

Introduction

Some Notes on the Muskegon County

Critical Target Project for Michigan High School Social Studies

The Critical target Project for High School credits in *Civics, Economics, United States History and Geography*, and *World History and Geography* is the result of many hours of contemplative work, collegial discussion and editing by high school social science teachers and pedagogical experts in Muskegon County. It is intended to identify the essential knowledge required for credit from all students. These documents, one for each credit, (or half credit in the case of civics and economics) are designed as a common understanding, county wide.

There are several things that the reader of these documents should know before using.

- Identifying critical targets required “unpacking” the expectations in “kid-friendly” language, but the expectations vary in their original quality. Therefore, the user will find some expectations are hardly reworded at all while others required substantial interpretation since the wording in the expectation itself was unclear.
- Required knowledge from the expectation was categorized using the criteria from Successline Inc. (recall, relate, connect, create) Knowledge of this categorization is important for the writing of proper assessments for the expectations. For more information, visit www.successlineinc.com
- Michigan’s Social Science expectations emphasize analysis and explanation; a vast majority of them fall into the “connect” category. A clear exception to this is the personal finance section of economics
- Michigan’s Social Science expectations use the Latin Phrase, *exempli gratia*, abbreviated as **e.g.** to identify specific examples which can be used to teach the expectation but are not required knowledge. In these cases, vocabulary is identified with the **e.g.**
- The listed vocabulary is from the expectation only and is not intended to identify all of the terminology necessary to teach or assess the expectation.
- Occasionally, expectations are split into two or more parts. This could and should be done many more times to help teachers and students understand the expectations. However, since the purpose of this document is primarily to identify the critical targets, it is only done when discussion led to an understanding that part of an expectation should have a different ranking on the critical target scale than another part.

This is designed to be a working document. The print version, whenever possible includes some blank space on a page for notes and ideas about assessment. The next steps in using these documents is for all teachers involved in teaching and assessing that credit be a part of the discussion for how the expectation will be assessed commonly for all students in a school district.

These documents are far from perfect and are a reflection of the context of their writing. This is unavoidable in social science. As circumstances change, new groups may question what was indentified as having primary, secondary and tertiary importance. In late 2001 for example, few would have chosen an understanding of world economic and banking systems as a critical target over an understanding of the root causes of world terrorism. In 2009, such a question brings vigorous debate. The debate about essential knowledge is an ongoing one.

Finally, a few words unique to the *World History and Geography* document. Michigan's approach to World History uses global, comparative and regional expectations. Only global and comparative expectations were considered for essential target designation. Specific regional expectations might be essential targets, if the credit was for "Western Civilization" or The History of Africa" or some other regionally focused credit. The credit however is for World History and Geography. Specific regional expectations are essential only to bring focus and specificity to the broader understanding of World History.

The last portion of the World History and Geography document, Contemporary Global Issues presents a unique problem. These expectations are designed to focus on four broad issues and help students make connections between these issues and the World History and Geography they have learned. This is certainly essential, but ranking one issue over another reflects significant personal bias. Designating all as essential creates an unworkable situation because of the type of assessment involved and the scope of the expectation. Rather than designating all four as critical targets, all were ranked as secondary – nice for students to be able to know and do, but any one could be required of every student, making the ability to connect a current issue with the study of the past essential for every student.

David Klemm
Social Studies and School Improvement Consultant
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Understanding the Expectations

Critical Targets

USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)					Priority:	1
Standard: 6.1 Growth of an Industrial and Urban America		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
6.1.1	<p>Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including</p> <ul style="list-style-type: none"> ▪ gains from trade ▪ organizational “revolution” (e.g., development of corporations and labor organizations) ▪ advantages of physical geography ▪ increase in labor through immigration and migration ▪ economic polices of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller) ▪ technological advances 	<ul style="list-style-type: none"> ▪ Trade ▪ Immigration ▪ Migration ▪ Economic policies ▪ Industrial leaders ▪ Andrew Carnegie ▪ John D Rockefeller ▪ Technological advances ▪ corporations ▪ Organized Labor 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze factors that enabled the U.S. to become a major industrial power including <ul style="list-style-type: none"> ○ Trade ○ Organization(s) ○ Geography ○ Labor increases due to immigration and migration ○ Government policy ○ Industrial policy from industrial leaders including Andrew Carnegie and John D. Rockefeller ○ Advances in technology 	▪

