

SOCIAL STUDIES

Essential Discipline Goals

Demonstrate commitment to human dignity, justice, and democratic process.
Work cooperatively and accept group decisions while respecting individual rights.
Develop a common culture.

AMERICAN STUDIES 2 – GRADE 11

SS.AS2.05 Civil War and Reconstruction (Review)

The Civil War was a clash of cultures. Political, economic and philosophical differences between regions precipitated the events. Military occupation, segregation laws, violations of civil liberties and America's entrance into the industrial modern age were all aspects of the era. After Lincoln, Congress rose to dominate the political scene until 1900.

Civil War

SS.AS2.05.01 Describe how the Declaration of Independence and the Emancipation Proclamation evolved into the 13th amendment

Reconstruction

- SS.AS2.05.02 Analyze the political and social impact of the 13th, 14th, and 15th Amendments, such as the election of African-Americans to local, state and federal offices. **ETM**
- SS.AS2.05.03 Evaluate the power struggle between the executive and legislative branches at the national level during Reconstruction, such as Presidential v. Congressional Reconstruction plans.
- SS.AS2.05.04 Evaluate the economic and social problems that faced the South in general and African Americans in particular. **PFL – Standards 1 & 6**
- SS.AS2.05.04.a Evaluate the social and economic effects of sharecropping, tenant farming and the Freedman's Bureau in the post-Civil War South. **PFL – Standards 1 & 6**
- SS.AS2.05.04.b Analyze the practices, policies and legislation used to deny African-Americans' civil rights, including black codes, lynching, the Ku Klux Klan, voting restrictions, Jim Crow Laws and Plessy v. Ferguson (1896), Solid South **ETM PFL – Standards 1, 2 & 6**
- SS.AS2.05.05 Examine African-American responses to the denial of civil rights such as the rise of African-American churches, African-American newspapers, historically black colleges and the responses of individuals, such as Ida B. Wells, W.E.B. DuBois, and Booker T. Washington. **ETM**
- SS.AS2.05.06 Analyze the economic, political and social factors that influenced the end of Reconstruction, such as northern reluctance to advocate for African-American equality, corruption in government, the Panic of 1873, and the election of 1876 **ETM PFL – Standard 1**)

SS.AS2.10 Industrialization

Industrialization in the late 19th century left no area of American life untouched. Vast rapid changes economically, socially, politically, and environmentally created problems that needed to be addressed. Leadership in Congress focused on correcting few if any of the problems. Instead the government reacted to issues as they arose, and the nation moved blissfully toward industrial dominance of the world.

- SS.AS2.10.01 Describe the rise of big business as a major force in the United States and its impact on economic and political practices. **PFL – Standard 1**
- SS.AS2.10.1.a Evaluate the role of business leaders, such as Andrew Carnegie, John Rockefeller, Cornelius Vanderbilt, and J.P. Morgan in transforming the United States economy. **PFL – Standards 1 & 5**
- SS.AS2.10.01.b Describe new technologies and inventions in agriculture, transportation, communication, manufacturing and the impact on individuals, groups and regions. **EL#5**
- SS.AS2.10.01.c Analyze the causes of industrialization including improved use of resources, technology, labor, capital and transportation networks.
- SS.AS2.10.01.d Evaluate the impact of industrialization on regional development, settlement patterns and quality of life. **EL#5 & #8A @**

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- SS.AS2.10.01.e Describe laissez-faire attitudes toward capitalism and the changes in the organization of businesses, such as trusts, holding companies, and monopolies and their impact on government policy and regulation. **PFL – Standards 1 & 5**
- SS.AS2.10.01.f Analyze the shift in government intervention and regulation of the economy, such as protective tariffs, the Sherman Anti-Trust Act and the Interstate Commerce Act.
PFL – Standard 1
- SS.AS2.10.02 The student will trace the evolution of the labor movement and its impact on society
- SS.AS2.10.02.a Examine the responses to social problems created by industrial growth, such as the Social Gospel movement, the Gospel of Wealth and Social Darwinism.
ETM PFL – Standard 1
- SS.AS2.10.02.b Evaluate the impact of industrialization and laissez-faire policies on workers (including child labor)[added], such as the National Labor Union, Knights of Labor, American Federation of Labor, and the impact of events, such as the Haymarket Riot, Homestead Strike, and the Pullman Strike.
PFL – Standard 1
- SS.AS2.10.03 The student will analyze interactions of people and environment related to westward expansion.
- SS.AS2.10.03.a Describe the impact of geography and technology on the settlement of the west, such as mining, ranching, lumbering and farming and the environmental consequences.
EL#5, #6 & #7 @
- SS.AS2.10.03.b Evaluate the impact of westward expansion on Native Americans and their responses to the destruction of the buffalo, military conflicts, and the Dawes Severalty Act (1887).
- SS.AS2.10.03.c Analyze the factors of westward expansion, including the rise of industrialization, development of a national market [added], concept of Manifest Destiny, perceptions of overcrowding, opportunities to acquire land, and the discovery of gold and silver.
- SS.AS2.10.03.d Evaluate the impact of government actions on migration patterns, such as the Homestead Act of 1862, state land grant acts, and the development of the Transcontinental Railroad.
- SS.AS2.10.03.e Describe the experiences of minorities in the west, such as extended rights for African Americans, the mistreatment of Chinese and Irish immigrants, and the extension of political and legal rights to women. **ETM**
- SS.AS2.10.04 Explain the factors producing rapid urbanization in the late 19th century and describe the major features of cities and urban life, including the contribution of immigrants and ways in which the new social and economic patterns encouraged assimilation of newcomers. **ETM**
- SS.AS2.10.04.a Describe both the positive and negative functions of political machines and their influence at the state and local level.
- SS.AS2.10.04.b Describe the relationship between industrialization and urbanization, such as increased socio-economic stratification, innovations in technology and transportation on urban life. **EL#6 & #8B**
- SS.AS2.10.04.c The student will analyze the impact of immigration and settlement patterns of ethnic and racial groups on 19th and 20th century U.S. society. **EL#8B**
- SS.AS2.10.04.d Evaluate the government and public response to immigrants as a result of industrialization, such as nativism, the Americanization Movement, and immigration restrictions.

