

Map: **SS Grade 11** Grade Level: **11**District: **Island Trees**Created: **01/08/2007** Last Updated: **01/08/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p><b>GEOGRAPHY</b></p> <p>What are the major geographic characteristics of the United States of America?</p> <p><b>THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY</b></p> <p>How did past civilizations and thinkers contribute to the ideas expressed in the U.S. Constitution?</p> <p>How did colonists establish early democratic institutions?</p> <p>What were the causes of the American Revolution?</p> <p>What philosophies were outlined in the Declaration of Independence?</p>	<p><b>GEOGRAPHY</b></p> <p>Physical settings in the United States</p> <p><b>THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY</b></p> <p>Historical Influences</p> <p>Early forms of representative democracies</p> <p>Geographical location of the thirteen colonies</p> <p>Political, economic, and social causes of the American Revolution</p> <p>Basic ideas of the Declaration of Independence.</p>	<p>Locate physical characteristics and the 50 states on a U.S. map</p> <p>Discuss the influences of Ancient Greece, Ancient Rome, and England on the U.S. Constitution.</p> <p>Identify Locke, Montesquieu, Rousseau, Voltaire.</p> <p>Describe the characteristics of the Virginia House of Burgesses, Mayflower Compact, and New England Town Meetings.</p> <p>Define salutary neglect, mercantilism, Stamp Act, Sugar Tax.</p> <p>Discuss "No taxation without representation".</p> <p>Compare and contrast lifestyles of the colonists and the British.</p> <p>Examine the influence of <i>Common Sense</i> on colonists' desire for independence.</p> <p>Discuss unalienable rights, consent of the governed.</p> <p><b>Vocabulary:</b></p>	<p><b>SS1-K1-1A</b></p> <p><b>SS1-K1-1B</b></p> <p><b>SS5-K2-1A</b></p> <p><b>SS5-K2-1C</b></p>

			Define and identify key terms: Navigation Acts, salutary neglect, cash crop, Enlightenment, Social Contract, Benjamin Franklin, Jonathan Edwards, Zenger Trial, French and Indian War, Treaty of Paris, Proclamation of 1763, Second Continental Congress, Olive Branch Petition, Common Sense, Thomas Jefferson, Declaration of Independence, Patriots, Loyalists, Valley Forge, Trenton, Saratoga, profiteering, Yorktown, Friedrich von Steuben, Marquis de Lafayette, Lord Cornwallis, egalitarianism		
Unit 2	<p><b>THE CONSTITUTIONAL CONVENTION</b></p> <p>How did America's pre-Revolutionary relationship with England influence the structure of the first national government?</p> <p>What weaknesses in the Articles of Confederation led to the effort to draft a new Constitution?</p> <p>How did the delegates to the Constitutional Convention balance competing interests?</p> <p>What were the arguments for and against the ratification of the Constitution?</p>	<p><b>THE CONSTITUTIONAL CONVENTION</b></p> <p>Characteristics of the new Americans</p> <p>Strengths and weaknesses of the Articles of Confederation</p> <p>Constitutional Convention: representatives, conflict and compromise, structure of government</p> <p><b>BASIC CONSTITUTIONAL PRINCIPLES</b></p> <p>Executive, Legislative and Judicial Branches</p>	<p>Discuss the similarities and differences between post-Revolutionary Americans</p> <p>Explain the significance of the Northwest Ordinance</p> <p>Examine the lack of central authority that exists under the Articles of Confederation</p> <p>Compare and contrast plans of government proposed at the the Constitutional Convention</p>		<p><b>SS1-K2-1C</b></p> <p><b>SS1-K1-1B</b></p> <p><b>SS1-K3-1B</b></p> <p><b>SS1-K3-1C</b></p> <p><b>SS5-K1-1D</b></p> <p><b>SS5-K2-1A</b></p> <p><b>SS5-K2-1E</b></p> <p><b>SS5-K4-1G</b></p>

	<p><b>BASIC CONSTITUTIONAL PRINCIPLES</b>                  What are the basic constitutional principles found in the Constitution?                   Why was the Bill of Rights added to the Constitution?</p>	<p>Concepts of: federalism, limited government, seperation of powers, checks and balances</p> <p>Ratification of the Constitution: Federalists vs. Anti-Federalists, Adoption of the Bill of Rights</p>	<p>a. Virginia Plan                  b. New Jersey Plan</p> <p>Explain how the Constitution was a "bundle of Compromises"</p> <p><b>Vocabulary:</b>                  Define and identify key terms:republic, Articles of Confederation, Land Ordinance of 1785, Northwest Ordinance of 1787, creditors, debtors, Shays' Rebellion, James Madison, Great Compromise, Three-fifths Compromise, federalism, legislative branch, executive branch, judicial branch, checks and balances, electoral college, ratification, federalists, anti-federalists, Alexander Hamilton, Bill of Rights</p>		
Unit 3	<p><b>THE STRUCTURE OF THE CONSTITUTION</b></p> <p>How does the Preamble introduce ideas expressed in the Constitution?</p> <p><b>THE LEGISLATIVE BRANCH</b>                  What is the structure and function of the United States Congress?</p>	<p><b>THE STRUCTURE OF THE CONSTITUTION</b></p> <p>Preamble to the Constitution</p> <p><b>THE LEGISLATIVE BRANCH</b></p>	<p>Analyze the Preamble to the Constitution</p> <p>Discuss characteristics of the Senate and House of Representatives</p> <p>Compare and contrast requirements for becoming a member of the Senate and House of Representatives</p>		<p><b>SS1-K1-1B</b></p> <p><b>SS1-K2-1D</b></p> <p><b>SS1-K2-1E</b></p> <p><b>SS5-K2-1C</b></p> <p><b>SS5-K4-1C</b></p> <p><b>SS5-K4-1A</b></p> <p><b>SS5-K4-1E</b></p> <p><b>SS5-K4-1G</b></p>