Understanding the Expectations

Critical Targets

USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)						Priority:	2
Standard: 6.1 Growth of an Industrial and Urban America			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.1.2	<p>Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including</p> <ul style="list-style-type: none"> ▪ development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers ▪ southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) (National Geography Standard 6, p. 195) 	<ul style="list-style-type: none"> ▪ Industry ▪ Organized labor ▪ Knights of Labor ▪ American Federation of Labor ▪ United Mine Workers ▪ Populism <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ Farmers Alliance ▪ Grange ▪ Populist Party ▪ William Jennings Bryan 	▪	▪	<ul style="list-style-type: none"> ▪ Evaluate different reactions to industrial change including <ul style="list-style-type: none"> ○ Organized labor (Knights of Labor, American Federation of Labor and United Mine Workers) ○ Southern and Western Farmers (the growth of populism) 	▪	

Understanding the Expectations

Critical Targets

USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)						Priority:	3
Standard: 6.1 Growth of an Industrial and Urban America			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.1.3	<p>Urbanization – Analyze the changing urban and rural landscape by examining</p> <ul style="list-style-type: none"> ▪ the location and expansion of major urban centers (National Geography Standard 12, p. 208) ▪ the growth of cities linked by industry and trade (National Geography Standard 11, p. 206) ▪ the development of cities divided by race, ethnicity and class (national Geography Standard 10, p. 203) ▪ resulting tensions among and within groups (National Geography Standard 13, p. 210) ▪ different perspectives about immigrant experiences in the urban setting (National Geography Standards 9, p. 201; 12, p. 208) 	<ul style="list-style-type: none"> ▪ urban ▪ rural ▪ industry ▪ race ▪ ethnicity ▪ class 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze geographic changes to the U.S. during this era by examining <ul style="list-style-type: none"> ○ Location of growing urban centers ○ Urban growth linked by industry and trade ○ Racial, ethnic and class divisions in growing urban centers and the tensions between groups ○ Varying perspectives about the urban immigrant experience 	○	

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Critical Targets

USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)						Priority:	3
Standard: 6.1 Growth of an Industrial and Urban America			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.1.4	Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (<i>National Geography Standard 12, p. 208</i>)	<ul style="list-style-type: none"> ▪ Census ▪ Composition ▪ Distribution ▪ Density ▪ Great Migration ▪ Urbanization 	▪	▪	<ul style="list-style-type: none"> • Analyze the causes of changes in American population, 1790-1940 including <ul style="list-style-type: none"> ○ immigration ○ urbanization ○ the great migration 	<ul style="list-style-type: none"> ▪ Use Census Data to describe changes in American population, 1790-1940 including <ul style="list-style-type: none"> ○ composition ○ distribution ○ density 	

Understanding the Expectations

Critical Targets

USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)						Priority:	1
Standard: 6.1 Growth of an Industrial and Urban America		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.1.5	<p>A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining</p> <ul style="list-style-type: none"> ▪ the impact of resource availability (National Geography Standard 16, p. 216) ▪ entrepreneurial decision making by Henry Ford and others ▪ domestic and international migrations (National Geography Standard 9, p. 201) ▪ the development of an industrial work force ▪ the impact on Michigan ▪ the impact on American society 	<ul style="list-style-type: none"> ▪ Industry ▪ Resource ▪ Entrepreneur ▪ Henry Ford ▪ Migration ▪ International migration 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze, using cause and effect, the impact of change of industrialization and its effects on Michigan. 	<ul style="list-style-type: none"> ▪ Use the auto industry as a case study to understand the causes and consequences of industrial and urban transformation in this era including <ul style="list-style-type: none"> ○ Impact of resource availability ○ Decisions by Henry Ford and other entrepreneurs ○ Domestic and international migrations ○ Development of an urban work force ○ Impact on Michigan ○ Impact on the U.S. 	

