

US History

Carrizo Springs High School

Scope and Sequence

First Semester

1st Six Weeks

Unit 01: Celebrate Freedom Week (5 days for this unit)

US.1A, US.1B, US.1C

Introduction

State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Unit 02: Growing Pains – the Gilded Age 1877-1898 (15 days for the entire unit)

[US.2A](#), [US.3A](#), [US.3B](#), [US.3C](#), [US.12A](#), [US.13A](#), [US.13B](#), [US.14A](#), [US.15A](#), [US.15C](#), [US.23A](#), [US.25B](#), [US.26A](#), [US.26B](#), [US.26C](#), [US.27A](#), [US.28B](#), [US.29A](#), [US.29B](#), [US.30A](#), [US.30B](#)

UNIT OVERVIEW

Introduction

This unit bundles student expectations that address life in America in the late 1800s following Reconstruction, a time period, often referred to as the Gilded Age. This unit is primarily a study in how economic changes bring about changes in population patterns. Additionally, the expansion of railroads and the proliferation of telegraph lines along with key legislation brought about the closing of the western frontier and the creation of a national market. The time period was politically characterized by the institution of political machines in urban areas and the rise of a populist movement amongst the rural population. An examination of the Gilded Age is important for understanding the emergence of the United States as a leading industrial power, the domestic division between rural and urban society in the United States, and the continued sectional characteristics.

Prior to this Unit

During 8th grade social studies, students learned about the concept of Manifest Destiny and the initial settlement of the West. Students also studied about the first wave of industrialization in the United States during the mid-nineteenth century, as well as the reconstruction of the union. It may be beneficial to review these events and their connection to the events studied in this unit.

During this Unit

During this unit, students study about the final settlement of the frontier; the industrialization and rise of big business in America; and the urbanization of America, along with the rise of political machines and eventual civil service reform. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

After this Unit

In a subsequent unit, students study about the efforts of progressive reformers to address the negative consequences of industrial growth and urbanization.

2nd Six Weeks

Unit 03: Reforming America – the Progressive Era 1898-1920 (10 days for the entire unit)

[US.2A](#), [US.5A](#), [US.5B](#), [US.5C](#), [US.9B](#), [US.14B](#), [US.15B](#), [US.22A](#), [US.22C](#), [US.24A](#), [US.25A](#), [US.28B](#), [US.28E](#), [US.29A](#), [US.29B](#)

UNIT OVERVIEW

Introduction

This unit bundles student expectations that address the development of the reform movements of the Progressive Era. This unit is primarily a study of reforming social conditions. The Progressive Movement, which advanced between 1900 and the beginning of the First World War, arose to address the problems resulting from industrialization and urbanization. While the movement has roots in the populist movement of the late 1800s, the base of the progressives was in the middle class of America. Progressives, who were influenced by writers, journalists, religious leaders, and college professors, sought to remedy social issues by instituting reforms at the local, state, and national levels. Generally, progressive reforms targeted the exploitation of workers and corruption in government along with promotion of civil rights. While the progressives were successful at introducing reforms to improve working conditions and to expand civic participation, they were not as successful at expanding civil rights for African Americans. The efforts of some reformers, including those of W.E.B. DuBois and Booker T. Washington can be seen as the origins of the modern civil rights movement in America. The last significant reform of the progressives was the passage of the Nineteenth Amendment granting women the right to vote. An examination of the Progressive Era is important for understanding the American ideal that the people can instigate reforms to create a better society for all.

Prior to this Unit

Prior to this unit, students learned about the settlement of the West, the rise of big business, industrialization, immigration, and urbanization that occurred at the end of the nineteenth century in the United States.

During this Unit

During this unit, students learn about how progressive reformers brought about social and political change at the local, state, and national level; the emergence of the Progressive Party; and how reform legislation changed the relationship between business and government. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

After this Unit

In the next unit students study about emergence of the United States as a world power.