SS.AS2.15 Era of Reform

Protest groups formed as a result of the ineffectual response by the federal and state [added] government to the problems resulting from industrialization. The spirit underlying these groups spread and gave birth to full-scale reform movements.

- SS.AS2.15.01 Evaluate the economic, political and social conditions that prompted the rise of the Populist movement. Content to achieve this indicator may include: hard money vs. soft money; laissez-faire vs. government regulations, the tariff question. **PFL – Standards 1, 2, 3, 5 & 6**
- SS.AS2.15.02 Relate the significant Progressive Era's political, social, and economic problems to their proposed solutions at the local, state, and national levels. **PFL – Standards 1, 2, 3 & 5**
- SS.AS2.15.02.a Analyze the impact of the muckrakers of the Progressive Movement on child labor reform, workplace conditions and government reforms.

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- SS.AS2.15.02.b Describe local, state and national reforms that addressed political corruption, including secret ballot, referendum, initiative, recall, the city manager, and the direct election of senators.
- SS.AS2.15.02.c The student will analyze how the Progressive Movement influenced economic reform (trust busting, tariff reform, income tax, Federal Reserve System) and environmental reform during the Roosevelt administration (national parks). **PFL – Standards 1, 2 & 3**
- SS.AS2.15.02.d Analyze the role of presidential power and the shaping of the modern presidency, such as the Square Deal and Roosevelt’s response to the 1902 Coal Strike.
- SS.AS2.15.03 Describe the positive and negative impact of the Progressive Era
 - SS.AS2.15.03.a Describe the impact of the 16th, 17th, 18th, and 19th amendments to the Constitution and legislation on state and local society, economy, and politics. **PFL – Standard 2**
 - SS.AS2.15.03.b Describe the impact of government actions on big business, labor organizations and farming, such as Supreme Court cases and legislation as remedies to problems in society.
 - SS.AS2.15.03.c Evaluate how the Progressive movement impacted women and immigrants. **ETM**
- SS.AS2.15.04 Examine/analyze the development and long-term effects of business, farm, and labor organizations on the United States economy. **@**
 - SS.AS2.15.04.a Explain reasons for the creation of the Federal Reserve System and its influence on the economy of the 1920s.
- SS.AS2.15.05 Assess how the incentives inherent in a market economy preserve political and economic freedom. **PFL – Standard 1**

SS.AS2.20 Imperialism and World War I

In the late 1800s the United States followed the example of European powers in building a colonial empire. Imperialism led to the Spanish-American War, possession of overseas colonies, and greater US visibility in world affairs. In 1917, America abandoned her position of neutrality and entered the Great War in Europe. The backlash of war caused the US to reject Wilson’s internationalism and return to isolationism in the 1920’s.

PFL – Standard 1

- SS.AS2.20.01 Trace and explain the changing economic and political roles that contributed to the emergence of the United States as a world power. **ETM PFL – Standard 2**
 - SS.AS2.20.01.a Describe factors that contributed to imperialism, such as the industrial revolution, racism, a desire to spread Christianity, a desire for naval power, the closing of the American frontier, and the resulting emergence of nationalism/jingoism. **ETM**
 - SS.AS2.20.01.b The student will explain the impact of Washington’s Farewell Address, the Monroe Doctrine, and Manifest Destiny on U.S. foreign policy in the late 19th and early 20th centuries. **ETM**
 - SS.AS2.20.01.c Examine the impact of the Spanish American War, such as the acquisition of new territories.
 - SS.AS2.20.01.d Describe the impact of United States policy in Latin America, such as the events leading to the construction of the Panama Canal, the Roosevelt Corollary, Dollar Diplomacy, and Moral Diplomacy. **ETM**
 - SS.AS2.20.01.e Analyze the impact of United States foreign policy in East Asia such as the Open Door Policy, the renewal of the Chinese Exclusion Act. **ETM**
 - SS.AS2.20.01.f Analyze the arguments of Americans who opposed imperialism, such as the Anti-Imperialist League and organized labor. **ETM**
 - SS.AS2.20.01.g Analyze the impact of imperialism, empire building and colonization on native societies.
 - SS.AS2.20.01.h Content to achieve this indicator may include: reasons for imperialism, yellow journalism, concept of isolationism vs. entry into world affairs in the early 20th century, Caribbean and the Pacific (Hawaii/Philippines), causes/effects, Roosevelt – Big Stick Diplomacy & the use of Marines.
- SS.AS2.20.02 Analyze the debates for and against entering WW I and the events that led to our eventual involvement.
 - SS.AS2.20.02.a Describe the factors leading to World War I, including militarism, the formation of alliances, nationalism, imperialism, and the assassination of Archduke Franz Ferdinand.
 - SS.AS2.20.02.b Analyze the events leading to United States entry into World War I, including unrestricted submarine warfare, the Zimmerman Note, and Allied propaganda.
 - SS.AS2.20.02.c Analyze the significance of Woodrow Wilson’s foreign policy decisions, including the Fourteen Points and the debate over the ratification of the Treaty of Versailles.

