

Social Studies *Priority Academic Student Skills (PASS)* Correlations

United States History, 1850 To The Present, High School

The focus of the course in United States History for Grades 9-12 is the immediate pre-Civil War era to the present (1850-present). However, for the high school end-of-instruction examination over “United States History,” the time frame is 1850-1975, or from approximately the Compromise of 1850 through the withdrawal of United States military and diplomatic personnel from Vietnam.

In United States History, the student will describe and analyze the causes, events, and effects of the Civil War and Reconstruction era; examine the impact of immigration and the Westward Movement on American society; and evaluate the economic effects of the Industrial Revolution and the changing role of the United States in world affairs at the turn of the twentieth century. He or she will also describe the social, cultural, and economic events between the World Wars; investigate and analyze the Great Depression, and the causes, events and effects of World War II; and assess the foreign and domestic policies of the United States since World War II. The student will continue to strengthen, expand, and put to use the full range of process and research skills in social studies. **NOTE:** Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP). Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”

Book Abbreviations:

- CAH1 = Contemporary’s American History 1, Before 1865
- CAH2 = Contemporary’s American History 2, After 1865
- CAH1-T = Transparency
- CAH2-T = Transparency
- CAH1-BLM = Blackline Masters
- CAH2-BLM = Blackline Masters

Standards And Objectives	Page(s) Correlation
Standard 1: The student will demonstrate process skills in social studies.	
1. Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, photographs, documents, newspapers, media, and computer-based technologies). 📖	CAH1, pp. 302, 316; CAH2, pp. 9, 19, 33, 51, 62, 85, 101, 116, 130, 147, 167, 169, 185, 187, 201, 203, 219, 231, 248, 261, 271, 282, 289, 294, 318, 339, 341; CAH2-T 15, 16, 17, 18, 19, 20; CAH1-BLM 146, 154; CAH2-BLM 2, 10, 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122, 130, 138, 146, 154;
*2. Recognize and explain how different points of view have been influenced by	CAH2, pp. 99, 271, 289; CAH2-T 16, 17; 18, 19, 20;

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nationalism, racism, religion, culture and ethnicity. 📖	CAH2-BLM 9, 65, 73, 81, 121, 129, 145
3. Distinguish between fact and opinion in examining documentary sources. 📖	CAH1, pp. 302, 316; CAH2, pp. 151, 169, 187, 203, 341; CAH@-T 15, 16;
4. Construct timelines of United States history (e.g., landmark dates of economic changes, social movements, military conflicts, constitutional amendments, and presidential elections). 📖	CAH1, pp. 292-3; CAH2, pp. 2-3, 35, 36-7, 69, 70-1, 87, 104-3, 121, 136-7, 170-1, 204-5, 238-9, 272-3, 306-7
5. Explain the relationships between geography and the historical development of the United States by using maps, graphs, charts, visual images, and computer-based technologies. 📖	CAH1, pp. 296, 300, 309, 312, 314, 321, 323; CAH2, pp. 22-4, 30, 41, 45-6, 56, 59, 77, 83, 96, 122, 135, 153, 158, 177, 184, 211, 229, 251, 297, 305, 322, 324, 332; CAH2-T 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14;
*6. Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues (e.g., individual rights vs. the common good, and problems of intolerance toward cultural, ethnic, and religious groups), and demonstrating how divergent viewpoints have been and continue to be addressed and reconciled. 📖	CAH1, pp. 119, 153; CAH2, pp. 19, 69, 87, 103, 121, 169, 187, 203, 237, 255, 271, 289, 341; CAH2-T 17, 18, 19, 20; CAH2-T 17, 18, 19, 20
Standard 2: The student will analyze causes, key events, and effects of the Civil War era.	
1. Examine the economic and philosophical differences between the North and South, as exemplified by such persons as Daniel Webster and John C. Calhoun.	CAH1, pp. 196, 221, 226, 286-7, 294-301; CAH2-T 17, 18, 19, 20; CAH1-BLM 145-152; CAH2-BLM 1-8
2. Trace the events leading to secession and war (e.g., the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott case).	CAH1, pp. 286-7, 293-308; CAH1-BLM 145-152; CAH2-BLM 1-8
3. Identify leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison). 📖	CAH1, 254, 256, 292, 304, 306, 311-3, 321-2, 313-4, 320-3, 311-2; CAH1-T3; CAH1-BLM 153-160; CAH2-BLM 1-8
4. Interpret the importance of critical developments in the war, such as major battles (e.g., Fort Sumter, Gettysburg, and Vicksburg), the Emancipation Proclamation, and Lee's surrender at Appomattox.	CAH1, pp. 312-4; 320-323; CAH1-T3; CAH1-BLM 153-160; CAH2-T 17, 18, 19, 20; CAH2-BLM 1-8
5. Relate the basic provisions and postwar impact of the 13 th , 14 th , and 15 th Amendments to the Constitution.	CAH1, p. 341; CAH2, pp. 8-11; p. 357; CAH2-BLM 1-8
6. Evaluate the continuing impact of Reconstruction policies on the South, including southern reaction (e.g., sharecropping, Black Codes, Ku Klux Klan, <i>Plessy v. Ferguson</i> , and Jim Crow laws)	CAH2, pp. 2-19; CAH2-T 17, 18, 19, 20; CAH2-BLM 1-8
Standard 3: The student will analyze the impact of immigration and the Westward Movement on American society.	
1. Detail the contributions of various immigrant, cultural, and ethnic groups (e.g., Irish, Chinese, Italians, and Germans). 📖	CAH2, pp. 40, 54-8, CAH2-T 3, 4 17; CAH2-BLM 25-32
*2. Examine ethnic conflict and discrimination.	CAH2, pp. 54-8, 99; CAH2-T17, 18, 19, 20; CAH2-BLM 25-32

