

American History CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
EUS	Early United States		
EUS.1.AH	Students shall examine the causes and effects of migration patterns in the early history of North America.		
EUS.1.AH.1	Evaluate the motivations for the exploration of the New World	Unit 1 “Settling the Americas”	Section 1 “Pre-Columbian Era”
EUS.1.AH.2	Compare and contrast the political, social, economic, and geographic motives for migration to the three colonial regions (e.g., New England, Middle, Southern)	Unit 1 “Settling the Americas”	Section 2 “European Exploration and Colonization”
EUS.1.AH.3	Trace the routes of early exploration in what was to become the United States	Unit 1 “Settling the Americas”	Section 2 “European Exploration and Colonization”
EUS.1.AH.4	Research economic development in the three colonial regions using primary and secondary sources	Unit 1 “Settling the Americas”	Section 2 “European Exploration and Colonization” Section 3 “The New England and Southern Colonies”
EUS.1.AH.5	Map the geographic similarities and differences among the three colonial regions	Unit 1 “Settling the Americas”	Section 2 “European Exploration and Colonization” Section 3 “The New England and Southern Colonies”
EUS.1.AH.6	Compare and contrast economic development in the three colonial regions	Unit 1 “Settling the Americas”	Section 2 “European Exploration and Colonization” Section 3 “The New England and Southern Colonies”
EUS.1.AH.7	Analyze different points of view regarding society, customs, and traditions in the three colonial	Unit 1 “Settling the Americas”	Section 2 “European Exploration and Colonization”

American History CR

	regions		Section 3 “The New England and Southern Colonies”
EUS.1.AH.8	Compare changes which occurred over time in the three colonial regions	Unit 1 “Settling the Americas”	Section 2 “European Exploration and Colonization” Section 3 “The New England and Southern Colonies”
EUS.1.AH.9	Explain how the concept of Manifest Destiny led to westward expansion:		
EUS.1.AH.9.a	Louisiana Purchase	Unit 2 “The Growing Nation”	Section 2 “Expanding the Republic”
EUS.1.AH.9.b	War of 1812	Unit 2 “The Growing Nation”	Section 3 “Resistance, War and Expansion”
EUS.1.AH.9.c	territorial expansion	Unit 2 “The Growing Nation”	Section 3 “Resistance, War and Expansion” Section 4 “Settling the Western Frontier”
EUS.1.AH.9.d	annexation of Texas	Unit 4 “The Expanding Nation”	Section 2 “Spanish Influence in North America” Section 3 “Trails, Texas and Beyond”
EUS.1.AH.9.e	impact on American Indians	Unit 2 “The Growing Nation” Unit 4 “The Expanding Nation”	Section 3 “Resistance, War and Expansion” Section 4 “Settling the Western Frontier” Section 3 “Trails, Texas and Beyond”

American History CR

EUS.2.AH	Students shall investigate the historical foundations of the United States government.		
EUS.2.AH.1	Discuss the creation of the new national government:		
EUS.2.AH.1.a	Articles of Confederation	Unit 1 “Settling the Americas”	Section 4 “The American Revolution”
EUS.2.AH.1.b	Constitutional Convention	Unit 2 “The Growing Nation”	Section 1 “Forming the New Republic”
EUS.2.AH.1.c	Bill of Rights	Unit 2 “The Growing Nation”	Section 1 “Forming the New Republic”
EUS.2.AH.2	Investigate the major governmental ideas established in the colonial and early national periods using primary and secondary source documents:		
EUS.2.AH.2.a	Declaration of Independence	Unit 1 “Settling the Americas”	Section 4 “The American Revolution”
EUS.2.AH.2.b	Northwest Ordinances	Unit 2 “The Growing Nation”	Section 4 “Settling the Western Frontier”
EUS.2.AH.2.c	Federalist Papers	Unit 2 “The Growing Nation”	Section 1 “Forming the New Republic”

American History CR

EUS.2.AH.2.d	United States Constitution	Unit 2 “The Growing Nation”	Section 1 “Forming the New Republic”
EUS.2.AH.2.e	Washington's Farewell Address	Unit 2 “The Growing Nation”	Section 2 “Expanding the Republic”
EUS.3.AH	Students shall investigate the causes and effects of war in the early history of the United States.		
EUS.3.AH.1	Analyze the causes and effects of the American Revolution:		
EUS.3.AH.1.a	political	Unit 1 “Settling the Americas”	Section 4 “The American Revolution”
EUS.3.AH.1.b	social	Unit 1 “Settling the Americas”	Section 4 “The American Revolution”