<p>What is the lawmaking procedure in Congress?</p>	<p>Bicameral legislature: Senate and House of Representatives</p>	<p>Examine the necessity of the committee system in Congress</p>
<p><b>THE EXECUTIVE BRANCH</b></p>	<p>Qualifications of members</p>	<p>Illustrate steps taken in the lawmaking process</p>
<p>What is the role of the executive branch?</p>	<p>Committee system in Congress</p>	<p>Identify requirements for becoming President</p>
<p>How does the electoral process affect the path to the presidency?</p>	<p>How a bill becomes a law</p>	<p>Compare the caucus system to the nominating convention system</p>
<p>In what way do Constitutional powers affect the nation's leader?</p>	<p><b>THE EXECUTIVE BRANCH</b></p>	<p>Discuss the purpose of the election campaign</p>
<p><b>THE JUDICIAL BRANCH</b></p>	<p>Requirements for candidacy</p>	<p>Describe "winner takes all" theory</p>
<p>What is the structure and authority of the federal court system?</p>	<p>Nominating procedure</p>	<p>Explain the impact of the electoral college on campaigning</p>
<p>How does judicial philosophy affect Supreme Court decisions?</p>	<p>Nominating Conventions</p>	<p>Outline the order of Presidential succession</p>
<p>How have landmark Supreme Court cases impacted history?</p>	<p>Campaigning</p>	<p>Identify the powers of the President</p>
	<p>Electoral College: process; advantages/disadvantages</p>	<p>Identify the limitations on the powers of the President</p>
	<p>Inauguration</p>	
	<p>Powers of the President: Executive, Legislative, Judicial, Military, Foreign Affairs</p>	

	Limitations on the power of the president	
	25th Amendment	<b>Vocabulary:</b> Define and Identify key terms and names:
	<b>THE JUDICIAL BRANCH</b>	Bill of Attainder, Habeus Corpus, ex post facto, preamble, elastic clause, census, President Preo Tempore, Gerrymandering, pigeonholing, veto, filibuster, cloture, pocket veto, lobbying, Pork barrel legislation, log rolling, Senate, House of Representatives, Bill of Rights, bill, ratify, bicameral, revenue, impeachment, original jurisdiction, appellate jurisdiction, judicial review, probable cause, judicial activism, treason, double jeopardy, eminent domain, John Marshall, Earl Warren, Warren Burger
	Matters and authority of the federal courts	
	Circuit Courts	
	Courts of Appeal	
	Supreme Court	
	Choosing a Supreme Court nominee	
	Judicial Philosophies: activism and restraint	Describe the structure of the Federal Court System
	Judicial Review	
	The Bill of Rights	
	Additional amendments to the Constitution	Identify the roles of Federal judges
	Landmark Supreme Court cases	Compare and contrast the judicial philosophies of judicial restraint and activism
	Rights and liberties protected by the court	

			<p>Describe the importance of judicial review as a result of Marbury v. Madison</p> <p>Identify the Bill of Rights and additional key amendments to the Constitution</p> <p>Evaluate landmark Supreme Court cases:</p> <p>Marbury v. Madison</p> <p>McCulloch v. Maryland</p> <p>Gibbons v. Ogden</p> <p>Brown v. Board of Education</p> <p>Engel v. Vitale</p> <p>Gideon v. Wainwright</p> <p>Miranda v. Arizona</p> <p>Roe v. Wade</p> <p>Bakke v. University of California</p> <p>New Jersey v. TLO</p> <p>Schenck v. U.S.</p> <p>Korematsu v. U.S.</p> <p>Plessy v. Ferguson</p> <p>Dartmouth College v. Woodward</p> <p>Dred Scott v. Sanford</p>		
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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p><b>IMPLEMENTING THE NEW CONSTITUTIONAL PRINCIPLES</b></p> <p>What were George Washington's goals as president of the new nation?</p> <p>How did Alexander Hamilton's financial program affect the economy of the new nation?</p> <p>How did differing economic and political views lead to the rise of political parties?</p> <p>How did international events steer Washington toward a proclamation of neutrality?</p> <p>How was John Adams able to continue Washington's foreign policy of neutrality?</p> <p>What actions led to the downfall of the Federalist party?</p>	<p><b>IMPLEMENTING THE NEW CONSTITUTIONAL PRINCIPLES</b></p> <p>Formation of the first cabinet</p> <p>Hamilton's financial program: payment of debts, excise tax, protective tariff, Bank of the U.S.</p> <p>Loose interpretation vs. strict interpretation</p> <p>Federalists vs. Democratic Republicans</p> <p>Washington's Proclamation of Neutrality</p> <p>Adams' extension of Washington's foreign policy</p> <p>Summary of the Federalists to 1800</p>	<p>Discuss major actions of the new government: (Judiciary Act of 1789, Bill of Rights, first cabinet)</p> <p>Explain how Hamilton's plan for the payment of debts, excise tax, protective tariff and formation of the Bank of the U.S. contributed to the growth of the U.S. economy</p> <p>Compare and contrast the outcome of Shays' Rebellion and the Whiskey Rebellion</p> <p>Compare and contrast the views of the Federalists and Democratic Republicans</p> <p>Describe worldwide and domestic events that influenced Washington's Proclamation of Neutrality</p> <p>Identify events and policies during Adams' administration that led him to continue a policy of neutrality</p> <p>List achievements and failures of the Federalist party</p>	<p><b>SS1-K1-1A</b></p> <p><b>SS1-K1-1B</b></p> <p><b>SS1-K2-1C</b></p> <p><b>SS1-K2-1D</b></p> <p><b>SS1-K2-1E</b></p> <p><b>SS4-K1-1B</b></p> <p><b>SS4-K1-1D</b></p>

