

American History

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
I	United States History		
I.A	Indigenous People of North America	Unit I	Indigenous People of North America
I.A.1	The student will demonstrate knowledge of indigenous cultures in North America prior to and during western exploration.	Unit I	Social structure and religion within Native American culture. Maya, Inca, Aztecs. Interactions of indigenous groups and Europeans
I.A.1.1	Students will identify important cultural aspects and regional variations of major North American Indian nations.	Unit I	Social structure and religion within Native American culture. Maya, Inca, Aztecs. Interactions of indigenous groups and Europeans. Oral histories, barter system, etc
I.B	Three Worlds Converge, 1450-1763		
I.B.1	The student will understand how European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.	Unit I	Understand and analyze how European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples
I.B.1.1	Students will identify the stages and motives of European oceanic and overland exploration from the 15th to the 17th centuries.	Unit I	Crusades, rivalry between nations, Caravels, conquistadores, Treaty of Tordesillas, Line of Demarcation, missions, charters, etc.
I.B.1.2	Students will describe the consequences of early interactions between Europeans and American Indian nations.	Unit I	Describe the consequences of early interactions between Europeans and American Indian nations
I.B.1.3	Students will describe key characteristics of West African kingdoms and the development of the Atlantic slave trade.		

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I.B.2	The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.	Unit I	Demonstrate knowledge of the colonies and the factors that shaped colonial North America.
I.B.2.1	Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact.	Unit I	Compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact.
I.B.2.2	Students will identify the growing differences and tensions between the European colonies, England and American Indian Nations.	Unit I	Identify the growing differences and tensions between the European colonies, England and American Indian Nations
I.C	Three Worlds Converge, 1450-1763		
I.C.1	The student will understand the economic development of the English colonies in North America and the exploitation of enslaved Africans.	Unit I	Understand the economic development of the English colonies in North America and the exploitation of enslaved Africans
I.C.1.1	Students will describe and evaluate the enslavement of Africans, the Middle Passage and the use of slave labor in European colonies.		
I.D	Revolution and the New Nation, 1763-1820	Unit I	Treaty of Paris 1763, taxation without representation, Boston Massacre, Boston Tea Party, Boston Port Act, Continental Congress, Articles of Confederation Constitution, Bill of Rights, etc.

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I.D.1	The student will demonstrate knowledge of the causes, course, and consequences of the American Revolution.	Unit I	Treaty of Paris 1763, taxation without representation, Boston Massacre, Boston Tea Party, Boston Port Act, Continental Congress, articles of Confederation Constitution, Bill of Rights, etc.
I.D.1.1	Students will analyze the major economic, political, and philosophical conflicts leading to the American Revolution including the roles of the First and Second Continental Congresses and the Declaration of Independence.	Unit II	Major economic, political, and philosophical conflicts leading to the American Revolution including the roles of the First and Second Continental Congresses and the Declaration of Independence
I.D.1.2	Students will explain how and why the Americans won the war against superior British resources, analyzing the role of key leaders, major campaigns and events, and participation by ordinary soldiers and civilians.	Unit II	Explain how and why the Americans won the war against superior British resources, analyzing the role of key leaders, major campaigns and events, and participation by ordinary soldiers and civilians.
I.D.1.3	Students will explain the impact of the Revolutionary War on groups within American society, including loyalists, patriots, women and men, Euro-Americans, enslaved and free African Americans, and American Indians.	Unit II	Explain the impact of the Revolutionary War on groups within American society, including loyalists & patriots
I.E	Revolution and the New Nation, 1763-1820	Unit I & II	Revolution and the New Nation, 1763- 1820
I.E.1	The student will understand the foundation of the American government and nation.	Unit II	The Constitution and The Bill of Rights
I.E.1.1	Students will identify and explain the basic principles that were set forth in the documents that declared the nation's independence (the Declaration of Independence, inalienable rights and self-evident truths) and that established the new nation's government (the	Unit II	Identify and explain the basic principles that were set forth in the documents that declared the nation's independence (the Declaration of Independence, inalienable

