



UNITED STATES HISTORY 1870-PRESENT

Course Description:

Students will be able to demonstrate their understanding of the significant themes that contributed to the formation of the United States through research, discussion, simulation, debate, and presentation. Students will use their understanding to cite evidence of those themes in contemporary issues facing our society. Themes will include the evolution of American political democracy, cultural pluralism, economic and social equality, and America's development as a major world power. Students will explore and appreciate the diversity of the American experience and the relevance of our nation's past to all individuals living in today's society.

Grade Level: 10th Grade

Unit Scope and Sequence

- Unit 0:** American Ideals and Introduction to the Research Process
- Unit 1:** Reconstruction and Life in the "New South" 1865-1920
- Unit 2:** Gilded Age and Progressive Era 1870-1920
- Unit 3:** American Expansion and Imperialism 1870-1912
- Unit 4:** World War I and the 1920s 1913-1929
- Unit 5:** The Great Depression and World War II Eras 1929-1945
- Unit 6:** Early Cold War America 1945-1963
- Unit 7:** Civil Rights Movements 1954-Present
- Unit 8:** Vietnam War 1954-1975
- Unit 9:** Watergate to Present Day 1972-Present

Course Enduring Understandings:

- Crafting a historical argument necessitates thorough research to gather relevant primary and secondary sources. Historians must critically evaluate the credibility, context, and biases of these sources to build a solid foundation of evidence for their argument.
- United States History highlights the complex, dynamic, and sometimes contradictory nature of American ideals, which play a central role in shaping the nation's history, society, and culture; underscoring the ongoing conversation about what it means to be American.

Course Essential Questions:

- How did industrialization, environmental challenges, and technological advancements shape the United States?
- How did the United States navigate its role in global conflicts and standing in the world and how has it changed over time?
- How has the movement of people from different backgrounds helped to create and shape the American identity, while also challenging and testing the ideals of civil rights and equality?

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UNIT 0: American Ideals & Introduction to Research Process

This unit will introduce students to the core ideals that have guided American society: democracy, community, diversity, equality, and opportunity. Throughout the course, students will re-examine these ideals and our successes and failures in upholding these ideals throughout American history.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
The United States sometimes upholds and sometimes neglects its own ideals.	How does America live up to its own ideals?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Democracy - Community - Diversity - Equality - Opportunity	- Describe the American ideals. - Identify examples of ideals and make connections to historical and modern-day examples.

Unit Standards
Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created. (9-12.AH.1.PC.A) - Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions. (9-12.AH.5.EC.C) - Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals. (9-12.AH.5.PC.C) - Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time. (9-12.AH.6.PC.C)
Explain connections among historical context and peoples' perspectives at the time in United States' history. (9-12.AH.1.CC.B)

UNITED STATES HISTORY 1870-PRESENT: 10th Grade

Unit 1: Reconstruction & Life in the “New South” 1865-1920

After the Civil War, the United States debated how to best rebuild and reunite. Congress instituted sweeping political, economic, and social changes. While it succeeded in bringing an end to slavery, it also failed to fully address the racial and economic inequalities that had plagued the South for generations.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• There are many legal efforts to promote equality. • There is ongoing conflict between state and federal governments over citizens' rights. • The struggle to promote equality is an ongoing struggle in American society.	• What role should the federal government play in ensuring citizens have equal rights? • How was Reconstruction both a success and a failure?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Reconstruction Plans • 13th Amendment • 14th Amendment • 15th Amendment • Compromise of 1877 • Barriers to voting • Jim Crow Laws • Plessy vs. Ferguson • KKK • Reformers • NAACP	• Construct a timeline that analyzes the sequence of events, laws, and outcomes of Reconstruction. • Analyze sources using historical thinking skills: Context, Purpose, Point of View. • Construct an argument to evaluate the degree to which American ideals were upheld during the period following the Civil War.