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3. Investigate changes in the domestic policies of the United States relating to immigration.	CAH2, pp. 54-8, 99; CAH2-T 17, 18, 19, 20; CAH2-BLM 25-32
4. Compare and contrast the attitudes toward Native American groups as exhibited by federal Indian policy (e.g., establishment of reservations, assimilation, and the Dawes Act) and actions of the United States Army, missionaries, and settlers.	CAH2, pp. 29-34; CAH2-T 18, 20; CAH2-BLM 9-16
Standard 4: The student will examine the effects of the Industrial Revolution on the economy of the United States.	
1. Identify the impact of new inventions and industrial production methods, including new technologies in transportation and communication.	CAH2, pp. 36-46; CAH2-T 3, 4, 17, 18, 19, 20; CAH2-BLM 17-24
2. Evaluate the significance of immigration on the labor supply and the movement to organize workers.	CAH2, pp. 47-51; CAH2-T 17, 18, 19, 20; CAH2-BLM 17-24
3. Describe the effects of the "muckrakers" and reform movements (e.g., women's suffrage and temperance) that resulted in government policies affecting child labor, wages, working conditions, trade, monopolies, taxation and the money supply.	CAH2, pp.45, 65-6, 88-101; CAH2-T 17, 18, 19, 20; CAH2-BLM 17-24
*4. Assess the impact of industrialization, the expansion of international markets, urbanization, and immigration on the economy.	CAH2, pp. 36-46, 47-51, 65-6, 88-101; CAH2-T 17, 18, 19, 20; CAH2-BLM 17-24
5. Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels (e.g., workers' compensation, the direct primary, initiative petition, referendum, and recall).	CAH2, pp.45, 65-6, 89, 96-7, 88-101; CAH2-T 17, 18, 19, 20; CAH2-BLM 41-48
*6. Examine the causes of the money panics of 1873, 1893, and 1907, explaining how the establishment of the Federal Reserve System addressed the problems.	CAH2, pp. 65-66, 95; CAH2-BLM 41-48
Standard 5. The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.	
1. Identify the goals of imperialism, explaining its impact on developed and developing nations.	CAH2, pp. 70-87; CAH2-BLM 33-40
2. Identify the role of the Spanish-American War in the development of the United States as a world power.	CAH2, pp. 76-8; CAH2-T 5; CAH2-BLM 33-40
3. Evaluate the role of United States foreign policy and presidential leadership in the construction of a canal in Panama.	CAH2, pp. 83-4; CAH2-T 2; CAH2-BLM 33-40
4. Describe the strengths and weaknesses of Theodore Roosevelt's "Big Stick Diplomacy."	CAH2, pp. 82-5; CAH2-T 15; CAH2-BLM 33-40
5. Analyze the causes and effects of United States involvement in World War I.	CAH2, pp. 104-21, CAH2-T 2, 7, 8, 17, 18, 19, 20; CAH2-BLM 49-56
6. Examine the rationale for the failure of the United States to join the League of Nations and the nation's return to isolationism.	CAH2, pp. 18-9; CAH2-T 17, 18, 19, 20; CAH2-BLM 49-56
Standard 6: The student will describe the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.	
1. Evaluate literature, music, dance, and forms of entertainment, including the Harlem	CAH2, pp. 125; CAH2-T 17, 18, 19, 20; CAH2-BLM