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	Constitution).		rights and self-evident truths) and that established the new nation's government (the Constitution).
I.E.1.2	Students will describe and evaluate the major achievements and problems of the Confederation period, and analyze the debates over the Articles of Confederation and the revision of governmental institutions that created the U.S. Constitution and the Bill of Rights, and the interpretive function of the Supreme Court.	Unit II	Describe and evaluate the major achievements and problems of the Confederation period, and analyze the debates over the Articles of Confederation and the revision of governmental institutions that created the U.S. Constitution and the Bill of Rights, and the interpretive function of the Supreme Court
I.E.1.3	Students will describe and explain the emergence of the first American party system.	Unit II	Describe and explain the emergence of the first American party system.
I.F	Expansion, Innovation, and Reform, 1801- 1861	Unit II	Timeline of Events, Land Act of 1800, Embargo Act, Treaty of Greenville, War of 1812, Treaty of Ghent, Missouri Compromise, Industrial Revolution, emigration and immigration, rural –to-urban movement, interchangeable parts, Erie Canal, Cumberland Road, Turnpike
I.F.1	The student will demonstrate knowledge of the early republic and how territorial expansion affected foreign relations.	Unit II	The Louisiana Purchase, the War of 1812,

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I.F.1.1	Students will describe the causes and analyze the effects of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.	Unit II	Describe the causes and analyze the effects of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine
I.F.1.2	Students will analyze the impact of territorial expansion on American Indian nations and the evolution of federal and state Indian policies.	This is discussed and analyzed in various units and sections in which expansion is discussed.	
I.F.1.3	Students will analyze the causes and consequences of U.S. geographic expansion to the Pacific, including the concept of Manifest Destiny and the Mexican-American War.	Unit II Unit IV	Westward migration and expansion, population surges, Northwest Ordinance, Cherokee, Seminole Immigration and population growth, Texas gains independence, Mexican War, gold rush
I.G	Expansion, Innovation, and Reform, 1801- 1861	Unit II	Timeline of Events, Land Act of 1800, Embargo Act, Treaty of Greenville, War of 1812, Treaty of Ghent, Missouri Compromise, Industrial Revolution, emigration and immigration, rural –to-urban movement, interchangeable parts, Erie Canal, Cumberland Road, Turnpike
I.G.1	The student will understand how explosive growth (economic, demographic, geographic) and technological innovation transformed American society.	Units II, III, IV	Timeline of Events, Industrial Revolution, emigration and immigration, rural –to-urban movement, interchangeable parts, Erie Canal, Cumberland Road, Turnpike Timeline of Events, Population Density,

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			<p>Urbanization, Industrialization, Tenements,</p> <p>Causes of massive immigration during 1840s, early factories</p>
I.G.1.1	<p>Students will describe and analyze the impact of innovations in industry, technology and transportation on life in America.</p>	Units II, III, IV	<p>Timeline of Events, Industrial Revolution, emigration and immigration, rural –to-urban movement, interchangeable parts, Erie Canal, Cumberland Road, Turnpike</p> <p>Timeline of Events, Population Density, Urbanization, Industrialization, Tenements,</p> <p>Causes of massive immigration during 1840s, early factories</p>
I.G.1.2	<p>Students will examine demographic growth and patterns of population change and their consequences for American society before the Civil War.</p>	Units II, III, IV	<p>Timeline of Events, Industrial Revolution, emigration and immigration, rural –to-urban movement, interchangeable parts, Erie Canal, Cumberland Road, Turnpike</p> <p>Timeline of Events, Population Density, Urbanization, Industrialization, Tenements,</p> <p>Causes of massive immigration during 1840s, early factories</p>

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I.H	Expansion, Innovation, and Reform, 1801- 1861	Unit II	Timeline of Events, Land Act of 1800, Embargo Act, Treaty of Greenville, War of 1812, Treaty of Ghent, Missouri Compromise, Industrial Revolution, emigration and immigration, rural –to-urban movement, interchangeable parts, Erie Canal, Cumberland Road, Turnpike
I.H.1	The student will understand the sources, characteristics, and effects of antebellum reform movements.	Unit V	Opposing views of north and south regarding slavery, regional differences, Fugitive Slave Act, states rights, Kansas Nebraska Act, popular sovereignty, Missouri Compromise
I.H.1.1	Students will understand the sources, characteristics and effects of cultural, religious and social reform movements, including the abolition, temperance, and women's rights movements.	Unit III Unit IV Unit V Unit VII	Causes of reform. Education, Economic, Prison Reform Abolition, Temperance Movement, Women’s Rights American Republican party, Northern and Southern differences Evolution of political parties Ghettos, political machines, political bosses, Salvation Army, Hull House
I.H.2	The student will understand the extension, restriction, and reorganization of political democracy after 1800.	Unit V	Evolution of political parties