UNITED STATES HISTORY 1870-PRESENT: 10th Grade
Unit 1: Reconstruction & Life in the “New South” 1865-1920

Unit Standards

Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in United States history c.1870-2010. (9-12.AH.1.GS.A)

- Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves. (9-12.AH.2.GS.B)
- 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.GS.A)
- Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions. (9-12.AH.2.EC.A)

Create and use tools to analyze a chronological sequence of related events in United States history. (9-12.AH.1.CC.A)

- Compare and contrast the plans for political reintegration of Southern states after the Civil War. (9-12.AH.2.CC.A)
- Analyze how the physical and human characteristics of regions in the United States post c. 1870 are connected to changing identity and culture. (9-12.AH.1.G.B)
- Explain the motivations 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.A)

UNITED STATES HISTORY 1870-PRESENT: 10th Grade

Unit 2: Gilded Age & Progressive Era 1870-1920

The final decades of the 1800s were a period of change in the United States in every way: economically, socially, demographically, and technologically. Two of the main drivers of change were industrialization and immigration. Additionally, the United States government changed the size and scope of its power.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Technological innovations, business practices, and leaders drive industrial development. • Numerous factors drive immigrants to the United States. • Rapid urbanization and industrialization changed the culture of the United States.	• How do science and technology impact culture and society? • How does the movement of people impact culture, society, and the economy? • What interplay should there be between the government, business owners, and labor?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Gilded Age/Second Industrial Revolution • Laissez-faire capitalism • Monopoly/Trust • Captain of Industry v. Robber Baron • Immigration and push/pull factors • Urbanization • Labor Struggles in Industrial Revolution • Progressive Era • Muckrakers • Progressive Presidents • 17th Amendment	• Construct an argument to evaluate economic and social problems of the Gilded Age and their proposed solutions. • Analyze the work of reformers and evaluate their ability to impact the government's response. • Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American Ideals.

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Unit 2: Gilded Age & Progressive Era 1870-1920

Unit Standards

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.EC.A)

- Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship between those regions. (9-12.AH.2.EC.B)
- Apply the concepts of natural resources, capital, labor, investment, profit, and laissez-faire policies to explain the growth of American industry. (9-12.AH.2.EC.C)
- 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.EC.D)
- Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century. (9-12.AH.3.GS.B)
- Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century. (9-12.AH.3.GS.C)
- Trace the changing relationship between government and business through economic regulation and deregulation. (9-12.AH.3.EC.C)
- Analyze the changing relationship between individuals and their place in society including women, minorities, and children. (9-12.AH.3.PC.B)
- Analyze patterns of immigration to determine their effects on economic, cultural, and political development. (9-12.AH.2.PC.A)
- Trace the changing motivations for, nationalities of, and response to immigration and to immigrants coming to the United States. (9-12.AH.2.PC.E)

Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups. (9-12.AH.1.GS.C)

- Analyze the expansion of political parties, interest groups, and political machines to determine their effect on United States government policy. (9-12.AH.2.GS.C)
- Describe and 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.2.PC.C)
- Explain the impact of industrialization on culture, work, education and other social institutions. (9-12.AH.2.PC.D)
- Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people. (9-12.AH.3.GS.A)

UNITED STATES HISTORY 1870-PRESENT: 10th Grade

Unit 3: American Expansion & Imperialism 1870-1912

The industrialization that swept America in the 1800s led American political and business leaders to search for new world markets and increased trade opportunities. Western Expansion in the United States included the differing experiences of Native Americans, immigrants, settlers, and migrants. The government and private businesses expedited the expansion of the territorial boundaries of the United States. The United States built a powerful navy that pushed the nation deeper into international affairs.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Migration is driven by economic opportunity, government policies and incentives, and technology. • Migration can cause conflict across different groups and places. • The causes and responses to imperialism vary in time, place, and manner. • Different presidents had varied approaches to foreign policy. • American Imperialism impacted many foreign and domestic issues.	• How did Manifest Destiny lead to opportunities and challenges for different groups of people within and around the United States? • Why do people choose to venture outward or stay in place? • How did U.S. foreign policy relate to U.S. economic and political interests abroad? • How does industrialization change America's role in the world?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Manifest Destiny • Homestead Act • Transcontinental Railroad • Nativism • Reservation Policy • Indian Wars • Assimilation • Dawes Act • Imperialism • Annexation of Hawaii • Spanish-American War • Social Darwinism	• Construct an argument focused on the legacy of the impact on different groups of people during Western expansion. • Explain the causes and effects of the Spanish-American War. • Analyze the causes and consequences of United States Imperialism. • Identify the geographic location of territories, states, and countries that the US became involved in during their expansion. • Evaluate arguments for and against American imperialism.