			<p><b>Vocabulary:</b></p> <p>Define and identify key terms and names:</p> <p>Judiciary Act of 1789, Alexander Hamilton, cabinet, Bank of the United States, Democratic-Republicans, Federalists, two-party system, protective tariffs, excise tax, neutrality, Edmund Genet, Pinckney Treaty, Jay's Treaty, sectionalism, XYZ Affair, Alien and Sedition Acts, nullification</p>		
Unit 5	<p><b>THE CONSTITUTION IN EFFECT</b></p> <p>Why was the Election of 1800 considered a "Revolution"?</p> <p>What was the significance of the Louisiana Purchase?</p> <p>How was Jefferson able to maintain a foreign policy of neutrality?</p> <p>What were the factors surrounding President Madison's decision to break the policy of neutrality?</p> <p>What were the results of the "Second War for Independence?"</p>	<p><b>THE CONSTITUTION IN EFFECT</b></p> <p>Jefferson's reversals of federalist policies</p> <p>Jefferson's continuation of certain federalist policies</p> <p>Louisiana Purchase</p> <p>Lewis and Clark</p> <p>Jefferson's change in philosophy to a loose interpretation of the Constitution</p> <p>Napoleonic Wars</p>	<p>Discuss why the Election of 1800 was considered a "revolution"</p> <p>Compare and contrast Jefferson's beliefs with previous Federalist policies</p> <p>Apply previous knowledge of strict vs. loose interpretation of the Constitution to Jefferson's dilemma in Purchasing the Louisiana Territory</p> <p>Predict what Lewis and Clark would discover on their journey west</p> <p>Review England and France's relationship during this time period</p> <p>Identify the significance of</p>	<p>SS1-K1-1A</p> <p>SS1-K1-1B</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K2-1E</p> <p>SS1-K3-1A</p> <p>SS1-K3-1C</p> <p>SS3-K2-1E</p> <p>SS5-K3-1D</p>	



		<p>War Hawks</p> <p>Causes of the War of 1812</p> <p>Results of the War of 1812</p>	<p>the Chesapeake Leopard Affair</p> <p>Discuss methods used by Jefferson to avoid war</p> <p>Distinguish between reasons why the U.S. went to war with England</p> <p>Summarize the causes and effects of the War of 1812</p> <p><b>Vocabulary:</b></p> <p>Define and Identify key terms and names:</p> <p>Lewis &amp; Clark, John Marshall, midnight judges, Marbury v. Madison, Louisiana Purchase, Sacajawea, War of 1812, blockade, impressments, embargo, William Henry Harrison, Tecumseh, war hawk, Andrew Jackson, Treaty of Ghent, armistice</p>		
Unit 6	<p><b>THE CONSTITUTION TESTED: NATIONALISM AND SECTIONALISM</b></p> <p>What political, economic and social events occur that help promote nationalism immediately following the War of 1812?</p> <p>What were the major disputes between the North and the South that led to</p>	<p><b>THE CONSTITUTION TESTED: NATIONALISM AND SECTIONALISM</b></p> <p>"Era of Good Feelings"</p> <p>Increase of federal power</p> <p>Second National Bank</p>	<p>Explain how Democratic Republicans turn toward Federalist ideas</p> <p>Describe the changing relationship between England and the United States</p> <p>Discuss the reasons why Spain sold Florida to the U.S.</p> <p>Evaluate the reasoning behind Monroe's foreign</p>		<p><b>SS1-K1-1A</b></p> <p><b>SS1-K1-1B</b></p> <p><b>SS3-K2-1E</b></p> <p><b>SS5-K2-1E</b></p> <p><b>SS5-K3-1D</b></p> <p><b>SS5-K4-1G</b></p>



	Essential Questions	Content	Skills	Standards/PIs
Unit 7	<p><b>POLITICAL DEMOCRATIZATION AND THE RISE OF MASS POLITICS</b></p> <p>How did political participation change in the early nineteenth century?</p> <p>How did Andrew Jackson represent the views of his supporters?</p>	<p><b>POLITICAL DEMOCRATIZATION AND THE RISE OF MASS POLITICS</b></p> <p>Election of 1824 and the corrupt bargain</p> <p>"Revolution of 1828"</p> <p>Kitchen cabinet</p> <p>Jacksonian Democracy</p> <p>Worcester vs. Georgia</p> <p>Trail of Tears</p> <p>Nullification and the Force Bill</p> <p>Jackson's actions against the National Bank</p>	<p>Identify the presidential candidates of 1824</p> <p>Illustrate how mudslinging is still used in campaigns today</p> <p>Discuss how John Quincy Adams won the Election of 1824</p> <p>Predict why the Democratic Republican Party split</p> <p>Differentiate between characteristics of presidential elections before and after 1828</p> <p>Outline how democracy increased during this time period</p> <p><b>Vocabulary:</b></p> <p>Identify and Define key terms and names:</p> <p>spoils system, corrupt bargain, Indian Removal Act, Trail of Tears, Daniel Webster, Tariff of Abominations, Whig Party, Martin Van Buren, Panic of 1837, John Tyler</p>	<p><b>SS1-K1-1A</b></p> <p><b>SS1-K1-1B</b></p> <p><b>SS1-K2-1B</b></p> <p><b>SS1-K2-1C</b></p> <p><b>SS5-K2-1A</b></p> <p><b>SS5-K4-1B</b></p>
	<p><b>TERRITORIAL EXPANSION</b></p> <p>How did economic, social, and political factors promote Manifest Destiny?</p>	<p><b>TERRITORIAL EXPANSION</b></p> <p>Reasons for manifest</p>	<p>Define Manifest Destiny</p> <p>Identify reasons for expanding westward</p> <p>Recall previous land</p>	<p><b>SS1-K1-1A</b></p> <p><b>SS1-K1-1B</b></p> <p><b>SS1-K2-1C</b></p>

Unit 8	<p>What events led to the independence and later annexation of Texas to the United States?</p> <p>How were the United States' southern and northern borders established?</p> <p>For what purpose did groups of people move westward?</p> <p>To what extent did westward expansion affect furthering differences between the North and South?</p>	<p>destiny</p> <p>Texas Revolution</p> <p>Annexation of Texas</p> <p>Mexican War</p> <p>Mexican Cession</p> <p>Gadsden Purchase</p> <p>Webster-Ashburton Treaty</p> <p>49th parallel</p> <p>Mormons' settlement in Utah</p>	<p>acquirements</p> <p>Contrast the ideals of the Mexican government and Texas colonists</p> <p>Describe events of the Texas Revolution</p> <p>Predict a dilemma with the annexation of Texas</p> <p>Locate the Nueces River and Rio Grande on a map</p> <p>Examine how the U.S. gained territories which created our borders</p> <p>Summarize the reasons for Mormon settlement in Utah</p> <p>Analyze the effect of westward expansion on sectionalism in the U.S.</p> <p><b>Vocabulary:</b></p> <p>Identify and define key terms and names: manifest destiny, Treaty of</p> <p>Fort</p> <p>Laramie,</p> <p>Oregon Trail, Mormons, Brigham Young, "Fifty four forty or fight", James Polk, land grant, Antonio de Santa Anna,</p> <p>Texas Revolution,</p>		<p><b>SS1-K2-1E</b></p> <p><b>SS1-K3-1A</b></p> <p><b>SS1-K4-1A</b></p> <p><b>SS3-K1-1B</b></p> <p><b>SS5-K1-1C</b></p> <p><b>SS5-K2-1A</b></p>	
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Alamo, Sam  
Houston, annexation,  
Zachary Taylor,  
Winfield Scott,  
Treaty of Guadalupe  
Hidalgo,