Unit 04: Emergence as a World Power – Spanish-American and First World Wars 1898-1920 (10 days for the entire unit)

[US.2A](#), [US.2B](#), [US.4A](#), [US.4B](#), [US.4C](#), [US.4D](#), [US.4E](#), [US.4F](#), [US.12A](#), [US.15C](#), [US.15D](#), [US.18B](#), [US.23B](#), [US.26B](#), [US.28B](#), [US.29A](#), [US.29B](#)

Introduction

This unit bundles student expectations that address the rise of the United States into the position of a world power at the beginning of the twentieth century. This unit is primarily a study of foreign policy. U.S. involvement in the Spanish-American War marked a first step for the United States as an emerging world power. The war brought an end to the Spanish colonial empire and the commencement of U.S. territorial expansion. U.S. acquisition of territory in the Pacific and the Caribbean necessitated the development of U.S. foreign policy, most notably in regards to U.S. relations with Latin American nations, China, and Japan. When the First World War started the U.S. government maintained neutrality, but was committed to protecting its interests in the Western Hemisphere while trying to avoid involvement in Europe's internal disputes. When a German plot to involve Mexico in the war was revealed, sentiments about neutrality changed and the United States entered the war. Involvement in the First World War and the leadership President Wilson took in negotiating the peace marked another step in the United States' emergence as a world power. An examination of the Spanish-American War, the debate about imperialism, and U.S. involvement in the First World War is important for understanding the role the United States performs in world affairs.

Prior to this Unit

Prior to this unit, students learned about domestic issues that were the focus of the Progressive Era reform efforts. It is important to note that if students have taken World History prior to U.S. History they have previously learned about the First World War.

During this Unit

During this unit students examine U.S. foreign policy in the early twentieth century including, involvement in the Spanish-American War; the development of U.S. foreign policy in regards to Latin America, China and Japan; and involvement in the First World War. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

While the causes of the First World War are reviewed in this unit, the primary focus of study involves examining U.S. entry into the First World War as well as U.S. actions in the war (1917-1918). Students also study the varying points of view regarding ratification of the Treaty of Versailles. Though the results of the treaty (change in political boundaries in Europe and payment of reparations) should be reviewed, the focus of study is on Wilson's Fourteen Points and the debate regarding the League of Nations.

After this Unit

In the next unit students study about the economic boom that characterized the 1920's decade in the United States.

3rd Six Weeks

Unit 05: Boom Time – 1920s America 1920-1929 (10 days for the entire unit)

[US.2A](#), [US.5A](#), [US.6A](#), [US.6B](#), [US.13A](#), [US.15C](#), [US.16A](#), [US.18C](#), [US.22B](#), [US.24A](#), [US.24B](#), [US.24C](#), [US.25B](#), [US.25C](#), [US.26C](#), [US.27A](#), [US.28A](#), [US.28B](#), [US.28D](#), [US.29A](#), [US.29B](#)

Introduction

This unit bundles student expectations that focus on the political, economic, social, and cultural changes taking place during the 1920s, sometimes referred to as the Roaring Twenties. This unit is primarily a study of contrasts in society. Following the end of the First World War, Americans weathered a temporary economic depression moving from a wartime economy to a peacetime economy from 1919-1921. The remainder of the decade was characterized by unprecedented economic prosperity, supported by the pro-business policies of three presidential administrations. This prosperity was coupled with isolationist foreign policies, and heightened fears of communists, immigrants, and anarchists that manifested in the rise of nativism. The time period was also characterized by changing social values which threatened traditional values, as evidence by prohibition and the Scopes Trial. During the 1920s, African-Americans migrated in large numbers to northern cities as a flourishing of African-American culture reached a pinnacle with the Harlem Renaissance. The crash of the stock market in 1929 brought the economic prosperity of the decade to an end, but the legacy of culture change continued. An examination of the 1920s is important for understanding the tension, conflict, and polarization brought about by fear and changing social values.

Prior to this Unit

Prior to this unit, students learned about the rise of the United States as a world power during the Spanish-American War and the First World War.

During this Unit

During this unit, students study about the economic prosperity of the 1920s; the rising of nativism in 1920s society; and the social and cultural changes of the 1920s that resulted in clashes between those embracing new values and those wanting to preserve traditional society. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

After this Unit

In the next unit students learn about the economic bust of the Great Depression and the efforts to address the crisis.