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Unit 3: American Expansion & Imperialism 1870-1912

Unit Standards

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.1.CC.E)

- Evaluate the effect of Westward expansion on the production, distribution, and allocation of resources, and on the environment. (9-12.AH.2.G.B)
- Evaluate the short and long-term impact of western expansion on Native American and other minority populations. (9-12.AH.2.PC.B)
- Describe and evaluate the responses of American leaders to the challenges of this period. (9-12.AH.3.CC.D)
- Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions. (9-12.AH.3.EC.A)
- 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.EC.B)
- Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions. (9-12.AH.3.EC.A)

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.1.PC.B)

- Evaluate the causes, patterns, and outcomes of internal migrations and urbanization. (9-12.AH.2.G.A)
- Describe how the expansion of transportation and technological developments influenced acquisition of new territories. (9-12.AH.3.G.A)
- Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement. (9-12.AH.2.CC.B)

Explain connections between historical context and peoples' perspectives at the time in United States history. (9-12.AH.1.CC.B)

- Describe the causes and consequences of the United States' imperialism at home and abroad. (9-12.AH.3.CC.A)

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Unit 4: World War I & 1920s 1913-1929

The U.S. maintained a policy of neutrality for the early years of World War I. However, several factors gradually swayed public opinion and shifted the nation's stance. At the end of World War I, America experienced a brief economic downturn and social unrest. America in the 1920's rebounded and enjoyed a period of prosperity, although deep social tensions remained. American women experienced expanded roles in society and African American influence in the arts flourished in what is known as "The Roaring Twenties."

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• There are a variety of causes that drive a nation into war. • During times of war, there are domestic social, political, and economic sacrifices. • How to select and utilize research evidence to support a claim. • Economic policies and consumer decisions create boom and bust cycles. • There are supporters and critics of social and cultural changes.	• To what extent should the United States be involved in world affairs? • What caused the cultural changes of the 1920s, and how did that impact different groups of Americans?
<i>Students must know:</i>	<i>Students must be able to:</i>
• U.S. Entry into World War I • Sedition and Espionage Acts • Selective Service Act • Propaganda • Red Scare • Nativism • Great Migration • New Woman • Harlem Renaissance • Prohibition • 19th Amendment	• Analyze the various factors that caused the United States to join World War I. • Identify the Central and Allied powers geographic locations on a map. • Evaluate the way the war abroad impacted people's lives in the United States. • Develop a research plan and identify appropriate resources to investigate and critique a historical event of the 1920s.

UNITED STATES HISTORY 1870-PRESENT: 10th Grade
Unit 4: World War I & 1920s 1913-1929

Unit Standards

Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue. (9-12.AH.1.CC.C)

- Using an inquiry lens, develop compelling questions about United States history post c.1870 to determine helpful resources and consider multiple points of views represented in the resources. (9-12.AH.1.CC.D)
- 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.C)
- Explain connections among historical context and peoples' perspectives at the time in United States' history (9-12.AH.1.CC.B)
- 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.A)
- Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture. (9-12.AH.1.G.B)

Explain connections between historical context and peoples' perspectives at the time in United States history. (9-12.AH.1.CC.B)

- Evaluate the motivations for United States' entry into World War I. (9-12.AH.3.CC.B.)
- Describe and evaluate the impact of US participation in World War I and resulting peace efforts. (9-12.AH.3.CC.C)
- 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. (9-12.AH.3.PC.D)

