



Honors United States History 9

CURRICULUM

Board Approved: [date]

Course Information

Course Description:

This course will focus on domestic policy including the post-Civil War era, the role of the United States as a world power, the post-Cold War era, and modern United States history. Students will examine (analyze and evaluate) the social, economic, and political systems as well as the traditions, attitudes, and values that reflect our national heritage and which have been shaped by our nation’s history.

The Honors course will emphasize:

- Reading content and completing work outside of class to supplement in-class content and learning.
- Analyzing and evaluating primary sources to develop oral and written arguments.
- Developing writing skills to answer varying types of questions (ex. Document Based Questions, Short Answer Questions, etc.).
- Making connections about continuity and change between different time periods.
- Collaborate with peers on research-based projects.

Transfer Goals:

- Developments and Processes-- Identify and explain historical developments and processes.
- Sourcing and Situation--Analyze the sourcing and situation of primary and secondary sources.
- Claims and Evidence in Sources-- Analyze arguments in primary and secondary sources.
- Contextualization-- Analyze the contexts of historical events, developments, or processes.
- Making Connections--Using historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections between and among historical developments and processes.
- Argumentation--Develop an argument.

Curriculum Standards: [Social Studies Grades 6-12 Missouri Learning Standards](#)

Curriculum Resource(s):

**priority standards indicated in bold*

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Unit 1: Re-Emerging America

Industrialization, Immigration, Urbanization, and Progressive Era

Timeframe: 8 weeks

Unit Description: In this unit, students will focus on economic, political, and social developments and reforms among & within cities from the 1860s through the 1910s. Students will analyze the social, political and economic continuities and changes linked to the expansion of industry in the late 1800s and early 1900s.

Enduring Understandings:

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- The study of political, social, and economic patterns reveals continuity and change over time.
- History involves interpretation; historians can and do disagree.
- Scientific and technological developments affect people's lives, and the environment and transform societies.

Essential Questions:

- In what ways was the rise of industry good for the United States and its people?
- How was America transformed by immigration and urbanization?
- How did the politics of the Gilded Age both strengthen and weaken American democracy?
- How did the politics of the Gilded Age drive reform?
- How did the rapid expansion of industrialization, urbanization, and immigration contribute to social and political problems?
- To what extent did the reforms during the Progressive Era address the issues of the late 1800s?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
9-12.AH.2.CC.B	I can describe the purpose, challenges, and economic incentives that impacted expansion.
9-12.AH.2.CC.C	I can trace the contributions of individuals and institutions on the social, political, artistic, and economic development of the Progressive Era.
9-12.AH.3.CC.D	I can evaluate the responses of American leaders to the challenges of Industrialization, Immigration, Urbanization, and the Progressive Era.
9-12.AH.1.GS.C	I can predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
9-12.AH.2.GS.C	I can analyze the expansion of political parties, interest groups, and political machines to determine their effect on American government and policy.

**priority standards indicated in bold*

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9-12.AH.1.GS.A	I can analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c. 1870-2010.
9-12.AH.3.GS.A	I can analyze how political developments and Constitutional amendments of the period altered the relationship between the government and the people.
9-12.AH.3.GS.B	I can describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.
9-12.AH.1.G.A	I can create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.
9-12.AH.1.G.B	I can analyze how the physical and human characteristics of regions in the United States post c. 1870 connect to changing identity and culture.
9-12.AH.2.G.A	I can evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
9-12.AH.5.G.B	I can evaluate the causes and consequences of demographic shifts and internal migrations.
9-12.AH.1.EC.A	I can, using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.
9-12.AH.2.EC.B	I can explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship between those regions.
9-12.AH.2.EC.C	I can apply the concepts of natural resources, capital, labor, investment, profit, and <i>laissez-faire</i> policies to explain the growth of American industry.
9-12.AH.2.EC.D	I can analyze the developing interconnectedness among people, big businesses, labor unions, and governments to determine their effect on individuals, society, and public policy.
9-12.AH.3.EC.C	Trace the changing relationship between government and business through economic regulation and deregulation.
9-12.AH.1.PC.B	I can, using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
9-12.AH.2.PC.A	I can analyze patterns of immigration to determine their effects on economic, cultural, and political development.

**priority standards indicated in bold*

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9-12.AH.1.PC.A	I can, using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
9-12.AH.2.PC.C	I can evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of economic ideals.
9-12.AH.2.PC.D	I can explain the varying impact of industrialization on culture, work, education, and other social institutions.
9-12.AH.2.PC.E	I can trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.
9-12.AH.3.PC.A	I can explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
9-12.AH.3.PC.B	I can analyze the changing relationship between individuals and their place in society including women, minorities, and children.

