

Independent School District of Boise City

1305 United States History 9

United States History to 1900

Course Description

This course is the first year of a two-year study of United States (U.S.) history. U.S. History 9 examines the pre-twentieth century American experience. First semester is a study of America's history from European exploration through the Election of 1800, with emphasis on the causes and results of the American Revolution and the creation and implementation of the U.S. Constitution. Second semester includes a study of the nation's political and economic expansion, reform movements, sectional divisions, the Civil War and Reconstruction, and themes associated with the Gilded Age—industrialization, urbanization, immigration, and the closing of the American West. U.S. History 9 also explores the music, art, literature, and values of American society through the nineteenth century.

A Note on Standards

The U.S. History 9 curriculum includes both Boise School District and State of Idaho standards. State standards include content knowledge and skills in the following areas: critical thinking; the evolution of democracy; exploration and expansion; the foundations, organization, and formation of the American system of government; citizen responsibilities and rights; economic fundamentals and influences; geography; migration and immigration, responses to industrialization and technological innovation, international relations and conflicts, and cultural and social development. While each standard is expressed through specific, associated instructional objectives, instructors should seek opportunities to apply the standards throughout the course. The initial instructional objective, 1305.01, contains the state's critical thinking standards for social studies, grades 9 through 12. Teachers are to review the standards and ensuing performance objectives and employ them through the curriculum.

Adopted Materials

Creating America: A History of the United States. Evanston, Illinois: McDougall Littell, 2003

First Semester Timeline

Unit 1	Exploration, Contact, and the Columbian Exchange	1 week
Unit 2	The English Colonies	4 weeks
Unit 3	The American Revolution	4 weeks
Unit 4	Confederation and Constitution	3 weeks
Unit 5	The Federal Era and the Jeffersonian Succession	4 weeks

Second Semester Timeline

Unit 6	The War of 1812 and the National Era	2 weeks
Unit 7	Jacksonian Democracy, Reform, and Expansion	4 weeks
Unit 8	Civil War and Reconstruction	4 weeks
Unit 9	Closing the Frontier	2 weeks
Unit 10	The Gilded Age: Industrialization, Urbanization, and Immigration	4 weeks

United States History 9	District Reference 1305
--------------------------------	-----------------------------------

Unit 1	Exploration, Contact, and the Columbian Exchange	Semester 1, 1 week	
Instructional Objective		Standard Reference	
1305.01 Acquire critical thinking and analytical skills. Note: This instructional objective, its associated instructional objectives, and the performance objectives in this section apply throughout the course.		130501	
Associated Instructional Objectives:			
Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.		6-12.USH1.2.1.1	
Evaluate and interpret points-of-view using primary and secondary sources.		130501a	
Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.		130501b	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe how geographic features have affected the settlement patterns or economic activities within a specific region of the United States.	Ongoing	TMA
02	Describe various settlement patterns and/or waves of migration that have shaped the United States (e.g. physical distribution, impact of customs, traditions, economic development, “melting pot” v. “salad bowl”), emphasizing their impact on existing physical and human systems.	Ongoing	TMA
03	Organize, create, or interpret data on a timeline, utilizing calendar time.	Ongoing	TMA
04	Create and utilize charts, tables, graphs, and flowcharts to organize, sequence, display, and interpret historic information.	Ongoing	TMA
05	Create and/or utilize all types of maps and map projections about geographic settings, climate, distances, directions, relative and absolute locations, patterns of spatial distribution, and other geographic information.	Ongoing	TMA
06	Create mental maps to organize data.	Ongoing	TMA
07	Locate, organize, and analyze historical data, using a variety of written, visual, and electronic sources (e.g. computer databases, census reports, standard references, maps, periodicals, documentary films, journals), distinguishing between primary and secondary sources.	Ongoing	TMA
08	Question data, assessing it for credibility and completeness, and recognizing stereotypes and biases.	Ongoing	TMA
09	Examine photographs, newspapers, cartoons, paintings, electronic media systems, and other visual sources to clarify and interpret historical	Ongoing	TMA

