Learning Targets by Unit with Priority Notation

First Priority

Secondary PrioritySkimp if necessary.

| Unit 1: Colonies to Independence (Physical Foundations) |
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| 1.CO - Analyze the development of the American Identity through the **founding principles and social and economic development of the Northern and Southern colonies** from 1607 to 1763 using a **comparative analysis.** | Identify and describe basic characteristics of the Northern and Southern colonies:*North: towns, rocky soil/hills/waterways, trade + fishing, Puritans**Quakers (???)**South: cash crops/plantations, Anglicans, broad/flat plains, few towns**Both: representative gov’t (town meetings, House of Burgesses)* | Identify the similarities and differences between the regions in given categories: *geography, economy, society, purpose for founding, government* | Explain the reason for the similarities and differences:*Geography gave rise to economic differences**Economic differences influenced social differences**Founding principles influenced social differences**Background influenced political similarities* | Describe how similarities and differences influenced regional and national identity. |
| 1.CE - Assess the major developments of the American Revolution through **significant turning points** in the **debates over independence and self-government** 1763-1791. | Identify and describe key turning points in the fight for independence: *Fr. and Indian War, (Stamp Act, Stamp Act Congress, Townshend Act, Tea Act), Tea Party, Intolerable Acts, 1st Continental Congress, Lex/Con, 2nd Continental Congress, Common Sense,* ***Dec. of Ind.*** | Describe basic cause/effect relationship between two events in the fight for independence. | Order events of the American Revolution through analysis of cause and effect sequence rather than dates memorization. | Describe broader trends in the debates over independence: *continual debate over property rights and representation.* |
| 1.P - **Summarize** the changing **relationship between individuals and the government** during the period 1607 - 1800. | Identify and describe core beliefs about government between 1607-1776: *rights of Englishmen, Natural Rights, “life, liberty, property\*.”* | Explain how core beliefs about government and rights changed between 1607 and 1776: *shift from rights of Englishmen to natural rights\***\*make clear rights were for limited groups* | Identify examples of core beliefs in primary source passages and defend. | Describe the shift from monarchy to republic and use textual evidence to support the description. |
| 1.CX - **Contextualize** significant **republican developments** within North America’s connection to the **Atlantic World.** | Identify and describe larger trends that impacted American political decisions during the foundational period: *Enlightenment, First Great Awakening* | Identify places within American political rhetoric where Enlightenment ideals are embodied: *Dec of Ind, Constitution* | Identify and explain exceptions to Enlightenment ideals within American politics, economics, and society: *treatment of marginalized groups, preference for land-owners* | Assess the significance and impact of different contextual factors on American politics during the time period: *Enlightenment, First Great Awakening, economic systems, social systems, political power* |

| Unit 2: Articles to War of 1812 (Political Foundations) |
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| 1.CE - Assess the major developments of the American Revolution through **significant turning points** in the **debates over independence and self-government** 1763-1791. | Identify and describe key turning points in the debates over self-government after independence: *Dec. of Ind., Articles of Confed., Shays’ Rebellion, Convention, Constitution, Federalist Papers, Ratification, Bill of Rights, Whiskey Rebellion* | Describe basic cause/effect relationship between two events in the debates over government after independence. | Order events of the early American government through analysis of cause and effect sequence rather than dates memorization. | Describe broader trends in the debates over government power: *need to balance strength of government and protection from government.* |
| 1.P - **Summarize** the changing **relationship between individuals and the government** during the period 1607 - 1800.\*Priority done through content of CE\* | Identify and describe core beliefs about government between 1776-1800: *limited government, federalism, Constitutional principles, strict construction, loose construction* | Explain how core beliefs about government power was debated between 1776 - 1800: *Feds v. Anti-Feds, Feds v. Dem-Reps* | Identify examples of core beliefs in primary source passages and defend. | Describe the debates over government power using textual evidence. |
| 1.CX - **Contextualize** significant **republican developments** within North America’s connection to the **Atlantic World.** | Identify and describe larger trends that impacted American political decisions during the foundational period: *Enlightenment, First Great Awakening* | Identify places within American political rhetoric where Enlightenment ideals are embodied: *Dec of Ind, Constitution* | Identify and explain exceptions to Enlightenment ideals within American politics, economics, and society: *treatment of marginalized groups, preference for land-owners* | Assess the significance and impact of different contextual factors on American politics during the time period: *Enlightenment, First Great Awakening, economic systems, social systems, political power* |
| 1. CC - Analyze the process of **continuity and change** in the **debates over the proper role of the central government and neutrality** in foreign affairs 1789-1815. | Identify and describe events and concepts related to political debates during the time period: *Alien and Sedition/ VA and KY Res, BoUS, “Necessary and Proper” clause, 2 party system, Feds and D-Rs, Farewell Address, War of 1812, Marbury v. Madison, Marshall Court, Election of 1800* | Connect events and actions to the political party/philosophy that would have supported it. | Describe how events/actions supported by each party upheld their beliefs about the nature of government and foreign affairs (continuities). | Identify patterns of continuity and change in the political decisions made during this time period (continuity and change). |