Gadsden Purchase,  
forty-niners, gold  
rush

Unit 9	<p><b>THE CIVIL WAR</b></p> <p>How did slavery and sectionalism lead to war?</p> <p>How did attitudes differ towards slavery in the north and south?</p> <p>What Constitutional debates contributed to the Civil War?</p> <p>Why did Southerners see the Election of 1860 as a threat?</p> <p>How did Southerners justify secession from the Union?</p> <p>To what extent were the powers of President Lincoln expanded as he dealt with the Civil War?</p> <p>How did controversies with England and France impact the Civil War?</p> <p>How were Lincoln's philosophies viewed by the Union and the Confederacy?</p> <p>What was Lincoln's legacy after his assassination?</p>	<p><b>THE CIVIL WAR</b></p> <p>North v. South feelings on slavery</p> <p>Abolition movement (Frederick Douglas, William Lloyd Garrison, Harriet Tubman)</p> <p>Slavery in the South</p> <p>Conflict over federalism</p> <p>Mounting tensions between North and South</p> <p>Southern Secession</p> <p>Events of the Civil War</p> <p>Controversies with Europe</p> <p>Expansion of presidential powers</p> <p>Reuniting the nation</p>	<p>Compare Northern and Southern views on slavery</p> <p>Discuss the impact of abolitionists on the Civil War</p> <p>Examine pro slavery arguments in the South</p> <p>Analyze the Compromise of 1850 and its influence on the Fugitive Slave Law</p> <p>Describe the provisions of the Kansas-Nebraska Act</p> <p>Describe the formation of Republican Party</p> <p>Interpret the Dred Scott Decision</p> <p>Explain importance of the Lincoln-Douglas Debates</p> <p>Discuss motives behind and results of John Brown's Raid</p> <p>Analyze the importance of the Election of 1860</p> <p>Describe events that took place during the war (Fort Sumter attack, War on land, Naval War)</p> <p>Identify Trent Affair and Maximilian Affair</p> <p>Discuss importance of the Emancipation Proclamation</p>		<p><b>SS1-K1-1A</b></p> <p><b>SS1-K1-1B</b></p> <p><b>SS1-K2-1B</b></p> <p><b>SS1-K2-1C</b></p> <p><b>SS1-K2-1D</b></p> <p><b>SS1-K3-1B</b></p> <p><b>SS1-K3-1C</b></p> <p><b>SS1-K4-1A</b></p> <p><b>SS3-K1-1A</b></p> <p><b>SS3-K1-1D</b></p> <p><b>SS3-K1-1E</b></p> <p><b>SS3-K2-1C</b></p> <p><b>SS3-K2-1E</b></p> <p><b>SS5-K1-1A</b></p> <p><b>SS5-K2-1A</b></p> <p><b>SS5-K2-1E</b></p> <p><b>SS5-K2-1E</b></p> <p><b>SS5-K2-1C</b></p> <p><b>SS5-K2-1C</b></p>	

		<p>Lincoln's Assassination</p>	<p>Analyze and interpret Lincoln's Gettysburg Address</p> <p>Discuss the impact of Lincoln's assassination on history</p> <p><b>Vocabulary:</b> Identify and define key terms and names: Bull Run,</p> <p>Fort</p> <p>Sumter, , Stone Wall</p> <p>Jackson, US Grant,</p> <p>Shiloh, Robert E Lee,</p> <p>Antietam, , Emancipation Proclamation, Copperheads, conscription, Clara Barton, Income Tax,</p> <p>Gettysburg Address, Appomattox Court House, National Bank Act, Thirteenth Amendment, Red Cross, John Wilkes Booth</p>			
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	Essential Questions	Content	Skills	Standards/PIs
Unit 10	<b>THE RECONSTRUCTED NATION</b>	<b>THE RECONSTRUCTED NATION</b>	Determine the essential questions surrounding how to reconstruct the nation	SS1-K1-1A
	In what ways were the Congressional Republican plans more radical than those of Abraham Lincoln and Andrew Johnson?	Lincoln's 10% Plan		SS1-K1-1B
	Why did the Radical Republicans want to impeach Andrew Johnson?	Wade Davis Bill	Compare and contrast the different plans for reconstruction	SS1-K2-1C
	What were the motives of controlling political groups in the South?	Radical Republican Reconstruction		SS1-K3-1C
	How did Reconstruction come to an end?	Civil Rights Act of 1866	<b>Vocabulary:</b>	SS5-K2-1E
	What were the lasting results of the Civil War and Reconstruction?	Freedman's Bureau	Identify and define key terms and names:	SS5-K3-1B
	<b>UNIT 11: THE RISE OF AMERICAN BUSINESS AND INDUSTRY: 1865 - 1900</b>	13th, 14th, 15th Amendments	Andrew Johnson, Reconstruction, Radical Republicans, Thaddeus Stevens, Wade Steven's Bill, Freeman's Bureau, black codes, Fourteenth Amendment, Fifteenth Amendment, impeachment, scalawag, carpetbagger, sharecropping, tenant farming, KuKlux Klan, Panic of 1873, redemption, Rutherford B. Hayes, Samuel Tilden, Compomise of 1877, homr rule	SS5-K3-1C
	<b>The Agricultural Revolution</b>	Reconstruction Act of 1867		SS5-K3-1D
	What were the problems experienced by farmers?	Tenure of Office Act		SS1-K1-1A
	What economic solutions were proposed by the Grangers?	Impeachment of Andrew Johnson	Discuss legislation passed during Congressional Reconstruction	SS1-K1-1B
	To what extent was the Populist party successful in resolving the problems of farmers?	Carpetbaggers and Scalawags	Review the constitutional grounds for impeachment	SS1-K2-1C
	<b>Native Americans</b> How did the Native Americans' concepts of land ownership and enviornmental surroundings compare with that of white settlers?	Election (and Compromise) of 1876		SS1-K2-1C
		Discrimination of blacks in the South	<b>UNIT 11:</b>	SS1-K2-1E
				SS1-K2-1F



