

TENTH GRADE

United States History to 1877

The study of the history of the United States in Grade 10 takes students on a journey across five centuries of social, economic, geographic, and political development in the United States. Students begin with the earliest discoveries on the North American continent and follow a chronological study of the major events, issues, movements, leaders, and groups of people of the United States through Reconstruction from a national and an Alabama perspective. The content standards build upon the foundation students gained in the study of the United States in Grades 5 and 6, as well as the study of world history in Grades 8 and 9, but require a more rigorous analysis. The content and level of rigor in the tenth-grade course are developmentally appropriate. With more fully developed skills in abstract thinking, students are now able to compare, analyze, and explain events and developments.

In order to provide a classroom environment that encourages all students to reach their potential, teachers employ various methods of instruction to facilitate students' inquisitive pursuit of knowledge about the United States. These methods include the use of current technology such as interactive digital video software and Internet sources that allow students to explore historical topics and interpretations more extensively than in the past.

TENTH GRADE

United States History to 1877

Students will:

| E | G | H | PS |
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1. Contrast effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, and indigenous Americans.

- Contrasting European motives for establishing colonies
Examples: religious persecution, poverty, oppression
- Tracing the course of the Columbian Exchange
- Explaining how the institution of slavery developed in the colonies
- Describing conflicts among Europeans that occurred regarding the colonies
- Explaining how mercantilism was a motive for colonization

Student Edition: pp.10-51 audio version on Interactive Student CD

Teacher Edition: pp. 10-51 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp.7, 9, 10, 11, 13, 18, 23

Transparencies: 4,8,9 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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2. Compare various early English settlements and colonies on the basis of economics, geography, culture, government, and Native American relations.

Examples: three colonial regions, colonies of settlement versus colonies of exploitation, religious beliefs

- Identifying tensions that developed between the colonists and their local governments and between the colonists and Great Britain
- Describing the influence of ideas of the Age of Enlightenment on the colonies
- Explaining the role of the House of Burgesses and New England town meetings on colonial society
- Describing the impact of the Great Awakening on colonial society

Student Edition: pp.52-101 audio version on Interactive Student CD

Teacher Edition: pp. 52-101 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp.27, 29, 31, 39, 43, 45

Transparencies: 7 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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3. Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the Declaration of Independence.
- Explaining the role of key leaders and major events of the Revolutionary War
Examples: key leaders—George Washington, Thomas Jefferson, Patrick Henry, Marquis de Lafayette; major events—Battles of Bunker Hill, Trenton, Saratoga, and Yorktown
 - Summarizing major ideas, including their origins, in the Declaration of Independence
Examples: John Locke, Baron de Montesquieu, Jean-Jacques Rousseau
 - Comparing roles in and perspectives of the American Revolution from different regions and groups in society, including men, women, white settlers, free and enslaved African Americans, and Native Americans
 - Describing reasons for American victory in the American Revolution
 - Analyzing how provisions of the Treaty of Paris (1783) affected relations of the United States with European nations and Native Americans
 - Contrasting prewar colonial boundaries with those established by the Treaty of Paris (1783)

Student Edition: pp.102-135 audio version on Interactive Student CD

Teacher Edition: pp. 102-135 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 49, 50, 53, 55, 58, 59, 61, 63

Transparencies: 12 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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4. Describe the political system of the United States based on the Constitution and the Bill of Rights.
- Describing inadequacies of the Articles of Confederation
 - Describing personalities, issues, ideologies, and compromises related to the Constitutional Convention and ratification of the Constitution
 - Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies and the election of 1800

Student Edition: pp.138-167, 173-177, 179 audio version on Interactive Student CD

Teacher Edition: pp. 138-167, 173-177, 179 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 65, 67, 73, 74, 75, 79

Transparencies: **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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5. Identify key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCullough versus Maryland*, and *Cherokee Nation versus Georgia*.

- Identifying concepts of loose and strict constructionism

Student Edition: pp.188, 218, 224, 227-228, 304 audio version on Interactive Student CD

Teacher Edition: pp. 188, 218, 224, 227-228, 304 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 111, 146

Transparencies: **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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6. Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.

