

High School United States History & Geography Curriculum and Assessment Alignment

High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
F1 Political and Intellectual Transformations of America to 1877				Foundational Expectations will not be assessed on the MME or the USHG SCAS. They are included here to stress their importance. These expectations have been taught in Grade 5 & 8 and assessed on the Grade 6 & 9 MEAP.	
F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals: <ul style="list-style-type: none"> • Declaration of Independence • the U.S. Constitution (including the Preamble) • Bill of Rights • the Gettysburg Address • 13th, 14th, and 15th Amendments 					
F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing: <ul style="list-style-type: none"> • the birth of republican government, including the rule of law, inalienable rights, equality, and limited government • the development of governmental roles in American life • and competing views of the responsibilities of governments (federal, state, and local) • changes in suffrage qualifications • the development of political parties • America’s political and economic role in the world (<i>National Geography Standard 13, p. 210</i>) 					
F2 Geographic, Economic, Social, and Demographic Trends in America to 1877. Note to teacher: This foundational expectation might be taught in stand-alone lessons or integrated with Standard 6.1.					
F2.1 Describe the major trends and transformations in American life prior to 1877 including: <ul style="list-style-type: none"> • changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>) • regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>) • changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>) • patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>) • development of cities (<i>National Geography Standard 12, p. 208</i>) • changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>) • major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War 					

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6.1 Growth of an Industrial and Urban America Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.					
6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including: <ul style="list-style-type: none"> • gains from trade (National Geography Standard 11, p. 206) • organizational “revolution” (e.g., development of corporations and labor organizations) • advantages of physical geography (<i>National Geography Standards 4, 7, and 15; pp. 190, 197, and 214</i>) • increase in labor through immigration and migration (<i>National Geography Standard 9, p. 201</i>) • economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller) • technological advances 	S 6.1.1	M H1.3	How did the United States become a major industrial power?	A combination of key factors contributed to industrial growth after the Civil War. To expand their industries, entrepreneurs took advantage of <ul style="list-style-type: none"> • new technological advances • new management techniques • available investment capital • the abundance of natural resources and immigrant labor • the expanding consumer markets at home and abroad Two leaders of the American Industrial Revolution were Andrew Carnegie and John D. Rockefeller. After the Civil War, Andrew Carnegie used improved technology in the production of steel. He used the new organizational principle of vertical integration to become the most cost effective producer of steel in the world. Carnegie also benefited from the geographic advantages of the American iron ore ranges and their proximity to water transportation or railroads. He profited from the multitude of immigrants who worked for low wages and in poor working conditions. Little government regulation and no income or corporate taxes also aided people like Carnegie.	X
6.1.2 Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including: <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) (<i>National Geography Standard 6, p. 195</i>) 	S 6.1.2	M G2	In what ways did labor respond to industrial growth?	Workers responded to industrial growth by organizing labor unions and joining political movements to improve their work lives. They organized unions to push for better hours, wages, and working conditions. The Knights of Labor, an early national union, opened its membership to all workers and advocated political reforms to improve the lives of workers. The American Federation of Labor organized skilled workers to achieve practical objectives. Unions often used strikes to accomplish their goals. Strikes such as the 1913 Western Federation of Miners’ strike against the Calumet and Hecla copper mines in Michigan, and the Homestead and Pullman strikes were often marked by violence and often ended with government intervention. Many farmers joined the Populist Party to promote political reform, bimetallism/free silver, and opposition to railroad monopolies. William Jennings Bryan was a famous Populist leader. In reaction to industrial growth, Western farmers organized economic cooperatives such as the Grange.	X

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<p>6.1.3 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 <i>(National Geography Standard 12, p. 208)</i> • the growth of cities linked by industry and trade <i>(National Geography Standard 11, p. 206)</i> • the development of cities divided by race, ethnicity, and class <i>(National Geography Standard 10, p. 203)</i> • resulting tensions among and within groups <i>(National Geography Standard 13, p. 210)</i> • different perspectives about immigrant experiences in the urban setting <i>(National Geography Standards 9 and 12, pp. 201 and 208)</i> 	S 6.1.3	M G4	In what ways did cities change as they grew in size and population?	<p>Industrialization spurred the rapid growth of cities between 1870 and 1930. At the national level, major manufacturing centers developed in Pittsburgh, Detroit, and Cleveland near coal and iron ore supplies. The industrial centers were tied together by a growing network of railroads and water routes to transport raw materials and finished goods.</p> <p>Industrial forces also changed urban landscapes at the local level. For example, Detroit was transformed from a small commercial city to a major industrial center. European immigrants and rural migrants flocked to Detroit to work in the expanding automobile industry and, as a result, the city's population grew to nearly 1.6 million by 1930.</p> <p>Ethnic and racial groups settled in cultural enclaves. The immigrant experience was largely determined by the geographic origin of the immigrant. Racial discrimination restricted African-Americans to segregated neighborhoods. Tensions among and within groups often flared as they competed for jobs and housing.</p> <p>A major component of urbanization is the movement of people from rural to urban areas. Improvements and mechanical changes in farming required fewer laborers, prompting migration to growing urban areas.</p>	X