Understanding the Expectations

Critical Targets

USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)						Priority:	1
Standard: 6.2 Becoming a World Power			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.1	<p>Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy. <i>(National Geography Standards 1 and 3; p.184 and 188)</i></p>	<ul style="list-style-type: none"> ▪ Territories ▪ Imperial power ▪ Spanish-American War ▪ Philippine Revolution ▪ Panama Canal ▪ Open Door ▪ Roosevelt Corollary ▪ Foreign Policy ▪ Theodore Roosevelt 	<ul style="list-style-type: none"> ▪ Locate Cuba, Puerto Rico, The Philippines, Hawaii, and The Panama Canal Zone 		<ul style="list-style-type: none"> ▪ Analyze the role each of the following played in expanding American influence and redefining American foreign policy in this era <ul style="list-style-type: none"> ○ Spanish American War ○ Philippine Revolution ○ The Panama Canal ○ The Open Door Policy ○ The Roosevelt Corollary 		

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USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)						Priority:	1
Standard: 6.2 Becoming a World Power		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.2	WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.	<ul style="list-style-type: none"> ▪ WWI ▪ Neutrality 	▪	▪	<ul style="list-style-type: none"> ▪ Explain each of the following <ul style="list-style-type: none"> ○ The causes of WWI ○ The reasons the U.S. stayed neutral (until 1917) ○ The factors leading to U.S. entry into the war ○ The American role in shaping the course of the war 	▪	

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Critical Targets

USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)						Priority:	2
Standard: 6.2 Becoming a World Power			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.3	<p>Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women’s suffrage.</p>	<ul style="list-style-type: none"> ▪ civil liberties ▪ women’s suffrage <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ War Industries Board ▪ Sedition Act ▪ Red Scare ▪ Palmer Raids 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze the impact of WWI on American life including <ul style="list-style-type: none"> ○ The growth of government ○ Expansion of the economy ○ Restrictions on civil liberties ○ Expansion of women’s suffrage 	▪	

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Standard: 6.2 Becoming a World Power			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.4	<p>Wilson and His Opponents – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. <i>(National Geography Standards 3 and 13; p. 188 and 2 10)</i></p>	<ul style="list-style-type: none"> ▪ Fourteen points ▪ Versailles Treaty ▪ League of Nations ▪ Geopolitical 	▪	▪	<ul style="list-style-type: none"> ▪ Explain how Wilson’s proposals (the Fourteen points) differed from the European ideas of British and French leaders and from domestic opponents concerning <ul style="list-style-type: none"> ○ The Versailles Treaty ○ U. S. participation in the League of Nations ○ Redrawing political boundaries in Europe ▪ Explain the geopolitical tensions that result from the decisions made on these issues 	▪	

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Critical Targets

USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)						Priority:	2
Standard: 6.3 Progressivism and Reform			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.3.1	Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).	e.g. vocabulary <ul style="list-style-type: none"> ▪ Public health ▪ Monopoly 	<ul style="list-style-type: none"> ▪ Describe at least three significant problems or issues that result from America's industrial and urban transformation, 1895 1930 				

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Critical Targets

USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)						Priority:	1
Standard: 6.3 Progressivism and Reform		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.3.2	<p>Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas</p> <ul style="list-style-type: none"> ▪ major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments ▪ new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti - Trust Acts) ▪ the Supreme Court's role in supporting or slowing reform ▪ role of reform organizations, movements and individuals in promoting change (e.g., Women's ▪ Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie 	<ul style="list-style-type: none"> ▪ 16th, 17th, 18th, and 19th Amendments ▪ Regulatory legislation ▪ Supreme Court ▪ Reform organizations ▪ Reform movements ▪ Immigrants <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ Pure Food and Drug Act ▪ Sherman anti-trust Act ▪ Clayton anti-trust Act ▪ Women's Christian Temperance Union ▪ Settlement house ▪ Conservation ▪ National 			<ul style="list-style-type: none"> ▪ Analyze the causes, consequences, and limitations of the following progressive reform attempts <ul style="list-style-type: none"> ○ Progressive era amendments 16, 17, 18, 19 ○ Regulatory agencies ○ Reform organizations, leaders and movements ○ Efforts at expanding the practice of democracy concerning African Americans and immigrants ▪ Analyze the Supreme Court's role in supporting or slowing down reform 		

