

# Teaching & Learning Standards

# US HISTORY

Social Studies



Cherokee  
County  
School  
District



The high school United States history course provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21st Century.

Social Studies standards integrate four dimensions of study throughout the curriculum: **Information Processing Skills (IPs)**, **Map and Globe Skills (MGSs)**, **Disciplinary Domains (DDs)**, and the **Reading Standards for Literacy in History/Social Studies (RHSS)** and the **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)**. These four dimensions provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and K-12 Connecting Themes and Enduring Understandings. Together, they show how social studies standards engage *students* in obtaining, evaluating, and communicating information.

Information Processing Skills	Map and Globe Skills	Disciplinary Domains	Reading and Writing Standards
<b>IPS. 1: Compare</b> similarities and differences (A)	<b>MGS.1:</b> Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (A)	Historical Understandings (H)	<b>Reading Standards:</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> </ul>
<b>IPS. 2: Organize</b> items chronologically (A)	<b>MGS.2:</b> Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest). (A)		
<b>IPS.3: Identify</b> issues and/or problems and alternative solutions (A)	<b>MGS.3:</b> Use a letter/number grid system to determine location. (A)		
<b>IPS.4: Distinguish</b> between facts and opinion. (A)	<b>MGS.4:</b> Compare and contrast the categories of natural, cultural, and political features on a map. (A)	Geographic Understandings (G)	
<b>IPS.5: Identify</b> main idea, detail, sequence of events, and cause and effect in a social studies context. (A)	<b>MGS.5:</b> Use graphic scales to determine distances on a map. (A)		
<b>IPS.6: Identify</b> and use primary and secondary sources. (A)	<b>MGS.6:</b> Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. (A)		

<b>IPS.7:</b> Interpret timelines, charts, and tables. (A)	<b>MGS.7:</b> Use a map to explain the impact of geography on historical and current events. (A)	Government/Civic Understandings (CG)	<b>Writing Standards:</b> <ul style="list-style-type: none"> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> </ul>
<b>IPS.8:</b> Identify social studies reference resources to use for a specific purpose. (A)	<b>MGS.8:</b> Draw conclusions and make generalizations based on information from maps. (A)		
<b>IPS.9:</b> Construct charts and tables. (A)	<b>MGS.9:</b> Use latitude and longitude to determine location. (D)		
<b>IPS.10:</b> Analyze artifacts. (A)			
<b>IPS.11:</b> Draw conclusions and make generalizations. (A)	<b>MGS.10:</b> Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities. (A)		
<b>IPS.12:</b> Analyze graphs and diagrams. (A)		Economic Understandings (E)	
<b>IPS.13:</b> Translate dates into centuries, eras, or ages. (A)	<b>MGS.11:</b> Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations. (A)		
<b>IPS.14:</b> Formulate appropriate research questions. (A)			
<b>IPS.15:</b> Determine adequacy and/or relevancy of information. (A)	<b>MGS.12:</b> Use geographic technology and software to determine changes, identify trends, and generalize about human activities. (I)		
<b>IPS.16:</b> Check for consistency of information. (A)			
<b>IPS.17:</b> Interpret political cartoons. (A)			

The goal of the **Information Processing Skills (IPS)** is for a student to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions. Students are working to master these skills over multiple grade levels. **Map and Globe Skills (MGS)** are the expected skills that a student should successfully use to retrieve social studies information from maps. The expected level of mastery for IPS and MGS are indicated by one of the following letters in parentheses: Introduced (I), Developing (D), Mastery (M), and Application (A). **Disciplinary Domains** are the four areas of fundamental concepts that students need to understand to develop a deep knowledge of social studies. The **Reading Standards for Literacy in History/Social Studies (RHSS)** and the **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)** emphasize the importance of content literacy in the social studies classroom.

### Semester 1 (August – December)

#### Unit 1 – Colonial America (2 weeks)

- USH1.a:** Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.
- USH2.b:** Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.
- USH2.d:** Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.
- USH1.b:** Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- USH1.c:** Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- USH1.d:** Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- USH2.a:** Describe European cultural diversity including the contributions of different ethnic and religious groups.
- USH2.c:** Describe different methods of colonial self-governance in the period of Salutary Neglect.
- MSG.7:** Use a map to explain the impact of geography on historical and current events.
- RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
<b>Identify</b> mercantilism.	<b>Describe</b> trans-Atlantic trade.	<b>Investigate</b> how mercantilism and trans-Atlantic trade led to the development of colonies.	
	<b>Describe</b> the Middle Passage and growth of the African American/Black population.		<b>Explain</b> the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.