**priority standards indicated in bold*

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Unit 2: America Emerging Globally

Imperialism and World War I

Timeframe: 4 weeks

Unit Description: In this unit, students will focus on United States foreign policy from the end of the Civil War through World War I. Students will analyze the context in which America grew into its role as a world power and the changes in U.S. foreign/domestic policy during this time period.

Enduring Understandings:

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Local, national, and international relationships are affected by economic transactions.
- People respond to and resolve conflicts in a variety of ways.
- History involves interpretation; historians can and do disagree.

Essential Questions:

- In what ways were the United States' interventions abroad during the late 1800s motivated more by political, economic, or humanitarian forces?
- How did the era of imperialism change America's standing in the world?
- What factors led the US to abandon neutrality and enter World War I?
- Why did Americans on the home front support or oppose World War I?
- How did Americans respond to the consequences of their involvement in World War I?
- How did US involvement in World War I reflect American values and ideals?
- How did the events of the 1800s through World War I shape American foreign policy?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
9-12.AH.1.CC.B	I can explain connections among historical context and peoples' perspectives at the time in United States' history.
9-12.AH.2.CC.C	I can trace the contributions of individuals and institutions on social, political, artistic, and economic development.
9-12.AH.1.CC.A	I can create and use tools to analyze a chronological sequence of related events in United States' history.
9-12.AH.3.CC.A	I can describe the causes and consequences of the United States' imperialism at home and abroad.
9-12.AH.3.CC.B	I can evaluate the motivations for the United States' entry into World War I.

**priority standards indicated in bold*

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9-12.AH.3.CC.C	I can evaluate the impact of U.S. participation in WWI and resulting peace efforts.
9-12.AH.3.CC.D	I can evaluate the responses of American leaders to the challenges of this period.
9-12.AH.5.CC.B	I can evaluate the responses of the United States leaders to the challenges of global tensions.
9-12.AH.5.GS.A	I can analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
9-12.AH.1.G.C	Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
9-12.AH.3.G.A	I can describe how the expansion of transportation and technological developments influenced the acquisition of new territories.
9-12.AH.3.EC.A	I can analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.
9-12.AH.3.EC.B	I can 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.PC.C	I can analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effect on individuals and groups.
9-12.AH.3.PC.D	I can 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.

**priority standards indicated in bold*

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Unit 3: Between the Wars

The 1920s, Great Depression and the New Deal

Timeframe: 4 weeks

Unit Description: In this unit, students will focus on the time period from 1920-1939: including the emergence of modern cultural ideas and technology and their clash with traditions. Students will analyze the short term and long term impacts of government policy during the Great Depression and New Deal on the social, economic, and political landscape.

Enduring Understandings:

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Culture is both a unifying and divisive force in human relations.
- The study of political, social, and economic patterns reveals continuity and change over time.
- People respond to and resolve conflicts in a variety of ways.
- History involves interpretation; historians can and do disagree.

Essential Questions:

- How was the decade of the 1920s a time of modernism versus tradition?
- How did social, economic, and religious tensions divide Americans during the Roaring Twenties?
- How did the Harlem Renaissance begin to infuse African-American culture into mainstream American culture?
- What were the leading causes of the Great Depression?
- To what extent did the Great Depression affect Americans' lives socially, politically, and economically?
- How effective was the New Deal as a response to the Great Depression?
- How does the New Deal change the role and perspective of the federal government?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
9-12.AH.2.CC.C	I can trace the contributions of individuals and institutions on social, political, artistic, and economic development.
9-12.AH.3.CC.D	I can evaluate the responses of American leaders to the challenges of this period.
9-12.AH.1.CC.D	I can, using an inquiry lens, develop compelling questions about United States history post c.1870 to determine helpful resources and consider multiple points of view represented in the resources.
9-12.AH.4.CC.A	I can trace the significant events and developments of the Great Depression

**priority standards indicated in bold*

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	and WWII.
9-12.AH.4.CC.B	I can evaluate the responses of U.S. leaders to the challenges of the Great Depression and WWII.
9.12.AH.3.GS.B	I can describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.
9-12.AH.1.GS.B	I can predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
9-12.AH.3.GS.C	I can analyze the changing social norms and conflicting mores that emerged during the first three decades of the twentieth century.
9-12.AH.4.GS.A	I can analyze the relationships among the branches of government to explain conflicts and the changing power of each.
9-12.AH.4.GS.B	I can evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
9-12.AH.1.GS.A	I can analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c. 1870-2010.
9-12.AH.4.GS.C	I can 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.A	I can describe and evaluate the consequences, both intended and unintended, of environmental decisions.
9-12.AH.4.EC.A	I can 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	I can describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.
9-12.AH.3.PC.C	I can analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effect on individuals and groups.
9-12.AH.4.PC.A	I can analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression.
9-12.AH.4.PC.C	I can evaluate the effect of the Great Depression and WWII at home on women, families, and minorities.