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- SS.AS2.20.03 Analyze the economic, social, and political impact of WW I on individuals, groups, and institutions in the United States. **ETM PFL – Standards 1 & 2**
- SS.AS2.20.03.a Describe the role and sacrifices of members of the American armed forces, including the impact of trench warfare and weapons technology.
- SS.AS2.20.03.b Describe the changing work role of women and African Americans. **ETM**
- SS.AS2.20.03.c Examine the restrictions on civil liberties during World War I.
- SS.AS2.20.03.d Describe how World War I led to an increase in nativism and xenophobia in the United States, such as anti-German sentiment, anti-immigration attitudes, anti-Semitism, and the resurgence of the Ku Klux Klan. **ETM**
- SS.AS2.20.03.e Analyze the shift of African American demographics from the rural South to the urban/industrial North and West during the Great Migration and the consequences of the migration on regions. **ETM**
- SS.AS2.20.04 Analyze the significance of Woodrow Wilson's foreign policy decisions, including the Fourteen Points and the debate over the ratification of the Treaty of Versailles.
- SS.AS2.20.04.a Describe the effects of the Treaty of Versailles, its provisions for reparations, the “war guilt” clause, the League of Nations and changes in national boundaries on international conflicts after World War I.

SS.AS2.25 1920s

At the end of World War I Americans retreated from world affairs. Americans were afraid of communists and radicals. Labor unions lost popularity, and the Ku Klux Klan saw a huge rebirth. Limited trade, and immigration quotas closed America in a shell of our own making. Yet there was economic prosperity, new industries, emancipation of young women, and the flowering of black culture with the Harlem Renaissance. A decade of clashing cultures and mixed emotions ended with the stock market crash of 1929. **ETM**

- SS.AS2.25.01 Explain the international and domestic events, interests and philosophies of 1920's.
- SS.AS2.25.01.a Analyze the impact of United States involvement in World War I on future foreign policy. **@**
- SS.AS2.25.01.b Describe how World War I led to an increase in nativism and xenophobia in the United States, such as anti-German sentiment, anti-immigration attitudes, anti-Semitism, and the resurgence of the Ku Klux Klan. **ETM**
- SS.AS2.25.01.c Describe the political and social consequences of the Red Scare, including the Palmer Raids, immigration restrictions and the Sacco and Vanzetti case. **ETM**
- SS.AS2.25.01.d Review Progressivism and its reversal under Harding, Coolidge, and Hoover, emphasizing the deregulation of business and the return to Laissez-faire economics. **PFL – Standard 1**
- SS.AS2.25.01.e Content to achieve this indicator may include: Eugene V. Debs, Robert La Follette, Teapot Dome, and immigrants/quota system (1924).
- SS.AS2.25.02 Analyze the commonality and diversity of peoples of the United States including ethnic, racial and gender contributions. **ETM**
- SS.AS2.25.02.a Describe the changing social and economic role of women and the impact of the woman's suffrage movement. **PFL – Standard 2**
- SS.AS2.25.02.a.1 Content to achieve this indicator may include: 19th Amendment, flappers.
- SS.AS2.25.02.b Analyze African American responses to inequality, such as the Niagara Movement, the establishment of the National Association for the Advancement of Colored People (NAACP), the Urban League, and the Universal Negro Improvement Association. **ETM**
- SS.AS2.25.02.c Analyze the relationship between the arts and social and political changes, such as the Harlem Renaissance, the rise of youth culture, the leisure culture, radio and motion pictures, the Jazz Age, and the “lost” generation. **ETM**
- SS.AS2.25.02.d Examine the connection between Prohibition and the emergence of organized crime.
- SS.AS2.25.02.e Describe the tension between fundamentalism and the changing social values, including Prohibition, and the issues surrounding the Scopes Monkey Trial.
- SS.AS2.25.03 Analyze the effects of technology on the era and popular culture.
- SS.AS2.25.03.a Content to achieve this indicator may include: radio, movies, Lindbergh flight, automobile, and the assembly line.
- SS.AS2.25.04 Explain the emergence of the modern market economy and its effects on mass culture.
- SS.AS2.25.04.a Analyze the consumer culture of the 1920s, such as the growth of advertising, the impact of the automobile industry, mail order catalogues, and department stores.

