

United States History Honors

Teacher: Cecil Franke

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
August	<p>Standard 1</p> <p>USH.1 Students will review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.</p> <p>EQ 1 Why did the American colonies declare independence from Britain?</p> <p>EQ 2 Why did the Articles of Confederation prove to be ineffective?</p> <p>EQ 3 What are the basic principles of the Constitution of the United States?</p> <p>EQ 4 What role did economics, politics, and social views play in the development of the United States from 1789-1860?</p>	<p>Standard 1</p> <p>USH.1.1 Read key documents from the Founding Era and explain major ideas about government, individual rights and the general welfare embedded in these documents.</p> <p>Students will identify essential ideas found in key documents, such as the Declaration of Independence and the Constitution of the United States.</p> <p>USH.1.2 Explain major themes in the early history of the United States.</p> <p>Examples: Federalism, sectionalism and nationalism; expansion; states rights; and the political and economic difficulties encountered by Americans and Native American Indians such as slavery; and liberty versus order.</p>	<p>Standard 1</p> <p>USH.1.1 Students will examine primary sources such as: Northwest Ordinance (1787), United States Constitution (1787), Federalist Papers 10 and 51 (1787/1788), Bill of Rights (1791), Washington's Farewell Address (1796), The Alien and Sedition Acts (1798), Jefferson's First Inaugural Address (1801), Marbury v. Madison (1803) and McCulloch v. Maryland (1819). Students will be asked to interpret, discuss, analyze, and write about the primary sources.</p> <p>Students will share ideas or methods helpful for learning the principles of the Declaration of Independence and the Constitution as well as the Bill of Rights.</p> <p>Students will discuss the weaknesses of the Articles of Confederation.</p> <p>Students will work in small groups to explain to the class the motivation behind documents such as the Declaration of Independence and discuss the value to our history.</p> <p>Students will create timelines to show progression of political events leading to independence and establishment of the constitutional government.</p> <p>USH.1.2 Students will map and evaluate the economic development of the North, South, and West in order to see conflicting interests between sections of the United States.</p> <p>Students will make timelines showing political trends and legislation during the time period. Students will create maps showing</p>

			<p>themes of Indian removal.</p> <p>Students will write newspaper articles or diary entries describing the Trail of Tears.</p> <p>Students will create timelines of Indian removal and draw conclusions about relationships between tribes and the American government.</p> <p>Students will offer theories about the effect of westward expansion on political and economic disputes, writing short essays with supporting facts.</p> <p>Students will be assessed using quizzes, tests, and activities from chapter 1 of The American Vision.</p>
<p>September</p>	<p>EQ 5 What economic and social issues created sectionalism in the United States?</p> <p>EQ 6 How did social, political, and economic issues lead to the Civil War?</p> <p>EQ 7 What were the successes and failures of Reconstruction?</p> <p><u>Standard 2</u> Standard USH.2 Students will examine the political, economic, social and cultural development of the United States during the period</p>	<p>USH.1.3 Describe controversies pertaining to slavery, abolitionism, Dred Scott v. Sanford (1856) and social reform movements.</p> <p>USH. 1.4 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time.</p> <p><u>Standard 2</u> USH.2.1 Describe economic development that transformed the United States into a major industrial power and identify the factors necessary for</p>	<p>USH.1.3 Students will explain the development of sectionalism and the role of divisive issues such as tariffs, slavery, westward expansion, and internal improvements.</p> <p>Students will hypothesize about the reasons for the differences in the development of the North and South and write a 3-5-page research paper, citing sources that support their arguments.</p> <p>USH.1.4 Students will identify the political, social, and economic impacts of the Civil War and Reconstruction. Examples: 13th, 14th and 15th Amendments; formation of the Ku Klux Klan; election of 1876; Civil Rights Cases (1883); and Jim Crow Laws.</p> <p>Students will be assessed using quizzes, tests, and activities from chapter 2 of The American Vision.</p> <p><u>Standard 2</u> USH.2.1 Students will identify and define innovations and industries that fueled American industrial growth, including: Growth of the railroads,</p>