| Unit 3: Expansion, Disunion, and War |
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| 2.CO - **Compare the economic, political, and social** development of the **antebellum North and South** from 1803-1860 using a comparative analysis.  | Identify and describe basic economic, political, and social characteristics of the antebellum North and South*North: factory system, old immigrants, abolition, free soil, American System (Feds/Whigs)**South: King Cotton, Democrats, states rights**Both: Market Revolution, sectionalism, nationalism, interdependence, Manifest Destiny* | Identify the similarities and differences between the regions in given categories: *political, economic, social* | Explain the reason for the similarities and differences:*Economic systems led to differing social systems, demographics, and political beliefs**Common belief in Manifest Destiny* | Describe how similarities and differences influenced national unity, sectionalism, and interdependence |
| 2.CE - Evaluate the **causes and consequences** of **economic and geographic expansion** through significant turning points from 1803-1865. | Identify and describe key turning points in the expansion of American territory: *Louisiana Purchase, Manifest Destiny, Monroe Doctrine, Mexican-American War*Identify and describe key turning points in the debates over the expansion of slavery: *Mexican-American War, Compromise of 1850, Fugitive Slave Act, Kan-Neb. Act, Rep. Party, Bleeding Kansas, Dred Scott, John Brown’s Raid.* | Describe basic cause/effect relationship between two events in the expansion of the United States. Describe basic cause/effect relationship between two events in the debates over the expansion of slavery. | Identify and explain short term and long term causes and effects of American expansion.Order events of the debates over the expansion of slavery through analysis of cause and effect sequence rather than dates memorization. | Assess the implications of the causes and effects of American expansion: *nationalism, sectionalism, disunion*Describe broader trends in the debates over the spread of slavery: *increasing difficulty of compromise, political expediency of pop. sov., disagreements over power of the government.* |
| 2.P - **Summarize** the impact of technological changes and social developments on the U.S., including the Civil War, 1815-1865. | Identify and describe technological innovations in the antebellum era: *telegraph, cotton gin, canals, steam engine*Identify and describe social movements during the antebellum era: *abolition/ underground railroad, women’s rights/ Seneca Falls/ Dec. of Sentiments, Southern defense of slavery.*Identify and describe strategies and turning points of the Civil War: *Anaconda Plan, Ft. Sumter, 54th Massachusetts, Emancipation Proclamation, Antietam, Gettysburg, Vicksburg* | Explain the impact of new technology on antebellum America: *westward expansion, market revolution*Explain the impact of social movements: *increasing sectionalism*Explain the impact of strategies and turning points of the Civil War: *course of the war*  | Explain the impact of new technology on antebellum America in multiple degrees of detail.Identify examples of social beliefs within primary source documents.Explain the course of the Civil War in multiple degrees of detail. | Synthesize the influence of technology and other factors on economic and geographic expansion.Describe the key arguments of antebellum social movements using textual evidence.Assess the relative impacts of strategies and turning points on the course of the Civil War.  |
| 2.CX - **Contextualize** the **perspectives on the role of the federal government** in securing natural **rights** during the period 1830-1877. | Identify and describe landmark moments in the government’s handling of natural rights…Prior to the Civil War: *Indian Removal Act, Worcester v. Georgia, Dred Scott* | Identify and describe differing points of view on the role of the federal government in securing national rights…Prior to the Civil War: *Marshal v. Jackson, Taney Court v. Republicans*  | Identify differing points of view on the role of the federal government in securing natural rights within a primary source and use textual evidence to support that conclusion.Push for this level for most students. | Utilize multiple primary sources to describe differing points of view on the role of the federal government in securing natural rights and defend with textual evidence. |
| 2. CC - Differentiate the patterns of **continuity and change** within the development of **sectionalism** and **reunion**. (Encourage inquiry into actions of the legislative and judicial branches). | Identify and describe laws and court cases that influenced the growth of sectionalism: *Missouri Comp, Comp of 1850, Kan. Neb. Act, Dred Scott Case.* | Identify continuities or changes between pairs of events in the growth of sectionalism. | Identify continuities or changes among all events in the growth of sectionalism between 1820 - 1865. | Evaluate the impact of the continuities and changes that developed between 1820-1865.  |