Unit 06: Economic Bust – the Great Depression 1929-1939 (10 days for the entire unit)

[US.2A](#), [US.2B](#), [US.12A](#), [US.13A](#), [US.14A](#), [US.16B](#), [US.16C](#), [US.16D](#), [US.16E](#), [US.18A](#), [US.18B](#), [US.19B](#), [US.24A](#), [US.28A](#), [US.28B](#), [US.29A](#), [US.29B](#), [US.30A](#), [US.30B](#)

Introduction

This unit bundles student expectations that address the Great Depression and the New Deal response. This unit is primarily a study of economic policy. In 1929 the crash of the stock market brought an end to the economic prosperity of the 1920s and ushered in the worst economic depression in U.S. history. It was also during the 1930's that drought and poor agricultural practices coupled to turn the heartland of the Great Plains into a "Dust Bowl" further straining economic growth in the United States. Americans looked to the federal government to revive the economy and relieve poverty brought about by the depression. President Roosevelt became the architect of New Deal legislation intended to alleviate the economic crisis. The New Deal significantly changed the relationship between the government and the economy in the United States. The eventual end of the economic depression of the 1930s was relieved with the economic growth created by the Second World War. An examination of the Great Depression is important for understanding the expansion in size and power of the federal government in the United States and evaluating the role of government in times of economic crisis.

Prior to this Unit

Prior to this unit, students learned about the economic boom and changing social patterns that characterized 1920s America.

During this Unit

During this unit students study about the causes of the Great Depression along with the economic and social impact of the depression; the economic impact of the "Dust Bowl" on the agricultural sector; and about the provisions of the New Deal along with its impact on the role of government. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

After this Unit

In the next unit students study about the United States' involvement in the Second World War.

Second Semester

4th Six Weeks

Unit 07: Total War – the Second World War 1939-1945 (10 days for the entire unit)

[US.2A](#), [US.2B](#), [US.7A](#), [US.7B](#), [US.7C](#), [US.7D](#), [US.7E](#), [US.7F](#), [US.7G](#), [US.17A](#), [US.18B](#), [US.23B](#), [US.28A](#), [US.28B](#), [US.28D](#), [US.29A](#), [US.29B](#)

Introduction

This unit bundles student expectations that address U.S. involvement in the Second World War. This unit is primarily a study of wartime mobilization. In the midst of the economic depression that characterized the 1930s dictators came to power in Italy, Germany, and Japan. Their aggressive actions coupled with unresolved issues of the First World War brought about a Second World War in 1939. At that time Americans supported a policy of neutrality and were resistant to involvement in European affairs. As the scale of the war increased, President Roosevelt proposed to sell, lease, or lend war materials to countries whose defense was important to the United States resulting in the initial involvement of the United States in the war. On December 7, 1941 the Japanese military launched a surprise attack on Pearl Harbor. One day later President Roosevelt asked Congress for a declaration of war against Japan. When Germany and Italy declared war on the United States four days later, Americans became engaged in a two front war fighting with the Allied Powers.

The Second World War became a “total war” as mobilization for the war effort affected all Americans. Women entered the workforce in greater numbers, many Americans volunteered for military service, Japanese Americans were relocated to internment camps, the government instituted rationing, families planted victory gardens, and industries shifted to wartime production. After heroic campaigns in Europe, the Allied Powers were victorious and with that the liberation of concentration camps which revealed the horrors of the Holocaust. American forces continued to fight in Asia until President Truman authorized the use of atomic weapons. On August 6, 1945 an atomic bomb exploded over Hiroshima, Japan. Three days later the bombing of Nagasaki, Japan was followed by the surrender of the Japanese government and the end of the Second World War. The United States was instrumental in securing the peace following the Second World War including prosecuting war crimes at the Nuremberg Trials, occupying parts of Germany, and rebuilding Japan. An examination of the United States’ involvement in the Second World War is important for understanding how the United States became a world superpower.

Prior to this Unit

Prior to this unit, students learned about the economic devastation of the Great Depression.

During this Unit

During this unit students study about the rise of dictatorships in Europe and how that contributed to the cause of a second world war. Students examine the reasons for the United States’ entry into the war, and the responses on the home front, including Executive Order 9066 as well as the economic and social changes brought about by U.S. involvement in the war. Additionally, students study the military involvement of the United States in the fighting of the Second World War by examining significant battles, the fighting on two fronts, the military and political leadership during the war, and the decision to drop atomic bombs. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

After this Unit

In the next unit students learn about the economic prosperity that characterized the United States in the 1950s and 1960s and U.S. involvement in the Cold War.