	<p>from 1870 to 1900.</p> <p>EQ 1 How did the period following Reconstruction steer the United States toward industrial expansion?</p> <p>EQ 2 How did industrialization, urbanization, and immigration combine to transform society in the United States?</p> <p>EQ 3 How did the economic, political, and social disparities between people and groups in the United States lead to reform movements?</p>	<p>industrialization.</p> <p>USH.2.2 Identify key ideas, movements and inventions and explain their impact on rural communities and urban communities in the United States.</p>	<p>major inventions and the development of big business, such as the oil and steel industry by John D. Rockefeller and Andrew Carnegie.</p> <p>USH.2.2 Students will identify and define the growth of political machine politics (Boss Tweed), Populism (William Jennings Bryan), Grange Movement (Oliver Kelley), agricultural innovations (George Washington Carver, John Deere and Joseph F. Glidden), refrigerated box car (Andrew Chase), the elevator (Elisha Otis), the telephone (Alexander Graham Bell) and the contributions of Thomas Edison.</p> <p>Students will use library, computer lab, and other outside sources to gather information for presentations, papers, and debates.</p>
October	<p>EQ 4 Why did immigration increase dramatically in the late 1800s and early 1900s?</p> <p>EQ 5 What impacts did massive immigration have on the US economy and society?</p> <p>EQ 6 How did abuses in during the period of industrial expansion lead to organized labor movements in the United States?</p> <p>EQ 7 What conditions help and hurt the efforts of organized labor?</p>	<p>USH.2.3 Identify the contributions of individuals and groups and explain developments associated with industrialization and immigration.</p> <p>USH.2.4 Describe the growth of unions and the labor movement and identify important labor leaders associated with these movements.</p>	<p>USH.2.3 Students will research a specific ethnic group or nationality and write a paper about their immigration and experiences in the US.</p> <p>Students will compare and contrast maps showing settlement patterns and city populations.</p> <p>Students will identify, define, and discuss the following: Jane Addams (Hull House); Jacob Riis (child labor); immigrant groups that provided cheap labor in the railroad, coal, steel and agriculture industries; Chinese Exclusionary Act (1882); and United States v. Wong Kim Ark (1898).</p> <p>Students will map the progress of railroads and label ethnic groups used as labor in such projects.</p> <p>USH.2.4 Students will describe conditions that lead to the establishment of unions.</p> <p>Students will identify, define, and</p>

			<p>discuss the following: Homestead Strike (1892), Pullman Strike (1894), Haymarket Riots (1886), American Federation of Labor, Samuel Gompers, Eugene Debs, and Terence Powderly.</p> <p>Students will research current labor issues and organizations and evaluate their tactics and effectiveness.</p> <p>Students will write newspaper articles covering strikes, union leaders, and</p> <p>Students will compare and contrast strong and weak unions.</p> <p>Students will research current labor issues and organizations and evaluate their tactics and effectiveness.</p> <p>Students will be assessed using quizzes, tests, and activities from chapters 4-5 in <i>The American Vision</i>.</p>
November	<p>EQ 8 What groups and leaders made efforts to correct economic, political, and social injustices in the late 1800s and early 1900s?</p> <p>(Standard 9 is also addressed here)</p> <p>EQ 9 What types of backlash were evident as the arrival of immigrants led to competition for jobs and resources?</p>	<p>USH.2.5 Compare and contrast government attempts to regulate business and industry.</p> <p>USH.2.6 Describe the federal government's policy regarding migration of settlers and the removal of Native American Indians to western territories.</p> <p>USH.2.7 Describe and analyze the lasting effect of separate but equal established by the U.S. Supreme Court in <i>Plessey v. Ferguson</i> (1896).</p>	<p>USH.2.5 Students will discuss the legislation that followed activism of the Populist and Progressive era.</p> <p>Students will research at least one issue from the era and present information to the class explaining leaders, groups, successes, and failures. (Standard 9 is also addressed here)</p> <p>USH.2.6 Students will map the origin of the people of the plains as well as the reservations established in the late 1800s and early 1900s. Students will read <u>We Pointed Them North</u>. Students will analyze the book and write a 3-5 page essay about the realities of cowboys on the trail.</p> <p>USH.2.7 Students will research and present information detailing Jim Crow laws and segregation and discrimination.</p>