### Unit 2 – American Revolution & Constitution (4 weeks)

- USH3.b:** Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.
- USH4.a:** Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.
- USH4.c:** Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.
- USH5.b:** Evaluate how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.
- USH5.c:** Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.
- USH3.a:** Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- USH3.c:** Explain the importance of Thomas Paine’s Common Sense to the movement for independence.
- USH4.b:** Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.
- USH4.d:** Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.
- USH4.e:** Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.
- USH4.f:** Explain the significance of the Treaty of Paris, 1783.
- USH5.a:** Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states.
- USH5.d:** Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, The Federalist Papers, and the roles of Alexander Hamilton and James Madison.
- USH5.e:** Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.
- MGS.7:** Use a map to explain the impact of geography on historical and current events.

- MGS.8:** Draw conclusions and make generalizations based on information from maps.
- RHSS3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RHSS7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RHSS9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST1:** Write arguments focused on *discipline-specific content*.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
<b>Identify</b> the causes of the American Revolution.	<b>Explain</b> the causes of the American Revolution.	<b>Analyze</b> the causes of the American Revolution.	
	<b>Identify</b> the ideological, military, social, and diplomatic aspects of the American Revolution.	<b>Describe</b> the ideological, military, social, and diplomatic aspects of the American Revolution.	<b>Analyze</b> the ideological, military, social, and diplomatic aspects of the American Revolution.
<b>Identify</b> the U.S. Constitution.	<b>Explain</b> the Great Compromise and the separation of powers.	<b>Explain</b> specific events and key ideas that brought about the adoption and implementation of the U.S. Constitution.	<b>Investigate</b> specific events and key ideas that brought about the adoption and implementation of the U.S. Constitution.

### Unit 3 – New Republic & Early Presidents (2 weeks)

- USH6.a:** Examine the presidency of Washington, including the precedents he set.
- USH6.c:** Explore Jefferson’s expansion of presidential power including the purchase and exploration of the Louisiana Territory.
- USH6.b:** Explain the presidency of John Adams including the Sedition Act and its influence on the election of 1800.
- USH6.d:** Explain James Madison’s presidency in relation to the War of 1812 and the war’s significance in the development of a national identity.
- USH6.e:** Explain James Monroe’s presidency in relation to the Monroe Doctrine.
- RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RHSS4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
<b>Identify</b> the challenges faced by the first five presidents.	<b>Identify</b> the challenges faced by the first five presidents and how they responded.	<b>Explain</b> the challenges faced by the first five presidents and how they responded.	<b>Analyze</b> the challenges (expansion, immigration) faced by the first five presidents and how they responded through policy and the use of presidential power.



### Unit 4 – Jacksonian Democracy, Manifest Destiny & Sectionalism (3 weeks)

- USH7.a:** Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.
- USH7.c:** Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women's efforts to gain suffrage.
- USH8.a:** Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
- USH8.d:** Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
- USH8.e:** Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, and the election of 1860 as events leading to the Civil War.
- USH7.b:** Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.
- USH7.d:** Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.
- USH8.b:** Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
- USH8.c:** Analyze the impact of the Mexican War on growing sectionalism.
- RHSS3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RHSS9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST1:** Write arguments focused on *discipline-specific content*.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
	<b>Explain</b> Jacksonian Democracy, including the expansion of suffrage.	<b>Investigate</b> political, economic, and social developments during the Age of Jackson.	<b>Analyze</b> states' rights during the Age of Jackson.  <b>Analyze</b> reform movements during the Age of Jackson.
	<b>Identify</b> growing north- south divisions and westward expansion.  <b>Identify</b> the key events relating to the Civil War.	<b>Interpret</b> the relationship between slavery, growing north-south divisions, and westward expansion that led to the Civil War.  <b>Explain</b> the key events, issues, and individuals relating to the Civil War.	<b>Analyze</b> the relationship between slavery, growing north-south divisions, and westward expansion that led to the Civil War.

