

American History

| State Standard Number | State Standard Area/Description | Unit Name | Course Topic Description |
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| P1.1 | The student will demonstrate process skills in social studies. | | |
| P1.1.1 | Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, photographs, documents, newspapers, media, and computer-based technologies). | Found throughout the course. Example: Unit 2 “The Growing Republic” | Section 2 “Forming the New Republic” |
| P1.1.2 | Recognize and explain how different points of view have been influenced by nationalism, racism, religion, culture and ethnicity. | Found throughout the course. Example: Unit 2 “The Growing Republic” | Section 4 “Resistance, War and Expansion” |
| P1.1.3 | Distinguish between fact and opinion in examining documentary sources. | Found throughout the course. Example: Unit 6 “Reconstructing and Expanding America” | Section 2 “Reconstruction” Writing Assignment: The End of Reconstruction |
| P1.1.4 | Construct timelines of United States history (e.g., landmark dates of economic changes, social movements, military conflicts, constitutional amendments, and presidential elections). | Timelines are on page 2 of every Section in every Unit throughout the course. | |
| P1.1.5 | Explain the relationships between geography and the historical development of the United States by using maps, graphs, charts, visual images, and computer-based technologies. | Found throughout the course. Example: Unit 6 “Reconstructing and Expanding America” | Section 3 “U. S. Expansion Westward” |
| P1.1.6 | 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. | Found throughout the course. Example: Unit 6 “Reconstructing and Expanding America” | Section 2 “Reconstruction” Writing Assignment: The End of Reconstruction |
| 1 | The student will analyze causes, key events, and effects of the Civil | | |

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| | War/Reconstruction era. | | |
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| 1.1 | Examine the economic and philosophical differences (e.g., sectionalism, popular sovereignty, states' rights debate, nullification, abolition, and tariffs) between the North and South, as articulated by Daniel Webster and John C. Calhoun. | Unit 5 "The Nation Torn Apart" | Section 2 "Causes for Separation" Section 3 "The Decline of the Nation" |
| 1.2 | Trace the events leading to secession and war (e.g., the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, "Bleeding Kansas," the Dred Scott case, John Brown's Raid on Harpers Ferry, 1860 presidential election, secession of South Carolina, and the attack on Fort Sumter). | Unit 5 "The Nation Torn Apart" | Section 2 "Causes for Separation" Section 3 "The Decline of the Nation" |
| 1.3 | Identify political and military leaders of the war (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison). | Unit 5 "The Nation Torn Apart" | Section 4 "The Civil War" |
| 1.4 | Interpret the importance of critical developments in the war, including major battles (e.g., Fort Sumter, "Anaconda Plan," Bull Run, Gettysburg, Vicksburg, Antietam, battle of the Monitor and Merrimack, and the North's "total war strategy"), the Emancipation Proclamation, and Lee's surrender at Appomattox. | Unit 5 "The Nation Torn Apart" | Section 4 "The Civil War" |
| 1.5 | Relate the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the Constitution. | Unit 6 "Reconstructing and Expanding America" | Section 2 "Reconstruction" |
| 1.6 | Evaluate the continuing impact of Reconstruction policies on the South, including southern reaction (e.g., tenant farming, Freedmen's Bureau, sharecropping, Black Codes, Ku Klux Klan, Carpetbaggers, scalawags, Plessy | Unit 6 "Reconstructing and Expanding America" | Section 2 "Reconstruction" |