| Unit 4: Reconstruction, Early Civil Rights, and the American West |
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| 2.CX - **Contextualize** the **perspectives on the role of the federal government** in securing natural **rights** during the period 1830-1877. | Identify and describe landmark moments in the government’s handling of natural rights…During/ After the Civil War:  *Emancipation Proclamation, Reconstruction Act of 67, Recon. Amendments, Freedman’s Bureau, KKK Act, Compromise of 1877* | Identify and describe differing points of view on the role of the federal government in securing national rights…During/ After the Civil War: *issuing of the EP, Dems v. Reps during Reconstruction, Redeemers and Hayes* | Identify differing points of view on the role of the federal government in securing natural rights within a primary source and use textual evidence to support that conclusion. | Utilize multiple primary sources to describe differing points of view on the role of the federal government in securing natural rights and defend with textual evidence. |
| 2. CC - Differentiate the patterns of **continuity and change** within the development of **sectionalism** and **reunion**. (Encourage inquiry into actions of the legislative and judicial branches). | Identify and describe laws and court cases that influenced reunion during and after Reconstruction: *Reconstruction Act 67, Freedmen’s Bureau, Johnson’s Impeachment, Recon. Amendments, KKK Act, Compromise of 1877, Plessy v. Ferguson.*  | Identify continuities of changes between pairs of events that influenced reunion during and after Reconstruction.\*Key understanding is that after 1877 progress is reversed. | Identify continuities or changes among all events in the process of reunion during and after Reconstruction.  | Evaluate the impact of the continuities and changes surrounding reunion during and after Reconstruction.  |
| 3.CX - **Contextualize demographic changes** resulting from economic development and growth during the Gilded Age.  | Identify and describe demographic changes during the Gilded Age: *westward migration, new immigrants, urbanization* | Identify and describe reasons for demographic changes during the Gilded Age: *Homestead Act, Trans. RR, factory jobs* | Identify and describe the impacts of demographic changes on society in different regions of the US: *Indian Wars, boom towns, assimilation, nativism, Chinese Exclusion Act, ethnic neighborhoods* | Examine the impacts of demographic changes on society in different regions of the US from multiple points of view. |
| 3. CC - Analyze significant **developments in the settlement of the frontier** between 1862 to 1924.  | Identify and describe groups that settled on the frontier: *Buffalo Soldiers, exodusters, New Immigrants, gold miners, etc.* | Identify continuities or changes that resulted from increased settlement of the West: *Indian Policy, towns and cities, transportation systems, economic development* | Describe the impact of the increase in settlement on their frontier on different groups: immigrants, prospectors, Native Americans, African Americans, women | Evaluate the impact of the continuities and changes that resulted from increased settlement of the West using multiple points of view.  |