	<p><u>Standard 3</u> USH.3 Students will examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.</p> <p>EQ 1 What events and changes led to the United States becoming an imperial power?</p> <p>EQ 2 Which administrations pursued imperial foreign policies?</p>	<p><u>Standard 3</u> USH.3.1 Identify the events and people central to the transformation of the United States into a world power.</p>	<p>Students will be assessed using quizzes, tests, and activities from The American Vision chapters 4-6.</p> <p><u>Standard 3</u> USH.3.1 Students will identify, define, and discuss the following: Spanish-American War (1898), Annexation of Hawaii (1898), Open Door Policy (1899), building the Panama Canal (1903-1914) and World War I (1914-1918); People: William McKinley, John Hay, William Randolph Hearst, Theodore Roosevelt, Woodrow Wilson, Alfred Thayer Mahan, and John J. Pershing.</p> <p>Students will map American expansion in the Caribbean and the Pacific.</p>
December	<p>EQ 3 How did the leadership of Theodore Roosevelt change the course of American History?</p> <p>EQ 4 Why did the United States become involved with World War I?</p> <p>EQ 5 How did president Wilson hope to end war?</p> <p>EQ 6 How did reform groups achieve sweeping legislation in the early 1900s on a broad range of issues?</p> <p>EQ 7 Why did the Progressive Era take place in the early 1900s?</p> <p>EQ 8 What problem led to a public demand for political reform?</p>	<p>USH.3.2 Explain how The Roosevelt Corollary (1904) modified the Monroe Doctrine (1823) justifying a new direction in United States foreign policy.</p> <p>USH.3.3 Compare President Woodrow Wilson's Fourteen Points address to the views of British leader David Lloyd George and French leader Georges Clemenceau regarding a treaty to end World War I.</p> <p>USH.3.4 Summarize the Versailles Treaty, the formation and purpose of League of Nations and the interrelationship between the two.</p> <p>USH.3.5 Identify and compare the reforms of Theodore Roosevelt, William Howard Taft and Woodrow Wilson.</p> <p>USH.3.6 Identify the contributions to American culture made by</p>	<p>USH.3.2 Students will create a timeline of events that led to the construction of the Panama Canal.</p> <p>Students will discuss the rising anti-American sentiment in Latin America.</p> <p>Students will compare the military power of the United States in the 1900s to that prior to the Civil War.</p> <p>USH.3.3 Students will identify and explain the people, personalities, and political pressures found in Versailles during negotiations after World War I.</p> <p>USH.3.4 Students will identify and discuss isolationism and the lack of US participation in the League of Nations.</p> <p>USH.3.5 Students will identify and define the following: Reforms brought about by the Square Deal, New Nationalism, and New Freedom.</p> <p>USH.3.6</p>

		<p>individuals and groups.</p> <p>USH.3.7 Explain the impact of immigration, industrialization and urbanization in promoting economic growth.</p> <p>USH.3.8 Describe the Progressive movement and its impact on political, economic and social reform.</p>	<p>Students will identify, define, and discuss the following: Frederick Law Olmsted (landscape architect Central Park), Frances Willard (educator, women's suffrage movement), Booker T. Washington (African-American educator, Tuskegee Institute), W.E.B. DuBois (early civil rights activist), Muckrakers (journalists such as Lincoln Steffens, Jacob Riis and Upton Sinclair), Women's Christian Temperance Union (WCTU) and the National Association for the Advancement of Colored People (NAACP)</p> <p>USH.3.7 and USH.3.8 Students will identify, define, and discuss the following: initiative, referendum and recall; direct election of senators (17th Amendment); women's suffrage (19th Amendment); workplace protection for women and children; expansion of public education; prohibition (18th Amendment); city manager and city commission forms of government; and conservation movement.</p> <p>Students will create graphic organizers illustrating a social problem and reactions by reformers that resulted in legislation.</p> <p>Students will choose reformers from the early 1900s and compare them to current reformers, presenting information to the class.</p> <p>Students will be assessed using quizzes, maps, and tests from chapters 7-9 from The American Vision.</p>
January	<p><u>Standard 4</u></p> <p>USH.4 Students will examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.</p> <p>EQ 1</p>	<p><u>Standard 4</u></p> <p>USH.4.1 Give examples of support shifting to big business during the postwar period between World War I and the Great Depression.</p>	<p><u>Standard 4</u></p> <p>USH.4.1 Students will analyze the policies of Warren G. Harding, Calvin Coolidge, and Herbert Hoover.</p> <p>Students will present arguments with viable statistics about the activity of</p>