Student Edition: pp.177-178, 180-183, 195-197, 218 audio version on Interactive Student CD

Teacher Edition: pp. 177-178, 180-183, 195-197, 218 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 85, 87, 93, 95

Transparencies: 11 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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7. Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and writings of James Fenimore Cooper, Henry David Thoreau, and Edgar Allan Poe.
- Tracing the development of temperance, women's, and other reform movements in the United States between 1781 and 1861
 - Relating events in Alabama from 1781 to 1823 to those of the developing nation
 - Examples: statehood as part of the expanding nation, acquisition of land, settlement, Creek War
 - Tracing the development of transportation systems in the United States between 1781 and 1861

Student Edition: pp.203-205, 248-250, 257-258, 271-273, 277 audio version on Interactive Student CD

Teacher Edition: pp. 203-205, 248-250, 257-258, 271-273, 277 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 123, 133

Transparencies: **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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8. Trace the development of efforts to abolish slavery prior to the Civil War.
- Describing the abolition of slavery in most Northern states in the late eighteenth century
 - Describing the rise of religious movements in opposition to slavery, including the objections of the Quakers
 - Describing the impact of the principle of “inalienable rights” as a motivating factor for movements to oppose slavery
 - Describing the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner
 - Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River
 - Describing the rise of the underground railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's *Uncle Tom's Cabin*


Student Edition: pp.253-255 audio version on Interactive Student CD

Teacher Edition: pp. 253-255 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 125, 137, 145, 146

Transparencies: **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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| ✓ | ✓ | ✓ | ✓ |

9. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision.
- Describing Alabama’s role in the developing sectionalism of the United States from 1819 to 1861 
Examples: participation in slavery, secession, Indian Wars, reliance on cotton
 - Analyzing the Westward Expansion from 1803 to 1861 to determine its effects on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession
 - Describing the tariff debate and the nullification crisis
 - Describing the formation of the Republican party and its effect on the election of 1860
 - Identifying causes leading to the Westward Expansion
Examples: quest for gold, opportunity for upward mobility
 - Locating on a map areas affected by the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act

Student Edition: pp.189, 202-208, 211-213, 221, 278-288, 291, 296-302, 304, 306, 309 audio version on Interactive Student CD


Teacher Edition: pp. 189, 202-208, 211-213, 221, 278-288, 291, 296-302, 304, 306, 309 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 103, 137, 139, 157

Transparencies: 2, 6, 10, 15 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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10. Describe how the course, character, and effects of the Civil War influenced the United States.

- Identifying key Northern and Southern personalities, including Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Thomas J. “Stonewall” Jackson, and William T. Sherman
- Describing the impact of the division of the nation during the Civil War on resources, population, and transportation
- Explaining reasons for border states remaining in the Union
- Discussing nonmilitary events and life during the Civil War
- Explaining causes of the military defeat of the Confederacy
- Explaining Alabama’s involvement in the Civil War 

Student Edition: pp.310-325 audio version on Interactive Student CD

Teacher Edition: pp. 310-325 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 147, 154, 155, 156, 159

Transparencies: 3 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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11. Contrast congressional and presidential reconstruction plans, including African-American political participation.

- Tracing economic changes in the post-Civil War period for whites and African Americans in the North and the South, including the effectiveness of the Freedmen's Bureau
- Describing the social restructuring of the South
- Describing the Compromise of 1877
- Identifying post-Civil War Constitutional amendments
- Discussing causes for the impeachment of Andrew Johnson

ELEVENTH GRADE

United States History From 1877 to the Present

The study of the history of the United States in Grade 11 continues the journey begun in Grade 10 through the economic, geographic, social, and political development of the United States. Beginning with the post-Reconstruction United States and its shift into a more industrialized society, the course continues through the twentieth century to the present. Students are involved in a chronological study of major events, issues, movements, and leaders of the United States through the present from both a national and an Alabama perspective. Students are actively involved in and are challenged by the level of expectation inherent in the required content of this course. With more fully developed skills in abstract thinking, students compare, analyze, and explain events and developments rather than simply list or identify them.