	information.		
10	Read historical narratives and sources, comprehend the main idea, identify various interrelationships, and/or examine patterns of change in the succession of events or chronological structure of the narrative or source.	Ongoing	TMA
11	Differentiate between historical fact and historical interpretation or between fact and opinion.	Ongoing	TMA
12	Understand the values, beliefs, and ideas held by people in the historical past, as disclosed by their diaries, letters, speeches, literature, and art.	Ongoing	TMA
13	Analyze cause-and-effect relationships associated with historical issues, as well as compare and contrast multiple perspectives, values, events, and personalities.	Ongoing	TMA EOC
14	Analyze current events and relate them to the historical past when applicable.	Ongoing	TMA
15	Define a central issue, distinguish verifiable information, and determine an essential component of a given problem or situation.	Ongoing	TMA EOC
16	Evaluate information related to problem solving, identify alternative solutions, assess or predict probable consequences of events, and/or follow a course of action.	Ongoing	TMA EOC
17	Participate in historic and contemporary investigations, research projects, discussions, debates, surveys, interviews, individual oral reports, and cooperative presentations.	Ongoing	TMA
18	Analyze and respond to a primary source, work with others to clarify ideas, and write an essay related to a specific integrated task.	Ongoing	TMA EOC
19	Write an essay, synthesizing and integrating knowledge obtained on a subject pertinent to United States history.	Ongoing	TMA EOC
20	Examine works of art, literature, or music and analyze how they reflect the times in which they were created.	Ongoing	TMA EOC
Instructional Objective		Standard Reference	
1305.02 Understand the cultural and ecological interactions among previously unconnected peoples resulting from early European exploration and colonization.		130502	
Associated Instructional Objectives:			
Examine the development of diverse cultures in what is now the United States.		6-12.USH1.1.5.1	
Identify significant countries (and individuals) and their roles and motives in the European exploration of the Americas.		6-12.USH1.1.5.2	
Describe the economic characteristics of colonialism.		6-12.USH1.3.1.1	

Analyze and describe the interactions between native peoples and the European explorers.			6-12.US.1.1.5.3
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Discuss the various theories that explain the origins of the earliest humans in North America.	Ch. 1	EOC TMA
02	Summarize European motives for exploration; identify routes of significant explorers and map European claims to North America.	Ch. 2	EOC
03	Analyze the development and effects of the Columbian Exchange.	Ch. 2	EOC TMA
04	Contrast and evaluate Spanish, French, and English interactions with indigenous peoples.	Ch. 2	EOC TMA
Instructional Objective 1305.02a Illustrate how an artifact symbolizes and reflects a particular culture and/or time period.		Standard Reference 9-12.I.1.1.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Replicate an artifact or interpret a work of art that reflects the particular culture of an indigenous people or colonial European group (c. 1500-1700).		TMA

Unit 2	The English Colonies	Semester 1, 4 weeks
---------------	-----------------------------	----------------------------

Instructional Objective 1305.03 Explain colonial immigration, population growth, and the consequences of each.		Standard Reference 130503	
Associated Instructional Objectives:			
Analyze the religious, political, and economic motives of European immigrants who came to North America.		6-12.US.1.1.2.1	
Explain the motives and consequences for the involuntary immigration to North America.		6-12.US.1.1.2.2	
Describe the economic characteristics of colonialism.		6-12.US.1.3.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Analyze the population growth of the English colonies.	Ch. 3, 4	TMA
02	Compare the religious, political and economic motives of voluntary immigrants to the English colonies.	Ch. 3, 4	EOC TMA
03	Using representative colonies, contrast the early settlement of Virginia and New England.	Ch. 3, 4	EOC TMA
04	Describe mercantilism and analyze its impact on colonial economies.	Ch. 3, 4	EOC TMA
05	Explain the causes of indentured servitude and slavery and analyze their impact on colonial societies.	Ch. 3, 4	EOC TMA

Instructional Objective 1305.04 Identify how religious, social, political, and economic factors shaped settlement patterns in the 17 th and 18 th centuries in North America.		Standard Reference 130504	
Associated Instructional Objectives:			
Compare and contrast the different cultural and social influences that emerged in the North American colonies.		6-12.USH1.1.1.1	
Describe the economic characteristics of colonialism.		6-12.USH1.3.1.1	
Summarize the major events in the European settlement of North America from Jamestown to the end of the eighteenth century.		6-12.USH1.1.5.4	
Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.		9-12.USH2.1.1.1	
Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas.		9-12.I.2.1.2	
Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct.		9-12.I.2.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Compare/contrast the social, political, and economic features of the three regions of the English colonies.	Ch. 3, 4, 5	EOC TMA
02	Describe and analyze the consequences of the Puritan response to dissenters.	Ch. 3, 4	EOC TMA
03	Identify colonial influences that have shaped American culture and government.	Ch. 4, 5	EOC TMA
04	Examine the cultural diversity of colonial America.	Ch. 3, 4, 5	EOC TMA
05	Study a piece of literature from colonial America in terms of its reflection of culture.	Ch. 5	EOC TMA