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- SS.AS2.25.04.b Examine the economic characteristics of the 1920s that led to the stock market crash of 1929 and to the Great Depression, such as the unequal distribution of income, buying on credit, buying stocks on margin, inflated real estate prices and overproduction in industry, and agriculture. **PFL – Standards 1, 2, 3, 4, 5 & 6**
- SS.AS2.25.04.c Content to achieve this indicator may include: business cycle, causes of the crash. **PFL – Standards 1, 2, 3, 4, 5 & 6**
- SS.AS2.25.05 *Examine social and legal consequences of the use of alcohol, tobacco, and other drugs to develop insight about one's self and into relationships with other individuals and society, and to acquire and apply knowledge of alcohol, tobacco, and other drugs and the consequences of their non use, use and abuse. @ (May also be used in SS.AS2.45 Social Reform at teacher discretion.)*
- SS.AS2.25.05.a *Content to achieve this indicator may include: Assess influence of alcohol, tobacco, and other drugs on disease prevention and control; assess the impact of substance use on the physical, intellectual, social and emotional development of an individual; Identify the consequences of the use and abuse of legal/illegal substances in the workplace and in society; assess the impact of drug related laws and policies on decisions affecting personal health; Recognize the risks of drug use, misuse, and abuse on transportation and leisure time activities such as automobiles, boats, planes and trains; demonstrate intervention techniques that individuals may employ to prevent someone from driving while intoxicated; identify reasons for drug use, misuse, and abuse; identify social consequences of alcohol, tobacco and other drug use.*

SS.AS2.30 Economic Crisis and New Deal

The stock market crash of 1929 shook American economic and cultural institutions to their cores, creating a crisis that Franklin Roosevelt likened to the one created by World War I. By the time America was dragged into World War II, the Great Depression forced a re-evaluation of the philosophy of government and forever changed the way citizens would view the role and responsibilities of their government in their everyday lives.

- SS.AS2.30.01 Analyze the principal explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress, and the President to combat the economic crisis. **PFL – Standards 1, 2, 4, 5 & 6**
- SS.AS2.30.01.a Describe the responses of the Hoover administration to the Great Depression.
- SS.AS2.30.01.a.1 The student will assess the impact of changing views of market theory on government policy. **PFL – Standard 1**
- SS.AS2.30.01.a.2 Content to achieve this indicator may include: causes of the depression (traced through the 1920s), Bonus March / election 1932, relationship of the three branches of government during the New Deal, first 100 Days, election 1936, and John Maynard Keynes theory of deficit spending. **PFL – Standards 1 & 4**
- SS.AS2.30.01.a.3 Describe the responses of the Roosevelt administration to the Great Depression.
- SS.AS2.30.02 Explain the effects of the Great Depression on workers, gender roles, and various social and ethnic groups. **ETM**
- SS.AS2.30.02.a Evaluate the hardships of the Great Depression on various groups in American society, including families, farmers, African Americans, and industrial workers. **ETM**
- SS.AS2.30.03 Describe the arguments of New Deal critics such as Huey Long, Father Charles Coughlin, and Dr. Charles Townsend.
- SS.AS2.30.03.a The student will explain how the New Deal changed government response to political, economic, and social needs. **PFL – Standard 1 @**
- SS.AS2.30.04 Evaluate the successes and failures of the relief, recovery, and reform measures of the New Deal and the expanded role of the federal government in society and the economy. **PFL – Standard 2**
- SS.AS2.30.04.a Analyze the effectiveness of New Deal programs, such as Social Security Administration (SSA), Federal Deposit Insurance Corporation (FDIC), Tennessee Valley Authority (TVA), Securities and Exchange Commission (SEC). Welfare/ Relief Programs **SSL PFL – Standards 1, 2 & 5**

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- SS.AS2.30.05 Analyze the development and long-term effects of business, farm, and labor organizations on the United States economy. @
- SS.AS2.30.05.a Analyze the lasting legacy of the New Deal, including economic stability and the increased involvement of the government in the lives of citizens.
PFL – Standards 2 & 5 @
- SS.AS2.30.05.b Content to achieve this indicator may include: bank holiday, stock market, and organized labor.
- SS.AS2.30.06 Describe the influence of the arts, film, and the popularity of radio in helping Americans deal with the trials of the Great Depression.

SS.AS2.35 World War II

Without a doubt, the most important catalyst in shaping American culture for the last half of the 20th century was World War II. By the time it was over in 1945, American government was unrecognizable in comparison to its 1920's antecedents. U.S. foreign policy had been completely reversed from normalcy and its inherent neutrality. And the American people, who had wholeheartedly embraced the rejection of the League of Nations in the 1920's, welcomed the United Nations and the U.S. commitment to internationalism. **SSL -Veteran History Project**