American History CR

EUS.3.AH.1.c	economic	Unit 1 “Settling the Americas”	Section 4 “The American Revolution”
EUS.3.AH.1.d	geographic	Unit 1 “Settling the Americas”	Section 4 “The American Revolution”
EUS.3.AH.2	Discuss the causes and effects of the Mexican-American War:		
EUS.3.AH.2.a	political	Unit 4 “The Expanding Nation”	Section 2 “Spanish Influence in North America” Section 3 “Trails, Texas and Beyond”
EUS.3.AH.2.b	social	Unit 4 “The Expanding Nation”	Section 2 “Spanish Influence in North America” Section 3 “Trails, Texas and Beyond”
EUS.3.AH.2.c	economic	Unit 4 “The Expanding Nation”	Section 2 “Spanish Influence in North America” Section 3 “Trails, Texas and Beyond”

American History CR

EUS.3.AH.2.d	geographic	Unit 4 “The Expanding Nation”	Section 2 “Spanish Influence in North America” Section 3 “Trails, Texas and Beyond”
EUS.3.AH.3	Analyze the causes and effects of the Civil War:		
EUS.3.AH.3.a	political	Unit 3 “The Dividing Nation” Unit 5 “The Nation Torn Apart”	Section 1 “Divisions Among the Nation” All Sections (1 – 3)
EUS.3.AH.3.b	social	Unit 3 “The Dividing Nation” Unit 5 “The Nation Torn Apart”	Section 1 “Divisions Among the Nation” All Sections (1 – 3)
EUS.3.AH.3.c	economic	Unit 3 “The Dividing Nation” Unit 5 “The Nation Torn Apart”	Section 1 “Divisions Among the Nation” All Sections (1 – 3)
EUS.3.AH.3.d	geographic	Unit 3 “The Dividing Nation” Unit 5 “The Nation Torn Apart”	Section 1 “Divisions Among the Nation” All Sections (1 – 3)

American History CR

R	Reconstruction		
R.4.AH	Students shall analyze westward expansion in the United States since Reconstruction.		
R.4.AH.1	Examine the effect of the Homestead Act and the Morrill Land Grant Act on westward expansion		
R.4.AH.2	Discuss the impact of the transcontinental railroad on the development of the West		
R.4.AH.3	Compare and contrast competition between the farmers of the Great Plains and cattle ranchers:		
R.4.AH.3.a	technology (e.g., John Deere, Cyrus McCormick, Joseph Glidden, dry farming)		

American History CR

R.4.AH.3.b	cow towns		
R.4.AH.3.c	railheads		
R.4.AH.3.d	cowboys		
R.4.AH.3.e	range wars		
R.4.AH.4	Analyze the advantages and disadvantages of the mining boom:		
R.4.AH.4.a	impact on American Indians (e.g., work of Helen Hunt Jackson, Dawes Act, Indian Wars)	Unit 3 “The Dividing Nation”	Section 3 “Jacksonian Democracy and Beyond”

American History CR

R.4.AH.4.b	environmental impact		
R.4.AH.4.c	economic impact		
R.5.AH	Students shall evaluate the impact of social movements and reforms during Reconstruction.		
R.5AH.1	Chart the strengths and weaknesses of the various plans for Reconstruction (e.g., Ten-percent plan, Freedman's Bureau, Wade-Davis Bill)		
R.5AH.2	Identify the significance of the Civil War Amendments:		
R.5AH.2.a	Thirteenth Amendment		

American History CR

R.5AH.2.b	Fourteenth Amendment		
R.5AH.2.c	Fifteenth Amendment		
R.5.AH.3	Research the effects of the Civil War Amendments during Reconstruction using primary source documents		
R.5.AH.4	Examine the reasons for the impeachment of President Andrew Johnson		
R.5.AH.5	Examine the reaction of United States citizens to civil rights in the late 1800s (e.g., sharecropping, the black codes, Jim Crow, de facto versus de jure segregation, Plessy v. Ferguson -1896, New South - Henry Grady)		
R.5.AH.6	Explain how the election of 1876 and the Compromise of 1877 led to the end of Reconstruction		