<p>What role did government policies play in the settlement of the west?</p>	<p>Black education and philosophies for civil rights</p>	<p><b>THE RISE OF AMERICAN BUSINESS AND INDUSTRY: 1865 - 1900</b></p>	<p>SS1-K3-1D</p>
<p>What were the federal government's attempts to address Native American rights?</p>	<p>Supremacy of the federal government and expansion of presidential power</p>	<p><b>The Agricultural Revolution</b></p>	<p>SS3-K1-1A</p>
<p><b>The Rise of Big Business</b>          What factors led to the rise of industrialization?          What are the advantages of corporations over sole proprietorships?          What were some abuses of big business as led by the Captains of Industry?          How did the federal government handle the rise of business?</p>	<p>"Solid South"</p>	<p>Describe the new inventions and scientific improvements that advanced the farming industry</p>	<p>SS3-K1-1D</p>
<p><b>UNIT 12:          Foreign Policy (1789-1900)</b></p>	<p><b>UNIT 11:          THE RISE OF AMERICAN BUSINESS AND INDUSTRY: 1865-1900</b></p>	<p>Identify the disadvantages of these improvements on the farming industry</p>	<p>SS3-K2-1B</p>
<p>How did U.S. foreign policy evolve over time?</p>	<p>Development of the southern economy</p>	<p>Compare the farming organizations that demanded federal and state government involvement</p>	<p>SS2-K1-1B</p>
<p>Why did the U.S. change its approach to foreign policy?</p>	<p><b>The Agricultural Revolution</b></p>	<p>Predict why farmers wanted cheap money (inflation)</p>	<p>SS2-K1-1C</p>
<p>Why was protection of Latin America important to the U.S.?</p>	<p>Effects of new technology</p>	<p>Review the role of third parties in politics</p>	<p>SS1-K1-1A</p>
<p>What is the legacy of the Spanish-American War?</p>	<p>Agriculture from the Civil War to World War I</p>	<p>List the topics of the Populist party's platform</p>	<p>SS1-K1-1B</p>
<p><b>UNIT 13:          The Progressive Era/Presidency of Theodore Roosevelt</b></p>	<p>Contributions of the Grangers</p>	<p>Analyze William Jennings Bryan's "Cross of Gold" speech</p>	<p>SS1-K2-1B</p>
<p>What political, economic, and social problems led to the call for reform in the late 19th century?</p>	<p>Interstate Commerce Act</p>	<p><b>Vocabulary:</b></p>	<p>SS1-K2-1C</p>
<p>How did Theodore Roosevelt's views on</p>	<p>Greenback Movement</p>	<p>Identify key terms and names:</p>	<p>SS1-K2-1D</p>
	<p>Specie Resumption Act</p>		<p>SS1-K2-1E</p>
	<p>Populist Party and the significance of third parties</p>		<p>SS1-K2-1F</p>
	<p>Election of 1896</p>		<p>SS1-K3-1B</p>
			<p>SS1-K3-1C</p>
			<p>SS1-K4-1A</p>
			<p>SS3-K1-1C</p>
			<p>SS5-K1-1C</p>
			<p>SS5-K2-1A</p>
			<p>SS4-K1-1D</p>
			<p>SS1-K1-1A</p>
			<p>SS1-K2-1E</p>
			<p>SS2-K2-1E</p>
			<p>SS3-K2-1B</p>
			<p>SS1-K1-1A</p>
			<p>SS1-K1-1B</p>
			<p>SS1-K2-1E</p>

business shape the Progressive Era?		Oliver Hudson Kelley, Grange, Farmer's Alliances, populism,	<b>SS1-K3-1D</b>
How were the goals of Progressive reform carried out?	<b>Native Americans</b>	bimetallism, gold standard, William McKinley, William Jennings Bryan	<b>SS3-K1-1F</b>
How did Teddy Roosevelt's foreign policy reflect Progressive ideals?	White settlement of the west		<b>SS3-K2-1B</b>
How were women's rights advanced up to and during the Progressive Era?	Homestead Act		<b>SS5-K1-1A</b>
	Closing of the frontier- 1890		<b>SS4-K1-1D</b>
	Relocation		<b>SS4-K1-1F</b>
	Dawes Act	<b>UNIT 11:</b>	<b>SS1-K2-1F</b>
	Reservation system		<b>SS5-K2-1E</b>
<b>UNIT 14:</b>	<u>A Century of Dishonor</u> by Helen Hunt Jackson	<b>Native Americans</b>	<b>SS1-K1-1A</b>
<b>World War I</b>		Compare the differences between white and Native American views on land ownership	<b>SS1-K1-1B</b>
Why did the United States enter World War I?	<b>The Rise of Big Business</b>		<b>SS1-K2-1C</b>
What actions helped the war effort on the homefront?	Causes of industrialization		<b>SS1-K2-1C</b>
What restrictions were placed on civil liberties during World War I?	Results of Industrialization	Examine how the desire for territorial expansion led to broken treaties with Native Americans	<b>SS1-K2-1D</b>
What were the key actions of President Wilson during the war?	Sole Proprietorships		<b>SS1-K2-1E</b>
What factors contributed to the Senate's failure to ratify the Treaty of Versailles?	Corporations		<b>SS1-K2-1F</b>
	Monopolies	Summarize the history of the relationship between Native Americans and the federal government to today.	<b>SS1-K3-1A</b>
	Examples of business consolidations		<b>SS1-K3-1A</b>
	Abuses of big business		<b>SS1-K3-1B</b>
	Captains of Industry/Robber barons/Philanthropists	Identify key terms and names:	<b>SS1-K3-1C</b>
	Laissez Faire Capitalism	Great Plains, Sitting Bull, assimilation, Dawes Act, Battle of Wounded Knee, Chisholm Trail	<b>SS1-K3-1D</b>
<b>UNIT 15:</b>	Beginnings of federal regulation		<b>SS1-K4-1B</b>
<b>1920's &amp; 1930's</b>			<b>SS5-K1-1C</b>
Why were the 1920's labeled "A Return to Normalcy"?	<b>UNIT 12:</b>		<b>SS5-K2-1A</b>
How was society affected in the Roaring Twenties?	<b>Foreign Policy (1789-1900)</b>	<b>The Rise of Big Business</b>	<b>SS5-K3-1A</b>
Why did Progressivism		Describe the causes of industrialization	<b>SS5-K4-1D</b>
			<b>SS4-K1-1D</b>