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I.H.2.1	Students will describe and analyze changes in American political life including the spread of universal white male suffrage, restrictions on free African Americans, and the emergence of the Second Party System.		
I.I	Civil War and Reconstruction, 1850-1877	Unit V Unit VI	Causes of Civil War, battles of war, strategies of each side, Emancipation Proclamation, Lincoln’s assassination Reconstruction, Jim Crow Laws, KKK, Freedman’s Bureau, carpetbaggers, sharecroppers, 13 th , 14 th , 15 th amendments, Compromise of 1877
I.I.1	The student will demonstrate knowledge of the long- and short-term causes of the Civil War	Unit V Unit VI	Causes of Civil War, battles of war, strategies of each side, Emancipation Proclamation, Lincoln’s assassination Reconstruction, Jim Crow Laws, KKK, Freedman’s Bureau, carpetbaggers, sharecroppers, 13 th , 14 th , 15 th amendments, Compromise of 1877
I.I.1.1	Students will identify and explain the economic, social, and cultural differences between the North and the South.	Unit V	Opposing views of north and south regarding slavery, regional differences, Fugitive Slave Act, states rights, Kansas Nebraska Act, popular sovereignty, Missouri Compromise
I.I.1.2	Students will understand and analyze the political impact of debates over slavery and growing sectional polarization in key events including the Missouri Compromise, the Compromise of 1850 and the Fugitive Slave Law, the rise of the Republican party, the Southern secession	Unit V	Opposing views of north and south regarding slavery, regional differences, Fugitive Slave Act, states rights, Kansas Nebraska Act, popular sovereignty, Missouri Compromise of 1850 and

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	movement and the formation of the Confederacy.		the Fugitive Slave Law, the rise of the Republican party, the Southern secession movement and the formation of the Confederacy.
I.I.2	The student will understand the course, character, and outcome of the Civil War.	Units V & VI	Causes of Civil War, battles of war, strategies of each side, Emancipation Proclamation, Lincoln’s assassination Reconstruction, Jim Crow Laws, KKK, Freedman’s Bureau, carpetbaggers, sharecroppers, 13 th , 14 th , 15 th amendments, Compromise of 1877
I.I.2.1	Students will identify events and leaders of the war, and analyze how the differences in resources of the Union and Confederacy (economy, technology, demography, geography, political and military leadership) affected the course of the war and Union victory.	Units V & VI	Students will identify events and leaders of the war, and analyze how the differences in resources of the Union and Confederacy (economy, technology, demography, geography, political and military leadership) affected the course of the war and Union victory
I.I.2.2	Students will describe and explain the social experience of the war on battlefield and home front, in the Union and the Confederacy.	Unit V & VI	Students will describe and explain the social experience of the war on battlefield and home front, in the Union and the Confederacy
I.I.2.3	Students will analyze the significance of Lincoln's Gettysburg Address and its views of American political life.		
I.I.3	The student will demonstrate knowledge of the consequences of Civil War and Reconstruction.	Unit VI	Reconstruction, Jim Crow Laws, KKK, Freedman’s Bureau, carpetbaggers, sharecroppers, 13 th , 14 th , 15 th amendments, Compromise of 1877