### Unit 5 – Civil War & Reconstruction (2 weeks)

- USH9.b:** Discuss Lincoln’s purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.
- USH9.c:** Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.
- USH10.a:** Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln’s assassination and Johnson’s impeachment.
- USH10.c:** Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.
- USH9.a:** Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
- USH9.d:** Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.
- USH10.b:** Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians.
- USH10.d:** Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- USH10.e:** Analyze how the Presidential Election of 1876 marked the end of Reconstruction.
- MGS.7:** Use a map to explain the impact of geography on historical and current events.
- MGS.8:** Draw conclusions and make generalizations based on information from maps.
- RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RHSS3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- WHST1:** Write arguments focused on *discipline-specific content*.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
<p><b>Identify</b> the Civil War.</p>	<p><b>Identify</b> the key events relating to the Civil War.</p>	<p><b>Explain</b> Lincoln’s purpose in issuing the Emancipation Proclamation.</p> <p><b>Explain</b> the influences of Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.</p>	<p><b>Evaluate</b> the key events, issues, and individuals relating to the Civil War.</p> <p><b>Evaluate</b> Lincoln’s purpose in using emergency powers.</p>
<p><b>Identify</b> Reconstruction.</p>	<p><b>Describe</b> Reconstruction.</p>	<p><b>Identify</b> legal, political and social dimensions of Reconstruction.</p> <p><b>Describe</b> the significance of the 13th, 14th and 15th Amendments .</p>	<p><b>Investigate</b> legal, political and social dimensions of Reconstruction.</p> <p><b>Compare and Contrast</b> Presidential Reconstruction with Congressional Reconstruction including the significance of Lincoln's assassination.</p>

## Unit 6A – Industry & Western Expansion (2 weeks)

- USH11.a:** Explain the effects of railroads on other industries, including steel and oil.
- USH11.e:** Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.
- USH12.a:** Examine the construction of the transcontinental railroad including the use of immigrant labor.
- USH11.b:** Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.
- USH11.c:** Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.
- USH11.d:** Describe Ellis and Angel Islands, the change in immigrants' origins and their influence on the economy, politics, and culture of the United States.
- USH12.b:** Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.
- USH12.c:** Explain the Plains Indians' resistance to western expansion of the United States and the consequences of their resistance.
- MGS.7:** Use a map to explain the impact of geography on historical and current events.
- MGS10:** Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities.
- RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
<b>Identify</b> industrial growth.	<b>Describe</b> the expansion of the railroads.	<b>Describe</b> some effects of the growth of big business, the growth of labor unions and technological innovations.	<b>Evaluate</b> the economic, social and geographic impacts of the growth of big business, labor unions and technological innovations.
	<b>Describe</b> the expansion of railroads.	<b>Describe</b> how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.	<b>Evaluate</b> important consequences of westward expansion on the Plains Indians and how westward expansion (transcontinental railroad) fulfilled Manifest Destiny.

### Semester 2 (January – May)

#### Unit 6B – Progressive Reform & Imperialism (1 week)

- USH13.c:** Connect the decision of Plessy v. Ferguson to the expansion of Jim Crow laws and the formation of the NAACP.
- USH13.d:** Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.
- USH14.a:** Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.
- USH13.a:** Describe the influence of muckrakers on affecting change by bringing attention to social problems.
- USH13.b:** Examine and explain the roles of women in reform movements.
- USH14.b:** Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.
- MGS.7:** Use a map to explain the impact of geography on historical and current events.
- RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- WHST1:** Write arguments focused on *discipline-specific content*.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
	<b>Identify</b> the Progressive Era.	<b>Describe</b> efforts to reform American society and politics in Progressive Era.	<b>Evaluate</b> efforts to reform American society and politics in Progressive Era.
	<b>Identify</b> American imperialism.	<b>Explain</b> America’s evolving relationship with the world at the turn of the twentieth century.	

### Unit 7 – World War I & The 1920s (2 weeks)

- USH15.a:** Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.
- USH16.a:** Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- USH16.e:** Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.
- USH15.b:** Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
- USH15.c:** Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.
- USH16.b:** Describe the effects of the Eighteenth and Nineteenth Amendments.
- USH16.c:** Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.
- USH16.d:** Describe the impact of radio and movies as a unifying force in the national culture.
- RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
<b>Identify</b> the origins of U.S. involvement in World War I.	<b>Identify</b> the impact of U.S. involvement in World War I.	<b>Explain</b> the origins and impact of U.S. involvement in World War I.	<p><b>Analyze</b> the origins and impact of U.S. involvement in World War I.</p> <p><b>Describe</b> the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmermann telegram.</p>
	<b>Define</b> the Red Scare.	<b>Describe</b> political, economic, and cultural developments that occurred after World War I.	<p><b>Investigate</b> how political, economic, and cultural developments after World War I led to a shared national identity. Explain how fears of rising communism and socialism in the United States led to the Red Scare.</p>
		<b>Describe</b> political, economic, and cultural developments that occurred after World War I.	<p><b>Investigate</b> how political, economic, and cultural developments after World War I led to a shared national identity.</p>