Unit 08: Differing Ideologies – The Cold War 1945-1970s (15 days for the entire unit)

[US.2A](#), [US.2B](#), [US.8A](#), [US.8B](#), [US.8C](#), [US.8D](#), [US.8E](#), [US.8F](#), [US.14A](#), [US.17B](#), [US.17C](#), [US.18B](#), [US.19A](#), [US.20A](#), [US.20B](#), [US.22B](#), [US.23B](#), [US.24A](#), [US.24B](#), [US.26A](#), [US.26B](#), [US.27A](#), [US.28B](#), [US.29A](#), [US.29B](#)

Introduction

This unit bundles student expectations that address issues surrounding Cold War policies both domestic and foreign as well as the prosperity of the 1950s and 1960s in the United States. This unit is primarily a study of responses to perceived threats. Following the Second World War, Americans experienced an economic boom characterized by increased consumer consumption and economic growth fueled by advances in science and technology. In the midst of this economic prosperity, the United States and the Soviet Union were poised in an ideological struggle termed a “cold war”. The two former allies emerged from the Second World War as superpowers with competing ideologies – the United States committed to freedom and democracy and the Soviet Union committed to the spread of communism. U.S. policy to contain the spread of communism manifested itself in providing aid to western European nations, forming the North Atlantic Treaty Organization (NATO), and entering the Korean conflict. At the height of the Cold War U.S. officials responded to communist threats in Cuba, and deployed American military forces to fight in Vietnam. Domestic national security concerns about the spread of communism resulted in Congressional investigations along with the accusations of “un-American” actions on the part of some Americans. An examination of the Cold War is important for understanding how policy can be used to shape the response to national threats and when military intervention is necessary.

Prior to this Unit

Prior to this unit, students learned about United States involvement in the Second World War.

During this Unit

During this unit, students examine the Cold War policies developed to address Soviet aggression and the involvement of the United States in Korea; the economic prosperity of the 1950s and 1960s; the domestic issues surrounding the Cold War; and the fighting of the Vietnam War along with the public response to the war in Vietnam. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

After this Unit

In the next unit students learn about the expansion of democratic rights in the United States with the Civil Rights Movement of the latter half of the twentieth century.

5th Six Weeks

Unit 09: Liberty and Justice for All – Civil Rights Movement 1945-1970s (15 days for the entire unit)

[US.2A](#), [US.2B](#), [US.9A](#), [US.9B](#), [US.9C](#), [US.9D](#), [US.9E](#), [US.9F](#), [US.9G](#), [US.9H](#), [US.9I](#), [US.9J](#), [US.17D](#), [US.20A](#), [US.20B](#), [US.22A](#), [US.22B](#), [US.23A](#), [US.25A](#), [US.25C](#), [US.25D](#), [US.28A](#), [US.28B](#), [US.28C](#), [US.28D](#), [US.28E](#), [US.29A](#), [US.29B](#)

Introduction

This unit bundles student expectations that address the advancement of civil rights in the United States. This unit is primarily a study of reforming society. Following Reconstruction, laws passed by southern state legislatures that enforced racial segregation were upheld by the U.S. Supreme Court in *Plessy v. Ferguson* (1896). Throughout the early twentieth century racial inequalities in the United States were most evident in the “Jim Crow” laws that created a system of legal racial segregation which, coupled with de facto discrimination, resulted in institutionalized economic, political, and social disadvantages for African Americans and other minorities. Following the Second World War the United States became the defender of freedom and democracy, a position that was incompatible with the discrimination experienced by African Americans and other marginalized groups. Furthermore, many African Americans had fought in the Second World War to advance freedoms for others, yet were denied rights at home. It was in this climate that the modern Civil Rights Movement grew to strengthen and challenge the system of “separate but equal.”

Early successes in the Civil Rights Movement were realized through litigation, most notable the 1954 *Brown v. Board of Education* ruling. Throughout the 1960s the movement was shaped by an influential religious leader, Dr. Martin Luther King, Jr. who advocated for peaceful civil disobedience. The movement spawned many groups who organized boycotts, sit-ins, teach-ins, and marches to fight for change. Despite opposition by many political leaders, especially a bloc of southern Democrats, the movement secured the passage of the Civil Rights Act of 1964, and the Voting Rights Act of 1965 along with the introduction of affirmative action. The struggle for civil rights expanded to include the demands of women, Mexican Americans, and American Indian groups for a more equal society. Despite the end of legal segregation and the expansion of rights, inequalities persisted fueling the calls of more militant groups for faster change. Tension surrounding the racial divide in the United States reached a pinnacle in 1968 with riots in many U.S. cities and the assassination of Dr. Martin Luther

King, Jr. An examination of the civil rights movement is important for understanding how marginalized groups in the United States work to create a society that reflects the ideals of the founding documents of the United States and to understand how American society is affected by racial divisions.