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<p>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></p>	S 6.1.4	CC G1	<p>What does census data tell us about changing demographics in America from 1790 to 1940?</p>	<p>We can analyze census data from 1790 to 1940 to make statements about changes in the composition, distribution, and density of the population of the United States.</p> <p>The composition of the population in 1790 included Europeans, American Indians, and people of African origin. Composition changed in the early 1800s to include Asian immigrants initially brought to work on the railroads. European immigrants in the 1800s were mainly from Northern and Central Europe. By 1940, immigrant populations reflected increases in numbers of people from Southern and Eastern Europe, Mexico, and the Caribbean.</p> <p>The distribution of the population in 1790 was predominantly east of the Appalachian Mountains. By the mid-1800s, the population distribution shifted westward to the Mississippi River, and included Texas and California.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>DATE</th> <th>MEAN CENTER</th> <th>% URBAN / RURAL</th> </tr> </thead> <tbody> <tr> <td>1790</td> <td>Washington D.C.</td> <td>5 / 95</td> </tr> <tr> <td>1840</td> <td>NE West Virginia</td> <td>11 / 89</td> </tr> <tr> <td>1890</td> <td>SE corner of OH near the intersection of the borders of IN, OH, KY</td> <td>35 / 65</td> </tr> <tr> <td>1940</td> <td>On the border of IN and IL just north of KY</td> <td>57 / 43</td> </tr> <tr> <td>1990</td> <td>SE Missouri</td> <td>75 / 25</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 10px;"> U.S. Census Bureau www.census.gov http://www.census.gov/geo/www/cenpop/meanctr.pdf http://www.u-s-history.com/pages/h980.html </p> <p>Teachers' Note: The geographic mean center of population for the United States indicates the point at which the distribution of population north/south and east/west is equal.</p> <p>Analyzing the effects of immigration, migration, and urbanization on the population would reveal generalizations like: "The density of the population in cities increased over time with increases in immigration, urbanization, industrialization, and the ending of slavery."</p>	DATE	MEAN CENTER	% URBAN / RURAL	1790	Washington D.C.	5 / 95	1840	NE West Virginia	11 / 89	1890	SE corner of OH near the intersection of the borders of IN, OH, KY	35 / 65	1940	On the border of IN and IL just north of KY	57 / 43	1990	SE Missouri	75 / 25	X
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<p>6.1.5 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 <i>(National Geography Standard 16, p. 216)</i> • entrepreneurial decision making by Henry Ford and others • domestic and international migrations <i>(National Geography Standard 9, p. 201)</i> • the development of an industrial work force • the impact on Michigan • the impact on American society 	<p>S 6.1.5 (c, f)</p>	<p>6.1.5 (c, f) M G4</p>	<p>Using the automobile industry as a case study, what are the causes and consequences of major industrial transformation in the United States?</p>	<p>The growth of the automobile industry had a major impact on Michigan and on American society. Henry Ford’s innovative assembly line concept of mass production increased worker productivity and drove the cost of production down. By 1927, Ford dominated the automobile market selling about 15 million Model T’s at the lowest possible price. Workers flocked to Detroit to work in Ford factories for 5 dollars a day, twice as much as paid in many industries at that time. Immigration and rural migration to Detroit for jobs transformed the city into the 4th largest in the nation by 1930. The industrial work force organized into unions, such as the UAW in the 1930s, to improve wages and working conditions.</p> <p>The growth of Detroit and the region was supported by its location on the Great Lakes, allowing inexpensive shipping of resources needed for manufacturing. The impact of the growing automobile industry on Michigan was substantial as the need for steel, glass, rubber, and wood grew exponentially as the demand for the automobile increased. As automobile ownership increased, the nation experienced growth in industries that supported its use</p> <ul style="list-style-type: none"> • auto insurance companies • road construction companies • tourism • trucking industry <p>Social implications</p> <ul style="list-style-type: none"> • availability of affordable automobiles • more mobile society • increased demands for good roads • growth of suburbs 	<p>X</p>

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6.2 Becoming a World Power Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.					
6.2.1 Growth of U.S. Global Power – Locate on a map Cuba and the territories (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>). (Corrected text - Cuba not a territory)	S 6.2.1	CC G2	Where and how did the United States expand its influence between 1890 and 1914?	We can use maps to analyze the role events played in expanding the global influence of the United States and redefining its foreign policy. The United States emerged as an imperial power between 1890 and 1914. In seeking overseas markets for its manufactured goods, additional raw materials, and strategic naval bases, the U.S. promoted the Open Door policy in China and annexed Hawaii. A revolution in Cuba led the U.S. into a war with Spain in 1898. As a result of the Spanish American War, the U.S. gained influence over Cuba and a colonial empire that included Puerto Rico, the Philippines, and Guam. In seeking to unify naval power and to facilitate trade, the U.S. built the Panama Canal. Theodore Roosevelt used his corollary to the Monroe Doctrine to intervene and protect U.S. business interests in Latin America. Interest in the Pacific region and acquisition of raw materials in the Americas, defined the imperialistic ambitions of the United States. Additionally, the belief in Manifest Destiny supported those who wanted to expand U.S. power beyond the borders of the continental United States.	X