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I.I.3.1	Students will describe the content of and reasons for the different phases of Reconstruction, and analyze their successes and failures in transforming social and race relations.	Unit VI	Reconstruction, Jim Crow Laws, KKK, Freedman’s Bureau, carpetbaggers, sharecroppers, 13 th , 14 th , 15 th amendments, Compromise of 1877
I.I.3.2	Students will understand and explain the political impact of the war and its aftermath in Reconstruction, including emancipation and the redefinition of freedom and citizenship, expansion of the federal bureaucracy; expansion of federal authority and its impact on states’ rights.	Unit VI	Reconstruction, Jim Crow Laws, KKK, Freedman’s Bureau, carpetbaggers, sharecroppers, 13 th , 14 th , 15 th amendments, Compromise of 1877
I.J	Reshaping the Nation and the Emergence of Modern America, 1877-1916	Unit VI	Westward Expansion, Innovation and industry, big business, unionization
I.J.1	The student will analyze the process of Westward Expansion in the late 19th Century.	Unit VI	Railroads, Morrill Land-Grant, Dept of Agriculture, grange movement, Homestead Act, Reservations, Battle of Little Bighorn, Dawes Act
I.J.1.1	Students will demonstrate knowledge of the effects of post-Civil War westward expansion including the resulting conflicts with American Indian nations.	Unit VI	Railroads, Morrill Land-Grant, Dept of Agriculture, grange movement, Homestead Act, Reservations, Battle of Little Bighorn, Dawes Act, Indian Removal Act, Massacre at Wounded Knee
I.J.2	The student will describe and analyze the linked processes of industrialization and urbanization after 1870.	Unit VI	Edison’s inventions, skyscrapers, Brooklyn Bridge, diesel engine
I.J.2.1	Students will demonstrate knowledge about how the rise of corporations, heavy industry, and mechanized farming transformed the American economy, including the role of key inventions and the growth of national markets.	Unit VI	Edison’s inventions, skyscrapers, Brooklyn Bridge, diesel engine Contract Labor Law 1864, Standard Oil, Pendleton Civil Service Act, Carnegie Steel, Sherman Anti-Trust,

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			monopolies, horizontal and vertical integration, cartel, pools, trusts, stock, robber barons, tariffs, inflation and deflation
I.J.2.2	Students will demonstrate knowledge of the rapid growth of cities and the transformation of urban life, including the impact of migration from farms and new technologies, the development of urban political machines, and their role in financing, governing, and policing cities.	Unit II Unit III Unit IV Unit VII Unit VIII	Timeline of Events, Industrial Revolution, emigration and immigration, rural –to-urban movement, interchangeable parts, Erie Canal, Cumberland Road, Turnpike Timeline of Events, Population Density, Urbanization, Industrialization, Tenements, Causes of massive immigration during 1840s, early factories Economic and social platform of the Populists Progressive era politics, legislation, and the Populist Movement
I.J.3	The student will demonstrate knowledge of the causes and consequences of immigration to the United States from 1870 to the first World War.	VII	Efforts to assimilate immigrants into American culture, social issues brought about by mass immigration, American attitudes toward new immigrants, Chinese Exclusion Act. Immigration Restoration Act US Immigration Act of 1907
I.J.3.1	Students will demonstrate knowledge of the massive wave of "New" immigration after 1870, its differences from the "Old" immigration, and its impact on new social patterns, conflicts, and ideas of national unity.		

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			Populists
I.J.6	The student will understand the changing dynamics of national politics in the late 19th Century.	Unit VII	Culture and politics public schools, federal regulation of railroads, see below
I.J.6.1	Students will demonstrate knowledge about the ways the American people responded to social, economic, and political changes through electoral politics and social movements such as populism and temperance.	Unit VII	Ghettos, living conditions for poor immigrants, political machines, political bosses, Salvation Army, Hull House, Economic and social platform of the Populists
I.J.7	The student will understand the causes and consequences of American expansionism and the Spanish-American War.	Unit VII	Relationship of imperialism to US needs during late 1800s & early 1900s, events leading to and following Spanish-American War
I.J.7.1	Students will examine the causes of the Spanish-American war and analyze its effects on foreign policy, national identity, and the debate over the new role of America as a growing power in the Pacific and Latin America.	Unit VII	Relationship of imperialism to US needs during late 1800s & early 1900s, events leading to and following Spanish-American War
I.K	The Emergence of Modern America, 1890- 1930	Units VI, VII, VIII	Key industrialists and entrepreneurs, competition in big business & human response to it, Social Darwinism, monopolies, consumers, cartels, trusts, stocks, tariffs, robber barons, inflation, deflation, antitrust acts, Contract Labor Act socialism, Knight of Labor, AFL, strikes, boycotts, scabs, riots, Industrial Workers of the World Immigration, City Growth, Culture and Politics, Imperialist Attitudes,