In order to provide a classroom environment that encourages all students to reach their potential, teachers employ various instructional methods to facilitate students' pursuit of knowledge about the United States. Instruction that includes individual and group research, debate, presentation, and the employment of current technology such as interactive digital video software and Internet sources provides students with extensive opportunities to explore and analyze historical topics and interpretations.

ELEVENTH GRADE

United States History From 1877 to the Present

Students will:

| E | G | H | PS |
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1. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.

Examples: urbanization, development of Birmingham, Sherman Antitrust Act, mechanized farming, Turner frontier thesis

- Describing the impact of Manifest Destiny on the economic development of the post-Civil War West, including mining, the cattle industry, railroads, Great Plains farming, and the Grange
- Contrasting arguments over currency issues, including the silver issue, greenbacks, and the gold standard
- Describing the impact of the Indian Removal Act of 1830 and the Dawes Act on the United States between Reconstruction and World War I
- Comparing the volume, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America
- Describing the impact of entrepreneurship and mutual aid on the lives of African Americans and immigrants

Examples: National Negro Business League, Independent Order of St. Luke, Polish National Alliance

Student Edition: pp.20-35, 43-53, 54-69 audio version on Interactive Student CD

Teacher Edition: pp. 20-35, 43-53, 54-69 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 11, 13, 15, 18, 23, 26, 27, 29, 31

Transparencies: **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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2. Describe social and political origins, accomplishments, and limitations of Progressivism.

Examples: women's suffrage, political reform, contributions of third parties

- Explaining the Populist Movement as a forerunner of Progressivism
- Identifying the impact of the muckrakers on public opinion during the Progressive Movement
- Analyzing political and social motives that shaped the 1901 Constitution of Alabama to determine their long-term effect on politics and economics in Alabama
- Explaining Supreme Court decisions affecting the Progressive Movement

Example: *Plessy versus Ferguson*

- Determining the influence of the Niagara Movement, Booker T. Washington, William Edward Burghardt (W. E. B.) Du Bois, and Carter G. Woodson on the Progressive Era
- Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining the passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, conservation, and Wilson's foreign relations

Student Edition: pp.88-103 audio version on Interactive Student CD

Teacher Edition: pp. 88-103 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 42, 43, 45

Transparencies: 6 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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3. Explain the impact of American imperialism, including the geographic changes due to the Open Door Policy and the Roosevelt Corollary, on the foreign policy of the United States between Reconstruction and World War I.

Example: territorial expansion in the Pacific and Caribbean

- Describing causes and consequences of the Spanish-American War, including yellow journalism

Examples: causes—economic interest of the United States in Cuba, sinking of the *Maine*;

consequences—Treaty of Paris (1898), insurgency in the Philippines

- Identifying Alabama's significant contributions to the United States between Reconstruction and World War I, including those of William Gorgas, Joe Wheeler, and John Tyler Morgan

Student Edition: pp.70-87 audio version on Interactive Student CD

Teacher Edition: pp. 70-87 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 33, 34, 35, 36, 39

Transparencies: 5 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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| ✓ | ✓ | ✓ | ✓ |

4. Describe the causes and impact of the intervention by the United States in World War I.

- Identifying major events of World War I
- Explaining how the mobilization of the United States for World War I affected the population of the United States
- Describing economic, political, and social changes on the home front during World War I
- Explaining controversies over the Treaty of Versailles (1919), Fourteen Points, and the League of Nations
- Comparing short- and long-term effects of changing boundaries in pre- and post-World War I Europe on European nations

Student Edition: pp. 104-110, 112-121 audio version on Interactive Student CD

Teacher Edition: pp.104-110, 112-121 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 49,51,53,55