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	<p>Chapman</p> <ul style="list-style-type: none"> ▪ Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212) ▪ efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standards 9 and 10; p. 201 and 203) 	<p>Association for the Advancement of Colored People</p> <ul style="list-style-type: none"> ▪ Jane Adams ▪ Carrie Chapman Catt ▪ Eugene Debs ▪ W.E.B. DuBois ▪ Upton Sinclair ▪ Ida Tarbell 				

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Critical Targets

USHG Era 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)						Priority:	1
Standard: 6.3 Progressivism and Reform			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.3.3	<p>Women's Suffrage - Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.</p>	<ul style="list-style-type: none"> ▪ 19th Amendment ▪ suffrage <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ Susan B. Anthony ▪ Elizabeth Cady Stanton 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze the successes and failures of efforts to expand women's rights and the role of important leaders in this movement 	▪	

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Critical Targets

USHG ERA 7 - The Great Depression and World War II (1920 - 1945)						Priority:	2
Standard: 7.1 Growing Crisis of Industrial Capitalism and Responses			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.1.1	The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including cultural movements, such as the Harlem Renaissance and the “lost generation.”	<ul style="list-style-type: none"> ▪ Roaring Twenties ▪ Harlem Renaissance ▪ Lost Generation 	<ul style="list-style-type: none"> ▪ Identify cultural movements of the 1920s including the Harlem renaissance and the “Lost Generation” 		<ul style="list-style-type: none"> ▪ Explain the significance of cultural changes in the 1920s including <ul style="list-style-type: none"> ○ Important movements such as the Harlem Renaissance and the lost generation ○ The general struggle between “traditional” and “modern” America 		

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USHG ERA 7 - The Great Depression and World War II (1920 - 1945)						Priority:	1
Standard: 7.1 Growing Crisis of Industrial Capitalism and Responses		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.1.2 A	<p>Causes and Consequences of the Great Depression Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing</p> <ul style="list-style-type: none"> ▪ the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214) ▪ the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214) ▪ Hoover's policies and their impact (e.g., Reconstruction Finance Corporation) 	<ul style="list-style-type: none"> ▪ Great Depression ▪ Fiscal Policy ▪ Overproduction ▪ Under Consumption ▪ Speculation ▪ 1929 crash ▪ Dust Bowl 	▪	▪	<ul style="list-style-type: none"> ▪ Explain the political, economic, environmental and social causes of the Great Depression including <ul style="list-style-type: none"> ○ Fiscal policy ○ Overproduction ○ Under consumption ○ Speculation ○ The 1929 crash ○ The dust bowl 	▪	

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Critical Targets

USHG ERA 7 - The Great Depression and World War II (1920 - 1945)						Priority:	2
Standard: 7.1 Growing Crisis of Industrial Capitalism and Responses		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.1.2 B	<p>Causes and Consequences of the Great Depression -- Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing</p> <ul style="list-style-type: none"> ▪ the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214) ▪ the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214) ▪ Hoover's policies and their impact (e.g., Reconstruction Finance Corporation) 	<ul style="list-style-type: none"> ▪ Unemployment ▪ Environmental Conditions ▪ Industrial workers 	▪	▪	<ul style="list-style-type: none"> ▪ Explain the economic and social toll of the Great Depression including <ul style="list-style-type: none"> ○ Unemployment ○ Environmental conditions that affected farmers ○ (impact on) industrial workers and families 	▪	

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Critical Targets

USHG ERA 7 - The Great Depression and World War II (1920 - 1945)						Priority:	1
Standard: 7.1 Growing Crisis of Industrial Capitalism and Responses			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.1.3 A	<p>The New Deal - Explain and evaluate Roosevelt's New Deal Policies including</p> <ul style="list-style-type: none"> ▪ expanding federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212) ▪ opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws ▪ consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216) 	<ul style="list-style-type: none"> ▪ New Deal ▪ Unemployment <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ Dust Bowl ▪ Tennessee Valley ▪ Social Security ▪ Financial regulation ▪ Crop subsidies 	▪	▪	<ul style="list-style-type: none"> ▪ Explain and Evaluate Franklin Roosevelt's New Deal policies including the federal government's expanding responsibilities to <ul style="list-style-type: none"> ○ Protect the environment ○ Meet the challenges of unemployment ○ Address the needs of workers, farmers, the poor and elderly ▪ Explain and evaluate the consequences of New Deal Policies 	▪	