American History CR

R.5.AH.7	Outline the successes and failures of Reconstruction		
IN	Industrialization		
IN.6.AH	Students shall investigate the impact of changing technology on economic development.		
IN.6.AH.1	Investigate the impact of emerging communication technology on economic development using primary and secondary source documents (e.g., telegraph, typewriter, telephone, photographic film)		
IN.6.AH.2	Investigate the impact of emerging transportation technology on economic development using primary and secondary source documents (e.g., airplane, Pullman cars, mass production of the automobile)		
IN.6.AH.3	Investigate the impact of emerging technology on urban development using primary and secondary source documents (e.g., steel, elevator, skyscraper, suspension bridges, mass transit)		

American History CR

IN.6.AH.4	Investigate the impact of emerging technology on industrial growth using primary and secondary source documents (e.g., electrification, refrigeration, hydraulic brakes, steel and oil industries)		
IN.7.AH	Students shall evaluate the impact of immigration on society in the United States.		
IN.7AH.1	Describe the purpose of Angel Island and Ellis Island		
IN.7AH.2	Map the changing immigration patterns of the late 19th and early 20th centuries	Unit 4 “The Expanding Nation”	Section 1 “Immigration and Divisions”
IN.7.AH.3	Categorize the rise of nativism as a reaction to the changing immigration patterns of the late 19th and early 20th centuries:		
IN.7.AH.3.a	assimilation	Unit 4 “The Expanding Nation”	Section 1 “Immigration and Divisions”

American History CR

IN.7.AH.3.b	public education		
IN.7.AH.3.c	Chinese Exclusion Act		
IN.7.AH.3.d	Gentlemen's Agreement		
IN.7.AH.3.e	Immigration Restriction League		
IN.7.AH.4	Illustrate the changing immigration patterns from rural areas to urban areas in the late 19th and early 20th centuries		
IN.7.AH.5	Research solutions to the problems that resulted from urban migration (e.g., housing, transportation, water, sanitation, crime, fire, poor working conditions)		

American History CR

IN.7.AH.6	Examine the role that immigrants played in the emergence of political machines (e.g., Tammany Hall)		
IN.8.AH	Students shall analyze the rise of big business in the United States.		
IN.8.AH.1	Compare and contrast the terms "captains of industry" and "robber barons"		
IN.8.AH.2	Identify and analyze the contributions of important industrialists in the Post-Reconstruction era:		
IN.8.AH.2.a	Andrew Carnegie		
IN.8.AH.2.b	George Pullman		

American History CR

IN.8.AH.2.c	John D. Rockefeller		
IN.8.AH.2.d	J.P. Morgan		
IN.8.AH.2.e	Cornelius Vanderbilt		
IN.8.AH.3	Compare and contrast vertical integration and horizontal integration		
IN.8.AH.4	Analyze new forms of business organization:		
IN.8.AH.4.a	trusts		

American History CR

IN.8.AH.4.b	monopolies		
IN.8.AH.4.c	pools		
IN.8.AH.4.d	holding companies		
IN.8.AH.5	Describe the political and economic philosophy of Social Darwinism (e.g., Herbert Spencer, laissez-faire economics)		
IN.8.AH.6	Compare and contrast the reaction of labor to the rise of big business:		
IN.8.AH.6.a	Knights of Labor		

American History CR

IN.8.AH.6.b	American Federation of Labor		
IN.8.AH.6.c	International Workers of the World		
IN.8.AH.6.d	American Railway Union		
IN.8.AH.6.e	United Mine Workers		
PO	Populism		
PO.9.AH	Students shall examine the impact of westward migration during the Gilded Age.		

American History CR

PO.9.AH.1	Identify the significance of the Exodusters		
PO.9.AH.2	Analyze life on the Great Plains using primary and secondary sources (e.g., soddies/dugouts, weather, gender roles, medical care, education)		
PO.9.AH.3	Discuss how frontier life altered the American image		
PO.9.AH.4	Chart the transition of Oklahoma from Indian Territory to statehood		
PO.9.AH.5	Discuss problems faced by farmers (e.g., bonanza farms, railroads, economic depression, overproduction)		
PO.10.AH	Students shall survey the impact of reform movements on social problems in the United States.		