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UNIT 5: The Great Depression & World War II Eras 1929-1945

Economic prosperity and cultural innovations in the 1920s masked conditions that would soon lead to the Great Depression. The economic collapse rippled through the rest of the world and contributed to the rise of dictatorships. As war broke out, Americans opposed becoming involved even though the United States did eventually enter the war.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- There are a variety of causes and government responses to economic crises. - Foreign policy decisions are driven by political, social, and economic reasons. - After conflicts, the role, power, and influence of the United States changed. - Countries must choose to intervene or stay isolated in human rights violations in foreign lands.	- What role should the government have in the economy? How do their decisions impact future generations? - Why does a country go to war? - How did World War II change the United State's role in world affairs? - What role should the United States government hold in human rights violations abroad?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Great Depression - Dust Bowl - New Deal - Neutrality Acts/Lend Lease - Pearl Harbor - Executive Order 9066 - D-Day - Holocaust - Island Hopping - The Manhattan Project - Executive Order 9981 - GI Bill	- Trace the significant events and developments of the Great Depression and WWII. - Analyze the geography of the European and Pacific theaters of WWII to compare war efforts and strategies. - Analyze sources using historical thinking skills: Context, Purpose, and Point of View. - Construct an argument evaluating the government's economic actions during the Great Depression and in the World War II era.

UNITED STATES HISTORY 1870-PRESENT: 10th Grade

UNIT 5: The Great Depression & World War II Eras 1929-1945

Unit Standards

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.1.GS.A)

- Analyze the relationships among the branches of government to explain conflicts and the changing power of each. (9-12.AH.4.GS.A)
- Determine the lasting impact of the New Deal and WWII on principles of government including separation of powers, checks and balance, judicial review, and limited government. (9-12.AH.4.GS.C)

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.EC.A)

- Trace the significant events and developments of the Great Depression and WWII. (9-12.AH.4.CC.A)
- 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.B)
- Describe and evaluate the consequences, both intended and unintended, of environmental decisions such as conservation movements, dam construction and the Dust Bowl. (9-12.AH.4.G.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.A)
- Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity. (9-12.AH.4.EC.B)
- Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions. (9-12.AH.5.EC.C)
- Predict the consequences which can occur when individuals fail to carry out their personal responsibilities. (9-12.AH.1.GS.B)

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.1.CC.E)

- Evaluate the responses of American leaders to the challenges of the Great Depression and World War II. (9-12.AH.4.CC.B)
- Describe critical developments and turning points in WWII including major battles. (9-12.AH.4.CC.C)
- Evaluate the impact of US participation in World War II and America's new role in the post-war world at home and abroad. (9-12.AH.4.CC.E)
- Evaluate the motivations for United States abandonment of isolationism and entry into WWII. (9-12.AH.4.CC.D.)
- Analyze the geography of the European and Pacific theaters of WWII to compare war efforts and strategies. (9-12.AH.4.G.B)
- Educate students about the Holocaust and inspire in students a sense of responsibility to recognize and uphold human value and to prevent future atrocities (RSMo 2022 §161.700)

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.1.PC.B)

- Analyze the artistic and intellectual achievement of the 1930's to understand the human costs of the Great Depression. (9-12.AH.4.PC.A)
- 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. (9-12.AH.4.PC.B)
- Evaluate the effect of WWII at home on women, families, and minorities. (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.D)
- Trace the contributions of individuals and institutions on social, political, artistic and economic development. (9-12.AH.2.CC.C)