Understanding the Expectations

Critical Targets

USHG ERA 7 - The Great Depression and World War II (1920 - 1945)						Priority:	3
Standard: 7.1 Growing Crisis of Industrial Capitalism and Responses		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.1.3 B	<p>The New Deal - Explain and evaluate Roosevelt's New Deal Policies including</p> <ul style="list-style-type: none"> ▪ expanding federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212) ▪ opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws ▪ consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216) 	▪	▪	▪	▪ Explain and evaluate opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal Laws	▪	

Understanding the Expectations

Critical Targets

USHG ERA 7 - The Great Depression and World War II (1920 - 1945)						Priority:	1
Standard: 7.2 World War II			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.2.1	<p>Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including</p> <ul style="list-style-type: none"> ▪ the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)(National Geography Standard 13, p. 210) ▪ the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan ▪ United States neutrality ▪ the bombing of Pearl Harbor (National Geography Standard 13, p. 210) 	<ul style="list-style-type: none"> ▪ Nazi Germany ▪ Imperial Japan ▪ Neutrality <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ Versailles treaty ▪ League of Nations ▪ Munich Agreement 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze the following factors in contributing to World War II and America's entrance into WW II <ul style="list-style-type: none"> ○ Political and economic disputes over territory ○ Civic and political value differences between the U.S. and Nazi Germany and Imperial Japan ○ U. S. neutrality ○ Pearl Harbor 	▪	

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Critical Targets

USHG ERA 7 - The Great Depression and World War II (1920 - 1945)						Priority:	3
Standard: 7.2 World War II			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.2.2	U.S. and the Course of WWII Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).	e.g. vocabulary <ul style="list-style-type: none"> ▪ Germany First Strategy ▪ Big Three Alliance ▪ Atomic Weapons 	▪	▪	<ul style="list-style-type: none"> ▪ Evaluate the role of the US in fighting WWII including <ul style="list-style-type: none"> ○ Militarily ○ Diplomatically ○ technologically 	▪	

Understanding the Expectations

Critical Targets

USHG ERA 7 - The Great Depression and World War II (1920 - 1945)						Priority:	2
Standard: 7.2 World War II			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.2.3	<p>Impact of WWII on American Life - Analyze the changes in American life brought about by U.S. participation in World War II including</p> <ul style="list-style-type: none"> ▪ mobilization of economic, military, and social resources ▪ role of women and minorities in the war effort ▪ role of the home front in supporting the war effort (e.g., rationing, work hours, taxes) ▪ internment of Japanese-Americans (National Geography Standard 10, p. 203) 	<ul style="list-style-type: none"> ▪ Mobilization ▪ Internment <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ rationing 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze the changes in American Life caused by WWII including <ul style="list-style-type: none"> ○ Mobilization of resources – economic, military and social ○ Role of women and minorities ○ Role of home front support ○ Internment of Japanese-Americans 	▪	

Understanding the Expectations

Critical Targets

USHG ERA 7 - The Great Depression and World War II (1920 - 1945)						Priority:	1
Standard: 7.2 World War II		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.2.4	Responses to Genocide – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)	<ul style="list-style-type: none"> ▪ Genocide e.g. vocabulary ▪ Concentration camps ▪ Nuremberg war tribunals ▪ Israel 	▪	▪	▪	<ul style="list-style-type: none"> ▪ Investigate development and enactment of Hitler’s “Final Solution” ▪ Investigate the responses to genocide by <ul style="list-style-type: none"> ○ The Allies ○ The U. S. Government ○ International organizations ○ individuals 	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	1
Standard: 8.1 Cold War and the United States			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.1.1 A	<p>Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including</p> <ul style="list-style-type: none"> ▪ differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R. ▪ diplomatic decisions made at the Yalta and Potsdam Conferences (1945) ▪ actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p. 210) 	<ul style="list-style-type: none"> ▪ Cold War ▪ US/USSR 			<ul style="list-style-type: none"> ▪ Analyze factors that contributed to the Cold War including <ul style="list-style-type: none"> ○ Civic, ideological and political value differences between the U.S. and the USSR ○ Differences in the governmental and economic institutions between the U.S. and the USSR 		