Transparencies: 7,8 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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5. Describe the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W. C. Handy, the Jazz Age, and Zelda Fitzgerald. 📖
- Comparing domestic policies of the Harding, Coolidge, and Hoover Administrations
 - Describing the impact of American writers, mass entertainment, and technological innovations on the culture of the United States from the end of World War I through the 1920s
 Examples: American writers—characterization of 1920s by F. Scott Fitzgerald, Henry Louis (H. L.) Mencken, and Ernest Hemingway;
 mass entertainment—provision of cheap entertainment through movies and baseball;
 technological innovations—introduction of vacuum cleaners, automobiles, and telephones for average citizens
 - Describing the changing economic behavior of American consumers
 Examples: stock market speculation, use of credit

Student Edition: pp. 122-126 audio version on Interactive Student CD

Teacher Edition: pp. 122-126 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 58, 82

Transparencies: **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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6. Describe social and economic conditions from the 1920s through the Great Depression, factors leading to a deepening crisis, and successes and failures associated with the programs and policies of the New Deal.
- Examples: social—false sense of prosperity;
 economic—collapse of farm economy, consequences of stock market speculation, monetary and banking policies, impact of economic policies
- Describing the impact of the Smoot-Hawley Tariff Act on the global economy
 - Describing the impact of the TVA, the Agricultural Adjustment Administration (AAA), and the Civilian Conservation Corps (CCC) on Alabama and the Southeast 📖
 - Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression
 - Identifying notable authors of the period
 Examples: John Steinbeck, William Faulkner, Zora Neale Hurston 📖

Student Edition: pp. 104-105, 126-135, 136-149, 151 audio version on Interactive Student CD

Teacher Edition: pp. 104-105, 126-135, 136-149, 151 audio version on Interactive Teacher CD;
ELL activities on Interactive Teacher CD

Blackline Masters: pp. 61, 63, 65, 66, 69, 71

Transparencies: 9 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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7. Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.

Examples: Operation Torch, Operation Overlord, island hopping

- Identifying roles of significant leaders, including Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Adolph Hitler
- Explaining the isolationist debate as it evolved from the 1920s to Pearl Harbor
- Describing the changing home front, including wartime economic measures, population shifts, racial and ethnic tensions, industrialization, science, and technology
- Explaining Alabama's participation in World War II, including the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, the growth of the Port of Mobile, Birmingham steel, and military bases
- Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, and the Nuremberg Trials
- Describing consequences of World War II on the lives of American citizens

Examples: Servicemen's Readjustment Act of 1944 (GI Bill), desegregation of the military

Student Edition: pp. 148-149, 150-161, 162-167, 169, 173-175 audio version on Interactive Student CD

Teacher Edition: pp. 148-149, 150-161, 162-167, 169, 173-175 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 73, 74, 75, 77, 79, 83, 85

Transparencies: 10, 11, 12 **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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8. Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, Marshall Plan, Berlin Blockade, and NATO.

- Describing Cold War policies and issues, including the domino theory and McCarthyism and their consequences
Examples: consequences—institution of loyalty oaths under Harry Truman, Alger Hiss case, House Un-American Activities Committee, executions of the Rosenbergs
- Locating areas of conflict during the Cold War from 1945 to 1960
Examples: East and West Germany, Hungary, Poland, Cuba, Korea, China

Student Edition: pp. 170-172, 176-187, 197-201, 227-228 audio version on Interactive Student CD

Teacher Edition: pp. 170-172, 176-187, 197-201, 227-228 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 83, 87, 93

Transparencies: **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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9. Describe major domestic events and issues of the Kennedy and Johnson Administrations.

- Explaining the impact of the New Frontier and the Great Society on the people of the United States
- Describing Alabama's role in the space program under the New Frontier

Student Edition: pp. 222-224, 232-234, 237-239, 240-248 audio version on Interactive Student CD

Teacher Edition: pp. 222-224, 232-234, 237-239, 240-248 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 115

Transparencies: **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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10. Describe major foreign events and issues of the Kennedy Presidency, including the construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban Missile Crisis.