UNITED STATES HISTORY 1870-PRESENT: 10th Grade

UNIT 6: Early Cold War America 1945-1963

The conclusion of World War II found the United States in a new relationship with an adversarial Soviet Union. Cold War conflicts developed around the globe, and the fear of communism shaped domestic and foreign politics. At home, the United States economy grew and Americans moved to the suburbs and to southern and western regions of the country.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• The relationship between the United States and the Soviet Union shaped domestic and foreign policy. • Conflict with the Soviet Union led the United States to promote American values at home and abroad. • Consumerism, education, and prosperity impact all Americans.	• What should the role of the United States be in rebuilding the postwar world? • What domestic and cultural changes did Americans experience during the 1950s? • How should the United States respond to threats against their ideals? • How did the conflict between the United States and the Soviet Union affect world affairs?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Cold War • Containment Theory • NATO v. Warsaw Pact • Korean War • Mutually Assured Destruction (M.A.D.) • Red Scare • Arms Race • Space Race • Berlin Wall • Cuban Missile Crisis	• Compare and contrast the economic and political struggles between the United States and the Soviet Union during the Cold War. • Analyze different citizens' perspectives using primary sources, and draw a conclusion about the impact of the Cold War on life in the United States from 1945-1963. • Use maps to analyze the major alliances of the Cold War, their spheres of influence, and conflicts.

UNITED STATES HISTORY 1870-PRESENT: 10th Grade
UNIT 6: Early Cold War America 1945-1963

Unit Standards

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.A)

- 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.1.G.C)
- Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order. (9-12.AH.5.GS.A)
- Explain how the physical and human characteristics of places determine their influence on or importance to Cold War events. (9-12.AH.5.G.B)

Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War. (9-12.AH.5.CC.A)

- Evaluate the responses of American leaders to the challenges of global tensions. (9-12.AH.5.CC.A)
- Trace changes in military strategies and technologies as a response to the challenges of the Cold War. (9-12.AH.5.CC.C)
- Determine the lasting impact of this period on principles of government including separation of powers, checks and balances, rule of law, judicial review, and limited government. (9-12.AH.5.GS.B)
- Describe and evaluate the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750. (9-12.AH.4.PC.E)

Trace the developing complexities of the American economy in the second half of the twentieth century. (9-12.AH.5.EC.A)

- Compare the role of government in economic systems (e.g.command vs. market) to explain competing worldviews. (9-12.AH.5.EC.B)

Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government. (9-12.AH.5.PC.A)

- Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-war period to determine their effect on individuals and groups. (9-12.AH.5.PC.B)

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UNIT 7: Civil Rights Movements 1954 - Present

The 1950s and 1960s were both marked by growing tensions at home. While the Civil Rights Movement grew during the 1950s, it surged in the 1960s and continues in today's world. It resulted in slow, but significant changes in the law at the local, state, and federal levels. New government programs reformed American life.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Different groups of people use different strategies to seek political, social, and economic rights. • The struggle for civil rights is an ongoing process. • Government institutions work to develop domestic programs and economic opportunities to support all citizens.	• What strategies are used to create social, political, and economic reforms? • What experience did different groups of Americans have in the attempt to achieve social, economic, and political equality? • What results are realized from the work of individuals, leaders, and groups in social movements?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Brown v. Board of Education • Emmett Till • Dr. Martin Luther King Jr. • Southern Christian Leadership Conference (SCLC) • Student Nonviolent Coordinating Committee (SNCC) • 1963 March on Washington • Civil Rights Act of 1964 • 24th Amendment • Selma • Voting Rights Act of 1965 • Civil Rights 1968 • Malcolm X	• Create a research plan and create a presentation to inform others of an American social movement. • Describe different movements in the United States to realize equal rights. • Draw conclusions from evidence to analyze the experiences of different groups.

UNITED STATES HISTORY 1870-PRESENT: 10th Grade
UNIT 7: Civil Rights Movements 1954 - Present

Unit Standards

Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c.1870 to a contemporary issue. (9-12.AH.1.CC.C)

- 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 sources. (9-12.AH.1.CC.D)
- 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.1.CC.E)
- Describe and evaluate the powers and responsibilities of citizens and institutions to address and solve the United States' problems c. post 1750. (9-12.AH.5.PC.E)
- Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States. (9-12.AH.5.PC.D)
- Evaluate the causes and consequences of demographic shifts and internal migrations. (9-12.AH.5.G.A)

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.5.CC.D)