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| | v. Ferguson, and Jim Crow laws). | | |
| 2 | The student will analyze the impact of immigration, the settlement of the American West, and industrialization on American society. | | |
| 2.1 | Analyze the impact of immigration, migration and settlement patterns. | | |
| 2.1.A | Analyze immigration, including the reasons for immigration, employment, settlement patterns, and contributions of various immigrant, cultural, and ethnic groups (e.g., Irish, Chinese, Italians, Germans, Japanese, and Southeast/Central Europeans) from 1850-1930. | Unit 6 “Reconstructing and Expanding America” Unit 7 “From the Age of Extremes to a World Power” | Section 3 “U. S. Expansion Westward” Section 2 “Immigration” Section 3 “City Growth” |
| 2.1.B | Examine ethnic conflict and discrimination. | Unit 6 “Reconstructing and Expanding America” Unit 7 “From the Age of Extremes to a World Power” | Section 3 “U. S. Expansion Westward” Section 2 “Immigration” Section 3 “City Growth” |
| 2.1.C | Analyze changes in the domestic policies of the United States relating to immigration (e.g., the Chinese Exclusion Act, the rise of nativism, Ellis Island, and the “Gentlemen’s Agreement”) from 1850-1930. | Unit 6 “Reconstructing and Expanding America” Unit 7 “From the Age of Extremes to a World Power” | Section 3 “U. S. Expansion Westward” Section 2 “Immigration” |

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| 2.1.D | Evaluate the significance of immigration on the labor supply and the movement to organize workers (e.g., growth of labor pool, rise of the labor movement, Pullman strikes, Haymarket Riot, Eugene V. Debs, Samuel Gompers, John L. Lewis, and the use of court injunctions to halt labor strikes). | Unit 6 “Reconstructing and Expanding America” Unit 7 “From the Age of Extremes to a World Power” | Section 3 “U. S. Expansion Westward” Section 6 “Unionization” Section 2 “Immigration” |
| 2.1.E | Compare and contrast social attitudes and federal policies toward Native American peoples (e.g., the Indian Wars of 1850-1890, establishment of reservations, attempts at assimilation and the Dawes Act, and the destruction of the bison herds) and actions of the United States Army, missionaries, and settlers during the settlement of the American West, 1850-1890. | Unit 6 “Reconstructing and Expanding America” | Section 3 “U. S. Expansion Westward” |
| 2.2 | <i>Evaluate the impact of industrialization on American society.</i> | | |
| 2.2.A | Identify the impact of new inventions and industrial production methods, including new technologies in transportation and communication between 1850-1920 (e.g., Thomas Edison, Alexander G. Bell, Henry Ford, the Bessemer process, the Westinghouse Company, barbed wire, and the western cattle drives). | Unit 6 “Reconstructing and Expanding America” | Section 3 “U. S. Expansion Westward” Section 4 “Innovation and Industry” Section 5 “Big Business” |
| 2.2.B | Describe the effects of the “muckrakers” (e.g., Carey Nation, Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, Ida Tarbell, Upton Sinclair, and William Jennings Bryan) and reform movements (e.g., Women’s Suffrage, Temperance, Populism, | Unit 7 “From the Age of Extremes to a World Power” Unit 8 “Progressivism to Hard Times” | Section 3 “City Growth” Section 4 “Culture and Politics” Section 2 “Women’s Rights and Government Reform” Section 3 “Moral Issues and Conflicts” |

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| | and the Grange Movement) that resulted in government policies affecting child labor, wages, working conditions, trade, monopolies, taxation and the money supply (e.g., Sherman Anti-trust Act and Triangle Shirtwaist Factory Fire). | | |
| 2.2.C | Assess the impact of industrialization, the expansion of international markets, urbanization, and immigration on the economy. | Unit 6 “Reconstructing and Expanding America” Unit 7 “From the Age of Extremes to a World Power” | Section 3 “U. S. Expansion Westward” Section 4 “Innovation and Industry” Section 5 “Big Business” Section 6 “Unionization” Section 2 “Immigration” Section 3 “City Growth” |
| 2.2.D | Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels (e.g., workplace protections, conservation of natural resources, increased political strength of third parties, the direct primary, initiative petition, referendum, and recall). | Unit 8 “Progressivism to Hard Times” | Section 5 “Business, Economy and Government Policy” |
| 2.2.E | Examine the causes of the money panics of 1873, 1893, and 1907, explaining how the establishment of the Federal Reserve System addressed the problems. | | |
| 3 | The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century. | | |
| 3.1 | Evaluate the motivations and impact of American Imperialism on international relations. | | |