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<p>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.</p>	<p style="text-align: center;">S 6.2.2</p>	<p style="text-align: center;">Cc G6</p>	<p>What were the causes of World War I? Why did the U.S. delay its entry and what was its role in shaping the course of the war?</p>	<p>A combination of European militarism, alliances, imperialism, and nationalism led to the outbreak of World War I in 1914. President Woodrow Wilson, with the support of Congress, declared the United States to be neutral.</p> <p>Reasons for Neutrality</p> <ul style="list-style-type: none"> • the U.S. is a nation of immigrants, including immigrants from the warring nations of Europe • the U.S. did not want to enter the war unless the nation’s interests were threatened • the U.S. wanted to sell to both sides • the American-held belief in isolation from European conflicts <p>Reasons for Entering the War</p> <ul style="list-style-type: none"> • to make the world safe for democracy • attacks on American ships • Germany’s proposed alliance with Mexico • U.S. business loans to the Allies • stronger cultural ties to Britain <p>The U.S. involvement in WWI increased the amount of war material and number of soldiers available to the Allies, helping to turn the tide of the war in their favor.</p>	<p>X</p>
<p>6.2.3 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>	<p style="text-align: center;">S 6.2.3</p>	<p style="text-align: center;">CC H1.2</p>	<p>How did WWI impact the domestic front?</p>	<p>World War I impacted nearly every aspect of American society. The demand for war material and the demise of Great Britain as the world’s banker, led to the expansion of the U.S. economy. The government developed a degree of centralized planning and established organizations such as the War Industries Board to oversee and ensure efficient war production. In response to a labor shortage, more women and African-Americans entered the workforce, and unions made important gains. To encourage loyalty to the war effort, the U.S. government took steps to mold public opinion and restrict dissent. Congress enacted laws that restricted civil liberties and helped to fuel the Red Scare. Women’s contribution to the war effort engendered support for the women’s suffrage movement by many in Congress.</p>	<p>X</p>

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<p>6.2.4 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 210)</i></p>	S 6.2.4	M H1.3	<p>How and in what ways did Wilson’s Fourteen Points shape the peace process?</p>	<p>Wilson’s Fourteen Points spelled out his goals for a lasting peace and called for national self-determination, a reduction in armaments and trade barriers, and the establishment of a League of Nations to promote peace. The plan faced some opposition from European Allies at the peace conference and on the domestic front. French and British leaders wanted</p> <ul style="list-style-type: none"> • monetary reparations • land • to redraw political boundaries • acknowledgement of Germany as the aggressor • to demilitarize Germany <p>Wilson’s ideal of self-determination proved difficult to realize. The post-war boundaries drawn in Southwest Asia and Europe created ethnic minorities and tensions in those new countries. Geopolitical tensions were exacerbated by the new boundaries because of loss of land and ports. The League of Nations was established; however, fearing obligations that League membership might place on the nation, the U.S. Senate did not ratify the Versailles Treaty which resulted in U.S. not becoming a member of the League of Nations.</p>	X
<p>6.3 Progressivism and Reform Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following: Social Issues, Causes and Consequences of Progressive Reform, Women’s Suffrage.</p>					
<p>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).</p>	C		<p>What problems were created by U.S. industrial growth between 1895 and 1930?</p>	<p>Several problems were created by America’s industrial and urban transformation between 1895 and 1930. The population of cities swelled due to massive immigration which led to crowded slums and unhealthy living conditions. Workers labored long hours for little pay in often unsafe conditions and child labor became endemic. Corrupt city bosses used machine-politics to secure immigrant votes to maintain power.</p>	X

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<p>6.3.2 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 Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) <i>(National Geography Standard 14, p. 212)</i> • efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants <i>(National Geography Standards 9 and 10; pp. 201 and 203)</i> 	S 6.3.2	M H1.2	<p>What were the consequences and limitations of Progressive reform?</p>	<p>Amendments to the Constitution addressed many issues of Progressive reformers:</p> <ul style="list-style-type: none"> • collection of graduated income tax • popular election of senators • prohibition of manufacture, sale, transportation, or exportation of alcoholic beverages • women’s right to vote <p>Progressive reformers sought to use government to check the abuses of capitalism, industrialization, and rapid urbanization. Progressives worked for political reform at the city, state, and national level. Muckrakers exposed wrongdoing and suffering in politics and business. Municipal reformers attempted to curb political corruption and introduced modern methods of city government.</p> <p>At the state level, reformers attacked the power of party bosses and machines, and supported the levy of taxes on corporations and the regulation of utilities and railroads.</p> <p>At the federal level, President Theodore Roosevelt expanded the government’s regulatory role in the economy and in the use of natural resources. Roosevelt worked to break up large monopolies and supported legislation to clean up the food and drug industry and to protect the environment through conservation efforts.</p> <p>Individual reformers promoted change in society, particularly for immigrants and the poor. While the NAACP fought for civil rights for African-Americans, many municipalities imposed “Jim Crow laws,” which denied African Americans their civil liberties.</p>	X
<p>6.3.3 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>	S 6.3.3	Cc H1.3	<p>What were the successes and failures of the women’s rights movement?</p>	<p>The women’s suffrage movement was international. Setbacks and successes were experienced at the state and federal levels. A movement to secure the ballot through state legislation failed in most Eastern states. In Western territories and states, survival depended on the strength of both men and women. Recognition of the role of women led to equality at the voting booth. The contribution of women to the WWI war effort engendered support for the women’s suffrage movement by many in Congress, resulting in the ratification of the 19th amendment shortly after the end of WWI. Even though women secured the right to vote, they still lacked social and economic equality in American society.</p>	X

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7.1 Growing Crisis of Industrial Capitalism and Responses Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.					
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” • the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) <i>(National Geography Standard 10, p. 203)</i>	S 7.1.1	M G4	What were the cultural changes and tensions of the 1920s?	The 1920s gave rise to a consumer culture and new cultural movements such as the Harlem Renaissance and the Lost Generation. The struggle between “traditional” and “modern” cultural forces was played out in the debates over Prohibition, the Scopes Trial, and anti-immigration policy. Modernists, often second generation immigrants, were open to immigration, encouraged the teaching of evolution in schools, and believed Prohibition was a mistake. Traditionalists feared that the multitudes of immigrants, the unrestricted use of alcohol, and the loss of the Bible’s influence in education were destroying the values of “Old America”.	X