- Describe and evaluate the extent to which Supreme Court cases and legislation served to expand equal rights. (9-12.AH.5.GS.C)
- Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America. (9-12.AH.5.GS.D)
- Analyze how the physical and human characteristics of regions in the United States post c. 1870 are connected to changing identity and culture. (9-12.AH.1.G.B)

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UNIT 8: Vietnam War 1954-1975

The Cold War policy of containment and the domino theory led the United States to become increasingly involved in events in Vietnam. American officials were concerned that if Vietnam fell to communism, the entire region would follow. Support and opposition to involvement in Vietnam led to a deepened divide as casualties and debt mounted with little progress.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• The Vietnam War impacted America's foreign policy and economy in the short and long term. • The Vietnam War caused a variety of domestic and social upheavals.	• To what extent should the United States be involved in world affairs? • How are the rights and responsibilities of citizens impacted during times of war?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Gulf of Tonkin Incident/Resolution • Domino Theory • Draft • Tet Offensive • My Lai Massacre • 26th Amendment • Pentagon Papers	• Analyze and evaluate the impacts of American policies in the Vietnam era. • Construct an argument about how the crisis in Vietnam relates to America's ideals.

UNITED STATES HISTORY 1870-PRESENT: 10th Grade
UNIT 8: Vietnam War 1954-1975

Unit Standards

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.1.GS.A)

- Evaluate the responses of United States' leaders to the challenges of global tensions. (9-12.AH.6.CC.C)
- Trace the origins of twenty-first-century conflicts to understand US policies and actions. (9-12.AH.6.CC.B)
- Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making. (9-12.AH.6.GS.C)

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UNIT 9: Watergate to Present Day 1972-Present

After several decades during which progressive ideas dominated American politics, conservatism made a comeback in the 1980s. President Ronald Reagan's foreign policies led to the end of the Cold War but also had shortcomings along the way. By the 1990s, America emerged from the Cold War experiencing economic prosperity, new technologies, and new domestic and foreign threats to freedom and peace.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• There are a variety of consequences in response to the economic, social, and political policy changes. • Foreign policy changed in response to the new threats, the changing of the Cold War, and global affairs. • Government institutions work to develop domestic programs and economic opportunities for all citizens.	• How does America live up to its own ideals? • To what extent should the United States be involved in modern world affairs? • What experience did different groups of Americans have in the attempt to achieve social, economic, and political equality?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Watergate Scandal • Reaganomics • Fall of the Berlin Wall • Cold War Realignment • Persian Gulf War • 9/11 Attacks	• Explain the impacts of significant events and domestic issues on American society. • Analyze the foreign policy changes that occurred throughout from the 1970s to the present day. • Find and use evidence to make connections across different periods in American history. • Develop a research project to synthesize evidence of the American ideals throughout American History post-1870. • Construct an argument, using historical examples post-1870, to evaluate the United States' efforts to realize the promise of American ideals.

UNITED STATES HISTORY 1870-PRESENT: 10th Grade

UNIT 9: Watergate to Present Day 1972-Present

Unit Standards

Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue. (9-12.AH.1.CC.C)

- 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 sources. (9-12.AH.1.CC.D)
- Analyze the fall of the Soviet Union to determine its effect on US foreign policy and its relationships with the rest of the world. (9-12.AH.6.CC.A)
- Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and 21st centuries. (9-12.AH.6.CC.D)
- Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order. (9-12.AH.6.GS.A)
- 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.B)
- Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time. (9-12.AH.6.PC.C)

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.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. (9-12.AH.6.EC.A)
- Analyze physical geography to understand the availability and movement of resources. (9-12.AH.6.G.A)
- Evaluate the relationship between technological and scientific advancements, in communication, transportation, production, and increasing global interaction in this era. (9-12.AH.6.G.B)

Explain connections between historical context and peoples' perspectives at the time in United States history. (9-12.AH.1.CC.B)

- Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes during this era to determine their effects on individuals, groups, and society. (9-12.AH.6.PC.A)
- Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States during this era. (9-12.AH.6.PC.B)

Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of Americans ideals. (9-12.AH.5.PC.C)