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	3
Standard: 8.1 Cold War and the United States			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.1.1 B	<p>Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including</p> <ul style="list-style-type: none"> ▪ differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R. ▪ diplomatic decisions made at the Yalta and Potsdam Conferences (1945) ▪ actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p. 210) 	<ul style="list-style-type: none"> ▪ Yalta Conference ▪ Potsdam Conference <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ Warsaw Pact ▪ NATO ▪ Truman Doctrine ▪ Atomic Bomb ▪ Marshall Plan ▪ Truman Doctrine ▪ NATO ▪ Warsaw Pact 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze factors that contributed to the Cold War including <ul style="list-style-type: none"> ○ diplomatic decisions made at Yalta and Potsdam ○ actions by the U.S. and the USSR in the last years of WWII and the years immediately following WWII 	▪	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	2
Standard: 8.1 Cold War and the United States			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.1.2 A	<p>Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"> ▪ the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p. 210) ▪ the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210) ▪ direct conflicts within specific world regions including Germany and Cuba (National Geography Standards 5 and 13; p. 194 and 210) ▪ U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. 	<ul style="list-style-type: none"> ▪ Containment ▪ National Security establishment <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ Chile ▪ Angola ▪ Iran ▪ Guatemala 	▪	▪	<ul style="list-style-type: none"> ▪ Evaluate the U.S. Cold War Policy of Containment including <ul style="list-style-type: none"> ○ the development of a National Security establishment (Departments of Defense, State, and the intelligence community) ○ indirect or proxy confrontations 	▪	

Understanding the Expectations

Critical Targets

	<p>military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210)</p> <ul style="list-style-type: none">▪ indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standards 5 and 13; p. 194 and 210)▪ the arms race (National Geography Standards 13, p. 210)					

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	1
Standard: 8.1 Cold War and the United States			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.1.2 B	<p>Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"> ▪ the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p. 210) ▪ the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210) ▪ direct conflicts within specific world regions including Germany and Cuba (National Geography Standards 5 and 13; p. 194 and 210) ▪ U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. 	<ul style="list-style-type: none"> ▪ Containment ▪ Korean War ▪ Vietnam War ▪ Cuba ▪ Arms Race 	▪	▪	<ul style="list-style-type: none"> ▪ Evaluate the U.S. Cold War Policy of Containment including <ul style="list-style-type: none"> ○ armed struggle (Korean conflict) ○ direct regional conflict(Germany, Cuba) ○ involvement in Vietnam ○ the arms race 	▪	

Understanding the Expectations

Critical Targets

	<p>military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210)</p> <ul style="list-style-type: none">▪ indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standards 5 and 13; p. 194 and 210)▪ the arms race (National Geography Standards 13, p. 210)					