Unit 3	The American Revolution	Semester 1, 4 weeks
---------------	--------------------------------	----------------------------

Instructional Objective 1305.05 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.		Standard Reference 6-12.USH1.1.1.4	
Associated Instructional Objective:			
Summarize the major events in the European settlement of North America from Jamestown to the end of the eighteenth century.		6-12.USH1.1.5.4	
Analyze ways in which the physical environment affected political and economic development.		6-12.USH1.2.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the background /causes of the French and Indian War.	Ch. 5	EOC TMA
02	Analyze the results of the French and Indian War, including Parliament's shift from salutary neglect.	Ch. 6	EOC TMA

03	Analyze the causes, effectiveness, and impact of the Proclamation of 1763.	Ch. 5	EOC TMA
Instructional Objective 1305.06 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.		Standard Reference 6-12.USHI.1.1.4	
Associated Instructional Objective:			
Identify, in context, events and people influential in the development of historical events and/or movements and living cultures.		9-12.I.1.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Analyze the multiple causes and sources of dissent leading to the outbreak of the American Revolution.	Ch. 6	EOC TMA
02	Compare/contrast the British and colonial advantages and disadvantages at the outset of the Revolutionary War.	Ch. 6, 7	EOC TMA
03	Examine the significance of major events of the American Revolution.	Ch. 6, 7	EOC TMA
04	Analyze the political, social, and economic changes brought about by the American Revolution.	Ch. 7	EOC TMA
Instructional Objective 1305.06a Demonstrate the ways in which the arts and humanities reflect events.		Standard Reference 9-12.I.1.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify and analyze the point of view in a literary (or other artistic) work that depicts the growing tension between Britain and its North American colonies after 1763.	Text	TMA
Instructional Objective 1305.06b Interpret how a literary/artistic work relates to the history and/or culture from which it originated.		Standard Reference 9-12.I.3.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain how a literary work (e.g. Thomas Paine's <i>Common Sense</i> , poetry by Phillis Wheatley), a painting (e.g. John Trumbull's <i>The Death of General Warren at Bunker Hill</i>), or a work of architecture (e.g. the Pennsylvania State House (Independence Hall), Mt. Vernon) reflects the aesthetic, style, or themes associated with eighteenth century Western culture.	Text	TMA
Instructional Objective 1305.06c Analyze an artifact or idea and debate its meaning in the context of its societal values.		Standard Reference 9-12.I.2.2.1	
No.	Performance Objective	Resource Reference	Assessment

			Correlation
01	Identify and account for the differences between an artistic representation of an historical event and a first-hand (primary source) written account of the same event (e.g. the Boston Massacre, the outbreak of violence at Lexington and Concord).		TMA
02	Identify and explain the similarities and differences between two accounts of the same historical event.		TMA

Unit 4	Confederation and Constitution	Semester 1, 3 weeks
---------------	---------------------------------------	----------------------------

Instructional Objective		Standard Reference	
1305.07 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, Bacon's Rebellion.		6-12.USHI.4.1.1	
Associated Instructional Objective:			
Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution.		6-12.USHI.4.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Review the development of social contract and constitutional government and explain the significance of English/colonial documents and institutions (e.g. Magna Carta, colonial charters, Mayflower Compact, philosophies of Locke and Hobbes).	Ch. 3, 5	EOC TMA
02	Explain the democratic principles of the Declaration of Independence.	Ch. 6	EOC TMA
03	Contrast direct democracy with representative democracy.	Constitutional Handbook	EOC TMA
Instructional Objective		Standard Reference	
1305.08 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution.		6-12.USHI.4.1.2	
Associated Instructional Objectives:			
Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.		6-12.USHI.4.2.1	
Explain how and why powers are distributed and shared between national and state governments in the United States.		6-12.USHI.4.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Evaluate accomplishments and weaknesses of the Articles of Confederation.	Ch. 8	TMA
02	Explain the framers' concerns and the resulting compromises that emerged at the Constitutional	Ch. 8	EOC TMA