**priority standards indicated in bold*

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9-12.AH.4.PC.D

I can evaluate the effect of the Great Depression and WWII on the arts and culture.

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Unit 4: America on the World Stage

World War II and the Early Cold War (Truman, Eisenhower, and JFK)

Timeframe: 6 weeks

Unit Description: In this unit, students will analyze the short-term and long-term impact of U.S. participation in WWII and the beginning of the Cold War on the international and domestic fronts. Students will evaluate the changes that occurred in post-WWII American society.

Enduring Understandings:

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- People respond to and resolve conflicts in a variety of ways.
- History involves interpretation; historians can and do disagree.
- Scientific and technological developments affect people's lives, and the environment and transform societies.

Essential Questions:

- How did world affairs contribute to America becoming involved in World War II?
- How important was the homefront in the United States' victory in World War II?
- In what ways did World War II reshape America?
- How effective was containment in preventing communist expansion?
- To what extent was the United States' approach to foreign affairs after WWII consistent with American ideals?
- How did anxieties raised by the Cold War affect life in the United States?
- To what extent were the 1950s a time of great peace, progress, and prosperity for Americans?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
9-12.AH.2.CC.C	I can trace the contributions of individuals and institutions on social, political, artistic, and economic development.
9-12.AH.1.CC.E	I can analyze the causes and consequences of a specific problem in United States' history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
9-12.AH.3.CC.D	I can evaluate the responses of American leaders to the challenges of World War II and the Early Cold War.
9-12.AH.4.CC.A	I can trace the significant events and developments of the Great Depression and WWII.
9-12.AH.4.CC.B	I can evaluate the responses of U.S. leaders to the challenges of the Great Depression and WWII.

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9-12.AH.4.CC.C	I can describe critical developments and turning points in WWII including major battles.
9-12.AH.4.CC.D	I can evaluate the motivations for the United States' abandonment of isolationism and entry into WWII.
9-12.AH.4.CC.E	I can evaluate the impact of US participation in WWII and the resulting new role in the post-war world at home and abroad.
9-12.AH.1.CC.D	I can, using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of view represented in the resources.
9-12.AH.5.CC.A	I can describe the causes, major conflicts, consequences, and enduring legacy of the Cold War.
9-12.AH.5.CC.B	I can evaluate the responses of the United States leaders to the challenges of global tensions.
9-12.AH.5.CC.C	I can trace changes in military strategies and technologies as a response to the challenges of the Cold War.
9-12.AH.4.GS.B	I can 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	I can 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.5.GS.A	I can analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
9-12.AH.4.G.B	I can analyze the impact of geography in the European and Pacific theaters of WWII to compare war efforts and strategies.
9-12.AH.1.EC.A	I can, using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.
9-12.AH.5.EC.A	I can trace the developing complexities of the American economy in the second half of the twentieth century.
9-12.AH.5.EC.B	I can compare the role of government in economic systems (e.g., command vs. market) to explain competing worldviews.
9-12.AH.4.PC.B	I can assess the impact of war-related events on women's roles, family structures, religious identity, education, commerce, entertainment, agriculture, and other elements of the home front.

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9-12.AH.4.PC.C	I can evaluate the effect of the Great Depression and WWII at home on women, families, and minorities.
9-12.AH.4.PC.D	I can evaluate the effect of the Great Depression and WWII on the arts and culture.
9-12.AH.5.PC.A	I can evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
9-12.AH.5.PC.B	I can 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	I can evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.

**priority standards indicated in bold*

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Unit 5: Promise and Turmoil

Civil Rights Movement, Vietnam Conflict, 1970s

Timeframe: 6 weeks

Unit Description: In this unit, students will focus on the years of political and cultural change following WWII through the early 1970s. Students will explain how and why the civil rights movements developed and expanded from 1945 to 1980. Students will evaluate the causes and effects of the Vietnam War. Students will analyze the domestic and foreign policy changes in the 1970s.