Prior to this Unit

Prior to this unit, students learned about the Cold War, American economic prosperity of the 1950s and 1960s, and the cultural and political divisions created by the Vietnam War.

During this Unit

In this unit, students trace the development of the civil rights movement from Reconstruction to modern times, including the desegregation of the military and *Brown v. Board of Education* (1954) which were not addressed in the previous unit. During this unit, students learn about the early efforts of civil rights leaders to use the courts to overturn legal segregation; the advances the movement made with the leadership of Dr. Martin Luther King, Jr.; the expansion of the movement to include a variety of political organizations that worked to advance the civil rights of African Americans, Mexican Americans, American Indians, and women; the legislative gains made by the movement as part of Johnson's Great Society; the arguments and actions of those in opposition to the movement; and about various landmark court cases and changes that were made to the U.S. Constitution to ensure the protection of civil rights. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

After this Unit

In the next unit students learn about the expanding world leadership of the United States during the 1970s – 1990s.

Unit 10: A Growing World Presence – New National Directions 1970-1990 (10 days for the entire unit)

[US.2A](#), [US.10A](#), [US.10B](#), [US.10C](#), [US.10D](#), [US.10E](#), [US.13A](#), [US.14B](#), [US.17E](#), [US.18C](#), [US.18D](#), [US.23A](#), [US.28A](#), [US.28B](#), [US.29A](#), [US.29B](#)

Introduction

This unit bundles student expectations related to a larger role the United States played in international affairs from 1970-1990 and the domestic challenges faced by the Nixon, Carter, and Reagan administrations. This unit is primarily a study of foreign relations and responses to the social changes. The decades of 1970s and 1980s were characterized by increasing globalization and with that a growing presence of the United States in international affairs. It is during this period that President Nixon reestablished relations with China and negotiated détente with the Soviet Union. It is during President Carter's administration that U.S. involvement in the Middle East increased as officials sought to protect the sovereignty of Israel while also forging relations with oil-producing nations in the region. Carter was instrumental in negotiating the Camp David Accords, to only later be consumed by the Iran Hostage Crisis in 1979. President Reagan was committed to the United States being the defender of democracy and freedom in the world. It was during his administration that the relationship between the United States and the Soviet Union transformed as the Soviet system began to collapse, yet the final end of the Cold War came during the presidency of George H.W. Bush.

Domestically the time period was characterized by many challenges including the Watergate scandal, economic stagflation of the 1970s, and an energy crisis. The decades were marked by changing settlement patterns, a growing environmentalist movement, and the resurgence of political conservatism. An examination of the 1970s-1990 in U.S. history is important for understanding the complexity of American international relationships and policies.

Prior to this Unit

Prior to this unit, students focused on events related to the Civil Rights Movement.

During this Unit

During this unit students learn about the increasing complexity of the political and economic relationships with China, the Soviet Union, and nations in the Middle East, especially with the presidencies of Nixon, Carter and Reagan. Students also study the economic changes, the growing environmentalism, and the political resurgence of conservatism that characterized the 1970s-1990. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

After this Unit

In the next unit students study the emerging political, economic and social issues that arise in the United States at the end of the twentieth century and the

beginning of the twenty-first century.

6th Six Weeks

Unit 11: A New Century Turns – History During Our Own Lives 1990-Present (15 days for the entire unit)

[US.2A](#), [US.2B](#), [US.11A](#), [US.11B](#), [US.11C](#), [US.11D](#), [US.12A](#), [US.13B](#), [US.17E](#), [US.18B](#), [US.18C](#), [US.18D](#), [US.19B](#), [US.23A](#), [US.24C](#), [US.25D](#), [US.26C](#), [US.27A](#), [US.27B](#), [US.28B](#), [US.28C](#), [US.28D](#), [US.28E](#), [US.29A](#), [US.29B](#)

Introduction

This unit bundles student expectations that address important events and their impact from 1990 to the present. This unit is primarily a study of presidential leadership. By 1990 the U.S. economy had gradually slid back into a recession. President George H.W. Bush spent much of his administration working to address the recession and the large budget deficit left by the previous administration. The end of the Cold War during his presidency allowed for an examination of military spending, yet the failure of the administration to relieve the recession prompted a third party challenger in the 1992 election.