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	<p>How did the prosperity of the 1920s affect public perception of the Republican Party?</p> <p>EQ 2 How did rising income and increased leisure time affect American society?</p> <p>EQ 3 What factors led to an increase in popularity for the Klu Klux Klan?</p> <p>EQ 4 What factors led to the stock market crash of 1929?</p> <p>EQ 5 How did the relationship between citizens and government change during the Great Depression?</p> <p>EQ 6 What New Deal programs are still evident today?</p>	<p>USH.4.2 Describe the development of popular culture.</p> <p>USH.4.3 Explain how America reacted to a changing society by examining issues associated with the Red Scare, Prohibition, the Scopes Trial, the changing role of women and African Americans, the Ku Klux Klan, the Palmer Raids, the National Origins Act, and restrictions on immigration.</p> <p>USH.4.4 Describe the stock market crash of 1929 and the impact it had on politics, economics and Americas standard of living.</p> <p>USH.4.5 Identify and describe the contributions of political and social reformers during the Great Depression.</p>	<p>the KKK in Wayne County and Indiana.</p> <p>USH.4.2 Students will research an element of popular culture from the early 1900s.</p> <p>USH.4.3 Students will evaluate Prohibition and compare it to the current war on drugs.</p> <p>USH.4.4 Students will create charts depicting unemployment rates from 1929-1939.</p> <p>Students will identify, define, and discuss the following: the introduction of the automobile, Henry Fords assembly line production, mechanization of agriculture, introduction of modern conveniences, increased urbanization and growing economic difficulties</p> <p>Students will create maps of the Dust Bowl and resulting migration patterns.</p> <p>USH.4.5 Students will identify, define, and discuss the following: Herbert Hoover, Franklin and Eleanor Roosevelt, Senator Huey Long, Dorothea Lange, and Mary McLeod Bethune</p> <p>Students will debate the role and responsibility of government in the economic welfare of American citizens. Example: Is it the responsibility of the government to insure basic needs of the American people.</p> <p>Students will examine photographs from the Great Depression discuss observations with the class.</p> <p>Students will construct posters of</p>
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February	<p><u>Standard 5</u></p> <p>USH.5 Students will examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.</p> <p>EQ 1 How did World War II begin in Europe?</p> <p>EQ 2 How did World War II begin in Asia?</p> <p>EQ 3 How did the United States get</p>	<p><u>Standard 5</u></p> <p>USH.5.1 Compare and contrast President Franklin D. Roosevelt's world view with that of Germanys Adolf Hitler.</p> <p>USH.5.2 Identify and describe key events that resulted in the United States entry into World War II.</p>	<p><u>Standard 5</u></p> <p>USH.5.1 Students will analyze the following: Roosevelt's 1941 State of the Union Message to Congress (The Four Freedoms), Declaration of War (December 11, 1941), the Atlantic Charter (1941) and Hitler's May Day Speech (May 1, 1937).</p> <p>USH.5.2 Students will outline the events that led to the outbreak of war in Europe. (Example: The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941) and the Japanese bombing of Pearl Harbor (December 7, 1941)</p>

		life.	quizzes, tests, and activities from The American Vision chapters 13-15.
March	<p><u>Standard 6</u></p> <p>USH.6 Students will examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960.</p> <p>EQ 1 How did the fear of communism shape domestic legislation and foreign policy after World War II?</p> <p>EQ 2 How did our foreign policy reflect a heavy bias on Europe?</p> <p>EQ 3 What groups seemed to be excluded from the postwar prosperity?</p> <p>EQ 4 How did legislation exceed progress in society toward social equality?</p> <p>EQ 5 How did the baby boom affect American society?</p>	<p><u>Standard 6</u></p> <p>USH.6.1 Describe the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War).</p> <p>USH.6.2 Summarize the early struggle for civil rights and identify events and people associated with this struggle.</p> <p>USH.6.3 Describe the constitutional significance and lasting effects of the United States Supreme Court case Brown v. Board of Education.</p> <p>USH.6.4 Summarize the economic and social changes in American life brought about by converting a wartime economy to a peace-time</p>	<p><u>Standard 6</u></p> <p>USH.6.1 Students will identify, define, and discuss the following: Truman Doctrine (March 12, 1947), the Marshall Plan (1947), North American Treaty Alliance (NATO, 1949), Korean War (1951-1953), Immigration and Naturalization Act (1952), Taft-Hartley Act, and Supreme Court cases Dennis v. United States (1951) and Yates v. United States (1957); People: Harry Truman, Senator Joseph McCarthy, Dwight Eisenhower, Secretary of State John Foster Dulles, and Douglas MacArthur.</p> <p>Students will map post war alliances in Europe.</p> <p>Students will diagram the events of the Korean War.</p> <p>Students will debate the firing of Douglas MacArthur by Harry Truman.</p> <p>USH.6.2 Students will identify, define, and discuss the following: Executive Order 9981, Jackie Robinson and the desegregation of professional baseball (1947), Thurgood Marshall, Rosa Parks and the Montgomery Bus Boycott (1955-1956), the Civil Rights Act (1957), and the Little Rock school crisis (1957-1958)</p> <p>USH.6.3 Students will discuss the nature of the Supreme Court and compare the Plessy v. Ferguson case to the Brown v. Board of Education case.</p> <p>USH.6.4 Students will discuss the growth of suburbia, the baby boom generation, opportunities for African-Americans</p>