American History CR

PO.10.AH.1	Summarize the cooperative efforts of farmers in solving agricultural issues:		
PO.10.AH.1.a	grange		
PO.10.AH.1.b	alliances		
PO.10.AH.2	Discuss the rise and fall of the Populist Party:		
PO.10.AH.2.a	graduated income tax		
PO.10.AH.2.b	Panic of 1893		

American History CR

PO.10.AH.2.c	election of 1896		
PO.10.AH.2.d	free silver		
PO.10.AH.2.e	railroad regulation		
PO.11.AH	Students shall examine the political ideas of the Gilded Age		
PO.11.AH.1	Describe the rulings in the Supreme Court cases regulating industry:		
PO.11.AH.1.a	Munn v. Illinois		

American History CR

PO.11.AH.1.b	Wabash v. Illinois		
PO.11.AH.1.c	E.C. Knight Co. v. United States		
PO.11.AH.1.d	slaughterhouse cases		
PO.11.AH.2	Discuss the merits of civil service reforms that resulted from the political corruption of the Gilded Age (e.g., spoils system, Pendleton Act, assassination of James Garfield)		
IM	Imperialism		
IM.12.AH	Students shall evaluate the territorial expansion of the United States during the late 19th and early 20th centuries.		

American History CR

IM.12.AH.1	Identify the steps leading to the acquisition of Alaska and Hawaii		
IM.12.AH.2	Describe the participation of the United States in the Spanish-American War leading to the creation of the United States as an imperial power:		
IM.12.AH.2.a	Jingoism		
IM.12.AH.2.b	USS Maine		
IM.12.AH.2.c	yellow journalism		
IM.12.AH.2.d	Joseph Pulitzer		

American History CR

IM.12.AH.2.e	Teller Amendment		
IM.12.AH.2.f	Cuba/Platt Amendment		
IM.12.AH.2.g	Philippines		
IM.12.AH.2.h	William McKinley		
IM.12.AH.3	Describe the creation of the United States as an imperial power as viewed from multiple perspectives (e.g., Emilio Aquinaldo, Cuba, the Philippines, Queen Liliuokalani)		
IM.12.AH.4	Analyze the steps which led to the construction of the Panama Canal (e.g., gunboat diplomacy, Panamanian Revolution)		

American History CR

IM.13.AH	Students shall analyze the foreign policy of the United States during the early 20th century.		
IM.13.AH.1	Describe President Theodore Roosevelt's foreign policy:		
IM.13.AH.1.a	Big Stick Diplomacy		
IM.13.AH.1.b	Great White Fleet		
IM.13.AH.1.c	Roosevelt Corollary		
IM.13.AH.2	Compare and contrast the Dollar Diplomacy of President William Howard Taft and the Moral Diplomacy of President Woodrow Wilson		

American History CR

IM.13.AH.3	Analyze the effects of the Open Door Policy on the relationship between the United States and China:		
IM.13.AH.3.a	Boxer Rebellion		
IM.13.AH.3.b	John Hay		
IM.13.AH.3.c	spheres of influence		
IM.13.AH.4	Evaluate the social, political, economic, and geographic impact of the Open Door Policy		
IM.13.AH.5	Examine the relationship between the United States and its Latin-American neighbors (e.g., Pancho Villa, John Pershing, ABC Conference)		

American History CR

PR	Progressivism		
PR.14.AH	Students shall evaluate the reforms of progressivism.		
PR.14.AH.1	Analyze the effectiveness of the muckrakers on reforming American society:		
PR.14.AH.1.a	social reform		
PR.14.AH.1.b	educational reform		
PR.14.AH.1.c	political reform		

American History CR

PR.14.AH.1.d	economic reform		
PR.14.AH.2	Examine the Social Gospel Movement and its influence on society (e.g., settlement house, Jane Addams, William Glidden)		
PR.14.AH.3	Evaluate the use of photo-journalism in affecting urban social reform (e.g., Lewis Hine, Jacob Riis, Keating Owen Act of 1916, Fair Labor Standards Act of 1938)		
PR.14.AH.4	Research the women's rights struggle from the 1840s through the Progressive Era:		
PR.14.AH.4.a	Seneca Falls Convention		
PR.14.AH.4.b	National American Women Suffrage Association		

American History CR

PR.14.AH.4.c	National Association of Colored Women		
PR.14.AH.4.d	Nineteenth Amendment		
PR.14.AH.5	Investigate the contributions of Theodore Roosevelt's administration in establishing conservation of natural resources:		
PR.14.AH.5.a	John Muir		
PR.14.AH.5.b	Gifford Pinchot		
PR.14.AH.6	Discuss Woodrow Wilson's New Freedom in regard to monetary and fiscal change:		