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<p>7.1.2 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 <i>(National Geography Standards 14 and 15; p. 212 and 214)</i> • the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families <i>(National Geography Standard 15, p. 214)</i> • Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation) 	S 7.1.2	<p style="text-align: center;">7.1.2 (a, b) CC G3</p> <p style="text-align: center;">7.1.2 (c) M H1.2</p>	What were the causes and consequences of the Great Depression?	<p>Multiple factors contributed to the Great Depression.</p> <p>Economic factors</p> <ul style="list-style-type: none"> • overproduction • uneven economic growth • unsound credit practices • stock market speculation – buying on margin • deflation <p>After the 1929 stock market crash, government fiscal policies deepened the crisis. The Hawley-Smoot Tariff severely curtailed world trade. The monetary policies of the Federal Reserve failed to support the troubled banking system, leading to a decline in the money supply. As banks collapsed and factories closed, unemployment rose to 25-30%, and higher in some cities.</p> <p>Geographic factors</p> <ul style="list-style-type: none"> • inappropriate farming practices – cultivation of marginal farmland • drought • erosion due to wind and dust storms <p>In the Dust Bowl, drought, wind and dust eroded millions of acres of topsoil contributing to a 60% percent decline in farm income and one-third of farmers losing their land.</p> <p>Social factors</p> <ul style="list-style-type: none"> • uneven distribution of wealth • unemployment • disruption of family life • homelessness due to foreclosures • interdependence <p>Herbert Hoover’s belief in <i>laissez faire</i> capitalism limited his willingness to involve the federal government in direct intervention in the economic crisis.</p>	X

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<p>7.1.3 The New Deal – Explain and evaluate Roosevelt’s New Deal Policies including:</p> <ul style="list-style-type: none"> • expanding the 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 <i>(National Geography Standard 14, p. 212)</i> • 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) <i>(National Geography Standard 16, p. 216)</i> 	S 7.1.3	<p style="text-align: center;">7.1.3 (a, c) Cc G5</p> <p style="text-align: center;">7.1.3 (b) M H1.5</p>	How did the U. S government respond to the challenges of the Great Depression?	<p>Unlike President Herbert Hoover’s limited use of government to meet the challenges of the Great Depression, President Franklin Roosevelt’s New Deal policies used government to attack the problems of the economic crisis.</p> <p>Goals of the New Deal policies</p> <ul style="list-style-type: none"> • to restore the industrial and agricultural economy • to provide extensive work relief for the unemployed • to extend government protection of the consumer with the Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC) • to protect the elderly and disabled with the Social Security Act, which also enabled states to make provisions for the administration of their state unemployment laws • to guarantee workers the right to bargain collectively <p>Several of President Roosevelt’s initiatives were challenged by Congress and in the Supreme Court. While the New Deal did not end the depression, it provided some recovery and relief, and it raised expectations about the role of government in regulating the economy and providing for the welfare of those in need. As a result of the New Deal, a greater percentage of African-Americans supported the Democratic Party.</p> <p>Many New Deal programs affected geographic physical systems in the United States.</p> <p>Funding was provided to</p> <ul style="list-style-type: none"> • plant wind breaks • create soil conservation areas • construct fire towers and fire roads • replant and manage forests • construct dams • reroute rivers • control flooding • provide rural electrification 	X

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7.2 World War II Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.					
7.2.1 Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including: <ul style="list-style-type: none"> • the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) <i>(National Geography Standard 13, p. 210)</i> • 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 <i>(National Geography Standard 13, p. 210)</i> 	S 7.2.1	Cc H1.3	What were the causes of WWII and why did the U.S. enter the war?	The political instability after World War I and the economic collapse caused by the Great Depression contributed to the rise of fascism, nationalism, and totalitarian governments in Italy and Germany in the 1930s. German resentment of the harsh conditions imposed by the treaty that ended WWI created fertile ground for the rise of Adolph Hitler and the Nazi party. While Hitler’s Germany and Mussolini’s Italy conducted aggressive expansionist foreign policies, the United States and Western European countries, focused on their own economic woes, failed to meet the rising threat of fascism. When Germany invaded Poland in September 1939, the U.S. declared neutrality, yet neutrality was shattered two years later with the Japanese attack on Pearl Harbor.	X
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).	S 7.2.2	M H1.5	How did the U.S. impact the war, militarily, diplomatically and technologically?	President Roosevelt’s diplomatic efforts kept the uneasy alliance of the Soviets, the British, and the Americans focused exclusively on war aims. Fighting a two-front war, American commanders planned to defeat Hitler first. The American forces joined the British and fought to liberate Europe through North Africa in 1942, Italy in 1943, and to France in 1944. In 1945, Nazi Germany surrendered. In the Pacific theater in 1942, American forces and their allies stopped Japan’s attempt to dominate the Pacific region. For the next three years, the U.S. fought to take control of islands under Japanese control, island hopping across the Pacific, to establish air and naval bases, in preparation for a final assault on the Japanese homeland. To bring the war to a close without a U.S. invasion of Japan, President Truman elected to use the atomic bomb on Hiroshima and Nagasaki.	X