Enduring Understandings:

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Culture is both a unifying and divisive force in human relations.
- The study of political, social, and economic patterns reveals continuity and change over time.
- People respond to and resolve conflicts in a variety of ways.
- History involves interpretation; historians can and do disagree.

Essential Questions:

- What brought about the civil rights movement and how effectively did it expand democracy for all Americans?
- How does the concept of The American Dream impact the development of our country?
- What lessons can be learned from the tumultuous events of the 1960s and 1970s?
- How do individuals and groups attempt to affect change in their society?
- How did the policy of containment lead to an American presence in Vietnam and how was that policy interpreted and implemented by each administration from Eisenhower to Nixon?
- What lessons can be learned from the tumultuous events of the 1960s and 1970s?
- Why was the Vietnam War unique when compared to past wars America had participated in?
- How did the Vietnam War take away funding from social programs?
- To what extent did LBJ’s “Great Society” and Nixon’s “New Federalism” programs fulfill their promises?

Unit 5 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
9-12.AH.2.CC.C	I can trace the contributions of individuals and institutions on social, political, artistic, and economic development during the Civil Rights Movement,

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	Vietnam Conflict, and the 1970s.
9-12.AH.3.CC.D	I can evaluate the responses of American leaders to the challenges of the Civil Rights Movement, Vietnam Conflict, and the 1970s.
9-12.AH.1.CC.E	I can, using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.
9-12.AH.1.CC.D	I can, using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of view represented in the resources.
9-12.AH.4.CC.A	I can evaluate the responses of the United States leaders to the challenges of global tensions during the Vietnam Conflict.
9-12.AH.4.CC.B	I can analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.
9-12.AH.4.CC.C	I can determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
9-12.AH.4.CC.D	I can evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
9-12.AH.4.CC.E	I can evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.
9-12.AH.5.CC.A	I can determine the lasting impact of this period of principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
9-12.AH.5.CC.B	I can evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
9-12.AH.5.CC.C	I can analyze physical geography to understand the availability and movement of resources in this era.
9-12.AH.4.GS.B	I can evaluate the relationship between technological and scientific advancements, and increasing global interaction in this era.
9-12.AH.4.GS.C	I can trace the developing complexities of the American economy in the second half of the twentieth century.
9-12.AH.5.GS.A	I can compare the role of government in economic systems (e.g., command vs. market) to explain competing worldviews.
9-12.AH.4.G.B	I can describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.

**priority standards indicated in bold*

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Unit 6: Contemporary America

The 1980s to Present Day

Timeframe: 4 weeks

Unit Description: In this unit, students will analyze the causes and effects of the resurgence of conservatism, the impact of the end of the Cold War, the rise of globalization/global terrorism, and other major changes around the turn of the century.

Enduring Understandings:

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- The study of political, social, and economic patterns reveals continuity and change over time.
- History involves interpretation; historians can and do disagree.
- Scientific and technological developments affect people's lives, and the environment and transform societies.

Essential Questions:

- How did the United States change domestically during the 1970s and 1980s?
- What role did the United States play in the collapse of the Soviet Union at the end of the Cold War?
- What role did the US play in promoting American values and interests abroad?
- How did the US redefine its values after the struggles in the 1960s and early 1970s?
- How well have US foreign policy decisions met the challenges of the global age?
- How have modern media and technology changed American perceptions and interactions with each other and the world?
- To what extent was the United States' approach to terrorist threats both foreign and domestic consistent with American ideals?

Unit 6 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
9-12.AH.2.CC.C	Trace the contributions of individuals and institutions on social, political, artistic, and economic development from the 1980s to the present day.
9-12.AH.3.CC.D	I can evaluate the responses of American leaders to the challenges of this period.
9-12.AH.5.CC.B 9-12.AH.6.CC.C	I can evaluate the responses of the United States' leaders to the challenges of global tensions.
9-12.AH.1.CC.A	I can create and use tools to analyze a chronological sequence of related events in United States' history.
9-12.AH.6.CC.B	I can analyze the fall of the Soviet Union to determine its effect on US foreign policy and its relationship with the rest of the world.

**priority standards indicated in bold*

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9-12.AH.6.CC.B	I can trace the origins of twenty-first-century conflicts to understand US policies and actions.
9-12.AH.6.GS.C	I can evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
9-12.AH.5.EC.A	I can trace the developing complexities of the American economy in the second half of the twentieth century.
9-12.AH.6.EC.A	I can 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.
9-12.AH.6.PC.A	I can analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups, and society.
9-12.AH.6.PC.B	I can analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.
9-12.AH.6.PC.C	I can assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve.

**priority standards indicated in bold*

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