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	1
Standard: 8.1 Cold War and the United States			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.1.3	End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.	<ul style="list-style-type: none"> ▪ Détente ▪ Nixon ▪ Reagan ▪ Gorbachev 	▪	▪	<ul style="list-style-type: none"> ▪ Evaluate the factors that ended the Cold War including <ul style="list-style-type: none"> ○ Détente ○ Policies of U.S. and Soviet Leaders (Reagan, Gorbachev) ○ Political break-up of the USSR and the Warsaw Pact 	▪	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	3
Standard: 8.2 Domestic Policies			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.2.1	Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)	<ul style="list-style-type: none"> ▪ Baby Boom ▪ US Census ▪ Suburbs ▪ Sunbelt ▪ New Immigration ▪ Migration 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze maps that show major changes in population distribution, spatial patterns and density including <ul style="list-style-type: none"> ○ The baby boom ○ New migration ○ Suburbanization ○ African-American reverse migration to the south ▪ Population flow to the “Sunbelt” 	<ul style="list-style-type: none"> ▪ Produce maps that show major changes in population distribution, spatial patterns and density including <ul style="list-style-type: none"> ○ The baby boom ○ New migration ○ Suburbanization ○ African-American reverse migration to the south ▪ Population flow to the “Sunbelt” 	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	3
Standard: 8.2 Domestic Policies		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.2.3	Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. (National Geography Standard 14, p. 212)	<ul style="list-style-type: none"> ▪ New Deal ▪ Great Society ▪ Market- based 	▪	▪	<ul style="list-style-type: none"> ▪ Compare and contrast Roosevelt’s New Deal, Johnson’s Great Society and Reagan’s market-based domestic policies with a focus on the following <ul style="list-style-type: none"> ○ Causes ○ Programs ○ Impact 	▪	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	2
Standard: 8.2 Domestic Policies		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.2.4	<p>Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p. 2 16)</p>	<ul style="list-style-type: none"> ▪ Environmental Movement ▪ Watergate ▪ Women’s Rights movement <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ Roe v. Wade ▪ Miranda ▪ Tinker ▪ Hazelwood 	▪	▪	<ul style="list-style-type: none"> ▪ Use Core Democratic Values to analyze and evaluate the controversies caused by the following <ul style="list-style-type: none"> ○ Major Supreme Court Decisions of this era ○ The Vietnam War (including the anti-war and counter culture movements) ○ The environmental movement ○ The women’s rights movement ○ The Constitutional crisis created by the Watergate scandal 	▪	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	1
Standard: 8.3 Civil Rights in the Post-WWII Era		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.3.1	<p>Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> ▪ the impact of WWII and the Cold War (e.g., racial and gender integration of the military) ▪ Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965)) ▪ protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers) ▪ resistance to Civil Rights 	<p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ Brown v. Board ▪ Civil Rights Act ▪ Voting Rights Act ▪ NAACP ▪ SCLC ▪ SNCC ▪ Nation of Islam ▪ Black Panthers 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze key events, ideals, documents and organizations in the struggle for African-American Civil Rights including ▪ The impact of WWII and the Cold War ▪ Major Supreme Court Decisions and actions from government ▪ Protest movements, organizations and civil actions ▪ Resistance to Civil Rights 	▪	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	3
Standard: 8.3 Civil Rights in the Post-WWII Era			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.3.2	Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.	<ul style="list-style-type: none"> ▪ “I Have a Dream” Speech ▪ Declaration of Independence ▪ Gettysburg Address ▪ Seneca Falls Resolution 	▪	▪	<ul style="list-style-type: none"> ▪ Compare and Contrast the ideas expressed in the “I Have a Dream Speech” the Declaration of Independence, the Seneca Falls Resolution and the Gettysburg Address. 	▪	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	2
Standard: 8.3 Civil Rights in the Post-WWII Era			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.3.3	<p>Women's Rights – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (National Geography Standard 10, p. 203)</p>	<ul style="list-style-type: none"> ▪ Birth Control ▪ NOW ▪ ERA 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze the causes and course of the Women's Rights movement of the 1960s and 70s including <ul style="list-style-type: none"> ○ Role of population shifts ○ Birth control ○ Increasing number of working women ○ The National Organization for Women (NOW) ○ The Equal Rights Amendment (ERA) 	▪	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	2
Standard: 8.3 Civil Rights in the Post-WWII Era			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.3.4	Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)	<ul style="list-style-type: none"> ▪ Latinos/as 	▪	▪	<ul style="list-style-type: none"> ▪ Evaluate progress and setbacks in civil liberties for minorities in the 20th century including <ul style="list-style-type: none"> ○ American Indians ○ Latino/as ○ New Immigrants ○ people with disabilities ○ Gays and lesbians 	▪	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	1
Standard: 8.3 Civil Rights in the Post-WWII Era		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.3.5 A	<p>Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, and Newark). (National Geography Standard 12, p. 208)</p>	▪	▪	▪	▪ Analyze the causes and consequences of civil unrest in American cities during this era	▪	

Understanding the Expectations

Critical Targets

USHG Era 8 - Post World War II United States (1945 - 1989)						Priority:	3
Standard: 8.3 Civil Rights in the Post-WWII Era			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.3.5 B	<p>Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, and Newark). (National Geography Standard 12, p. 208)</p>	<ul style="list-style-type: none"> ▪ Detroit 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Compare and Contrast civil unrest in Detroit with another American city 	<ul style="list-style-type: none"> ▪ 	