<p>come to an end in the 1920's?</p> <p>How did Franklin D. Roosevelt use his powers as President to restore people's confidence in the economy?</p> <p>How was society affected by FDR's foreign and domestic policies?</p>	<p>impacts of industrialization on foreign policy</p> <p>Early American foreign policy</p> <p>Setting of U.S. foreign policy</p>	<p>Compare the advantages of a sole proprietorship and a corporation</p> <p>Name the Captains of Industry</p> <p>Summarize the results of the formation of monopolies</p>
<p><b>UNIT 16:</b> <b>World War II-Cold War</b> How did the United States prepare for war against the Axis powers before the bombing of Pearl Harbor? How were Japanese Americans' rights limited during World War II? Why did President Truman make the decision to use the atomic bomb on Japan? What were the results of World War II? What is the purpose of the United Nations? How did the United States respond to the expansion of communism in Europe and Asia? How did the United States respond to the communist threat at home?</p>	<p>Reasons for U.S. imperialism</p> <p>Acquisition of new territories</p> <p>Causes of the Spanish American War (1898)</p> <p>Settlement and significance of the Spanish American War</p>	<p>Predict the results of industrialization during laissez faire capitalism</p> <p>Identify key terms and names:</p> <p>Edwin Drake, Bessemer Process, Thomas Alva Edison, Alexander Graham Bell, transcontinental railroad, Credit Mobilier, Interstate Commerce Act, Munn vs. Illinois, Andrew Carnegie, Vertical and horizontal integration, Social Darwinism, John D. Rockefeller, Sherman Antitrust Act, Samuel Gompers, AFL, IWW</p>
<p><b>UNIT 17:</b> <b>Civil Rights Era</b> How did Americans begin to change their views on segregation? Who were the key leaders of the Civil Rights Movement and how did they differ? How was the Election of 1960 unique?</p>	<p><b>UNIT 13:</b> <b>The Progressive Era</b> Political, social, and economic pressures for reform</p> <p>Teddy Roosevelt's Square Deal</p> <p>Trustbusting</p> <p>Anthracite Coal Strike</p>	<p><b>UNIT 12:</b> <b>Foreign Policy (1789-1900)</b> define foreign policy</p> <p>Review how Washington's Proclamation of Neutrality, the War of 1812, the</p>

<p>How did John F. Kennedy carry out domestic and foreign policies? What is the legacy of JFK? What were Lyndon B. Johnson's goals for the nation?</p>	<p>Conservation of natural resources Muckrakers: Steffens, Tarbell, Norris, Sinclair</p>	<p>Monroe Doctrine, and Manifest Destiny set the stage for future foreign policy</p>
<p><b>UNIT 18: Recent Presidents (1968-present)</b> What were the key aspects of Richard Nixon's domestic policy? In what way did Nixon ease tensions between the U.S. and communist nations? How did the War Powers Act weaken the power of the presidency? How did the public react to the Watergate affair? What were the key events that occurred during Gerald Ford's presidency? What foreign policy issues surrounded Jimmy Carter's presidency? To what extent did Ronald Reagan's domestic policy challenge elements of the New Deal and the Great Society? How did Reagan's foreign policy help lead to the fall of the Soviet Union? Why did President H.W. Bush support the Persian Gulf War effort? How did the U.S. further its involvement in the global economy during President Bill Clinton's presidency? What social concerns were addressed during Clinton's presidency? Why was President Clinton impeached? How has President George W. Bush dealt with the War on Terror?</p>	<p>Federal Legislation: Pure Food and Drug Act (1906), Meat Inspection Act (1906) "Big Stick" Policy: Revolt in Panama, Roosevelt Corollary, Russo-Japanese War, Gentlemen's Agreement Origins of Women's Rights Suffrage Movement: Elizabeth Cady Stanton, Susan B. Anthony; Seneca Falls The black movement and reform: Booker T. Washington and W.E.B. DuBois Temperance/prohibition <b>UNIT 14: World War I</b> Fundamental causes of World War I Unrestricted submarine warfare by Germany: the Lusitania, violation of the Sussex Pledge propaganda Zimmerman Note American economic interests Idealism: preserving and spreading democracy</p>	<p>Discuss reasons for imperialism (Industrial Revolution, closing of the frontier, European influence, nationalism) discuss the importance of the acquisition of Alaska discuss the importance of the acquisition of Hawaii identify the causes of the Spanish-American War (Humanitarianism, economics, yellow journalism, sinking of the Maine) examine the significance of the Teller Resolution discuss the role of Roosevelt's Rough Riders describe the significance of the Treaty of Paris</p>

	War Industries Board	<b>UNIT 13:</b>	
	Espionage and Sedition Acts	<b>The Progressive Era</b>	
	Scheckn vs. United States	Discuss political, social, and economic problems of the late 1800's	
	War bonds		
	Selective Service Act	Describe Teddy Roosevelt's Square Deal	
	Wilson's Fourteen Points		
	Senate defeat of the Treaty of Versailles and the League of Nations	define progressivism and illustrate specific progressive reforms	
	<b>UNIT 15:</b>	identify trustbusting and court case: Northern Securities Co. v. United States (1904)	
	<b>1920's &amp; 1930's</b>		
	Golden Twenties	Explain Teddy Roosevelt's progressive views on business	
	Nativism	Define muckraking	
	Prohibition Era	Describe Teddy Roosevelt's foreign policy	
	Isolationism		
	Rebellious young people	Examine important Progressive Legislation	
	Republican domination:	identify early contributors to women's rights movement	
	Harding Administration		
	Coolidge Administration	evaluate the importance of the suffrage movement	
	Hoover Administration		
	The Stock Market Crash of 1929	identify important advances in black rights: formation of NAACP	
	The Dust Bowl	describe the effects of Prohibition on society	
	Election of 1932: Franklin D. Roosevelt		
	Roosevelt's "Hundred Days"		
	The New Deal		
		<b>UNIT 14:</b>	