| Unit 5: Industrialists, Populists, and Progressives |
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| 3.CO - **Compare** the **strategies** and tactics of the **Captains of Industry** to those of the leaders of the **labor movement.** | Identify and describe basic economic, political, and social characteristics of the industrialists and the labor leaders.*Industrialists: monopolies (horizontal/vertical), consolidation, trusts, Social Darwinism, laissez-faire, convict leasing**Labor leaders: collective bargaining, unions, strikes**Both: control of power, appeal to government* | Identify the similarities and differences between the business owners and the labor leaders in given categories: *political, economic, social* | Explain the reason for the similarities and differences:*Business owners sought to maximize their own profits, leading to policies that impacted workers.**Labor leaders sought to equalize the power difference between owner and worker.* | Assess the relative success of each group as compared to the other using multiple examples as evidence. |
| 3.P - Examine the **relationship** between the expanding **corporate economy and the American government** during the period 1862-1924.\*Done through lens of 3.CE\* | Identify and describe actions taken by the government in response to economic conditions: *Pacific Railway Act, Homestead Act, Reservation System, Indian Wars, Dawes Severalty Act, subsidies, gold standard, Federal Reserve Act* | Summarize how the government supported the growth of business through subsidies, Indian policies, and labor/immigration policies.Summarize how the Progressive Movement impacted the relationship between the corporate economy and the national government. | Identify examples of the relationship between the expanding corporate economy and American government within primary source documents. | Draw conclusions about the relationship between the expanding corporate economy and American government using multiple pieces of evidence. |
| 3.CX - **Contextualize demographic changes** resulting from economic development and growth during the Gilded Age. \*Done through lens of 3.CE\* | Identify and describe demographic changes during the Gilded Age:*, new immigrants, urbanization* | Identify and describe reasons for demographic changes during the Gilded Age: *Trans. RR, factory jobs* | Identify and describe the impacts of demographic changes on society in different regions of the US: *assimilation, nativism, Chinese Exclusion Act, ethnic neighborhoods* | Examine the impacts of demographic changes on society in different regions of the US from multiple points of view. |
| 3.CE - Assess the **causes and effects** of significant turning points in the **Populist and Progressive era** from 1877 to 1924. | Identify and describe basic characteristics of the Populist and Progressive Movements: *Populists - political organization supporting farmers**Progressives - multiple individuals and groups wanting government protection politically, economically, and socially* | Describe general causes and effects of the Populist and Progressive Movements: *Populists - railroads and banks/ limited gov’t intervention**Progressives - working conditions, immigration, political corruption/ labor laws, settlement houses, increased direct democracy* | Give specific examples of causes and effects of the Populists and Progressive Movements and identify which aspect of those movements were addressed:*Populists - Farmers Alliance, Interstate Commerce Act**Progressives - strikes/unions, muckrakers, political machines, tenements; 16-19th amendments, Pure Food and Drug Act, Sherman Anti-Trust, etc.* | Evaluate the successes and failures of the Populist and Progressive movements.  |