- SS.AS2.35.01 Explain the reasons the United States moved from a policy of isolationism to involvement with emphasis on the events that precipitated the attack on Pearl Harbor.
- SS.AS2.35.01.a Explain the events that led to the beginning of the Second World War including the failure of the Treaty of Versailles, the rise of totalitarian regimes in Europe and Asia and the worldwide recession of the 1920s and 1930s.
- SS.AS2.35.01.b Explain the United States gradual involvement in the war in Europe through legislative and executive measures, such as Cash and Carry, Lend Lease, and the Atlantic Charter.
- SS.AS2.35.01.c Describe how the economic and political conflicts between Japan and the United States led to the attack on Pearl Harbor.
- SS.AS2.35.02 Analyze Allied war aims, strategies, and major turning points of the war and evaluate the decision to drop the atomic bomb.
- SS.AS2.35.02.a Examine military strategies and technologies employed by the United States in WWII including D-Day, island hopping and the development and use of atomic weapons.
- SS.AS2.35.02.b Investigate the response of the United States government to the discovery of the Holocaust and immigration policies with respect to refugees. **ETM**
- SS.AS2.35.03 Describe the impact of events on people at the home front, including the internment of Japanese Americans, the role of women in military production, and the role and growing political demands of African Americans.
ETM PFL – Standard 1
- SS.AS2.35.03.a Evaluate the decision of the government to limit civil liberties during World War II.
- SS.AS2.35.03.b Evaluate the decision of the government to relocate American citizens and aliens to internment camps during the war and Executive Order 8002]. **ETM**
- SS.AS2.35.03.c Describe how American citizens supported the war effort through rationing and purchasing of war bonds. **PFL – Standard 1**
- SS.AS2.35.03.d Describe the changing roles of women, African-Americans and other minority groups during the war years, such as migration from the South and access to education and jobs. **ETM PFL – Standard 1**
- SS.AS2.35.03.e The student will explain the economic and military mobilization on the home front including the resulting innovations in aviation, weaponry, communications, and medicine. **PFL – Standard 1**
- SS.AS2.35.03.f Evaluate the government's use of propaganda in gaining support and cooperation for war efforts.
- SS.AS2.35.04 Describe the role and sacrifices of members of the American armed forces.
- SS.AS2.35.05 Analyze the long-term consequences of the United States' involvement in WWII and the emergence of America as an economic and military force. **PFL – Standard 1 @**
- SS.AS2.35.06 Analyze how the events, such as the Yalta and Potsdam conferences and creation of the United Nations shaped the post war world.

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SS.AS2.40 The Cold War (1945 – 1975)

After World War II, the U.S. emerged as one of the two major world powers. The Soviet Union (communism) became the new enemy and the result was the Cold War, a diplomatic and economic rivalry that sometimes resulted in “hot spots” or a shooting war. The era was dominated by a nuclear arms race between the Soviets and the Americans. Twice, in Korea and Vietnam, the Cold War took the form of military conflict. In the early 1960’s, events in Cuba brought the Cold War to America’s doorstep.

- SS.AS2.40.01 **Cold War & Atomic Age** — trace the origins, evolution, and end of the Cold War including the Era of McCarthyism, the Truman Doctrine, impact of the policy of containment, the Berlin Blockade, the Cuban Missile Crisis, disarmament policies, and the Vietnam War.
- SS.AS2.40.01.a Describe the response of the United States to communist expansion in Europe, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift (1948), and the formation of the North Atlantic Treaty Organization.
 - SS.AS2.40.01.b The student will analyze the impact of the Korean conflict on the United States.
 - SS.AS2.40.01.c Describe the development of United States containment policies in Asia as a result of the rise of Communist China.
 - SS.AS2.40.01.d Analyze the role of the United States in the United Nations, including the establishment of the state of Israel and participation in the Korean Conflict.
 - SS.AS2.40.01.e Describe the conflict between protecting civil liberties and maintaining national security that arose during the second Red Scare, such as House Un-American Activities Committee (HUAC), Federal Employees Loyalty Program, McCarthyism, and the Rosenberg case. **ETM**
 - SS.AS2.40.01.f Analyze the impact of Cold War events in Cuba, including the Bay of Pigs Invasion (1961) and Cuban Missile Crisis (1962) and the expansion of the Cold War into the Western Hemisphere.
 - SS.AS2.40.01.g Examine the causes and escalation of United States involvement in the Vietnam War, including the domino theory and Tonkin Gulf resolution.
 - SS.AS2.40.01.h Analyze the significance of key events during the Vietnam War, including the Tet Offensive (1968), the My Lai Massacre (1968), the publication of the Pentagon Papers, and the invasions of Cambodia and Laos (1970).
 - SS.AS2.40.01.i Evaluate the effectiveness of the media on shaping public opinion about the Vietnam War and the invasions of Cambodia and Laos.
 - SS.AS2.40.01.j Describe the actions the United States took to withdraw from the Vietnam War and the effects on the Vietnamese, including Vietnamization. **ETM**
 - SS.AS2.40.01.k Describe how and why the War Powers Act (1973) changed presidential power. **@**
 - SS.AS2.40.01.l Explain the development of the anti-war movement and its consequences for American society, including reactions to the military draft and returning veterans, the polarization of society between Hawks and Doves, the Chicago Democratic Convention (1968), and Kent State (1970).
- SS.AS2.40.02 **Cold War & Atomic Age** — analyze major United States foreign policy initiatives and responses to major crises since the early 1970’s.
- SS.AS2.40.02.a The student will examine the role of the United States involvement in international defense and development organizations. **@**
 - SS.AS2.40.02.a.1 Content to achieve this indicator may include: United Nations, North Atlantic Treaty Organization (NATO), and space race.
 - SS.AS2.40.02.b Analyze the competition and the consequences of the space and arms race between the United States and the Soviet Union, including the impact of Sputnik.
- SS.AS2.40.03 **Postwar Economy & Lifestyle** — explain the effects of technological developments on the nation’s economic strength, daily life, and the world economy such as the computer revolution, changes in communication, and advances in medicine. **ETM**