Roosevelt's Foreign Policy	<b>World War I</b>
<b>UNIT 16:</b>	Review the causes of World War I
<b>World War II -Cold War</b>	Outline reasons for United States entry into World War I
Fundamental causes of World War II	
Neutrality Act: "cash and carry"	Discuss how the federal government raised money to finance the war
Naval bases for destroyers deal	
Selective Service Act	List President
Lend Lease Act	Wilson's Fourteen Points
Pearl Harbor	
Korematsu vs. United States	Review examples of checks and balances
War bonds	
Harry Truman and the atomic bomb	Judge the effects of the United States refusing to join the League of Nations
Political, economic and social results of World War II	<b>Vocabulary:</b> Identify key terms and names:
United Nations	
Cold War: democracy and capitalism vs. communism	nationalism, militarism, Allies, Central Powers, Archduke Franz Ferdinand, trench warfare, Lusitania, Zimmerman Note, Selective Service Act, General John J. Pershing, armistice, War Industries Board, propaganda, Espionage and Sedition Acts, Great Migration, Fourteen Points, League of Nations, Georges Clemenceau, Treaty of Versailles, reparations, Henry Cabot Lodge
containment	
arms race	
space race	
espionage	
Truman Doctrine	
Marshall Plan	
Iron Curtain	

Berlin Blockade	
Berlin Airlift	<b>UNIT 15:</b>
Collective security pacts: NATO, Warsaw Pact	<b>1920's &amp; 1930's</b>
Smith Act	Describe economic, social, and political factors surrounding the "Roaring Twenties"
Dennis vs. United States	
McCarthyism	
Rosenberg case	Define nativism its affects on society (Sacco & Vanzetti, KKK revival, immigration quotas, Red Scare)
Cuban Missile Crisis	
<b>UNIT 17:</b>	Explain the effects prohibition (18th Amendment) had on society: bootleggers, speakeasies, rise of organized crime
<b>Civil Rights Era</b>	
Brown v. Board of Education, Topeka Kansas (1954)	Describe the influence flappers and sheiks had on society
"The Little Rock Nine"	Compare the "lost generation" of the 1920's to the 1960's
The Montgomery Bus Boycott	
Early Civil Rights Leaders	Analyze the importance of Warren G. Harding's presidency
Martin Luther King Jr.	Compare Harding to McKinley
Malcolm X	
Medgar Evers	Identify Teapot Dome Scandal and Washington Conference
Black Panthers	
Election of 1960	Describe how Coolidge sought to end Progressivism
The New Frontier	
Foreign Affairs:	
Peace Corps, Bay of Pigs invasion, Cuban Missile	Identify the Immigration

Crisis, Limited Test Ban Treaty	Act of 1924 and the Kellogg-Briand Pact
Assassination of JFK	Describe Herbert Hoover's "Trickle Down Approach"
Lyndon B. Johnson's Presidency	Describe 'Hooverilles"
Johnson's Great Society	Identify causes of the Great Depression
Foreign Affairs: Vietnam	Analyze circumstances surrounding the Stock Market Crash of 1929
<b>UNIT 18:</b>	
<b>Recent Presidents (1968-present)</b>	Explain the causes and effects of the Dust Bowl
Events of 1968: assassinations of Martin Luther King, Jr. and Robert Kennedy, Democratic Convention riots	Describe the effects of Roosevelt's Bank Holiday
Moon landing	Explain the importance of FDR's Fireside Chats
Withdrawal from Vietnam: Vietnamization	Evaluate the goals and effectiveness of The New Deal
War Powers Act	Identify the 22nd Amendment
Detente	Identify the Good Neighbor Policy and 1935 & 1937 Neutrality Acts
SALT	
Watergate	<b>UNIT 16:</b>
Ford's pardons	<b>World War II-Cold War</b>
Oil crisis	Review the fundamental causes of World War II
Camp David Accords	Explain how the U.S. gradually became involved in the war
Iranian hostage crisis	
Reaganomics	Interpret FDR's Quarantine Speech
Iran Contra hearings	
Relations with Gorbachev and the Soviet Union	Discuss how the U.S. became an "arsenal of democracy"
Fall of the Berlin Wall	



	Persian Gulf War	Review the actions of the Japanese at Pearl Harbor naval base		
	Hillary Clinton's focus on health care			
	Whitewater investigations	Compare the differing viewpoints of Korematsu vs. U.S.		
	NAFTA			
	Intervention in Somalia and Bosnia	Analyze Truman's justification for using the atomic bomb on Hiroshima and Nagasaki		
	Impeachment and acquittal of Clinton	Outline the role of the United Nations in international affairs		
	Election of 2000			
	September 11, 2001	Predict the outcome of the U.S. and the USSR emerging as superpowers		
		Discuss how the U.S. used its reputation as a superpower to contain communism		
		List and explain the political and economic strategies to implement the U.S. foreign policy of containment of communism in Europe and Asia		
		Compare the "Red Scare"s of the post-WWI and post-WWII eras		
		Identify key terms and names:		
		Joseph Stalin, totalitarianism, Benito Mussolini, fascism, Adolf Hitler, Nazism, Francisco Franco, Neutrality Acts, Neville Chamberlain, Winston Churchill, appeasement, nonaggression pact, blitzkrieg, Charles de Gaulle, Holocaust, genocide, concentration camp, Axis Powers, Lend Lease Act, Atlantic Charter, Allies,		

Hideki Tojo, George Marshall, Manhattan Project, Office of Price Administration, War Productions Board, rationing, Dwight D. Eisenhower, D-Day, George Patton, V-E Day, Harry S. Truman, Douglas MacArthur, kamikaze, J. Robert Oppenheimer, Hiroshima, Nagasaki, Nuremburg Trials, GI Bill of Rights, Congress of Racial Equality, internment, United Nations, satellite nation, containment, Iron Curtain, Cold War, Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, Warsaw Pact, 38th Parallel, Korean War, HUAC, blacklist, Ethel and Julius Rosenberg, Joseph McCarthy, McCarthyism, Eisenhower Doctrine

#### **UNIT 17:**

##### **Civil Rights Era**

compare and contrast the decisions in Brown v. Board of Ed. and Plessy v. Ferguson

describe Eisenhower's actions in the "Little Rock Nine" incident

identify the impact Rosa Parks had on the Civil Rights Movement

Compare and contrast early Civil Rights Leaders (DuBois and B.T. Washington)