	Convention.		
03	Summarize the arguments of the Federalist and Anti-Federalists over the ratification of the Constitution of the United States.	Ch. 8	EOC TMA
04	Examine/explain the fundamental principles of the United States Constitution.	Constitutional Handbook Ch. 8	EOC TMA
05	Explain the fundamental powers of the legislative, executive, and judicial branches under the United States Constitution.	Ch. 8	EOC
Instructional Objective		Standard Reference	
1305.09 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.		6-12.USH1.4.1.3	
Associated Instructional Objectives:			
Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution.		6-12.USH1.4.1.2	
Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.		6-12.USH1.1.1.3	
Describe ways in which citizens participated in early American public life.		6-12.USH1.4.3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the rights and protections guaranteed to individuals in the Constitution.	Constitutional Handbook	EOC TMA
02	Analyze how the Constitution both promotes and limits democracy.	Constitutional Handbook	EOC TMA
03	Identify personal behaviors that contribute to strengthening a democratic republic.	Constitutional Handbook	EOC TMA

Unit 5	The Federal Era and the Jeffersonian Succession	Semester 1, 4 weeks
---------------	--	----------------------------

Instructional Objective		Standard Reference	
1305.10 Understand the problems and actions of the presidential administrations of the Federalist era.		130510	
Associated Instructional Objective:			
Provide and evaluate examples of social and political leadership in early American history.		6-12.USH1.4.3.1	
Analyze the role of government policy in the early economic development of the United States.		6-12.USH1.3.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Assess the presidency of George Washington with regard to implementation of the Constitution and the conduct of domestic and foreign affairs.	Ch. 9	EOC TMA
02	Analyze Hamilton's economic policies and	Ch. 9	EOC

	Jefferson's opposition to them.		TMA
03	Analyze Washington's concerns expressed in his Farewell Address.	Ch.9	EOC
04	Explain the development and impact of the first American political party system.	Ch. 9	EOC TMA
05	Explain the actions of the Adams' administration regarding international problems (e.g. undeclared naval war with France, Alien and Sedition Acts) and analyze the political responses.	Ch. 9	EOC TMA
Instructional Objective		Standard Reference	
1305.11 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.		6-12.USH1.1.1.4	
Associated Instructional Objective:			
Explain the significance of principal policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars.		6-12.USH1.5.1.1	
Explain ways in which people responded to their physical environment in the early national history of the United States.		6-12.USH1.2.2.1	
Understand the development of the Supreme Court's power and its significance from 1789 to 1814.		130511	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Evaluate the significance of Jefferson's election to the presidency.	Ch. 10	EOC TMA
02	Trace the evolution of the Supreme Court's powers during the 1790s and early 19 th century and appraise John Marshall's precedent-setting decisions.	Ch. 10	EOC TMA
03	Outline the causes and consequences of the Louisiana Purchase.	Ch. 10	EOC TMA
04	Examine the political and economic causes and effects of the War of 1812; explain the reasons for, and consequences of, Native American support for Britain; and analyze the sectional divisions caused by the war.	Ch. 10	EOC TMA

Unit 6	The War of 1812 and the National Era	Semester 2, 2 weeks
---------------	---	----------------------------

Instructional Objective		Standard Reference	
1305.12 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.		6-12.USH1.1.1.4	
Associated Instructional Objective:			
Explain the significance of principal policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars.		6-12.USH1.5.1.1	

Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.		6-12.USH1.5.1.2	
Discuss the use of the national interest as a criterion for shaping foreign policy.		6-12.USH1.5.1.3	
Understand the development of the Supreme Court's power and its significance during the early nineteenth century.		130512	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Illustrate emerging nationalism following the War of 1812 as evidenced in American culture, national symbols, politics, and foreign policy.	Ch. 10	EOC TMA
02	Explain the purpose and evaluate the significance of the Monroe Doctrine.	Ch. 11	EOC TMA
03	Appraise the impact of the Marshall court on national development.	Ch. 11	EOC TMA
Instructional Objective 1305.13 Explain the factors that contributed to the rise of industrialization in the 19th century.		Standard Reference 9-12.USH2.1.4.1	
Associated Instructional Objective:			
Describe the emergence and evolution of a market economy.		6-12.USH1.3.2.1	
Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.		6-12.USH1.1.4.2	
Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States.		6-12.USH1.1.4.1	
Explain ways in which people responded to their physical environment in the early national history of the United States.		6-12.USH1.2.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the development and assess the impact of the factory system and the transportation and market revolutions on antebellum American society.	Ch. 11	EOC TMA
02	Explain the impact of major inventions of the 19 th century on the American economic system.	Ch. 11	EOC TMA
03	Examine the economic and social impact of the cotton gin on the nation's regions.	Ch. 11	EOC TMA
04	Explore Southern commitment to the plantation system as the driving force behind the Southern way of life.	Ch. 11	TMA