American History CR

PR.14.AH.6.a	Underwood Tariff of 1913		
PR.14.AH.6.b	Federal Reserve Act of 1913		
PR.14.AH.7	Evaluate Robert La Follette's Wisconsin Idea in regard to political reform:		
PR.14.AH.7.a	initiative		
PR.14.AH.7.b	referendum		
PR.14.AH.7.c	recall		

American History CR

PR.14.AH.7.d	direct primary		
PR.14.AH.8	Compare and contrast the political views of Booker T. Washington and W.E.B. Du Bois:		
PR.14.AH.8.a	Atlanta Compromise		
PR.14.AH.8.b	Niagara Movement		
PR.14.AH.8.c	Tuskegee Institute		
PR.14.AH.8.d	National Association for the Advancement of Colored People		

American History CR

PR.14.AH.9	Analyze the progression of government regulation of business:		
PR.14.AH.9.a	Interstate Commerce Act		
PR.14.AH.9.b	Sherman Anti-trust Act		
PR.14.AH.9.c	Clayton Anti-trust Act		
PR.14.AH.9.d	Federal Trade Commission Act		
PR.14.AH.10	Investigate Theodore Roosevelt's Square Deal policies which increased presidential powers [e.g., trust busting, 1902 coal strike, railroad regulation (Elkins Act/Hepburn Act), Meat Inspection Act, Pure Food and Drug Act, conservation]		

American History CR

PR.14.AH.11	Analyze the effects of the Sixteenth, Seventeenth, and Eighteenth Amendments		
PR.14.AH.12	Examine the effects of the 1912 presidential election		
WC	World in Conflict		
WC.15.AH	Students shall examine the social, political, and economic changes during World War I.		
WC.15.AH.1	Analyze the causes of World War I:		
WC.15.AH.1.a	imperialism		

American History CR

WC.15.AH.1.b	nationalism		
WC.15.AH.1.c	militarism		
WC.15.AH.1.d	alliances		
WC.15.AH.2	Identify the steps leading to the entrance of the United States into World War I (e.g., Lusitania, Sussex Pledge, Zimmerman Telegram)		
WC.15.AH.3	Discuss the contributions of the United States to the Allies in World War I		
WC.15.AH.4	Investigate mobilization on the home front during World War I:		

American History CR

WC.15.AH.4.a	Selective Service Act		
WC.15.AH.4.b	Food Administration		
WC.15.AH.4.c	Fuel Administration		
WC.15.AH.4.d	War Industries Board		
WC.15.AH.4.e	Committee on Public Information		
WC.15.AH.5	Debate freedom of speech versus national security (e.g., Espionage and Sedition Act , Schenck v. United States, public opposition to the war)		

American History CR

WC.15.AH.6	Examine the Treaty of Versailles:		
WC.15.AH.6.a	Wilson's Fourteen Points		
WC.15.AH.6.b	ratification debate		
WC.16.AH	Students shall examine the social, political, and economic changes during the Jazz Age/Roaring Twenties.		
WC.16.AH.1	Investigate the sources of national fear and violence in post World War I (e.g., Xenophobia/Nativism, Communism, Red Scare/Palmer Raids, Anarchists/Sacco and Vanzetti, Ku Klux Klan, Emergency Quota Act of 1921, labor strikes)		
WC.16.AH.2	Evaluate the artistic, literary, and social movements of the 1920s, which changed society (e.g., Harlem Renaissance, Lost Generation, jazz culture, Ash Can School, United Negro Improvement Association)		

American History CR

WC.16.AH.3	Analyze the domestic policies of Presidents Warren G. Harding, Calvin Coolidge, and Herbert Hoover		
WC.17.AH	Students shall examine the social, political, and economic changes during the Great Depression.		
WC.17.AH.1	Examine the causes and effects of the Dust Bowl on agriculture and migration patterns		
WC.17AH.2	Analyze the national and global causes and effects of the Great Depression		
WC.17.AH.3	Discuss President Herbert Hoover's policies in dealing with the Great Depression		
WC.17.AH.4	Evaluate President Franklin D. Roosevelt's New Deal including the long term effects (e.g., growth of federal power/bureaucracy, Tennessee Valley Authority, social security, minimum wage)		