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High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
<p>7.2.3 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 <p><i>(National Geography Standard 10, p. 203)</i></p>	S 7.2.3	CC H1.5	<p>What was the impact of WWII on U.S. culture?</p>	<p>We can evaluate government decisions during WWII to involve the home front by analyzing changes in American life.</p> <p>Mobilizing the nation for war brought an end to the Depression and increased government intervention in the economy. Government policies included rationing and higher taxes. The government encouraged the purchase of war bonds, the planting of victory gardens, and the recycling of metals, rubber, and other scarce materials. In response to a labor shortage due to military enlistment and the draft, women and African-Americans were recruited to work in the defense industries. The majority of Americans supported the war effort by participating in these programs.</p> <p>Racial fear prompted the executive order to inter Japanese-Americans. Over 100,000 Japanese-Americans suffered a loss of freedom and property as the government placed them in internment camps while thousands of Japanese-Americans fought in the United States Armed Forces.</p>	X
<p>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).</p> <p><i>(National Geography Standard 13, p. 210)</i></p>	S 7.2.4	M H1.4	<p>What was Hitler's “final solution” policy and how did the allies respond?</p>	<p>The Nazi government implemented the “final solution” to eliminate Jews from German-occupied Europe. Jews, Romas, the mentally ill and homosexuals, political and religious minorities, and other persecuted groups were forced into concentration camps where they worked as slave labor, lived in brutal, inhumane conditions; millions of others were sent to death camps where they were systematically killed. President Roosevelt and the Allies had some knowledge of the Final Solution and they chose to ignore it. Only after U.S. and Allied soldiers helped to liberate the concentration camps, did the full extent of the horror of the Holocaust become known. After the war, the Allies tried Nazi leaders as war criminals at the Nuremberg trials. In response to the Holocaust, the Allies helped to establish the modern-day Jewish State of Israel.</p>	X

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High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
8.1 Cold War and the United States Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.					
<p>8.1.1 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 Atlantic Treaty Organization [NATO], and Warsaw Pact) <i>(National Geography Standard 13, p. 210)</i> 	S 8.1.1	8.1.1(c) Cc G6 8.1.1 (a,b) M G6	What were the origins of the cold war?	<p>The origins of the Cold War can be found in the uneasy wartime alliance among the U.S., Great Britain, and the U.S.S.R.</p> <p>During the war, distrust developed over issues of</p> <ul style="list-style-type: none"> • lend-lease supplies • the failure to open a second front to ease the burdens of the Soviets <p>As the war ended, major disagreements surfaced regarding</p> <ul style="list-style-type: none"> • Poland • the partition of Germany • Soviet occupied Eastern Europe <p>The Yalta Conference was the wartime meeting to discuss the re-establishment of the countries conquered by Germany. Premier Stalin insisted on the need for a “friendly” government in Poland and a buffer zone to prevent future German attacks, while the Allies demanded free and fair elections.</p> <p>The Potsdam Conference is notable for two reasons.</p> <ul style="list-style-type: none"> • President Truman told the Soviets that the U.S. possessed and intended to use the atomic bomb to end the war in Japan. • The U.S., Great Britain, and the U.S.S.R. decided how to partition defeated Nazi Germany. The Soviets demanded a partitioned and weakened Germany post war while the Allies wanted a reconstructed and strong German state and protested the Soviet take-over of Eastern Europe. Inability to resolve these issues led to the creation of Eastern Germany and Soviet controlled Eastern Europe. <p>The U.S. responded with a plan for rebuilding and creating democratic countries in Europe and containing communism. The NATO Defense Alliance Pact was part of the effort to contain communism in Europe. The Soviet Union later responded with the creation of its own defense alliance pact in Eastern Europe.</p>	X

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High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
<p>8.1.2 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 <i>(National Geography Standard 13, p. 210)</i> • the armed struggle with Communism, including the Korean conflict <i>(National Geography Standard 13, p. 210)</i> • direct conflicts within specific world regions including Germany and Cuba <i>(National Geography Standards 5 and 13; pp. 192 and 210)</i> • 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. military policy and practices, responses of citizens and mass media) <i>(National Geography Standard 13, p. 210)</i> • indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) <i>(National Geography Standards 5 and 13; pp. 192 and 210)</i> • the arms race <i>(National Geography Standards 13, p. 210)</i> 	S 8.1.2	8.1.2 (d) CC H1.4 8.1.2 (a, b, c, e) M G2	What was U.S. foreign policy during the cold war?	<p>The focus of U.S. foreign policy during the Cold War was to contain communism. To meet this challenge the U.S. expanded the national security system composed of the Department of Defense, the Department of State and the intelligence community and engaged in a costly nuclear arms race with the Soviets. Cold War tensions flared with the 1948 Berlin Blockade and the Cuban Missile Crisis in 1962. Following WWII, the U.S. decision to extend to Asia the policy of containment of communism, led to an armed conflict in Korea and a protracted and controversial war in Vietnam. In Korea, active fighting ended in a ceasefire that permanently divided the peninsula and expanded tensions between the U.S. and China. To fight communist influence in the developing world, the U.S. entered into defense pacts and used covert operations and interventions in countries such as Iran to ensure anti-communist governments.</p>	X
<p>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.</p>	C		What factors led to the end of the cold war?	<p>Several factors contributed to the end of the Cold War. Beginning in the 1970s, President Nixon’s policy of détente and the SALT I treaty eased political tensions between the U.S. and the Soviet Union. In contrast, President Nixon’s new diplomatic relationship with China placed pressure on the Soviet Union to work with the U.S. to solve Cold War issues.</p> <p>President Reagan followed a policy that challenged communism as much as possible without going to war.</p> <ul style="list-style-type: none"> • increased defense spending • funded covert operations against Soviet troops and allies <p>Hardliners in the Soviet Union prevented Premier Gorbachev’s efforts to open and reform Soviet society. The defeat in Afghanistan, the Soviet desire for consumer goods, and the collapse of the Soviet economy hastened the break up of the Soviet Union.</p>	X