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Renaissance, the Jazz Age, and "talkies." 📖	57-64
2. Investigate the long term effects of reform movements, such as women's suffrage and prohibition (e.g., the 18 th , 19 th , and 21 st Amendments to the Constitution).	CAH2, pp. 92, 96, 100; CAH2-T 6, 17, 18, 20; CAH2-BLM 57-64
3. Analyze the impact of the automobile, and urban and rural electrification on society.	CAH2, pp. 124, 141; CAH2-T 19; CAH2-BLM 57-64
4. Describe rising racial tensions and labor unrest common in the era (e.g., the Tulsa Race Riot and the sit-down strikes).	CAH2, pp. 98-9; CAH2-T 1, 17, 18, 19, 20; CAH2-BLM 57-64
*5. Examine the growing disparity between the wealth of corporate leaders and the incomes of small business owners, industrial workers, and farmers.	CAH2, p. 129; CAH2-T 17, 18, 19, 20; CAH2-BLM 57-64
6. Identify causes contributing to an unstable economy (e.g., the increased reliance on installment buying, a greater willingness to speculate and buy on margin in the stock market, and government reluctance to interfere in the economy).	CAH2, pp.124-5, 127-34; CAH2-T 17, 18, 19, 20; CAH2-BLM 57-64
Standard 7: The student will investigate and analyze the causes and legacy of the Great Depression.	
1. Examine changes in business cycles, weaknesses in key sectors of the economy, and government economic policies in the late 1920s.	CAH2, pp. 124,127-30; CAH2-T 17, 18, 19, 20; CAH2-BLM 65-72
2. Analyze the effects of the Stock Market Crash.	CAH2, pp. 131-4; CAH2-T 17, 18, 19, 20; CAH2-BLM 65-72
3. Evaluate the impact of the Great Depression, the Dust Bowl, and the New Deal economic policies on business and agriculture, and on the American people, their culture and political behavior. 📖	CAH2, pp. 131-47; CAH2-T 9, 17, 18, 19, 20; CAH2-BLM 65-72
4. Identify the contributions of key individuals of the period (e.g., Will Rogers, Eleanor and Franklin Roosevelt, Charles Lindbergh, and Woody Guthrie). 📖	CAH2, pp. 136-46, 142, 147; 149; CAH2-BLM 65-72
5. Assess the impact of the expanded role of government in the economy since the 1930s.	CAH2, pp. 164, 173; CAH2-T 17, 18, 19, 20; CAH2-BLM 65-72
Standard 8: The student will analyze the major causes, events, and effects of United States involvement in World War II.	
*1. Relate the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan to the rise of communism, Nazism, and fascism in the 1930s and 1940s, and the response of the United States.	CAH2, pp. 148-51; CAH2-T 2, 8, 17, 19, 20; CAH2-BLM 65-72
2. Investigate appeasement, isolationism, and the war debates in the United States prior to the outbreak of war.	CAH2, pp. 148-51; CAH2-T 17, 18, 19, 20; CAH2-BLM 73-80
3. Evaluate the impact of preparation and mobilization for war, including the internment policies and their effects (e.g., <i>Korematsu v. United States</i>).	CAH2, pp. 149-55, 165-7; CAH2-T 10, 11, 16, 17, 18, 19, 20; CAH2-BLM 73-80
4. Detail major battles, military turning points, and key strategic decisions in both European and Pacific theaters.	CAH2, pp. 154-69, CAH2-T 8, 10, 11, 12, 17, 18, 19, 20; CAH2-BLM 73-80
5. Analyze public and political reactions in the United States to the events of the Holocaust. 📖	CAH2, p. 156; CAH2-T 17, 18, 19, 20; CAH2-BLM 73-80
Standard 9: The student will assess the successes and shortcomings of United	