SS.AS2.45 Domestic Issues: 1950s-1970s

The 1950's through the 1970's stressed social reform. Three presidents' programs, Harry Truman's Fair Deal, John F. Kennedy's New Frontier, and Lyndon Johnson's Great Society, dominated the era. The focal point of the era revolved around civil rights, women's rights, and the involvement of America's youth in the Vietnam anti-war movement. But this era also felt the impact of other reform movements. **ETM**

- SS.AS2.45.01 Describe the expansion of New Deal policies from the Fair Deal through the Great Society, including the controversies. **PFL – Standards 1, 2, 3 & 4**
- SS.AS2.45.01.a Describe the overall goals of the Great Society and its programs, such as the War on Poverty and Medicare/Medicaid. **PFL – Standards 1, 2 & 3**
 - SS.AS2.45.01.b Content to achieve this indicator may include: Fair Deal (Harry Truman), Modern Republicanism (Dwight Eisenhower), New Frontier (John Kennedy), Great Society and the War on Poverty (Lyndon Baines Johnson), New Federalism (Richard Nixon).
- SS.AS2.45.02 Analyze the major developments of the Civil Rights Movement. **ETM PFL – Standard 6**
- SS.AS2.45.02.a Truman's integration of the armed forces and its effect on American society. **ETM**
 - SS.AS2.45.02.b Analyze the significance of the Warren Court in decisions, including *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966).
 - SS.AS2.45.02.c Examine the battle for school desegregation, including *Brown v. Board of Education of Topeka, Kansas* (1954) and the roles of the National Association for the Advancement of Colored People (NAACP) and Thurgood Marshall. **ETM PFL – Standard 2**
 - SS.AS2.45.02.d Describe the efforts to enforce school desegregation and local reactions to these efforts, including crisis at Little Rock (1957) and the University of Mississippi (1962).
ETM PFL – Standard 2
 - SS.AS2.45.02.e Describe various activities that Civil Rights activists used to protest segregation, including boycotts, sit-ins, marches, and voter registration campaigns.
ETM PFL – Standard 2
 - SS.AS2.45.02.f Compare the philosophies of Dr. Martin Luther King Jr. and Malcolm X and the Black Power Movement. **ETM**
 - SS.AS2.45.02.g Describe the impact of Dr. Martin Luther King, Jr.'s and Malcolm X's leadership and assassinations on the Civil Rights Movement. **ETM**
 - SS.AS2.45.02.h Describe the goals of Civil Rights legislation, including the Civil Rights Acts of 1964 and 1968, the Voting Rights Act of 1965, and the 24th Amendment. **ETM**
 - SS.AS2.45.02.i Describe why urban violence and race riots escalated during the 1960s in reaction to ongoing discrimination and the slow pace of Civil Rights advances. **ETM**
 - SS.AS2.45.02.j Analyze the opposition to the Civil Rights Movement, such as the Dixiecrats, white citizens' councils, white supremacist movements. **ETM**
 - SS.AS2.45.02.k Describe the prejudice and discrimination on individuals and groups.
ETM PFL – Standard 6
 - SS.AS2.45.02.l Describe the controversy involving the extension of civil rights through the implementation of Affirmative Action, such as the *Regents of the University of California v. Bakke* (1978). **ETM PFL – Standard 2**
 - SS.AS2.45.02.l.1 Content to achieve this indicator may include: Central High School, Montgomery Bus Boycott, Martin Luther King, Black Power, Malcolm X, affirmative action, March On Washington, I Have a Dream Speech, Civil Disobedience, and Busing.
- SS.AS2.45.03 Analyze how the advances in the civil rights movement influenced equality of opportunities for other groups. **ETM PFL – Standard 6**
- SS.AS2.45.03.a Evaluate the impact of school desegregation stemming from the *Brown v. Board of Education* (1954) decision, including local implementation of busing. **ETM PFL – Standard 2**
 - SS.AS2.45.03.b Describe the Native American quest for civil rights, including the establishment of the American Indian Movement (AIM) and the implementation of legislation. **ETM**
 - SS.AS2.45.03.c Describe the Latino quest for civil rights and the formation of the United Farm Workers Union and the influence of Caesar Chavez. **ETM PFL – Standard 6**
 - SS.AS2.45.03.d Describe how the Immigration Act of 1965 and its successors affected American society. **ETM**