High School United States History & Geography Curriculum and Assessment Alignment

High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
8.2 Domestic Policies Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post- WWII America.					
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.” <i>(National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)</i>	S 8.2.1	M G1	What were the population and demographic trends in the U.S. after World War II?	Maps are used to show population and demographic trends. The changes in the distribution of the population for different periods are evident as patterns on maps. For example, a map of the United States population from the 1950 census would be quite different from the 2000 census. During that 50-year period, the distribution of the population is more oriented to the Sun Belt and the population density there is greater. Similarly, a comparison of the location and size of cities in the United States during the same 50-year period would show an increase in urban population and the greater development of suburbs in urban areas. The demographic structure of the population of the United States in 1950 would show a large group of children younger than 5 years of age, indicating the beginning of the Baby Boom. This group may be observed on subsequent population diagrams for each census through 2000. In 2000, the Baby Boom group (those children born between 1946 and 1964) was nearing 50 plus years and their retirement. Their age and retirement plans will have an important effect on population distribution and the demographic structure for many decades to come.	X
8.2.2 Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by: • describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment <i>(National Geography Standards 9 and 14; pp. 201 and 212)</i> • evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) <i>(National Geography Standards 12 and 14; pp. 208 and 212)</i>	S 8.2.2	M H1.5	What were the major domestic issues of Post-WWII America and what were the policies designed to meet these issues?	The U.S. grappled with several domestic challenges Post-WWII. Congress passed the GI Bill of Rights to help ease GI’s return to a peace time economy. The GI Bill gave veterans low interest mortgages and education stipends and also helped fuel post war prosperity. Growth in the auto industry created a need for more and better roads. President Eisenhower argued for a highway system that would allow military transport and the evacuation of cities in case of nuclear attack. The Federal Highway Act of 1956 created the interstate highway system. The new highways and roads encouraged suburbanization. Anticommunist fervor presented another major domestic challenge. Senator Joseph McCarthy led the wide-ranging investigation of Americans accused of being communist spies and sympathizers. The movement, known as McCarthyism, investigated individuals and groups in the arts, politics, news media, labor leaders, in the military, and on college campuses. Individuals were accused with little evidence; the accusations destroyed many careers. Government employees were required to take an oath of loyalty to the United States government. The Senate finally censured Senator McCarthy and his bullying tactics in 1954.	X

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High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
<p>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. (<i>National Geography Standard 14, p. 212</i>)</p>	C		<p>How have presidents used domestic policy to solve social problems?</p>	<p>President Roosevelt’s New Deal and President Johnson’s Great Society both used the government to address major domestic problems of their time. The New Deal was a response to economic depression, whereas the Great Society emerged during a period of relative prosperity.</p> <p>The New Deal provided aid and work relief for the unemployed, protected consumers and workers, and provided subsidies to farmers during the Great Depression.</p> <p>The Great Society resembled the New Deal, but differed sharply in the types of programs it enacted. The Great Society focused on the elimination of poverty and racial injustice. The Great Society expanded government’s role in the social welfare of the nation. Major legislation protected civil rights and voting rights. Medicare and Medicaid provided healthcare to the elderly and the poor. The Johnson Administration worked to provide affordable housing for all Americans, and gave the poor a voice in government policy regarding poverty.</p> <p>President Ronald Reagan’s approach to solving domestic issues was market-based. While he worked to ease regulations of the economy, he reduced the Washington bureaucracy only slightly. Spending on Social Security, Medicaid, and Medicare increased during the Reagan years.</p>	X
<p>8.2.4 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., <i>Roe v Wade, Gideon, Miranda, Tinker, Hazelwood</i>), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (<i>National Geography Standard 16, p. 216</i>)</p>	S 8.2.4	Cc H1.1	<p>How did Americans use core democratic values to shape competing perspectives on major legal cultural issues in post WWII America?</p>	<p>We can use core democratic values to analyze and evaluate competing perspectives and controversies among Americans in the post-WWII years. Controversial U.S. Supreme Court decisions exposed divergent perspectives on the right to privacy and interpretation of freedom of religion, speech, press, assembly, and petition. Americans debated issues like the need for government-mandated environmental protection and an Equal Rights Amendment. Americans were also divided over the war in Vietnam. Some Americans believed it was the responsibility of the U.S. to protect democracy by stopping the spread of communism in Vietnam; protesters argued that it was an undeclared and immoral war that expanded the conflict and imperiled the principles of democracy. Coming during the Vietnam era, the Watergate scandal exacerbated the perception held by some Americans that they could not trust their government. The investigation of the Watergate scandal uncovered lies, misuse of government agencies, and abuse of executive power. After Watergate, laws and measures were passed to make the actions of government more transparent.</p>	X