Unit 7	Jacksonian Democracy, Reform, and Expansion	Semester 2, 4 weeks
---------------	--	----------------------------

Instructional Objective 1305.14 Understand the social, political, and economic changes and challenges of the Age of Jackson (1824-1840).	Standard Reference 130514
Associated Instructional Objectives:	

Provide and evaluate examples of social and political leadership in early American history.			6-12.USH1.4.3.1
Explain how and why powers are distributed and shared between national and state governments in the United States.			6-12.USH1.4.2.2
Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians.			6-12.USH1.1.3.1
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Analyze the growth and limitations of democracy in “the age of the common man.”	Ch. 12	EOC TMA
02	Explain the development of the second American party system.	Ch. 12	EOC TMA
03	Explain how tariff policy, issues of states’ rights, and debates over slavery influenced politics and sectionalism between 1820 and 1840.	Ch. 12	EOC TMA
04	Examine Jackson’s policy toward the Native Americans and assess its significance.	Ch. 12	EOC TMA
05	Evaluate the economic policies and decisions of the Jackson and Van Buren administrations.	Ch. 12	EOC TMA
Instructional Objective 1305.14a Interpret how a literary/artistic work relates to the history and/or culture from which it originated.		Standard Reference 9-12.I.3.2.2	
Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.		6-12.USH1.1.1.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Assemble/collect and explain contemporary examples of art, literature, and political philosophy/expression that illustrate the values and themes of Jacksonian Democracy.	Text	TMA
Instructional Objective 1305.15 Understand the sources, character, and effects of cultural, religious, and social reform movements in the antebellum period.		Standard Reference 130515	
Associated Instructional Objective:			
Describe the economic responses to industrialization and the emergence of the American labor movement.		9-12.USH2.1.4.2	
Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct.		9-12.I.2.2.2	
Explain the motives and consequences for the involuntary immigration to North America.		6-12.USH1.1.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify factors that led to antebellum reform movements (e.g. the Great Awakening, temperance, abolition, prison reform, education reform, and women’s rights).	Ch. 14	EOC TMA
02	Characterize reform movements and evaluate their	Ch. 14	EOC

	impact on American society.		TMA
03	Explain the growth of the abolitionist movement and the public response in both the North and South.	Ch. 14	EOC TMA
Instructional Objective 1305.16 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.		Standard Reference 6-12.USH1.1.1.2	
Associated Instructional Objective:			
Analyze the religious, political, and economic motives of European immigrants who came to North America.		6-12.USH1.1.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	List the changes in immigration and migration patterns in the United States prior to the Civil War.	Ch. 13, 14	EOC TMA
02	Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity.		TMA
03	Explain the growth and impact of nativism as a response to Irish and German immigration.	Ch. 14	EOC TMA
Instructional Objective 1305.17 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts.		Standard Reference 6-12.USH1.1.5.5	
Associated Instructional Objectives:			
Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States.		6-12.USH1.1.2.3	
Illustrate westward migration across North America.		6-12.USH1.2.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explore the lure of the West and the reality of life on the frontier.	Ch. 13	EOC TMA
02	Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation.	Ch. 13	EOC TMA
03	Evaluate the role of the federal government, non-native settlers, and Native Americans in the development of the West.	Ch. 13	EOC TMA
04	Contrast the causes and character of the rapid settlement of California, Oregon, and Utah in the late 1840s and 1850s.	Ch. 13	EOC TMA
05	Map the territorial expansion and major westward trails of the United States from 1803-1853.	Ch. 13 Historical Atlas	EOC TMA
Instructional Objective 1305.17a Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas.		Standard Reference 9-12.I.2.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation

