limited Test Ban Treaty •New Frontier •mandate •Peace Corps •Alliance for Progress •Warren Commission •Lyndon Baines Johnson •Economic Opportunity Act •Great Society •Medicare and Medicaid •Immigration Act of 1965 •Warren Court •reapportionment		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
14	Civil Rights (1954-1968)	9-12.AH.5.GS.C	Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Fill in notes</li> <li>• Define Key Terms, People, and events</li> <li>• Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12. H.5.EC.C	Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions		
		9-12.AH.5.PC.B	Analyze the scientific, technological, artistic, intellectual, Economic, political, and cultural changes of the post-war WWII period to determine their effect on individuals and groups		
		9-12.AH.5.PC.C	Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of		

			American ideals.		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Give examples of how activism and a series of Supreme Court decisions advanced equal rights for African Americans in the 1950s and 1960s.</li> <li>• Give examples of how Civil rights activists broke through racial barriers; their activism prompted landmark legislation.</li> <li>• Explain the disagreements among civil rights groups and the rise of black nationalism created a violent period in the fight for civil rights.</li> </ul>		
		<b>Key Terms</b>	•Thurgood Marshall •Brown v. Board of Education of Topeka •Rosa Parks •Martin Luther King, Jr. •Southern Christian Leadership Conference (SCLC) •Student Nonviolent Coordinating Committee (SNCC) •sit-in •freedom riders •James Meredith •Civil Rights Act of 1964 •Freedom Summer •Fannie Lou Hamer •Voting Rights Act of 1965 •de facto segregation •de jure segregation •Malcolm X •Nation of Islam •Stokely Carmichael •Black Power •Black Panthers •Kerner Commission •Civil Rights Act of 1968 •affirmative action		
<b>Common Assessments</b>	Comprehensive Exam				

Unit	Topic	MLS		Activities	Primary Resources
15	The Vietnam Era (1954-1975)	9-12.AH.6.CC.C	Evaluate the responses of United States' leaders to the challenges of global tensions.	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Fill in notes</li> <li>• Define Key Terms, People, and events</li> <li>• Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.6.CC.D	Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and early 21st centuries.		
		9-12.AH.6.GS.B	Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.		
		9-12.AH.6.GS.C	Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making		



		<b>Objectives</b>	<ul style="list-style-type: none"> <li>Describe that to stop the spread of communism in Southeast Asia, the United States used its military to support South Vietnam.</li> <li>Explain why the United States sent troops to fight in Vietnam, but the war quickly turned into a stalemate</li> <li>Summarize the antiwar movement in the U.S. that pitted supporters of the government's war policy against those who opposed it</li> <li>Evaluate: An enemy attack in Vietnam, two assassinations, and a chaotic political convention made 1968 an explosive year</li> <li>Describe: President Nixon instituted his Vietnamization policy, and America's longest war finally came to an end.</li> </ul>		
		<b>Key Terms</b>	•Ho Chi Minh •Vietminh •domino theory •Dien Bien Phu •Geneva Accords •Ngo Dinh Diem •Vietcong •Ho Chi Minh Trail •Tonkin Gulf Resolution Robert McNamara •Dean Rusk •William Westmoreland •Army of the Republic of Vietnam (ARVN) •napalm •Agent Orange •search-and destroy mission •credibility gap •draft •New Left •Students for a Democratic Society (SDS) •Free Speech Movement •dove •hawk Tet offensive •Clark Clifford •Robert Kennedy •Eugene McCarthy •Hubert Humphrey •George Wallace Richard Nixon •Henry Kissinger •Vietnamization •silent majority •My Lai •Kent State University •Pentagon Papers •War Powers Act		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
16	Era of Social Change (1960-1975)	9-12.AH.6.GS.C	Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Fill in notes</li> <li>Define Key Terms, People, and events</li> <li>Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.6.PC.A	Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society		
		9-12.AH.6.PC.C	Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time		

		<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Give examples of how Latinos and Native Americans confronted injustices in the 1960s</li> <li>• Describe that through protests and marches, women confronted social and economic barriers in American society.</li> <li>• Explain that the ideals and lifestyle of the counterculture challenged the traditional views of Americans</li> </ul>			
		<b>Key Terms</b>	•César Chávez •United Farm Workers Organizing Committee •La Raza Unida •American Indian Movement (AIM) •Betty Friedan •feminism •National Organization for Women (NOW) •Gloria Steinem •Equal Rights Amendment (ERA) •Phyllis Schlafly •counterculture •Haight-Ashbury •the Beatles •Woodstock			
		<b>Common Assessments</b>	Comprehensive Exam			

Unit	Topic	MLS		Activities	Primary Resources
17	The Age of Limits (1968-1980)	9-12.AH.6.CC.B	Trace the origins of twenty - first century conflicts to understand US policies and actions.	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Fill in notes</li> <li>• Define Key Terms, People, and events</li> <li>• Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.6.CC.C	Evaluate the responses of United States' leaders to the challenges of global tensions.		
		9-12.AH.6.PC.A	Analyze push - pull factors to explain changing immigration patterns and their continuing effects on the United States.		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explain how President Richard M. Nixon tried to steer the country in a conservative direction and away from federal control</li> <li>• Explain how President Richard Nixon's involvement in the Watergate scandal forced him to resign from office</li> <li>• Explain how the Ford and Carter administrations attempted to remedy the nation's worst economic crisis in decades</li> <li>• Summarize: During the 1970s, Americans strengthened their efforts to address the nation's environmental problems.</li> </ul>		