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High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
8.3 Civil Rights in the Post-WWII Era Examine and analyze the Civil Rights Movement using key events, people, and organizations.					
<p>8.3.1 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><i>(National Geography Standard 6, p. 195)</i> <i>(National Geography Standard 10, p. 203)</i></p>	<p>S 8.3.1</p>	<p style="text-align: center;">8.3.1 (b,c) CC G4</p> <p style="text-align: center;">8.3.1 (a,d) M G4</p>	<p>What were the key events, ideals, documents, and organizations in the struggle for civil rights by African-Americans?</p>	<p>We can analyze the struggle for African-American civil rights by focusing on key events including:</p> <ul style="list-style-type: none"> • integration of the military following World War II • legislation and Supreme Court decisions <ul style="list-style-type: none"> - “separate educational facilities are inherently unequal” - desegregation of schools - racial discrimination and segregation become illegal - enforcement of voting laws - equal access to housing <p>The decades of the 1950s and 1960s saw an expansion and enforcement of legislation regarding the protection of African-American civil rights. Simultaneously, the Supreme Court struck down the concept of separate but equal.</p> <ul style="list-style-type: none"> • protest movements, civil rights activist organizations, and civil actions <ul style="list-style-type: none"> - integration of baseball - Montgomery Bus Boycott - sit-ins - freedom rides - promotion of civil disobedience v. confrontational and militant tactics <p>The courageous actions of individuals and groups following World War II moved the cause of racial equality to the forefront of American consciousness. Various approaches were taken by civil rights activists.</p> <ul style="list-style-type: none"> • resistance to broadening civil rights to all Americans 	<p>X</p>

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High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
<p>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.</p>	C		<p>What were the similarities and differences 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?</p>	<p>Freedom and equality are the main ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, the Gettysburg Address, and Martin Luther King’s “I Have A Dream” speech. However, each of these documents approaches freedom and equality from a slightly different perspective. The Declaration of Independence and the Gettysburg Address are written to declare and reinforce the freedom of a new nation, while the Seneca Falls Resolution and the “I Have a Dream” speech refer to freedom for specific populations within that new nation. The main purpose of the Declaration of Independence and the Gettysburg Address was to create and maintain a government where equality could flourish; whereas the main purpose of the Seneca Falls Resolution and the “I Have a Dream” speech was to obtain equality for women and African-Americans in American society.</p>	X
<p>8.3.3 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)). <i>(National Geography Standard 10, p. 203)</i></p>	S 8.3.3	Cc H1.2	<p>What were the causes and course of the women’s rights movement in 1960?</p>	<p>After WWII, the pressure for full equality for women intensified. Employment and educational opportunities began to expand for women in the 1960s. The legalization of contraceptives and abortion rights gave women greater control over reproductive decisions. One outcome of this control for women was improved opportunities for careers outside the home. Women were not unified in their views regarding equal rights and reproductive rights. Many argued that their roles as wives and mothers were being undervalued by the women’s rights movement. The National Organization for Women (NOW) was formed to promote equal rights and to advocate for supportive legislation for women. They demanded equal pay for equal work and equal job opportunities. The research of many female writers was instrumental in defining the issues around the modern women’s movement. The Equal Rights Amendment (ERA) was passed by Congress, but it eventually failed needing only three votes for ratification by the states.</p>	X

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High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
<p>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. (<i>National Geography Standard 10, p. 203</i>)</p>	S 8.3.4	M G4	What were the successes and failures in civil rights and liberties for American minorities in the 20 th century?	<p>Inspired by the successes of the civil rights and women's movement in the 1960s, many other minorities demanded equality. The United Farm Workers, a union composed primarily of Latino farm workers, demanded more pay and better working conditions and used non-violent actions and nation-wide consumer boycotts to achieve their goals. Their first boycott was on grapes and was considered highly successful. Recently, the United Farm Workers forced Burger King to increase their pay for picking tomatoes.</p> <p>The American Indian Movement (AIM) took a militant approach to obtaining treaty rights and better conditions and opportunities for American Indians. They used public protests to gain national attention.</p> <p>Other groups have also fought for their civil rights, like people with disabilities who fought for and won the passage of the Americans with Disabilities Act, and gays and lesbians who fought and are fighting for their constitutional rights.</p>	X
<p>8.3.5 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, Newark). (<i>National Geography Standard 12, p. 208</i>)</p>	C		What were the causes and consequences of the civil unrest in Detroit and compare those with other American cities?	<p>The origins of urban unrest in Detroit were rooted in a multitude of political, economic, and social factors including police abuse, lack of affordable housing, disruptive urban renewal projects, economic inequality, black militancy, and rapid demographic change. An important issue in the minds of Detroit's Black residents was police harassment and police brutality, which Black residents identified as the number one problem they faced in the period leading up to the riot. The lack of affordable housing was a fundamental concern for Black Detroiters. The shortage of housing available to Black residents was further exacerbated by "urban renewal" projects. The oldest Black neighborhoods in Detroit, the heart of the Black community, commercially and culturally were bulldozed for expressways to the suburbs. Unemployment hit young Black men particularly hard; a combination of automation and historic job discrimination in the automobile industry added to the problem. In addition, a significant segment of the Black community in Detroit felt disenfranchised and frustrated by the slow pace of racial change and moves toward racial equality. A rapid shift in population in neighborhoods from predominantly White to predominantly Black brought with it social disorganization, which resulted in an increase in crime. These problems were not unique to Detroit; and became the ever present ingredients that led to civil disturbances across the United States.</p>	X