| Unit 6: Imperialism and WWI |
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| 4.CO - Develop a **comparative analysis** of the **motives fo**r and **outcomes of** American policies regarding **foreign intervention.**  | Identify and describe motives and outcomes for American imperialism, WWI, and WWII.*American imperialism: trade, naval power, Social Darwinism, democracy, S-A War // Panama Canal, Roosevelt Corollary, Open-Door Policy, P-A War**WWI: M.A.I.N., USW, Zimmerman Note // Treaty of Versailles, League of Nations, Neutrality Acts (Isolationism)**WWII: Lend-Lease, Pearl Harbor // Atomic Bomb, UN, Univ. Dec. of Human Rights* | Identify the similarities and differences between motivations for intervention in Latin America and the Pacific.Identify the similarities and differences between (the outcomes of) WWI and WWII. | Explain the reason for the similarities and differences:*Imperialist motives stemmed from industrialization and rising global powers.**WWI and WWII resulted in American growth globally and economically as well as shaped political and social views.* | Assess the motives for and outcomes of American imperialism, WWI, and WWII through multiple points of view and draw conclusions. |
| 4. CC - Examine the **continuity and changes** on the **US homefront** surrounding **WWI** and **WWII**. | Identify and describe groups that were impacted by the world wars: *the draft, consumers, immigrants, marginalized groups* | Identify wartime impacts as continuities or changes from previous time periods: *Double V, Executive order 8802, Japanese internment, rationing, propaganda, Bund Rally, enlisted minority groups, espionage and sedition acts, Rosie the Riveter* | Evaluate trends in continuities and changes across multiple groups during both world wars. | Evaluate trends in continuities and changes across multiple groups during both world wars using primary and secondary sources to support conclusions. |

| Unit 7: the 1920s and 30s |
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| 4.CE - Evaluate significant turning points, including the **immediate and long-term causes and effects** of the **business cycles of capitalism.** | Identify and describe basic economic characteristics of the 1920s and 1930s:*1920s: laissez-faire, assembly line, overproduction, easy credit/ installment plans, income disparity, stock market crash**1930s: Great Depression, Dust Bowl, New Deal’s 3 Rs\*, economic regulation, deficit spending/ Keynesian economics**\*see specific programs in alignment guide* | Identify what factors caused economic growth in the 1920s.Identify effects of economic growth on American society.Identify what factors caused the Great Depression.Identify effects of the Great Depression on American society. | Describe a generic capitalist business cycle and match events from the 1920s and 1930s with each phase of that cycle. | Differentiate between short-term and long-term causes and effects of both economic growth in the 1920s and economic decline in the 1930s. |
| 4.P - **Summarize** the changing **role of the government in the economy** during the period 1917 to 1945. | Identify and describe actions taken by the government in response to WWI, 1920s, Great Depression, and WWII.*WWI: bonds, propaganda, war industries board**1920s: laissez-faire**1930s: New Deal, deficit spending**WWII: command economy, rationing, war production board, propaganda* | Summarize how the government responded to economic developments during WWI, the 1920s, the 1930s, and WWII. | Draw conclusions about the changing role of the government in the economy from WWI through the end of WWII. | Support conclusions about the changing role of the government in the economy between 1917 and 1945 using multiple primary and secondary sources. |
| 4.CX - **Contextualize changes in American culture** within new **migration** patterns, participation in **global conflict,** and capitalist **business cycles.** | Identify and describe cultural changes between 1919 and 1940: *flappers, Harlem Renaissance, modernization, leisure and sports, prohibition* | Identify and describe reasons for cultural changes between 1919 and 1940: *Great Migration, immigration, global conflicts, economic boom and bust* | Identify and describe the impacts of cultural changes on US society:*Scopes Trial, KKK revival,* Tulsa/Black Wall Street,*1st Red Scare, organized crime* | Examine the impacts of cultural changes between 1919 and 1940 from multiple points of view to draw conclusions about the time period. |