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			Ghettos, living conditions for poor immigrants, political machines, political bosses, Salvation Army, Hull House, Economic and social platform of the Populists
I.K.1.2	Students will analyze the debates about woman suffrage and demonstrate knowledge of the successful campaign that led to the adoption of the 19th Amendment granting women the right to vote.	Unit VIII	Progressive era politics, legislation, and the Populist Movement. 19 th amendment passed (women’s suffrage), major political, social, economic, technological, and cultural developments of the 1920s
I.K.2	The student will understand the causes and consequences of World War I.	Unit VII	Reasons and key events that led US to enter WWI and consequences thereof. Reasons for economic boom in US during WWI
I.K.2.1	Students will analyze the causes of World War I and identify key people, major events, and the war's impact on American foreign and domestic policy.	Unit VII	Reasons for WWI, key battles and people, ‘Allied nations, central Powers, National Security League, U-boats, Selective Service Act, convoy, Fourteen Points speech, Treaty of Versailles
I.K.3	The student will understand how the United States changed politically, culturally, and economically from the end of World War I to the eve of the Great Depression.	Unit VIII	Government reform, women’s rights, moral issues and conflicts, social and cultural trends, Harlem Renaissance, Great Depression
I.K.3.1	Students will analyze how developments in industrialization, transportation, communication, and urban mass culture changed American life.	Unit VI	The development of steel, oil, transportation, communication, and business practices affected the United States economy. Events leading to Industrial Revolution, impact of Rev. on American society, significant individuals who helped foster the spirit of change in the country, how Rev. affected the economy

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I.K.3.2	Students will describe key social changes related to immigration, social policy, and race relations.	Unit VII	American sentiment toward second wave of immigrants, social issues due to mass integration of immigrants and great migration of African-Americans from the south, Chinese Exclusion Act, American Protective Association, Immigration Restoration Act, Web Valiant Land Law, US Immigration Act of 1907
I.K.3.3	Students will examine the changing role of art, literature and music in the 1920s and 30s.	Unit VIII	Harlem Renaissance, identification of key writers, painters, etc of 1920s and 1930s
I.L	The Great Depression and World War II, 1929-1945	Unit VIII	Identify key events of Stock Market crash of 1929, Black Tuesday, GNP, life during the Great Depression, election of 1932 and differences between candidates, the New Deal, the Dust Bow31, Hooverilles, TVA, etc., Securities and Exchange Commission, social Security Act, National labor Relations Act
I.L.1	The student will understand the origins and impact of Great Depression and the New Deal, 1929- 1940.	Unit VII	American sentiment toward second wave of immigrants, social issues due to mass integration of immigrants and great migration of African-Americans from the south, Chinese Exclusion Act, American Protective Association, Immigration Restoration Act, Web Valiant Land Law, US Immigration Act of 1907

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I.L.1.1	Students will demonstrate knowledge of the causes of the Great Depression and how it affected Americans in all walks of life.	Unit VIII	Identify key events of Stock Market crash of 1929, Black Tuesday, GNP, life during the Great Depression, election of 1932 and differences between candidates, the New Deal, the Dust Bow ³¹ , Hoovervilles, TVA, etc., Securities and Exchange Commission, social Security Act, National labor Relations Act
I.L.1.2	Students will demonstrate knowledge of how the New Deal addressed the Great Depression and transformed American federalism.	Unit VIII	Federal Emergency Relief Administration, Federal Deposit Insurance Corporation, Agricultural Adjustment Administration
I.M	The Great Depression and World War II, 1929-1945	Unit VIII	The Great Depression
I.M.1	The student will understand the origins of World War II, the course of the war, and the impact of the war on American society.	Unit IX	Causes and participation in WWII. Examines the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. Consequences of WWII
I.M.1.1	Students will demonstrate knowledge of the international background of World War II and the debates over American involvement in the conflict.	Unit IX	Significant leaders and aggressive acts of Leaders of Germany, Italy, and Japan, goals of fascists and Nazis, America’s response to war in Europe, Lend-lease Act, causes that let to American involvement
I.M.1.2	Students will demonstrate knowledge of key leaders and events of World War II and how the Allies prevailed.	Unit IX	See above – War in Europe, War in the Pacific, Axis, Allies, key battles and people