### Unit 8 – Great Depression & The New Deal (2 weeks)

- USH17.a:** Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
- USH18.a:** Describe Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs.
- USH18.c:** Analyze political challenges to Roosevelt’s leadership and New Deal programs.
- USH17.b:** Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.
- USH17.c:** Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.
- USH18.b:** Explain the passage of the Social Security Act as a part of the second New Deal.
- USH18.d:** Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.
- RHSS9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST1:** Write arguments focused on *discipline-specific content*.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
<b>Identify</b> the Great Depression.	<b>Identify</b> some causes and consequences of the Great Depression.	<b>Describe</b> the causes and consequences of the Great Depression.	<b>Analyze</b> the causes and consequences of the Great Depression.
<b>Identify</b> Franklin D. Roosevelt and the New Deal.	<b>Describe</b> Franklin D. Roosevelt’s New Deal.	<b>Explain</b> Franklin D. Roosevelt’s New Deal as a response to the Great Depression.	<b>Evaluate</b> Franklin D. Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs.

### Unit 9 – World War II (2 weeks)

- USH19.a:** Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.
- USH19.d:** Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.
- USH19.b:** Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.
- USH19.c:** Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.
- USH19.e:** Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans.
- RHSS3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RHSS9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST1:** Write arguments focused on *discipline-specific content*.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
<b>Identify</b> the major developments of World War II.	<b>Identify</b> the domestic impact of World War II.	<b>Examine</b> the origins of World War II.	<b>Analyze</b> the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

### Unit 10 – Post-War Era & The Cold War (2 weeks)

- USH20.a:** Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.
- USH21.a:** Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.
- USH22.a:** Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter’s response to the 1979 Iranian Revolution and hostage crisis.
- USH20.b:** Connect major domestic issues to their social effects including the G.I. Bill, Truman’s integration policies, McCarthyism, and the National Interstate and Defense Highways Act.
- USH20.c:** Examine the influence of Sputnik on U.S. technological innovations and education.
- USH21.c:** Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.
- USH21.e:** Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.
- RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RHSS3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RHSS9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST1:** Write arguments focused on *discipline-specific content*.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
	<b>Identify</b> U.S. international and domestic policies during the Truman and Eisenhower administrations.	<b>Analyze</b> U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Truman and Eisenhower administrations.	<b>Examine</b> the connections between U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Truman and Eisenhower administrations.
<b>Identify</b> technological advancements and social changes during the Kennedy and Johnson administrations.	<b>Identify</b> U.S. international and domestic policies during the Kennedy and Johnson administrations.	<b>Analyze</b> U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Kennedy and Johnson administrations.	<b>Examine</b> the connections between U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Kennedy and Johnson administrations.
	<b>Identify</b> U.S. international and domestic policies during the Nixon, Ford, and Carter administrations.	<b>Analyze</b> U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Nixon, Ford, and Carter administrations.	<b>Examine</b> the connections between U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Nixon, Ford, and Carter administrations.

### Unit 11 – Civil Right & Social Reform Movements (2 weeks)

- USH21.d:** Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.
- USH20.b:** Connect *Brown v. Board of Education* to its social effects.
- USH21.b:** Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.
- USH22.b:** Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency and the emergence of the National Organization for Women.
- RHSS9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
Identify technological advancements and social changes during the Kennedy and Johnson.		Analyze U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Kennedy and Johnson administrations.	Examine the connections between U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Kennedy and Johnson administrations.

### Unit 12 – Modern U.S. History (2 weeks)

- USH23.a:** Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton’s impeachment, the attacks of September 11, 2001, and the war against terrorism.
- USH23.c:** Examine the influence of technological changes on society including the personal computer, the Internet, and social media.
- USH22.b:** Connect Nixon’s resignation due to the Watergate scandal, and his pardon by Ford to its social effects.
- USH23.b:** Examine economic policies of recent presidents including Reaganomics.
- USH23.d:** Examine the historic nature of the presidential election of 2008.
- RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RHSS3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RHSS7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- WHST1:** Write arguments focused on *discipline-specific content*.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors:			
Beginning	Developing	Proficient	Distinguished
<b>Identify</b> technological changes from the 1980s to 2016.	<b>Identify</b> the political, economic, and technological changes during the Reagan, George H. W. Bush, Clinton, George W. Bush, and Obama administrations.	<b>Analyze</b> the political, economic, and technological changes during the Reagan, George H. W. Bush, Clinton, George W. Bush, and Obama administrations.	<b>Examine</b> the connections between the political, economic, and technological changes during the Reagan, George H. W. Bush, Clinton, George W. Bush, and Obama administrations.