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High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
9.1 The Impact of Globalization on the United States Explain the impact of globalization on the United States' economy, politics, society and role in the world.					
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. <i>(National Geography Standard 11, p. 206)</i>	S 9.1.1	M G6	How does the American automobile industry show the forces of change in the U.S. economy?	The American automobile industry spurred the growth of many new industries such as auto glass, tires, gas stations, auto dealerships, auto repair, fast food, motels, the auto insurance industry, and tourism. It prompted housing construction, the building of roads and highways, and the move out of the central city to the suburbs. The United States increased its dependence on oil. Global competition in the automobile industry started to intensify in the 1970s and 1980s. During this time, many Asian countries became significant competitors, decentralizing the auto industry.	X
9.1.2 Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including: <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 <i>(National Geography Standards 3 and 6; pp.188 and 195)</i> • intensification of partisanship • partisan conflict over the role of government in American life • role of regional differences in national politics <i>(National Geography Standard 6, p. 195)</i> 	S 9.1.2	9.1.2(a) Cc H1.5 9.1.2 (b-e) M H1.5	How has American politics changed in the late 20th and early 21st Centuries?	U.S. politics of the late 20 th and early 21 st Centuries reflected a global trend toward conservatism. These policies were both economic and social. Conservative policies were viewed by many as an antidote to the “liberal excesses of the 1960s and 1970s” and a reaction against the policies of both Presidents Franklin Roosevelt and Lyndon Johnson. Intense partisanship, regional differences, and conservative and evangelical movements were part of that trend. President Ronald Reagan headed a movement against “big government” and promoted the return of some power to the states. Conservative goals of this era included <ul style="list-style-type: none"> • restoring balance between state and federal governments • lowering taxes for individuals and businesses • increasing defense capabilities • cutting regulation Evangelicals were part of the conservative movement which worked to elect conservative politicians. Goals of the evangelicals included <ul style="list-style-type: none"> • restoring Christian values to society • following dictates of the Bible • reviving traditional values that they believed had strengthened the country in the past During this time period, changes in regional voting patterns were identified.	X

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High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
<p>9.2 Changes in America’s Role in the World Examine the shifting role of United States on the world stage during the period from 1980 to the present.</p>					
<p>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). <i>(National Geography Standard 13, p. 210)</i></p>	S 9.2.1	CC H1.3	What role has the U.S. played in the post-Cold War world?	<p>At the end of the Cold War, the Soviet Empire was in economic and social collapse. The United States survived the Cold War economically strong, politically solid, and militarily without equal. We can analyze what this means to the U.S. and the world by examining the advantages, disadvantages, and challenges of unmatched power. These advantages and disadvantages continue to present challenges which must be addressed.</p> <p>Advantages</p> <ul style="list-style-type: none"> • decreased perception of nuclear threat • fewer nuclear intercontinental ballistic missiles • increased economic power of persuasion • increased access to markets in Eastern Europe and in other places formerly under Soviet influence • developing nations have better access to international trade • expansion of NATO • new alliances • normalization of diplomatic channels • increased focus on domestic issues <p>Disadvantages</p> <ul style="list-style-type: none"> • U.S. becomes a “top dog” target • enhanced role as world protector • proliferation of nuclear capabilities in other countries by using dismantled Soviet era materials • loss of some influence with key Cold War allies • loss of worldwide power balance <p>New Challenge</p> <p>The post-Cold War Era challenge for the United States is maintaining a focus on what is in the best interest of the nation, while keeping a balanced global perspective.</p> <p>Note: All advantages and disadvantages listed here are relative, not absolute.</p>	X

High School United States History & Geography Curriculum and Assessment Alignment

High School United States History and Geography Content Expectation	*State Assess	**Assess Category	Focus Question	***Sample Response to Focus Question	SCAS
<p>9.2.2 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). <i>(National Geography Standard 13, p. 210)</i></p>	S 9.2.2	Cc G4	How have the attacks on 9/11 and the response to terrorism altered American domestic and foreign policies?	<p>The terrorist attacks on targets within the United States on September 11, 2001, changed the way the U.S. looked at domestic security. The U.S. created the Office of Homeland Security. The passage of the Patriot Act raised constitutional issues concerning rights of privacy. Following 9/11, President George W. Bush declared war on terrorism which included operations in Afghanistan and Iraq. The purpose of the invasion of Afghanistan was to capture the leader of al Qaeda and remove the Islamic fundamentalist regime that supported terrorism. After two years, NATO assumed control of the international coalition forces in Afghanistan, which included U.S. troops, while the U.S. also was engaged in a separate joint U.S.- Afghan operation. U.S. and multinational forces invaded Iraq to accomplish several goals, including</p> <ul style="list-style-type: none"> • to find and remove weapons of mass destruction • to remove President Saddam Hussein from power after he repeatedly denied access to United Nations weapons inspectors • to bring democracy to Iraq and the region • to crush the harboring and support of al Qaeda 	X
9.3 Policy Debates					
<p>9.3.1 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 <p><i>(National Geography Standard 17, p. 216)</i></p>	C		How would a person with an opinion on a public policy, write a persuasive essay to justify that opinion?	Take a position. Support your position with data. Support your position with an example from history, economics, or geography. Support your position with a core democratic value or constitutional principle. Refute an opposing position as your conclusion. (Note: please align with other policy debate questions in content expectations.)	X

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*C = Assessed at classroom and district levels.

S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)

CC = State assessed; **Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; **Common; Matrixed** by form every year (9 CE; 3 items)

M = State assessed; **Matrixed** by form over two or three years (13 + 6 partial CE; 5 items)

H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

***All Sample Responses were reviewed by a task force of educators/experts from across the state.