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| 3.1.A | Identify the goals of and reasons for imperialism (e.g., Open Door Policy, annexation of Hawaii, influence of Admiral Alfred T. Mahan, and the concept of “white man’s burden”) explaining its impact on developed and developing nations (e.g., “banana republic”). | Unit 7 “From the Age of Extremes to a World Power” | Section 5 “Imperialist Attitudes” |
| 3.1.B | Analyze the role of the Spanish-American War in the development of the United States as a world power (e.g., yellow journalism, Rough Riders, Platt Amendment, Teller Amendment, territorial acquisitions, and contributions of Admiral George Dewey). | Unit 7 “From the Age of Extremes to a World Power” | Section 5 “Imperialist Attitudes” |
| 3.1.C | Evaluate the reasons for United States involvement in locating a canal in Central America and the actions of President Theodore Roosevelt regarding the Panama Canal. | Unit 7 “From the Age of Extremes to a World Power” | Section 5 “Imperialist Attitudes” |
| 3.1.D | Compare and contrast the strengths and weaknesses of Theodore Roosevelt’s foreign policy and other presidential foreign policies from 1890-1910, including “Big Stick Diplomacy,” “Dollar Diplomacy,” “Missionary Diplomacy,” the Great White Fleet, Roosevelt Corollary, and interventionism. | Unit 7 “From the Age of Extremes to a World Power” | Section 5 “Imperialist Attitudes” |
| 3.2 | Evaluate the causes and effects of World War I on American politics, economy, and society. | | |

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| 3.2.A | Analyze the factors leading to the involvement of the United States in World War I (e.g., the alliance systems, submarine warfare, and the Zimmerman Note) and the effects of the war on the United States (e.g., mobilization, propaganda, women in the workplace, and the First Red Scare). | Unit 7 “From the Age of Extremes to a World Power” Unit 8 “Progressivism to Hard Times” | Section 3 “Moral Issues and Conflicts” Section 3 “Moral Issues and Conflicts” Section 6 “World War I” |
| 3.2.B | Examine the reasons why the United States did not join the League of Nations and for the nation’s return to isolationism (e.g., Wilson’s Fourteen Points and the Treaty of Versailles). | Unit 8 “Progressivism to Hard Times” | Section 6 “World War I” |
| 4 | The student will describe the social; cultural; economic; and technological ideas and events in the United States in the era between the World Wars. | | |
| 4.1 | Compare and contrast cultural, economic, and social events and trends between the World Wars. | | |
| 4.1.A | Evaluate literature, music, dance, and forms of entertainment of the 1920s and 1930s (e.g., the Harlem Renaissance, the Jazz Age, flappers, the “Lost Generation,” and “talkies”). | Unit 8 “Progressivism to Hard Times” | Section 3 “Moral Issues and Conflicts” Section 4 “Social and Cultural Trends” |

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| 4.1.B | Investigate the long term effects of reform movements, such as the Women's Suffrage Movement, Temperance/Prohibition Movements (e.g., the 18th, 19th, and 21st Amendments to the Constitution), and the Early Civil Rights Movement and leaders (e.g., Booker T. Washington and W. E. B. Du Bois). | Unit 8 "Progressivism to Hard Times" | Section 2 "Government Reform and Women's Rights" Section 3 "Moral Issues and Conflicts" |
| 4.1.C | Analyze the impact of the automobile, aviation (e.g., Charles Lindbergh), electrification, and urbanization (e.g., the Great Migration) on American society. | Unit 7 "From the Age of Extremes to a World Power" Unit 8 "Progressivism to Hard Times" | Section 3 "City Growth" Section 5 "Business, Economy and Government Policy" |
| 4.1.D | Describe rising racial tensions and labor unrest common in the era (e.g., the Tulsa Race Riot, the resurgence of the Ku Klux Klan, the "Back to Africa" Movement and Marcus Garvey, the rise of industrial unions, and the labor sit-down strikes). | Unit 8 "Progressivism to Hard Times" | Section 4 "Social and Cultural Trends" Section 5 "Business, Economy and Government Policy" |
| 4.2 | Analyze the effects of the destabilization of the American economy. | | |
| 4.2.A | Examine the growing disparity between the wealth of corporate leaders and the incomes of small business owners, industrial workers, and farmers. | Unit 8 "Progressivism to Hard Times" | Section 5 "Business, Economy and Government Policy" Section 6 "Depression and the New Deal" |