		economy.	<p>and women, and the influence of popular culture.</p> <p>Students will read <u>Great Expectations</u> and write a 3-5 page essay about the effects of the baby boom on American society.</p> <p>Students will be assessed using quizzes, tests, and activities from The American Vision chapters 16 and 18.</p>
April	<p><u>Standard 7</u></p> <p>USH.7 Students will examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.</p> <p>EQ 1 What events caused the civil rights movement to gain momentum?</p> <p>EQ 2 What leaders and tactics were most effective and why?</p> <p>EQ 3 How did Dr. Martin Luther King, Jr.'s description of the future of our nation differ from his surroundings?</p> <p>EQ 4 What changes took place during this period, both de facto and de jure?</p> <p>EQ 5 What steps were taken to legislate equality in American society?</p> <p>EQ 6 How did competition for world influence between the United States and the Soviet Union effect our foreign policy?</p> <p>EQ 7 How did the United States get involved in Vietnam?</p> <p>EQ8</p>	<p><u>Standard 7</u></p> <p>USH.7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.</p> <p>USH.7.2 Read Reverend Martin Luther King, Jr.'s I Have a Dream speech (1963) and Letter from Birmingham Jail (1963) and summarize the main ideas in each.</p> <p>USH.7.3 Identify and describe federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s.</p>	<p><u>Standard 7</u></p> <p>USH.7.1 Students will identify, define, and discuss the following: John F. Kennedy; Robert Kennedy; Lyndon B. Johnson; Reverend Martin Luther King, Jr.; Malcolm X; Stokely Carmichael; George Wallace; Earl Warren; Organizations: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC); Congress of Racial Equality (CORE); Student Non-Violent Coordinating Committee (SNCC); the American Indian Movement (AIM); Events: March on Washington (1963); Medgar Evers and University of Mississippi desegregation (1962); Civil Rights protests in Birmingham and Selma, Alabama (1963 and 1965)</p> <p>Students will view video footage from "Eyes On the Prize."</p> <p>USH.7.2 Read Reverend Martin Luther King, Jr.'s I Have a Dream speech (1963) and Letter from Birmingham Jail (1963) and summarize the main ideas in each.</p> <p>USH.7.3 Students will identify, define, and discuss the following: War on Poverty, the Great Society, Volunteers In Service to America (VISTA), Civil Rights Act of 1964, Voting Act of 1965, school desegregation, Heart of Atlanta Motel v. United States (1964) and</p>