Explain the profound impact Dr. Martin Luther King Jr. had on the the Civil Rights

Movement

Compare and contrast  
Malcom X and King's tactics

Describe the role of the  
Black Panthers

explain the importance of  
the first televised debates

Describe elements of JFK's  
"New Frontier"

Analyze positive and  
negative foreign policy  
decisions made by JFK

describe the impact JFK's  
assassination had on  
America

explain Johnson's "Great  
Society" goals

explain how the Gulf of  
Tonkin Resolution justified  
the expansion of war in  
Vietnam

describe the growth of  
resistance to the Vietnam  
War

**UNIT 18:**

**Recent Presidents  
(1968-present)**

Identify and evaluate  
Nixon's domestic and  
foreign policy programs

Review the concept of  
checks and balances and  
the 25th Amendment

Discuss the constitutional implications of the Watergate affair

Evaluate the reasons for Ford's pardons of Nixon and draft dodgers

Summarize the outcomes and significance of the Camp David Accords and the Iranian Hostage Crisis

Compare the domestic policies of Reagan's "New Federalism" with past presidential policies

Compare "Reaganomics" with Hoover's "Trickle Down Theory"

Discuss key events between the U.S. and USSR during the 1980s

Evaluate the reasons for U.S. intervention in Kuwait

List the social concerns that the Clinton administration pushed to reform

Outline the events leading up to the impeachment of Clinton

Discuss strategies used by the Bush administration to fight the War on Terror

**Vocabulary:**

Identify key terms and names:

Tet offensive, Vietnamization, Kent State University, War Powers Act, revenue sharing, stagflation, OPEC, detente, SALT I  
Treaty, impeachment, Watergate, Committee to Reelect the President, Camp David Accords, Ayatollah Ruhollah Khomeini, Reaganomics, supply side economics, Strategic Defense

		Initiative, Sandra Day O'Connor, Mikhail Gorbachev, Sandinistas, Contras, Operation Desert Storm, H. Ross Perot, NAFTA, Hillary Rodham Clinton, Al Gore, George W. Bush		
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### Key to Standards used in this Map

**SS1-K1-1A** [14 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1A - analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. [Commencement]

**SS1-K1-1B** [15 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1B - describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. [Commencement]

**SS1-K2-1B** [4 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1B - develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues. [Commencement]

**SS1-K2-1C** [11 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1C - compare and contrast the experiences of different groups in the United States. [Commencement]

**SS1-K2-1D** [5 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1D - examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. [Commencement]

**SS1-K2-1E** [9 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1E - analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies. [Commencement]

**SS1-K2-1F** [4 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1F - compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. [Commencement]

**SS1-K3-1A** [5 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1A - compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture. [Commencement]

**SS1-K3-1B** [6 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1B - research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States). [Commencement]

**SS1-K3-1C** [7 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1C - prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history. [Commencement]

**SS1-K3-1D** [3 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1D - understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). [Commencement]

**SS1-K4-1A** [3 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1A - analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors perspectives. [Commencement]

**SS1-K4-1B** [1 occurrence] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1B - consider different historians analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations.

[Commencement]

**SS2-K1-1B** [1 occurrence] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1B - understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. [Commencement]

**SS2-K1-1C** [1 occurrence] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1C - analyze historic events from around the world by examining accounts written from different perspectives. [Commencement]

**SS2-K2-1E** [1 occurrence] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1E - investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. [Commencement]

**SS3-K1-1A** [2 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1A - understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions. [Commencement]

**SS3-K1-1B** [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1B - describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities. [Commencement]

**SS3-K1-1C** [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - investigate the characteristics, distribution, and migration of human populations on the Earth's surface. [Commencement]

**SS3-K1-1D** [2 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world. [Commencement]

**SS3-K1-1E** [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1E - analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface. [Commencement]

**SS3-K1-1F** [2 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1F - explain how technological change affects people, places, and regions. [Commencement]

**SS3-K2-1B** [4 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1B - locate and gather geographic information from a variety of primary and secondary sources [Commencement]

**SS3-K2-1C** [1 occurrence] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1C - select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information [Commencement]

**SS3-K2-1E** [3 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1E - develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. [Commencement]

**SS4-K1-1B** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1B - define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems. [Commencement]

**SS4-K1-1D** [5 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1D - describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system. [Commencement]

**SS4-K1-1F** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1F - explain how economic decision making has become global as a result of an interdependent world economy. [Commencement]

**SS5-K1-1A** [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs. [Commencement]

**SS5-K1-1C** [3 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1C - compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture. [Commencement]

**SS5-K1-1D** [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - identify and analyze advantages and disadvantages of various governmental systems. [Commencement]

**SS5-K2-1A** [8 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1A - trace the evolution of American values, beliefs, and institutions. [Commencement]

**SS5-K2-1C** [4 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1C - identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society. [Commencement]

**SS5-K2-1E** [7 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1E - understand the dynamic relationship between federalism and states rights. [Commencement]

**SS5-K3-1A** [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions (Adapted from The National Standards for Civics and Government, 1994). [Commencement]

**SS5-K3-1B** [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1B - analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign. [Commencement]

**SS5-K3-1C** [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1C - describe how citizenship is defined by the Constitution and important laws. [Commencement]

**SS5-K3-1D** [3 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1D - explore how citizens influence public policy in a representative democracy. [Commencement]

**SS5-K4-1A** [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1A - participate as informed citizens in the political justice system and processes of the United States, including voting. [Commencement]

**SS5-K4-1B** [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1B - evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from The National Standards for Civics and Government, 1994). [Commencement]

**SS5-K4-1C** [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1C - take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs. [Commencement]

**SS5-K4-1D** [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1D - consider the need to respect the rights of others, to respect others points of view (Adapted from The National Standards for Civics and Government, 1996). [Commencement]

**SS5-K4-1E** [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1E - participate in school/classroom/community activities that focus on an issue or problem. [Commencement]

**SS5-K4-1G** [3 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1G - explain how democratic principles have been used in resolving an issue or problem. [Commencement]