Understanding the Expectations

Critical Targets

USHG Era 9 - America in a New Global Age						Priority:	2
Standard: 9.1 The Impact of Globalization in the United States		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
9.1.1	Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (National Geography Standard 11, p. 206)	<ul style="list-style-type: none"> ▪ Energy issues ▪ Mass communication 	▪	▪	○	<ul style="list-style-type: none"> ▪ Using an auto industry case study, evaluate changes in the American economy created by <ul style="list-style-type: none"> ○ New markets ○ Natural resources ○ Technology ○ Corporation Structure ○ Internal competition ○ New sources ○ Methods of production ○ Energy issues ○ Mass communication 	

Understanding the Expectations

Critical Targets

USHG Era 9 - America in a New Global Age						Priority:	3
Standard: 9.1 The Impact of Globalization in the United States		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
9.1.2	<p>Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including</p> <ul style="list-style-type: none"> ▪ growth of the conservative movement in national politics, including the role of Ronald Reagan ▪ role of evangelical religion in national politics (National Geography Standards 3 and 6; p.188 and 195) ▪ intensification of partisanship ▪ partisan conflict over the role of government in American life ▪ role of regional differences in national politics (National Geography Standard 6, p. 195) 	<ul style="list-style-type: none"> ▪ Conservative movement ▪ Ronald Reagan ▪ Evangelical religion ▪ Partisanship 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze changes in American politics in the late 20th and early 21st centuries including the following: <ul style="list-style-type: none"> ○ The conservative movement and Ronald Reagan ○ Evangelical religion ○ Intensifying partisanship, especially as related to the role of government in American life ○ Regional differences 	▪	

Understanding the Expectations

Critical Targets

USHG Era 9 - America in a New Global Age						Priority:	2
Standard: 9.2 Changes in America's Role in the World			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
9.2.1	U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (National Geography Standard 13, p. 210)	<ul style="list-style-type: none"> ▪ Super Power ▪ Post-Cold War e.g. vocabulary <ul style="list-style-type: none"> ▪ Lebanon ▪ Somalia ▪ Haiti ▪ Bosnia ▪ Kosovo ▪ The Gulf War 	▪	▪	<ul style="list-style-type: none"> ▪ Explain the advantages, disadvantages and challenges of the U.S. as a super-power in the post cold war world. 	▪	

Understanding the Expectations

Critical Targets

USHG Era 9 - America in a New Global Age						Priority:	1
Standard: 9.2 Changes in America's Role in the World			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
9.2.2	<p>9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (National Geography Standard 13, p. 2 10)</p>	<ul style="list-style-type: none"> ▪ 9/11 ▪ Terrorism ▪ Domestic Policy <p>e.g. vocabulary</p> <ul style="list-style-type: none"> ▪ International Policy ▪ Office of Homeland Security ▪ Patriot Act 	▪	▪	<ul style="list-style-type: none"> ▪ Analyze how the 9/11 attacks and the response to terrorism have changed American domestic policies ▪ Analyze how the 9/11 attacks and the response to terrorism have changed American foreign policy 	▪	

Understanding the Expectations

Critical Targets

USHG Era 9 - America in a New Global Age						Priority:	1
Standard: 9.3 Policy Debates			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
9.3.1	<p>Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles.</p> <ul style="list-style-type: none"> ▪ role of the United States in the world ▪ national economic policy ▪ welfare policy ▪ energy policy ▪ health care ▪ education ▪ civil rights (National Geography Standard 17, p. 2 16) 	<ul style="list-style-type: none"> ▪ Antecedent ▪ Precedent 	▪	▪	▪	<ul style="list-style-type: none"> ▪ Communicate a position on a public policy issue, (choosing from the broad historical issues listed below) supported with a reasoned argument based on <ul style="list-style-type: none"> ○ Historical antecedents and precedents ○ Core democratic values or constitutional principles <p>Issue topics:</p> <ul style="list-style-type: none"> ▪ role of the United States in the world ▪ national economic policy ▪ welfare policy ▪ energy policy ▪ health care ▪ education ▪ civil rights 	