American History CR

WC.18.AH	Students shall examine the social, political, and economic changes during World War II.		
WC.18.AH.1	Discuss the isolationist policies of the United States prior to entry into World War II		
WC.18.AH.2	Summarize Japanese motives for attacking Pearl Harbor		
WC.18.AH.3	Describe the United States' mobilization for war on the home front:		
WC.18.AH.3.a	War Production Board		
WC.18.AH.3.b	roles of women		

American History CR

WC.18.AH.3.c	war bonds		
WC.18.AH.3.d	Selective Service Act		
WC.18.AH.3.e	Office of Price Administration		
WC.18.AH.3.f	roles of African Americans		
WC.18.AH.4	Evaluate the effects of the forced relocation of Japanese Americans including the Arkansas connection:		
WC.18.AH.4.a	internment camps (Jerome and Rohwer)		

American History CR

WC.18.AH.4.b	Korematsu v. United States		
WC.18.AH.5	Evaluate the military contribution of minorities in World War II:		
WC.18.AH.5.a	Tuskegee Airmen		
WC.18.AH.5.b	Navajo Code Talkers		
WC.18.AH.5.c	442nd Regimental Combat Team		
WC.18.AH.6	Investigate the contributions of technology and science during World War II (e.g., Office of Scientific Research and Development, Manhattan Project, blood plasma, penicillin, radar, semiconductors, synthetic materials, freeze-dried food)		

American History CR

WC.18.AH.7	Analyze President Harry S. Truman's decision to use atomic weapons against Japan		
WC.18.AH.8	Investigate the effects of World War II on population shifts, economic gains, and social adjustments during the post-war period (e.g., defense industry towns, African American migration, farmer prosperity, employment of women, baby boom, juvenile delinquency, G.I. Bill of Rights)		
WC.18.AH.9	Examine racial conflicts in the World War II period		
CUS	Contemporary United States		
CUS.19.AH	Students shall examine the changes encountered between the Cold War and the present.		
CUS.19.AH.1	Investigate the origins of the Cold War (e.g., Yalta Conference, division of Europe, United Nations, Truman Doctrine, Marshall Plan, Berlin Crisis)		

American History CR

CUS.19.AH.2	Discuss the influence of McCarthyism on American society and politics		
CUS.19.AH.3	Examine the increase in bureaucracy as a result of the Cold War:		
CUS.19.AH.3.a	National Security Act of 1947		
CUS.19.AH.3.b	Interstate Highway Act of 1957		
CUS.19.AH.4	Examine the development of international alliances as a result of the Cold War:		
CUS.19.AH.4.a	North Atlantic Treaty Organization		

American History CR

CUS.19.AH.4.b	Warsaw Pact		
CUS.19.AH.5	Discuss the impact of the space race on relations between the United States and the Soviet Union		
CUS.19.AH.6	Investigate civil rights issues affecting the following groups:		
CUS.19.AH.6.a	African Americans		
CUS.19.AH.6.b	American Indians	Unit 1 “Settling the Americas”	Section 1 “Pre-Columbian Era”
CUS.19.AH.6.c	Asian Americans		

American History CR

CUS.19.AH.6.d	Hispanic Americans		
CUS.19.AH.6.e	women		
CUS.19.AH.7	Investigate the role of the United States in global conflicts:		
CUS.19.AH.7.a	Korean Conflict		
CUS.19.AH.7.b	Vietnam Conflict		
CUS.19.AH.7.c	Operation Desert Shield/Storm		

American History CR

CUS.19.AH.8	Examine the cultural and technological changes in American society that began in the 1950s using primary and secondary sources		
CUS.19.AH.9	Compare and contrast the policies of the New Frontier and the Great Society		
CUS.19.AH.10	Discuss the political and social results of Watergate		
CUS.19.AH.11	Compare and contrast the domestic and foreign policies of United States presidents from Richard Nixon to the present		
CUS.19.AH.12	Recognize current issues in immigration and ethnic diversity		
CUS.19.AH.13	Investigate the effects of the September 11, 2001, terrorist attack on the United States:		



American History CR

CUS.19.AH.13.a	Department of Homeland Security		
CUS.19.AH.13.b	Patriot Act		
CUS.19.AH.13.c	Transportation Security Act		
CUS.19.AH.13.d	Operation Enduring Freedom		