	<p>Why was the war in Vietnam so controversial?</p> <p>(Standard 9 is also addressed here)</p>	<p>USH.7.4 Identify the problems confronting women, immigrants and Native American Indians during this period of economic and social change and describe the solutions to these problems.</p> <p>USH.7.5 Identify and describe United States foreign policy issues during the 1960s and 1970s.</p> <p>USH.7.6 Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980 as demonstrated by the Cuban Missile Crisis, the crisis in Berlin, the U-2 incident, the space race and the SALT agreements.</p> <p>USH.7.7 Describe United States involvement in Vietnam and reactions by Americans to this involvement.</p> <p>USH.7.8 Identify causes and the effects of Richard Nixon's decision to resign the Presidency and explain the constitutional significance of the Watergate Scandal and the United States Supreme Court case United States v. Nixon.</p>	<p>Miranda v. Arizona (1966).</p> <p>USH.7.4 Students will debate the ERA issue.</p> <p>Students will compare the rights of women, immigrants, and Native American Indians from the early 1970s to that of today.</p> <p>USH.7.5 Students will create timeline showing events in foreign policy in the 1960s and 1970s.</p> <p>USH.7.6 Students will discuss the panic caused by the threat of nuclear war and growing arsenals.</p> <p>Students will create brochures for bomb shelters.</p> <p>USH.7.7 Students will create timelines for US involvement in Vietnam.</p> <p>Students will interview Vietnam Veterans and accurately transcribe the interview. <u>(Standard 9 is also addressed here)</u></p> <p>USH.7.8 Students will view video footage of Richard Nixon and the Watergate scandal and debate the decision made by Gerald Ford to pardon him.</p> <p>Students will listen to audio recordings from the closing summaries of Roe v. Wade and debate the findings of the Supreme Court.</p> <p>Students will be assessed using quizzes, tests, and activities from The American Vision chapters 19-21.</p>
May	<p><u>Standard 8</u></p> <p>USH.8 Students will examine the political, economic, social and cultural development of the United</p>	<p><u>Standard 8</u></p> <p>USH.8.1 Describe United States domestic issues and identify trends that occurred from 1980 to the</p>	<p><u>Standard 8</u></p> <p>USH.8.1 Students will identify, define, and discuss the following: Air traffic</p>

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	<p>States during the period from 1980 to the present.</p> <p>EQ 1 What issues and conditions led to the conservative tide of the early 1980s?</p> <p>EQ 2 How did Ronald Reagan unite conservative elements of American society?</p> <p>EQ 3 What events led to the fall of the USSR?</p> <p>EQ 4 What threats to national security have taken the place of the USSR?</p> <p>EQ 5 How did the Supreme Court affect the election of 2000?</p> <p>EQ 6 How does technology continue to affect our social, economic, and political development?</p>	<p>present.</p> <p>USH.8.2 Identify and describe important United States foreign policy issues, the people involved and the impact on the country.</p> <p>USH.8.3 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Westside Community School District v. Mergens (1990), Reno v. American Civil Liberties Union (1997), Mitchell v. Helms (2000) and Bush v. Gore (2000).</p> <p>USH.8.4 Describe developing trends in science and technology and explain how they impact the lives of Americans today.</p> <p>USH.8.5 Describe social, economic and political issues and how they impact individuals and organizations.</p> <p>USH.8.6 Analyze the impact of globalization on U.S. economic,</p>	<p>controllers strike (1981), Equal Access Act (1984), Gramm-Rudman-Hollings Act (1985), Iran-Contra Scandal (1986), impeachment of President William Jefferson Clinton (1998-1999), presidential election of 2000, and the attacks of and reaction to September 11, 2001.</p> <p>Students will create multimedia presentations that summarize the 1980s and 1990s.</p> <p>USH.8.2 Students will identify, define, and discuss the following: Hostage crises in the Middle East; the end of the Cold War and Ronald Reagan; the Gulf War and George H.W. Bush; the armed conflicts in Afghanistan and Iraq and George W. Bush, Saddam Hussein and Osama bin Laden; and nuclear and biological proliferation throughout the world.</p> <p>USH.8.3 Students will write newspaper articles explaining the election of 2000.</p> <p>USH.8.4 Students will identify, define, and discuss the following: NASA and space programs; identification of human, animal and plant DNA; Internet I and II and the Worldwide Web; global climate change; and U.S. energy policy.</p> <p>USH.8.5 Students will identify current issues facing the nations as well as prominent groups and leaders involved in debates on such issues.</p> <p>USH.8.6 Students will identify, define, and discuss the following: Integration of</p>
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		political and foreign policy.	financial markets, terrorism and dependence on foreign oil.
	<hr/> <p>Additional digital resources:</p> <p>Mr. Franke's Classroom Website</p> <p>https://sites.google.com/a/centerville.k12.in.us/us-history/mr-franke-s-u-s-history-honors</p>	<hr/>	<p>Students will be assessed using quizzes, tests, and activities from The American Vision chapters 22-24.</p> <hr/>