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| 4.2.B | 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 or laissez-faire policy). | Unit 8 “Progressivism to Hard Times” | Section 5 “Business, Economy and Government Policy” Section 6 “Depression and the New Deal” |
| 4.2.C | Examine changes in the business cycle (e.g., the “Black Tuesday” Stock Market Crash and bank failures), weaknesses in key sectors of the economy (e.g., agriculture and manufacturing), and government economic policies in the late 1920s. | Unit 8 “Progressivism to Hard Times” | Section 5 “Business, Economy and Government Policy” Section 6 “Depression and the New Deal” |
| 4.2.D | Analyze the effects of the Stock Market Crash between October 1929 and March 1933 (e.g., unemployment, the shrinking economy, Herbert Hoover’s economic policies, the “Bonus Army,” Securities and Exchange Commission, “Hooverilles,” and the presidential election of 1932). | Unit 8 “Progressivism to Hard Times” | Section 5 “Business, Economy and Government Policy” Section 6 “Depression and the New Deal” |
| 4.3 | Analyze the Great Depression, the Dust Bowl, and the New Deal economic policies. | | |
| 4.3.A | Evaluate the impact of the Great Depression, the Dust Bowl (e.g., migration of the Okies), and the New Deal economic policies on business and agriculture, as well as on the American people, their culture and political behavior. (e.g., FDR’s court packing plan and the “fireside chats”). | Unit 8 “Progressivism to Hard Times” | Section 6 “Depression and the New Deal” |

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| 4.3.B | Assess the impact of the expanded role of government in the economy since the 1930s. (e.g., FDR’s “New Deal,” deficit spending and new federal agencies – Social Security Administration, FDIC, TVA, WPA, and CCC). | Unit 8 “Progressivism to Hard Times” | Section 6 “Depression and the New Deal” |
| 4.3.C | Identify the contributions of key individuals of the period between the wars (e.g., Will Rogers, Eleanor Roosevelt, Franklin Roosevelt, Huey Long, “The Brain Trust,” and Woody Guthrie). | Unit 8 “Progressivism to Hard Times” | Section 6 “Depression and the New Deal” |
| 5 | The student will analyze the major causes, events, and effects of United States’ involvement in World War II. | | |
| 5.1 | Examine changes in American society and government policy as the nation prepared for and entered World War II. | | |
| 5.1.A | 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. | Unit 9 “America: A World Leader Emerges” | Section 2 “The Road to War” |
| 5.1.B | Describe the roles of appeasement and isolationism in the United States’ reluctance to involve itself in world conflicts during 1937-1941 (e.g., the Lend-Lease Act, and the Neutrality Acts). | Unit 9 “America: A World Leader Emerges” | Section 2 “The Road to War” |

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| 5.1.C | Evaluate the impact of preparation and mobilization for war, including the internment policies and their effects (e.g., internment of minority Americans, such as, Japanese, Germans, and Italians; Korematsu v. United States; rationing; role of women in the workforce and armed services; and discrimination and segregation at home and in the armed forces). | Unit 9 “America: A World Leader Emerges” | Section 2 “The Road to War” Section 5 “World War II and the American Homefront” |
| 5.2 | Describe events affecting the outcome of World War II. | | |
| 5.2.A | Identify major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation (e.g., Pearl Harbor; Battle of Midway; the D-Day Invasion; Battle of the Bulge; the development and use of the atomic bomb; island-hopping strategy, such as Iwo Jima; and the Allied conferences, such as Yalta). | Unit 9 “America: A World Leader Emerges” | Section 3 “The War in Europe” Section 4 “The War in the Pacific” Section 5 “World War II and the American Homefront” Section 6 “World War II and Beyond” |
| 5.2.B | Analyze public and political reactions in the United States to the events of the Holocaust (e.g., Nuremberg War Trials). | Unit 9 “America: A World Leader Emerges” | Section 6 “World War II and Beyond” |
| 6 | The student will analyze the foreign and domestic policies of the United States since World War II. | | |