01	Compare and contrast nineteenth century and early twenty-first century images/artistic descriptions of the American West (e.g. music, paintings, descriptions from literature). Account for the similarities and differences that you note.		TMA
Instructional Objective		Standard Reference	
1305.18 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.		6-12.USH1.1.1.4	
Associated Instructional Objective:			
Explain the significance of principal policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars.		6-12.USH1.5.1.1	
Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.		6-12.USH1.5.1.2	
Discuss the use of the national interest as a criterion for shaping foreign policy.		6-12.USH1.5.1.3	
Explain how and why powers are distributed and shared between national and state governments in the United States.		6-12.USH1.4.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the peaceful resolution of the Oregon dispute with Great Britain in 1846.	Ch. 13	EOC TMA
02	Examine the causes of the Texas War for Independence and the Mexican War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo.	Ch. 13	EOC TMA
03	Assess the role of compromise in the decades prior to 1850 (e.g. Missouri Compromise, Tariff of 1833).	Ch. 15	EOC TMA
04	Analyze how the debates over the extension of slavery strained national unity and fostered sectionalism.	Ch. 15	EOC TMA
Instructional Objective		Standard Reference	
1305.18a Relate arts and humanities disciplines to ethical and/or human issues.		9-12.I.2.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the specific impact that one significant historical figure (e.g. Nat Turner, William Lloyd Garrison, Harriet Beecher Stowe) had on the issue of slavery in American society.	Text	TMA

Unit 8	Civil War and Reconstruction	Semester 2, 4 weeks
---------------	-------------------------------------	----------------------------

Instructional Objective 1305.19 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.		Standard Reference 6-12.USH1.1.1.4	
Associated Instructional Objectives:			
Compare the economic development of the North with the South.		6-12.USH1.3.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain why the Compromise of 1850 did not provide permanent remedy to sectional tensions.	Ch. 15	EOC TMA
02	Explain how events after the Compromise of 1850 (e.g. the Kansas-Nebraska Act, growing free labor ideology in the North, and the Dred Scott decision) contributed to increasing sectional polarization.	Ch. 15, 16	EOC TMA
03	Debate the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict.	Ch. 15, 16	EOC TMA
04	Chart the secession of the southern states and explain the process and reasons for secession.	Ch. 15,16	EOC TMA
05	Compare the human and material resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side.	Ch. 16	EOC TMA
06	Identify events and turning points of the war (e.g. division of loyalties within states such as Virginia and Tennessee, the draft riots, the election of 1864, battles such as Antietam and Gettysburg) and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict.	Ch. 16, 17	EOC TMA
07	Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance.	Ch. 17	EOC TMA
08	Explore the role and impact of blacks on the war effort in the North and the South.	Ch. 17	EOC TMA
09	Analyze the purpose, meaning, and significance of Gettysburg Address.	Ch. 17 p. 524	EOC TMA
Instructional Objective 1305.20 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.		Standard Reference 6-12.USH1.1.1.4	
Associated Instructional Objective:			
Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.		6-12.USH1.4.1.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Compare the human and material costs of the war in the North and South and assess the war's impact	Ch. 17, 18	EOC TMA

	on the nation's social, political, and economic institutions.		
02	Explain how Southern states restricted the freedoms of African Americans.	Ch. 18	EOC TMA
03	Contrast the Reconstruction policies of Lincoln, Andrew Johnson, and Congress, while assessing these policies as responses to changing events (including Lincoln's assassination).	Ch. 17, 18	EOC TMA
04	Explain the provisions of the 13 th , 14 th , and 15 th amendments and the political forces supporting and opposing each.	Ch. 17, 18	EOC TMA
05	Analyze how the Civil War and Reconstruction affected men's and women's roles and status in American society.	Ch. 18, 22	TMA
06	Assess the successes and failures of Reconstruction.	Ch. 18	EOC TMA
Instructional Objective 1305.21 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights.		Standard Reference 6-12.USHI.4.4.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the emergence of Jim Crow laws and analyze their impact on the lives of Americans.	Ch. 18, 21	EOC TMA
02	Analyze and evaluate the impact of <i>Plessy v. Ferguson</i> (1896).	Ch. 21	EOC TMA

Unit 9	Closing the Frontier	Semester 2, 2 weeks
---------------	-----------------------------	----------------------------

Instructional Objective 1305.22 Evaluate the impact of western settlement on the nation's economic, political and social development.		Standard Reference 130522	
Associated Instructional Objective:			
Analyze the role of government policy in the early economic development of the United States.		6-12.USHI.3.2.2	
Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians.		6-12.USHI.1.3.1	
Explain how and why events may be interpreted differently according to the points of view of participants and observers.		6-12.USHI.1.3.2	
Discuss the resistance of American Indians to assimilation.		6-12.USHI.1.3.3	
Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States.		6-12.USHI.1.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Examine the challenges of building the transcontinental railroads.	Ch. 20	EOC TMA
02	Identify the effects of the transcontinental railroads on the West and on the nation.	Ch. 20	EOC TMA