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- SS.AS2.45.04 Analyze the economic, political and social impact of the changing role of women.
ETM PFL – Standard 6
- SS.AS2.45.04.a Describe the impact of the women’s movement on government actions such as Higher Education Act Title IX (1972), the Equal Rights Amendment (1972). **ETM**
- SS.AS2.45.04.b Content to achieve this indicator may include: Betty Friedan, NOW, Women’s Movement, and Equal Rights Amendment (ERA). **ETM**
- SS.AS2.45.05 Examine trends in popular culture from 1946-1968 such as advertising, the beat movement, rock and roll music, the growth of television, and changes in the motion picture industry.
- SS.AS2.45.06 Analyze the growing impact of television and other mass media on politics and political attitudes, such as the Kennedy-Nixon debate, the Vietnam conflict, and the Civil Rights movement. **ETM**
- SS.AS2.45.07 Describe how population explosion, environmental changes, and political and economic challenges have influenced standards of living in America and around the world.
EL#8A PFL – Standards 1 & 6
- SS.AS2.45.07.a Describe the impact of the creation of the interstate highway system, such as the evolution of suburbia, increasing dependence on the automobile and movement of people and industry away from central cities. **EL#8A**
- SS.AS2.45.07.b Describe the economic boom of the 1950s and the impact on American life, such as the G.I. Bill on the qualifications of workers, the increase of consumerism, increasing dependence on oil, and the development of the leisure class. **PFL – Standards 1 & 4**
- SS.AS2.45.07.c Describe the baby boom and its consequences on American society.
- SS.AS2.45.07.d Describe the public awareness of increased environmental problems and government efforts to address them, such as the creation of the Environmental Protection Agency, The Clean Air Act, The Clean Water Act, and the Endangered Species Act, and the influence of Rachel Carson and “Silent Spring.” Evaluate policies and programs for resource use and management including land use policies in the United States.
EL#6 & #8B PFL – Standard 1
- SS.AS2.45.07.e Explain the rise of counterculture as a result of the Vietnam War and the civil rights movement.
ETM
- SS.AS2.45.07.e.1 Content to achieve this indicator may include: Vietnam War, protests.
- SS.AS2.45.07.f Identify the trade-off between environmental quality and economic growth in the 19th and 20th centuries. **EL#7 PFL – Standard 1**
- SS.AS2.45.07.g Evaluate the increasing role of regulatory agencies in protecting United States citizens, such as the Food and Drug Administration, the Nuclear Regulatory Commission, and the Occupational Safety and Health Administration. Current issue study and advocacy **SSL EL#6 & #8B**
- SS.AS2.45.07.g.1 Content to achieve this indicator may include: Land development issues, preservation of natural resources, Endangered Species Act, Migration to the Sunbelt.
- SS.AS2.45.08 *Examine social and legal consequences of the use of alcohol, tobacco, and other drugs to develop insight about one’s self and into relationships with other individuals and society, and to acquire and apply knowledge of alcohol, tobacco, and other drugs and the consequences of their non use, use and abuse. (May also be used in SS.AS2.25 1920s at teacher discretion.) @*
- SS.AS2.45.08.a *Content to achieve this indicator may include: Assess influence of alcohol, tobacco, and other drugs on disease prevention and control; assess the impact of substance use on the physical, intellectual, social and emotional development of an individual; Identify the consequences of the use and abuse of legal/illegal substances in the workplace and in society; assess the impact of drug related laws and policies on decisions affecting personal health; Recognize the risks of drug use, misuse, and abuse on transportation and leisure time activities such as automobiles, boats, planes and trains; demonstrate intervention techniques that individuals may employ to prevent someone from driving while intoxicated; identify reasons for drug use, misuse, and abuse; identify social consequences of alcohol, tobacco and other drug use.*

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SS.AS2.50 Troubled Years: Nixon/Ford/Carter

Postwar World War II prosperity gave way to the limitations of American economic and military power. Because of some of the difficult crises of the 1970's, some of the post war confidence began to wear off. During that decade, the U.S. began to realize that its power and the power of its leaders, was limited.

- SS.AS2.50.01 Describe and analyze causes and effects of economic problems and issues during the 1970s. The economic costs and benefits of protectionism (tariffs, subsidies, standards and quotas) on international trade and the short- and long-term effects of voluntary free trade on worldwide standards of living. **EL#8A PFL – Standards 1 & 5**
- SS.AS2.50.02 Evaluate the effects of specialization, trade, and interdependence on the standard of living and economic growth and well-being of the United States.
- SS.AS2.50.02.a Describe the impact of stagflation and deficit spending on the American economy. **PFL – Standard 1**
- SS.AS2.50.02.b Describe the cause of the energy crisis in the 1970s and its effect on American society.
- SS.AS2.50.02.c Content to achieve this indicator may include: Nixon opens China (1972), Arab Oil Embargo (OPEC) 1973-1974, Nixon – price and wage controls, Ford battles inflation – (WIN, whip inflation now), protectionism vs. free trade, “stagflation” (Nixon through Carter). Trade restrictions and landmark tariff agreements, growth of cities and suburbs, economic role of the United States in world affairs in the 20th century, Panama Canal Treaty. **PFL – Standard 5**
- SS.AS2.50.03 Analyze the impact of the Watergate crisis on American attitudes toward the government and the office of the President.
- SS.AS2.50.04 Describe the Cold War foreign policy issues of détente, the SALT Agreements, and Iranian hostage crisis.
- SS.AS2.50.04.a Describe the impact of the changing relationship between the United States and China
- SS.AS2.50.04.b Evaluate the changing United States relationship with the Soviet Union, including détente, arms control agreements, such as SALT I (1972), and SALT II (1979), the invasion of Afghanistan, and the decision to boycott the 1980 Olympic Games.