| Unit 8: WWII |
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| 4.CO - Develop a **comparative analysis** of the **motives fo**r and **outcomes of** American policies regarding **foreign intervention.**  | Identify and describe motives and outcomes for American imperialism, WWI, and WWII.*American imperialism: trade, naval power, Social Darwinism, democracy, S-A War // Panama Canal, Roosevelt Corollary, Open-Door Policy, P-A War**WWI: M.A.I.N., USW, Zimmerman Note // Treaty of Versailles, League of Nations, Neutrality Acts (Isolationism)**WWII: Lend-Lease, Pearl Harbor // Atomic Bomb, UN, Univ. Dec. of Human Rights* | Identify the similarities and differences between motivations for intervention in Latin America and the Pacific.Identify the similarities and differences between (the outcomes of) WWI and WWII. | Explain the reason for the similarities and differences:*Imperialist motives stemmed from industrialization and rising global powers.**WWI and WWII resulted in American growth globally and economically as well as shaped political and social views.* | Assess the motives for and outcomes of American imperialism, WWI, and WWII through multiple points of view and draw conclusions. |
| 4.P - **Summarize** the changing **role of the government in the economy** during the period 1917 to 1945. | Identify and describe actions taken by the government in response to WWI, 1920s, Great Depression, and WWII.*WWI: bonds, propaganda, war industries board**1920s: laissez-faire**1930s: New Deal, deficit spending**WWII: command economy, rationing, war production board, propaganda* | Summarize how the government responded to economic developments during WWI, the 1920s, the 1930s, and WWII. | Draw conclusions about the changing role of the government in the economy from WWI through the end of WWII. | Support conclusions about the changing role of the government in the economy between 1917 and 1945 using multiple primary and secondary sources. |
| 4. CC - Examine the **continuity and changes** on the **US homefront** surrounding **WWI** and **WWII**. | Identify and describe groups that were impacted by the world wars: *the draft, consumers, immigrants, marginalized groups* | Identify wartime impacts as continuities or changes from previous time periods: *Double V, Executive order 8802, Japanese internment, rationing, propaganda, Bund Rally, enlisted minority groups, espionage and sedition acts, Rosie the Riveter* | Evaluate trends in continuities and changes across multiple groups during both world wars. | Evaluate trends in continuities and changes across multiple groups during both world wars using primary and secondary sources to support conclusions. |

| Unit 9: Early Cold War (‘45 - ‘71) |
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| 5.CO - Explain the **technological developments and economic changes** in the U.S. during the Cold War and post-Cold War eras using a **comparative analysis**  | Identify and describe technological development and economic changes that occurred as a result of the Cold War in the US (and the USSR.) *Arms and space races, Marshall Plan, medical and technological advances, GI Bill (education), Baby Boom, 2nd Red Scare* | Make comparisons between the technological and economic developments in the US and the Soviet Union during the Cold War.Make comparisons between the technological and economic developments during the Cold War to those in the 1990s and 2000s. | Explain the reason for the similarities and differences between the US and USSR: *command v. capitalist economies, competition for dominance, surveillance and communication needs* | Assess the differences technologically and economically between the US and the USSR through multiple points of view and draw conclusions. |
| 5.CE - Assess the **immediate and long-term causes and effects** through **significant turning points of the Cold War**. | Identify and describe significant turning points of the Cold War: * *Truman Doctrine starts Cold War/Berlin Airlift*
* *Korean War (example of Truman Doctrine - brief overview)*
* *Kennedy and Cuba; Berlin Wall*
* *Kennedy, Johnson, and Vietnam (Escalation of war, Gulf of Tonkin, Tet Offensive)*
* *Nixon, Vietnam, China, and USSR (Vietnamization, Detente)*
 | Identify immediate causes and effects of significant turning points of the Cold War*.* * *Korean War & effects*
* *Cuban Missile Crisis & effects*
* *Vietnam War & effects (tie into national identity in 5.CX - increasing credibility gap)*
 | Identify immediate and long-term causes and effects of significant turning points of the Cold War.Create cause and effect chains integrating multiple turning points as both cause and effect. | Draw conclusions about immediate and long-term causes and effects of the the Cold War and defend with evidence.Push into modern day connections. |