03	Explain how major geographical and technological influences (e.g. mechanized farming, hydraulic engineering, and barbed wire) affected farming, mining, and ranching.	Ch. 20	EOC TMA
04	Analyze the role of the federal government (especially in terms of land, water, and Indian policies) in the economic transformation of the West.	Ch. 20	EOC TMA
05	Explain the emergence and characteristics of cooperatives, the Grange, and the Populist movement as responses to industrialization and changing markets.	Ch. 19	EOC TMC
06	Examine diaries, journals, and other literary works to explore the daily life of women on the frontier and compare their experiences with women in the East.	Ch. 19	TMA
07	Analyze the causes and effects of the “second great removal,” (e.g. the reservation system and the Dawes Act) and evaluate the legacy of federal Indian policies during the 19 th century.	Ch. 19	EOC TMA

Instructional Objective	Standard Reference
1305.22a Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas.	9-12.I.2.1.2

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Compare the similarities and differences in the artistic treatment of an historical event (e.g. the siege of the Alamo, The Battle of Little Big Horn), as expressed in at least two modern (post-World War II) accounts, each representing a different cultural point of view.		TMA

Unit 10	The Gilded Age: Industrialization, Urbanization, and Immigration	Semester 2, 4weeks
----------------	---	---------------------------

Instructional Objective		Standard Reference	
1305.23 Explain the factors that contributed to the rise of industrialization in the 19 th century.		9-12.US2.1.4.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Evaluate the careers and contributions of prominent industrial and financial leaders of the Gilded Age (e.g. Vanderbilt, Carnegie, Rockefeller and Morgan).	Ch. 20	EOC TMA
02	Explain how business leaders used various types of business organizations to expand markets, limit competition, and maximize profits in the late 19 th century.	Ch. 20	EOC TMA

03	Examine and illustrate the role of new technology, communication and transportation in the growth of industrialization.	Ch. 20	EOC TMA
Instructional Objective 1305.24 Describe the economic responses to industrialization and the emergence of the American labor movement.		Standard Reference 9-12.USH2.1.4.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe the problems of the American worker in the 1800s and how they attempted to bring about change.	Ch. 14	EOC TMA
02	Trace the formation and describe the organization of labor unions of the 19 th century.	Ch. 20	EOC TMA
03	Examine the major events in the labor struggle of the late 1800s (e.g. the Haymarket event and the Homestead and Pullman strikes).	Ch. 20	EOC TMA
Instructional Objective 1305.24a Relate arts and humanities disciplines to ethical and/or human issues.		Standard Reference 9-12.I.2.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify a nineteenth century hero or popular figure who embodies the spirit of Manifest Destiny, political compromise, or unbridled finance capitalism. Identify the moral issues and ethical questions raised by this person's behavior/values/goals.	Text	TMA
Instructional Objective 1305.25 Identify motives for continued immigration to the United States.		Standard Reference 9-12.USH2.1.2.1	
Associated Instructional Objective:			
Analyze the changes in the political, social, and economic conditions of immigrant groups.		9-12.USH2.1.2.2	
Illustrate westward migration across North America.		6-12.USH1.2.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Account for the migratory patterns of people from farms to cities, including the migration of African Americans from the South, and explain the factors that led to the rapid growth of cities.	Ch. 21	EOC TMA
02	Examine effects of the rapid growth of American cities during the Gilded Age (e.g. challenges of governance, public health, recreation).	Ch. 21	EOC TMA
03	Contrast the "old" and "new" immigration in terms of its numbers, and the immigrants' ethnicity, religion, language, place of origin, and motives for emigrating from their homelands.	Ch. 21	EOC TMA
04	Illustrate the challenges, opportunities, and	Ch. 21	TMA

	contributions of different immigrant groups.		
--	--	--	--

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 6-12
U.S. HISTORY I**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.1.1.1 Compare and contrast the different cultural and social influences that emerged in the North American colonies.
- 6-12.US1.1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.
- 6-12.US1.1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.
- 6-12.US1.1.1.4 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.1.2.1 Analyze the religious, political, and economic motives of European immigrants who came to North America.
- 6-12.US1.1.2.2 Explain the motives and consequences for the involuntary immigration to North America.
- 6-12.US1.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States.

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians.
- 6-12.US1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-12.US1.1.3.3 Discuss the resistance of American Indians to assimilation.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.1.4.1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States.