SS.AS2.55 Conservative Tide: 1980s-1990s

The economic programs of the 1970's caused many Americans to push for a reduction of the scope and power that the federal government was able to exert over their lives. This conservative movement can first be seen in the election of President Ronald Reagan in 1980. Reagan pushed a conservative agenda through Congress, which included cutting federal programs, across the board tax cuts, and increased defense spending. In foreign policy, the conservative leadership of the 1980's followed a more aggressive use of military force in dealing with other nations.

- SS.AS2.55.01 **Reagan/Bush** — Explain the strategic, political, and economic factors in Middle East policy, including the Gulf War. **PFL – Standard 3**
- SS.AS2.55.01.a Analyze how Arab-Israeli tensions impacted United States foreign policy, including the Energy Crisis (1973), and Camp David Accords (1979). **ETM**
- SS.AS2.55.01.b Describe the political tensions that led to the Iranian Hostage Crisis (1980).
- SS.AS2.55.01.c Evaluate United States policies and actions in response to international terrorism, such as the attack on the Marine barracks in Beirut (1983), Embassy bombings (2000), the attacks on the U.S.S. Cole (2000), and September 11, 2001. **@**
- SS.AS2.55.01.d Explain how developments in the Middle East have affected United States foreign policy, such as the Iraqi invasion of Kuwait, the rise of political Islam, and the Israeli-Palestinian conflicts **ETM**
- SS.AS2.55.01.e Explain how the dependence on energy sources shapes United States foreign policy. **@**
- SS.AS2.55.01.f Content to achieve this indicator may include: OPEC, United Nations, Camp David Accords, and Gulf War.
- SS.AS2.55.02 **Reagan/Bush** — Analyze relations between the United States and other countries in the Western Hemisphere in the 20th century, including key economic, political, immigration, and environmental issues. **ETM**
- SS.AS2.55.02.a Content to achieve this indicator may include: Grenada, Nicaragua, *Iran-Contra*, Panamá, El Salvador, and NAFTA.
- SS.AS2.55.02.b Describe the political and social issues that polarized United States political culture after 1980, such as Iran Contra, conflicts over judicial appointments, the controversial election of 2000, criticism of federal government subsistence programs and conservative v. liberal debates.

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- SS.AS2.55.03 Describe how United States policies and actions contributed to the end of the Cold War.
- SS.AS2.55.03.a Content to achieve this indicator may include: human rights, Americanization of world cultures, Solidarity, Berlin Wall, and collapse of USSR. **ETM**
- SS.AS2.55.04 Evaluate how the government has addressed changing demographics, including immigration, the changing age structure and increasing minority populations in the United States. **ETM**
- SS.AS2.55.04.a The student will analyze the ways in which the allocation of resources has influenced the economic development.
- SS.AS2.55.04.a.1 Content to achieve this indicator may include: changes in the relative importance of the manufacturing, service, and government sectors; migration; the changing workforce; aging population; rise of service economy; change in welfare; and globalization of the economy. **ETM**
- SS.AS2.55.04.b Analyze how globalization has increased due to economic and technological innovations, such as outsourcing, computers, cell phones, and the Internet.
- SS.AS2.55.04.c Describe how the United States has addressed issues related to global economic interdependence, such as free trade v. protectionism, and the debate over outsourcing. **ETM**
- SS.AS2.55.04.d Describe United States involvement with international and regional organizations, such as the European Union (EU), North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC), North Atlantic Treaty Organization (NATO), and the United Nations. (UN)
- SS.AS2.55.04.d.1 Content to achieve this indicator may include: computer revolution, deregulation, NAFTA, GATT, global economy, trade deficit.
- SS.AS2.55.04.e The student will trace the relative importance of traditional, command, and market influences on the United States economy in answering basic economic questions of what, how and for whom.
- SS.AS2.55.04.f Describe the significance of the growing federal deficit and the impact of the global market, such as supply-side economics, entitlements, and loss of domestic industry.
- SS.AS2.55.05 Explain the influence of special-interest groups, the media and political parties on the changing political landscape and culture. **ETM**
- SS.AS2.55.05.a Explain the major patterns and developments in domestic politics and policy after Nixon's presidency with particular attention to the origins, nature, and impact of the "Reagan Revolution" Conservatism, supply-side economics, and Moral Majority.
- SS.AS2.55.06 Evaluate the role of the United States in addressing global and humanitarian issues such as the environment, the A.I.D.S. epidemic, healthcare and human rights. **ETM**
- SS.AS2.55.07 Analyze the purposes and effects of United States military interventions using regional case studies in the context of the Cold War, international peacekeeping efforts, and responses to terrorism before and after September 11, 2001. @

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