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			SNCC, sit-ins, Freedom rides Civil Rights Act of 1964
I.N.1.1	Students will demonstrate knowledge of social transformation in post-war United States.	Units IX & X	<p>World War II and Beyond, Yalta Conference, NATO, Korean War, change in US after WWII, Impact of WWII on economy, Truman’s Fair Deal, Civil Rights in US after WWII, Brown v Board of Education</p> <p>Kennedy and Johnson, New Frontier, Warren Commission,, NASA, Great Society, VISTA, Medicare, Medicaid Immigration Act of 1965, Miranda Rule, Civil Rights Movement, Bay of pigs, Cuban Missile Crisis, Peace Corp., SCLC, SNCC, sit-ins, Freedom rides Civil Rights Act of 1964</p>
I.N.1.2	Students will understand the post-war economic boom and its impact on demographic patterns, role of labor, and multinational corporations.	Unit IX	Economic and work force shifts, financing the war, the home front, rationing, Office of Price Administration, Revenue Act, Fair Employment Practice committee, Congress of Racial Equality, etc.
I.N.2	The student will understand the Cold War, its causes, consequences and its military conflicts.	Unit IX	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

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I.N.2.1	Students will demonstrate knowledge of key events of the Cold War and the causes and consequences of the Korean War.	Unit IX	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact). Causes and consequences of the Korean War
I.N.2.2	Students will analyze America's involvement in the Vietnam War.	Unit X	Analyze causes, course, and consequences of the Vietnam War
I.N.3	The student will understand the key domestic political issues and debates in the postwar era to 1972.	Unit IX Unit X	World War II and Beyond, Yalta Conference, NATO, Korean War, change in US after WWII, Impact of WWII on economy, Truman's Fair Deal, Civil Rights in US after WWII, Brown v Board of Education Kennedy and Johnson, New Frontier, Warren Commission, NASA, Great Society, VISTA, Medicare, Medicaid Immigration Act of 1965, Miranda Rule, Civil Rights Movement, Bay of pigs, Cuban Missile Crisis, Peace Corp., SCLC,
I.N.3.1	Students will demonstrate knowledge of the domestic policies and civil rights issues of the Truman and Eisenhower administrations.	Unit IX	
I.N.3.2	Students will analyze provisions of Kennedy's New Frontier and Johnson's Great Society.	Unit X	Analyze provisions of Kennedy's New Frontier and Johnson's Great Society

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I.N.3.3	Students will analyze the impact of the foreign and domestic policies of Nixon.	Unit X	Analyze the impact of the foreign and domestic policies of Nixon.
I.N.4	The student will understand the changes in legal definitions of individual rights in the 1960 and 1970s and the social movements that prompted them.	Unit X	SCLC, SNCC, CORE, sit-ins, Freedom Rides, Martin Luther King, Jr., Malcolm X, Civil rights Act of 1964, Voting Rights Act of 1966 Roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
I.N.4.1	Students will demonstrate knowledge of the "rights revolution" including the civil rights movement, women's rights movements, expansion of civil liberties, and environmental and consumer protection.	Unit X	Students will demonstrate knowledge of the "rights revolution" including the civil rights movement, women's rights movements, expansion of civil liberties, and environmental and consumer protection.
I.O	Contemporary United States, 1970 to the present		
I.O.1	The student will understand the evolution of foreign and domestic policy in the last three decades of the 20th Century and the beginning of the 21st Century.	Unit XI	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century
I.O.1.1	Students will demonstrate knowledge of the changing domestic and foreign policies in the Ford, Carter, Reagan, George H. W. Bush, and Clinton, George W. Bush administrations.	Unit XI	Demonstrate knowledge of the changing domestic and foreign policies in the Ford, Carter, Reagan, George H. W. Bush, and Clinton, George W. Bush administrations

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I.O.1.2	Students will demonstrate knowledge of economic, social, and cultural developments in contemporary United States.		
I.O.1.3	Students will know and describe the political and economic policies that contributed to the collapse of the Soviet Union and the end of the Cold War.	Unit XI	Know and describe the political and economic policies that contributed to the collapse of the Soviet Union and the end of the Cold War.