| Unit 10: The Civil Rights Movement |
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| 5. CC - Evaluate **continuities and changes** during the **Civil Rights Movement** and **other subsequent movements** for equal rights.  | Identify and describe well known leaders and events of the Civil Rights movement and subsequent movements for equal rights:Civil Rights:Non-violent peaceful protest (Montgomery Bus Boycotts, Little Rock Nine, MLK Jr, Selma, etc.) to radicalization of SNCC/youth movement (Carmichael, Orangeburg Massacre) to Malcom X, Black Panthers (Newton, 1968 Olympics)Government response to movement: De facto and de jure segregation, to Civil Rights Act 1964, Voting Rights Act 1965Women’s Rights:Title IX*Roe v. Wade,* ERA, Phyllis Schlafly Worker’s Rights: UFW, ChavezAmerican Indian Movement: takeover of Alcatraz | Identify and describe continuities or changes that resulted from the efforts of the Civil Rights movement and subsequent movements for equal rights.Shift from court battles to non-violent protest to increasing militancy. | Evaluate trends in continuities and changes across movements for equal rights using primary sources.Both Workers Rights and American Indian movement mimic/model themselves after the Civil Rights Movement | Evaluate trends in continuities and changes across multiple movements for equal rights using primary and secondary sources to support conclusions.(Overarching scope of movements) |
| 5.P - **Summarize** the changes in the major American **political party platforms** during the period 1945 - 2012. | Describe basic policy stances of Democrats and Republicans and match major actions to the appropriate party. | Summarize how the platforms of each party evolved during the time period in response to national and international events. | Identify the impact of each party’s actions on American society through the use of primary or secondary sources. | Draw conclusions about the impact of each party’s actions on American society using multiple primary and secondary sources. |

| Unit 11: The Late Cold War and Beyond |
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| 5.CE - Assess the **immediate and long-term causes and effects** through **significant turning points of the Cold War**. | Identify and describe significant turning points of the Cold War: * *Truman Doctrine starts Cold War/Berlin Airlift*
* *Korean War (example of Truman Doctrine - brief overview)*
* *Kennedy and Cuba; Berlin Wall*
* *Kennedy, Johnson, and Vietnam (Escalation of war, Gulf of Tonkin, Tet Offensive)*
* *Nixon, Vietnam, China, and USSR (Vietnamization, Detente)*
 | Identify immediate causes and effects of significant turning points of the Cold War*.* * *Korean War & effects*
* *Cuban Missile Crisis & effects*
* *Vietnam War & effects (tie into national identity in 5.CX - increasing credibility gap)*
 | Identify immediate and long-term causes and effects of significant turning points of the Cold War.Create cause and effect chains integrating multiple turning points as both cause and effect. | Draw conclusions about immediate and long-term causes and effects of the the Cold War and defend with evidence. |
| 5.CX - **Contextualize** domestic **economic development** and American **national identity** within global politics.Contextualize the changing American national identity since 1975 within global politics and economic developments. | Identify and describe geopolitical events/trends that influenced America’s national identity since 1975: *Vietnam, Iran Hostage Crisis, Persian Gulf War, US Support of Israel, War on Terror* | Evaluate the impact of geopolitical events/trends on America’s national identity since 1975 through primary and secondary sources. | Identify differing points of view on the American national identity in relation to global politics within primary sources and use textual evidence to support that conclusion | Utilize multiple primary sources to describe differing points of view on the American national identity in relation to global politics. |

| Unit 12: Modern Politics |
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| 5.P - **Summarize** the changes in the major American **political party platforms** during the period 1945 - 2012. | Describe basic policy stances of Democrats and Republicans and match major actions to the appropriate party. | Summarize how the platforms of each party evolved during the time period in response to national and international events. | Identify the impact of each party’s actions on American society through the use of primary or secondary sources. | Draw conclusions about the impact of each party’s actions on American society using multiple primary and secondary sources. |
| 5.CX - **Contextualize** domestic **economic development** and American **national identity** within global politics.Contextualize the changing American national identity since 1975 within global politics and economic developments.  | Identify and describe economic events/trends that influenced America’s national identity since 1975: *Stagflation, 1980s social developments\*, digital technology, Reaganomics, NAFTA, Great Recession* | Evaluate the impact of economic events/trends on America’s national identity since 1975 through primary and secondary sources. | Identify differing points of view on the American national identity in relation to economics or within primary sources and use textual evidence to support that conclusion | Utilize multiple primary sources to describe differing points of view on the American national identity in relation to economics or global politics. |