Student Edition: pp. 222-223, 237 audio version on Interactive Student CD

Teacher Edition: pp. 222-233, 237 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 106, 107, 109, 113

Transparencies: **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
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11. Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975.

Examples: Battle of Dien Bien Phu, Gulf of Tonkin Resolution, Tet Offensive, Laos, Cambodia, fall of Saigon

- Locating divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites
- Describing the creation of North and South Vietnam
- Describing strategies of the Viet Cong and the North Vietnamese Army, including the Ho Chi Minh Trail

Student Edition: pp.249-255, 277-278 audio version on Interactive Student CD

Teacher Edition: pp. 249-255, 277-278 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 117, 119

Transparencies: 13 Student Interactive CD Timeline: Yes

| E | G | H | PS |
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12. Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery bus boycott, the desegregation of Little Rock Central High School, the march on Washington, and the Freedom Rides. 🇺🇸

- Tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the desegregation of the armed forces, the nationalization of state militias, *Brown versus Board of Education*, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
- Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr., James Meredith, Medgar Evers, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), and the Congress of Racial Equality (CORE)
- Identifying people and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone, Fred Shuttlesworth, the Children's March, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery march 🇺🇸
- Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther Movement
- Describing the impact of African-American entrepreneurs on the modern Civil Rights Movement

Examples: S. B. Fuller, A. G. Gaston

Student Edition: pp. 193-196, 203, 225, 242-243, 246-247, 256-271 audio version on Interactive Student CD

Teacher Edition: pp. 193-196, 203, 225, 242-243, 246-247, 256-271 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 65, 90, 95, 114, 121, 123

Transparencies: Student Interactive CD Timeline: Yes

| E | G | H | PS |
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13. Describe the Women’s Movement, the Hispanic Movement, and the Native American Movement during the 1950s and 1960s.

- Describing changing conditions in the United States during the 1950s and 1960s that were influenced by music and cultural and environmental concerns

Examples: music—impact of Elvis Presley and the Beatles;
cultural—Beatniks, impact of television, American Indian Movement, César Chávez, Ayn Rand, Andy Warhol;
environmental—influence of *Silent Spring* by Rachel Carson

Student Edition: pp. 206-211, 216-218 audio version on Interactive Student CD

Teacher Edition: pp. 206-211, 216-218 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 98, 99, 101, 103

Transparencies: **Student Interactive CD Timeline:** Yes

| E | G | H | PS |
|---|---|---|----|
| ✓ | ✓ | ✓ | ✓ |

14. Trace significant foreign policies and issues of presidential administrations from Richard Nixon to the present.

Examples: significant campaign issues; Nixon’s policy of détente; pardon of Nixon; Iran hostage situation; Iran-Contra Affair; Libya; Gulf War; end of Cold War; September 11, 2001, terrorist attacks; War on Terrorism; war in Iraq

- Describing political and economic policies that led to the collapse of Communism and the Cold War

Examples: Ronald Reagan’s “Star Wars” Initiative, Reagan’s “Mr. Gorbachev, tear down this wall!” speech in Berlin

- Tracing significant domestic policies and issues of presidential administrations from Richard Nixon to the present

Examples: Watergate, “Reaganomics,” William (Bill) Clinton impeachment

- Describing technological, social, and economic changes occurring in the United States from the 1970s to the present

Examples: technological—introduction of computers, Internet, calculators;
social— advancement of women and minorities in the workplace;
economic—Organization of Petroleum Exporting Countries (OPEC), North American Free Trade Agreement (NAFTA)

Student Edition: pp. 272-289, 290-294, 295-302, 305-313, 314-324, 326-328, 330-341 audio version on Interactive Student CD

Teacher Edition: pp. 272-289, 290-294, 295-302, 305-313, 314-324, 326-328, 330-341 audio version on Interactive Teacher CD; ELL activities on Interactive Teacher CD

Blackline Masters: pp. 130,131, 133, 135, 137, 138, 139, 143, 146, 147, 149, 151, 153, 154, 159

Transparencies: 14 **Student Interactive CD Timeline:** Yes

12th-United States Government