		<b>Key Terms</b>	<ul style="list-style-type: none"> <li>•Richard M. Nixon •New Federalism •revenue sharing •Family Assistance Plan (FAP) •Southern strategy</li> <li>•stagflation •OPEC (Organization of Petroleum Exporting Countries) •realpolitik •détente •SALT I Treaty</li> <li>•impeachment •Watergate •H. R. Haldeman •John Ehrlichman •John Mitchell •Committee to Reelect the President</li> <li>•John Sirica •Saturday Night Massacre •Gerald R. Ford •Jimmy Carter •National Energy Act</li> <li>•human rights •Camp David Accords •Ayatollah Ruhollah Khomeini Rachel Carson •Earth Day</li> <li>•environmentalist •Environmental Protection Agency (EPA) •Three Mile Island</li> </ul>
		<b>Common Assessments</b>	Comprehensive Exam

Unit	Topic	MLS		Activities	Primary Resources
18	The Conservative Tide (1980-1992)	9-12.AH.6.CC.A	Analyze the fall of the Soviet Union to determine its effect on US foreign policy and its relationships with the rest of the world.	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Fill in notes</li> <li>• Define Key Terms, People, and events</li> <li>• Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.6.CC.B	Trace the origins of twenty - first century conflicts to understand US policies and actions		
		9-12.AH.6.CC.C	Evaluate the responses of United States' leaders to the challenges of global tensions.		
		9-12.AH.6.EC.A	Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explain that conservatism reached a high point with the election in 1980 of President Ronald Reagan and Vice-President George Bush</li> <li>• Summarize: Presidents Reagan and Bush pursued a conservative agenda that included tax cuts, budget cuts, and increased defense spending</li> <li>• Give examples of how beneath the surge of prosperity that marked the conservative era of the 1980s lay serious social problems</li> <li>• Summarize: The end of the Cold War, marked by the breakup of the Soviet Union in 1991, led to a</li> </ul>		

			redirection of many U.S. goals and policies.		
		<b>Key Terms</b>	<ul style="list-style-type: none"> <li>•entitlement program</li> <li>•New Right</li> <li>•affirmative action</li> <li>•reverse discrimination</li> <li>•conservative coalition</li> <li>•Moral Majority</li> <li>•Ronald Reagan</li> <li>Reaganomics</li> <li>•supply-side economics</li> <li>•Strategic Defense Initiative</li> <li>•Sandra Day O'Connor</li> <li>•deregulation</li> <li>•Environmental Protection Agency (EPA)</li> <li>•Geraldine Ferraro</li> <li>•George Bush</li> <li>AIDS (acquired immune deficiency syndrome)</li> <li>•pay equity</li> <li>•L. Douglas Wilder</li> <li>•Jesse Jackson</li> <li>•Lauro Cavazos</li> <li>•Antonia Coello Novello</li> <li>•Mikhail Gorbachev</li> <li>•glasnost</li> <li>•perestroika</li> <li>•INF Treaty</li> <li>•Tiananmen Square</li> <li>•Sandinistas</li> <li>•Contras</li> <li>•Operation Desert Storm</li> </ul>		
		<b>Common Assessments</b>	Comprehensive Exam		

Unit	Topic	MLS		Activities	Primary Resources
19	US in the World (1992-2001)	9-12.AH.6.CC.B	Trace the origins of twenty - first century conflicts to understand US policies and actions.	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Fill in notes</li> <li>• Define Key Terms, People, and events</li> <li>• Study Guide Review</li> </ul>	The Americans published by McDougal - Littel
		9-12.AH.6.CC.C	Evaluate the responses of United States' leaders to the challenges of global tensions.		
		9-12.AH.6.CC.D	Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and early 21st centuries.		
		<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explain how the Democrats gained control of the White House by moving their party's platform toward the political center</li> <li>• Explain that because of technological advances and new trade laws, the U.S. economy underwent a boom during the late 20th century.</li> <li>• Give examples of how advances in technology have increased the pace but also the comfort of many Americans' daily lives.</li> <li>• Summarize that at the end of the 20th century, the U.S. population grew more diverse both in ethnic background and in age</li> </ul>		
		<b>Key Terms</b>	<ul style="list-style-type: none"> <li>•William Jefferson Clinton</li> <li>•H. Ross Perot</li> <li>•Hillary Rodham Clinton</li> <li>•NAFTA</li> <li>•Newt Gingrich</li> <li>•Contract with America</li> <li>•Kenneth Starr</li> <li>•Al Gore</li> <li>•George W. Bush</li> <li>service sector</li> <li>•downsize</li> <li>•Bill Gates</li> <li>•NASDAQ</li> <li>•dotcom</li> </ul>		

			•General Agreement on Tariffs •information superhighway •Internet •telecommute •Telecommunications Act Of 1996 •genetic engineering •urban flight •gentrification •Proposition 187
		<b>Common Assessments</b>	Comprehensive Exam