- 6-12.US1.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.1.5.1 Examine the development of diverse cultures in what is now the United States.
6-12.US1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas.
6-12.US1.1.5.3 Analyze and describe the interactions between native peoples and the European explorers.
6-12.US1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.
6-12.US1.1.5.5 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts.

Goal 1.6: Explain the rise of human civilization.

No objectives in U.S. History I

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in U.S. History I

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in U.S. History I

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in U.S. History I

Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.2.2.1 Explain ways in which people responded to their physical environment in the early national history of the United States.
6-12.US1.2.2.2 Analyze ways in which the physical environment affected political and economic development.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.US1.2.3.1 Illustrate westward migration across North America.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in U.S. History I

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in U.S. History I

Standard 3: Economics

Students in U.S. History I explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.US1.3.1.1 Describe the economic characteristics of colonialism.

6-12.US1.3.1.2 Compare the economic development of the North with the South.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.3.2.1 Describe the emergence and evolution of a market economy.
- 6-12.US1.3.2.2 Analyze the role of government policy in the early economic development of the United States.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in U.S. History I

Goal 3.4: Explain the concepts of good personal finance.

No objectives in U.S. History I

Standard 4: Civics and Government

Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.4.1.1 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, Bacon's Rebellion.
- 6-12.US1.4.1.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution.
- 6-12.US1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.
- 6-12.US1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in the United States.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.
- 6-12.US1.4.3.2 Describe ways in which citizens participated in early American public life.

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights.

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History I

Standard 5: Global Perspectives

Students in U.S. History I build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.5.1.1 Explain the significance of principal policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars.
- 6-12.US1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.
- 6-12.US1.5.1.3 Discuss the use of the national interest as a criterion for shaping foreign policy.

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 9-12
U.S. HISTORY II**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History II build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.
- 9-12.US2.1.1.2 Discuss the causes and effects of various conflicts in American history.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.1.2.1 Identify motives for continued immigration to the United States.
- 9-12.US2.1.2.2 Analyze the changes in the political, social, and economic conditions of immigrant groups.
- 9-12.US2.1.2.3 Discuss the causes and effects of 20th century migration.

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.1.3.1 Trace federal policies such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self determination throughout history that have impacted contemporary American Indians.
- 9-12.US2.1.3.2 Discuss the resistance of American Indians to assimilation.
- 9-12.US2.1.3.3 Explain the influences of American Indians to the history and culture of the United States.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19th century.
- 9-12.US2.1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement.
- 9-12.US2.1.4.3 Analyze the political and social responses to industrialization.
- 9-12.US2.1.4.4 Identify and analyze the causes of the Great Depression and its effects upon American society.
- 9-12.US2.1.4.5 Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.1.5.1 Describe the factors that contributed to the expansion of the United States.

Goal 1.6: Explain the rise of human civilization.

No objectives in U.S. History II

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in U.S. History II

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in U.S. History II

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in U.S. History II

Standard 2: Geography

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.2.2.1 Explain ways in which people responded to their physical environment in the development and emergence of the modern United States.
- 9-12.US2.2.2.2 Analyze ways in which the physical environment affected political and economic development.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.2.3.1 Analyze how scientific and technological innovations have shaped migration and settlement patterns in the modern United States.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in U.S. History II

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in U.S. History II

Standard 3: Economics

Students in U.S. History II explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.3.1.1 Describe the emergence of the modern corporation.
- 9-12.US2.3.1.2 Describe the development of a consumer economy.
- 9-12.US2.3.1.3 Analyze the role of the modern United States in the global economy.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.3.2.1 Analyze the role of government policy in the economic development of the modern United States.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in U.S. History II

Goal 3.4: Explain the concepts of good personal finance.

No objectives in U.S. History II

Standard 4: Civics and Government

Students in U.S. History II build an understanding that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in U.S. History II

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in U.S. History II

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*.
9-12.US2.4.3.2 Provide and evaluate examples of social and political leadership in American history.

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.4.4.1 Trace the development of political, civil, and economic rights.

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History II

Standard 5: Global Perspectives

Students in U.S. History II build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.5.1.1 Compare competing belief systems of the 20th century, including communism, totalitarianism, isolationism, and internationalism.

- 9-12.USH2.5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.
- 9-12.USH2.5.1.3 Explain the significance of principal events in the United States' relations with the world, such as World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America.
- 9-12.USH2.5.1.4 Explain how and why the United States assumed the role of world leader after World War II and what its leadership role is in the world today.