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| 6.1 | Analyze the origins, international alliances, and efforts at containment of Communism. | | |
| 6.1.A | Identify the origins of the Cold War and its foreign and domestic consequences, including confrontations with the Soviet Union in Berlin and Cuba (e.g., the postwar division of Europe, the Warsaw Pact, the “Iron Curtain,” the Marshall Plan, the Berlin Airlift, the Berlin Wall, the Bay of Pigs Invasion, and the Cuban Missile Crisis). | Unit 9 “America: A World Leader Emerges” Unit 10 “The Tumultuous Sixties” | Section 6 “World War II and Beyond” Section 3 “Foreign and Domestic Issues” |
| 6.1.B | Evaluate the United States’ attempts at the containment of Communism including the Truman Doctrine and the involvement of the United Nations in the Korean War. | Unit 9 “America: A World Leader Emerges” Unit 10 “The Tumultuous Sixties” | Section 6 “World War II and Beyond” Section 3 “Foreign and Domestic Issues” |
| 6.1.C | Describe the fear of communist influence within the United States including the McCarthy hearings (e.g., the Second Red Scare and various congressional hearings). | Unit 10 “The Tumultuous Sixties” | Section 3 “Foreign and Domestic Issues” |
| 6.2 | Describe events which changed domestic and foreign policies during the Cold War and its aftermath. | | |

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| 6.2.A | Examine the proliferation of nuclear weapons and the arms race (e.g., Sputnik and the space race; development and effects of nuclear weapons; the Rosenbergs' spy trial; and the SALT treaties). | Unit 10 "The Tumultuous Sixties" | Section 3 "Foreign and Domestic Issues" |
| 6.2.B | Describe the role of the United States in the formation of the United Nations, NATO, and SEATO. | Unit 9 "America: A World Leader Emerges" Unit 10 "The Tumultuous Sixties" | Section 6 "World War II and Beyond" Section 3 "Foreign and Domestic Issues" |
| 6.2.C | Evaluate the causes and long term foreign and domestic consequences of United States' military commitments in Southeast Asia, including the Vietnam War (e.g., "Domino Theory," the Tonkin Gulf Resolution; the Tet Offensive; the presidential elections of 1968 and 1972; student protests; expanded television coverage of the war; and the War Powers Act). | Unit 10 "The Tumultuous Sixties" | Section 3 "Foreign and Domestic Issues" Section 4 "Vietnam and the Nixon Years" |
| 6.2.D | Examine the strategic and economic factors in the development of Middle East policy and relations with African nations, including South Africa. | Unit 11 "The Road to the Modern Era" | Section 2 "The Ford and Carter Administrations" Section 3 "The Reagan and George H. W. Bush Administrations" Section 4 "The Clinton and George W. Bush Administrations" |
| 6.2.E | Analyze 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. | Unit 11 "The Road to the Modern Era" | Section 2 "The Ford and Carter Administrations" Section 3 "The Reagan and George H. W. Bush Administrations" |