Third party challenger Ross Perot was more successful than any other third party candidate in U.S. history in an election that brought Bill Clinton to office. President Clinton's administration successfully implemented policies aimed at restoring the economy, balancing the nation's budget, and reforming welfare. During the 1990s, Americans witnessed increasing globalization, genocide in the Balkans, and the growth of computer-related industries. Despite his policy successes, President Clinton became the focus of a major scandal which resulted in his impeachment. It was also during the 1990s that Americans were introduced to First Lady Hillary Clinton who, after her husband left office, remained in public service first as a senator from New York and later as Secretary of State in the Obama administration. Clinton became the first female presidential candidate from a major political party in the United States as the Democratic Party nominee in the 2016 presidential election.

The controversial 2000 election ended with Al Gore winning the popular vote and George W. Bush winning the electoral college. Not long after President Bush was in office, the United States was attacked by terrorists on September 11, 2001. President Bush responded by declaring a global war on terror, which included the U.S. invasion of Afghanistan, where terrorists had bases, and the invasion of Iraq. The creation of the Department of Homeland Security and the passage of the USA PATRIOT Act were also measures supported by the Bush administration to fight terrorism. By 2008, the Bush administration was working to provide assistance to private businesses to address a looming financial crisis brought about by the collapse of the mortgage industry.

It was in the midst of this financial crisis that the first African-American elected as president, Barack Obama took office. President Obama's administration worked with Congress to pass the American Recovery and Reinvestment Act, intended to stimulate the economy and prevent an economic depression. He also worked to pass legislation to regulate banks, reform health care, and address environmental issues. It was during the Obama administration that two women Supreme Court Justices were appointed, Sonia Sotomayor and Elena Kagan. By the end of the Obama administration the economy had recovered, yet the expanded role of government in the economy, and the economic implications of immigration endured as a subjects of debate for Americans. An examination of the foreign and domestic policies of the presidential administrations from 1990-2016 is important for understanding the issues that Americans continue to deliberate into the 21st century.

Prior to this Unit

Prior to this unit, students learned about the larger role the United States played in international relations as well as the changing political, economic and social characteristics of the United States from 1970-1990.

During this Unit

During this unit students learn about the foreign and domestic policies of the presidential administrations from 1990-2016, along with the challenges faced by these administrations. Students also examine how increasing globalization, along with changing technologies and business practices affected economics in the United States during this period. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

Unit 12: Ever-Changing America – Yesterday’s Challenges and Today’s Opportunities (5 days for the entire unit)

[US.1A](#), [US.1B](#), [US.1C](#), [US.21A](#), [US.21B](#), [US.22D](#), [US.28A](#), [US.28B](#), [US.29A](#), [US.29B](#)

Introduction

This unit bundles student expectations related to the U.S. founding documents and America’s cultural identity. This final unit culminates in a review of the significance of the Declaration of Independence, the U.S. Constitution, and Bill of Rights to the cultural identity of Americans. Additionally the unit content focuses on the values associated with the unique American identity. An examination of the founding documents and American cultural values is important for understanding how Americans view themselves as a community.

Prior to this Unit

Prior to this unit, students have studied about the major eras of U.S. history since 1877. Students have studied about the significance of the Declaration of Independence, and the U.S. Constitution starting in Grade 3, especially in the context of Celebrate Freedom Week. In Grades 5 and 8 students studied about the writing of the Declaration of Independence and the U.S. Constitution, with emphasis in Grade 8 on the principles of limited government reflected in the U.S. Constitution. Additionally, in Grades 5 and 8 students learned about the rights guaranteed in the Bill of Rights. In Grade 6 students learned about the characteristics of limited governments, including the use of a constitution.

During this Unit

During this unit students revisit the significance of the founding documents and the contributions made by the Founding Fathers, along with learning about the five American values attributed to the success of the republic. Additionally, students continue to develop historical inquiry skills by: 1) acquiring information from various sources, 2) identifying multiple viewpoints in sources, 3) evaluating sources for bias and validity, and 4) supporting conclusions with evidence. All social studies skills expectations are included in this unit to support the inquiry process that should be incorporated into classroom instruction and assessment.

After this Unit

This unit completes students’ study of U.S. history. In the U.S. Government course, students will study the provisions of the U.S. Constitution in more depth.