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States foreign policy since World War II.	
1. Identify the origins of the Cold War, and its foreign and domestic consequences, including confrontations with the Soviet Union in Berlin and Cuba.	CAH2, pp. 176-86, 197-202, 227-231; CAH2-T 2, 12, 17, 18, 19, 20; CAH2-BLM 81-88
2. Examine the proliferation of nuclear weapons and the arms race.	CAH2, pp. 196-7, 204, 230, 316-7; CAH2-T 17, 18, 19, 20; CAH2-BLM 81-88, 89-96
3. Describe the role of the United States in the formation of the United Nations, NATO, and other alliances.	CAH2, p. 179; CAH2-T 12; CAH2-BLM 81-88
4. Evaluate the role of the United States in attempts at the containment of communism in Europe, Asia, and Latin America, including the Truman Doctrine and the involvement of the United Nations in Korea.	CAH2, pp. 177-9, 182-6; CAH2-T 12, 17, 18, 19, 20; CAH2-BLM 81-88, 89-96
5. Describe the fear of communist influence within the United States, including the McCarthy hearings.	CAH2, pp. 176-86, 200; CAH2-T 17, 18, 19, 20; CAH2-BLM 81-88
6. Evaluate the causes and long term foreign and domestic consequences of United States military commitments in southeast Asia, especially Vietnam.	CAH2, 249-54, 278-9, CAH2-T 13, 17, 18, 19, 20; CAH2-BLM 113-120, 129-136
*7. Examine the strategic and economic factors in the development of Middle East policy, and relations with African nations, such as South Africa.	CAH2, pp. 199, 232, 296, 300-1; CAH2-T 17, 18, 19, 20; CAH2-BLM 137-144, 145-152
*8. Assess the reasons for the collapse of communism in eastern Europe and the Soviet Union, and relate the end of the Cold War to new challenges to the United States leadership role in the world.	CAH2, pp. 299-300, 316-20; CAH2-T 12, 17, 18, 19, 20; CAH2-BLM 145-152
Standard 10: The student will analyze the economic, social, and political transformation of the United States since World War II.	
1. Describe <i>de jure</i> and <i>de facto</i> segregation policies, attempts at desegregation and integration, and the impact of the Civil Rights Movement on society (e.g., <i>Brown v. Board of Education of Topeka, Kansas</i>).	CAH2, pp. 193-6, 225, 242-3, 246-7, 257-61, 287; CAH2-T 1; CAH2-BLM 89-96
2. Evaluate the success of the women's liberation movement and the changing roles of women in society.	CAH2, pp. 209-10, 226, 267-9, 287; CAH2-T 17, 18, 19, 20 CAH2-BLM 121-128
*3. Examine the technology revolution and its impact on communication, transportation, and industry.	CAH2, pp. 190-1, 216, 233; CAH2-T 17, 18, 19, 20; CAH2-BLM 97-104
*4. Assess the impact of violent crime, and illegal drug use and trafficking.	CAH2, p. 276; CAH2-T 17, 18, 19, 20
*5. Explain the effects of increased immigration, the influx of political refugees, and the increasing number of undocumented aliens on society and the economy.	CAH2, pp. 212-4; CAH2-T 1, 2, 17, 18, 19, 20; CAH2-BLM 97-104
6. Identify the contributions of political leaders, political activists, and civil rights leaders, and the major issues and trends in national elections (e.g., differences between the two major political parties, and the rise of third party candidates). 📖	CAH2, pp. 189, 223-4, 243, 252, 257-61, 262-5, 266, 267-9, 287, 292-3, 309, 319, 321, 330-1; CAH2-T 17, 18, 19, 20; CAH2-BLM 97-104, 105-112, 113-128
*7. Examine the postwar rise in the standard of living, the oil embargo and the inflation of the 1970s, and the federal budget deficit problems of the 1980s and early 1990s.	CAH2, pp. 190, 206-11, 292-3, 295-8, 325-6; CAH2-T 17, 18, 19, 20; CAH2-BLM 97-104, 137-144, 145-152
8. Evaluate the impact of political scandals (e.g., Watergate, Iran-Contra, and the Clinton impeachment) on federal law, national policies, and political behavior. 📖	CAH2, pp. 283-6, 315-6, 326-7; CAH2-T 17, 18, 19, 20; CAH2-BLM 129-136, 145-152, 153-160

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9. Analyze how the principles and structures of the United States Constitution have changed through amendment and judicial interpretation (e.g., the 22 nd and 25 th Amendments, and <i>Gideon v. Wainwright</i> and <i>Miranda v. Arizona</i>).	CAH2, pp. 223, 247, 291-2, 359-60; CAH2-T 17, 18, 19, 20; CAH2-BLM 113-120, 137-144
*10. Compare and contrast conservative and liberal economic strategies, including the positions of political parties and interest groups on major issues in the post-World War II era.	CAH2, pp. 190, 241-2, 276, 309-11, 321; CAH2-T 18, 20; CAH2-BLM 89-96, 97-104, 105-112, 113-120, 121-128, 129-136, 137-144, 145-152, 153-160