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| 6.3 | Analyze the economic, social, and political transformation within the United States since World War II. | | |
| 6.3.A | Describe de jure and de facto segregation policies, attempts at desegregation and integration, and the impact of the Civil Rights Movement on society (e.g., Brown v. Board of Education of Topeka, Kansas, the Montgomery Bus Boycott, the lunch counter sit-ins in Oklahoma City and elsewhere, the Freedom Rides, integration of Little Rock Central High School, the Civil Rights Act of 1964, and the Voting Rights Act of 1965). | Unit 10 “The Tumultuous Sixties” | Section 2 “Kennedy and Johnson” Section 3 “Foreign and Domestic Issues” |
| 6.3.B | Evaluate the success of the Women's Liberation Movement (e.g., Equal Rights Amendment, Roe v. Wade, Betty Friedan, and NOW) and the changing roles of women during the 1950s through the mid-1970s. | Unit 10 “The Tumultuous Sixties” | Section 2 “Kennedy and Johnson” Section 3 “Foreign and Domestic Issues” |
| 6.3.C | Examine the technology revolution and its impact on communication, transportation, and industry. | | |
| 6.3.D | Assess the impact of violent crime, and illegal drug use and trafficking. | | |

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| 6.3.E | Explain the effects of increased immigration, the influx of political refugees, and the increasing number of undocumented aliens on society and the economy. | Unit 10 “The Tumultuous Sixties” | Section 2 “Kennedy and Johnson” |
| 6.3.F | Identify the contributions of political leaders, political activists, civil rights leaders (e.g., Dr. Martin Luther King, Jr., Malcolm X, Thurgood Marshall, and César Chavez), major issues, and scandals, including the Watergate Scandal, and major trends in national elections (e.g., differences between the two major political parties, and the rise of third party candidates). | Unit 10 “The Tumultuous Sixties” Unit 11 “The Road to the Modern Era” | Section 3 “Foreign and Domestic Issues” Section 4 “Vietnam and the Nixon Years” Section 4 “The Clinton and George W. Bush Administrations” |
| 6.3.G | Examine the postwar rise in the standard of living, the OPEC Oil Embargo, the inflation of the 1970s, and the federal budget deficit problems of the 1980s and early 1990s. | Unit 11 “The Road to the Modern Era” | Section 2 “The Ford and Carter Administrations” Section 3 “The Reagan and George H. W. Bush Administrations” Section 4 “The Clinton and George W. Bush Administrations” |
| 6.3.H | Evaluate the impact of political scandals (e.g., Iran-Contra, and the Clinton impeachment) on federal law, national policies, and political behavior. | Unit 11 “The Road to the Modern Era” | Section 3 “The Reagan and George H. W. Bush Administrations” Section 4 “The Clinton and George W. Bush Administrations” |
| 6.3.I | Analyze how the principles and structures of the United States Constitution have changed through amendment and judicial interpretation (e.g., the 22nd and 25th Amendments, the Warren Court, Gideon v. Wainwright, and Miranda v. Arizona). | Found throughout the course. Example: Unit 10 “The Tumultuous Sixties” | Section 2 “Kennedy and Johnson” |

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| 6.3.J | Compare and contrast conservative and liberal economic strategies, including the positions of political parties and interest groups on major issues to the present. | Found throughout the course. Example: Unit 11 “The Road to the Modern Era” | Section 2 “The Ford and Carter Administrations” Section 3 “The Reagan and George H. W. Bush Administrations” Section 4 “The Clinton and George W. Bush Administrations” |
| 6.3.K | Describe and evaluate the ongoing globalization of the United States’ and the world’s economic (e.g., creation of the European Union) and communication systems (e.g., the Internet and "instantaneous news"). | | |
| 6.3.L | Evaluate the rise of terrorism and its impact on the United States; the role and effects of the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995; the first attack on the World Trade Center Towers in New York City in 1993; the attacks on the World Trade Center Towers in New York City and the Pentagon in Washington, DC on September 11, 2001; and the policies and actions of the U. S. Government to respond to and counter terrorism (e.g., PATRIOT ACT and the creation of the Department of Homeland Security). | Unit 11 “The Road to the Modern Era” | Section 3 “The Reagan and George H. W. Bush Administrations” Section 4 “The Clinton and George W. Bush Administrations” |
| 6.3.M | Compare and assess the causes, conduct, and consequences of the U.S.-led wars in Afghanistan and Iraq. | Unit 11 “The Road to the Modern Era” | Section 3 “The Reagan and George H. W. Bush Administrations” Section 4 “The Clinton and George W. Bush Administrations” |