

New York Tutorials are designed specifically for the New York State Learning Standards to prepare your students for the Regents and state exams.

U.S. History Tutorials offer targeted instruction, practice, and review designed to build students' knowledge of U.S. history and their comfort with historical thinking skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing their ability to apply historical knowledge in abstract and concrete forms, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

1. OUR FOUNDING DOCUMENTS

● THE DECLARATION OF INDEPENDENCE

- **11.2a.1** Students will examine British efforts to gain greater political and economic control, such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.
- **11.2b.1** Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts.

● THE CREATION OF THE U.S. CONSTITUTION

- **11.2c.1** Students will examine the weaknesses and successes of government under the Articles of Confederation.
- **11.2c.3** Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.
- **11.2c.2** Students will explore the development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery.

● RATIFYING AND AMENDING THE U.S. CONSTITUTION

- **11.2c.4** Students will examine the key points of debate expressed in the Federalist Papers and the Antifederalist Papers, focusing on the protection of individual rights and the proper size for a republic.
- **11.2c.5** Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.

2. ON THE FRONTIER

● AMERICAN INDIANS IN THE WEST

- **11.3a.3** Students will examine Jackson's presidency, noting the ways it strengthened presidential power yet challenged constitutional principles in the case of *Worcester v. Georgia* (1832), including the controversy concerning the Indian Removal Act and its implementation.
- **11.4c.2** Students will examine the effect of federal policies on Native Americans on the Great Plains, including reservation policies, the Dawes Act (1887), and forced acculturation efforts (Carlisle Indian School).

● WESTWARD EXPANSION AND THE ECONOMY

- **11.4c.1** Students will examine the economic impacts of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion.
- **11.3a.2** Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy.
- **11.3a.1** Students will examine how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism.
- **11.3b.4** Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid.

3. THE SECOND INDUSTRIAL REVOLUTION

● THE RISE OF INDUSTRY

- **11.5a.1** Students will examine the technological innovations that facilitated industrialization considering energy sources, natural resources, transportation, and communication.
- **11.5a.2** Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.

● CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY

- **11.5a.2** Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.
- **11.5a.1** Students will examine the technological innovations that facilitated industrialization considering energy sources, natural resources, transportation, and communication.
- **11.5a.3** Students will evaluate the effectiveness of state and federal attempts to regulate business, by examining the Supreme Court decision in *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt's trust-busting role as evidenced in *Northern Securities Co. v. United States* (1904).

● POLITICS OF THE GILDED AGE

- **11.5b.2** Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party.

4. LABOR, IMMIGRATION, AND THE CITY

● INDUSTRIAL WORKERS AND LABOR REFORM

- **11.5b.3** Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the International Workers of the World, considering actions taken by the unions and the responses to these actions.

● URBANIZATION AND ITS CHALLENGES

- **11.5b.1** Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe.

● PATTERNS OF IMMIGRATION

- **11.5b.1** Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe.
- **11.4d.2** Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).

5. THE PROGRESSIVE ERA

● SOCIAL REFORM IN THE PROGRESSIVE ERA

- **11.5b.7.d** Upton Sinclair's *The Jungle* and the Meat Inspection Act
- **11.5b.7.f** Ida Tarbell's *The History of the Standard Oil Company*
- **11.5b.7.a** Jane Addams and Hull House
- **11.4d.2** Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).
- **11.5b.4** Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).

● SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA

- **11.3b.3** Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).
- **11.4b.1** Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B. Anthony.
- **11.5b.7.g** Ida Wells and her writings about lynching of African Americans
- **11.5b.7.h** Booker T. Washington's contributions to education, including the creation of Tuskegee Institute
- **11.5b.7.i** W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of *The Crisis*, and the Silent Protest (1917).
- **11.5b.5** Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment (1920).
- **11.4a.2** Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and *Plessy v. Ferguson* (1896).

● POLITICAL REFORM IN THE PROGRESSIVE ERA

- **11.5b.4** Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).
- **11.5a.3** Students will evaluate the effectiveness of state and federal attempts to regulate business, by examining the Supreme Court decision in *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt's trust-busting role as evidenced in *Northern Securities Co. v. United States* (1904).

● ECONOMIC REFORM IN THE PROGRESSIVE ERA

- **11.5b.4** Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).
- **11.5b.3** Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the International Workers of the World, considering actions taken by the unions and the responses to these actions.

6. AMERICAN IMPERIALISM

● THE DRIVE FOR EXPANSION

- **11.6a.3** Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines.
- **11.3b.4** Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid.
- **11.6a.1** Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii.

● THE SPANISH-AMERICAN WAR

- **11.6a.2** Students will investigate the causes and effects of the Spanish-American War, evaluating Spanish, Cuban, and United States interests and actions.
- **11.6a.3** Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris

of 1898 and annexation of the Philippines.

- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**

- **11.6a.1** Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii.
- **11.6a.4** Students will investigate expanding American influence in the Caribbean and Latin America through the creation of the Panama Canal and the Roosevelt Corollary.

7. WORLD WAR I

- **WORLD WAR I: THE BIGGER PICTURE**

- **11.6b.1** Students will investigate the reasons for President Wilson's shift from neutrality to involvement in World War I.

- **ON THE HOME FRONT**

- **11.6c.1** Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort.
- **11.6c.3** Students will examine the Supreme Court decision concerning civil liberties in *Schenck v. United States* (1919).

- **THE AFRICAN AMERICAN WARTIME EXPERIENCE**

- **11.6c.2** Students will investigate the causes and effects of the Great Migration on American society.
- **11.6c.1** Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort.

- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**

- **11.6b.2** Students will examine Wilson's goals as expressed in the Fourteen Points, his role at the Versailles Peace Conference, and the compromises he was forced to make to gain approval for the League of Nations.
- **11.6b.3** Students will examine reasons President Wilson was unsuccessful in gaining support for Senate ratification of the Treaty of Versailles.
- **11.6c.4** Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).

8. AMERICA IN THE 1920S

- **A TIME OF EASE: THE POST WAR ECONOMIC BOOM**

- **11.7c.1** Students will examine the reasons for economic prosperity during the 1920s.
- **11.5a.2** Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.
- **11.7a.1** Students will examine the cultural trends associated with the Roaring Twenties, including women's efforts at self-expression and their changing roles.

- **A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM**

- **11.6c.4** Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).
- **11.7a.3** Students will examine change in immigration policy as reflected by passage of the Quota Acts of the 1920s.

- **SOCIAL CONFLICT AND CHANGE**

- **11.7a.5** Students will examine the key issues related to the Scopes trial.
- **11.5b.6** Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919).
- **11.7a.2** Students will examine the impact of Prohibition on American society.
- **11.5b.5** Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment (1920).

- **11.7a.1** Students will examine the cultural trends associated with the Roaring Twenties, including women's efforts at self-expression and their changing roles.
- **11.5b.7.h** Booker T. Washington's contributions to education, including the creation of Tuskegee Institute
- **11.5b.7.i** W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of *The Crisis*, and the Silent Protest (1917).
- **11.7b.2** Students will examine the rise of African American racial pride and Black Nationalism, including the role of Marcus Garvey.

- **MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S**

- **11.7b.1** Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture.

9. THE GREAT DEPRESSION AND THE NEW DEAL

- **CAUSES OF THE GREAT DEPRESSION**

- **11.7c.2** Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression.

- **THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION**

- **11.7c.3** Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin D. Roosevelt to the Great Depression.
- **11.7c.4** Students will examine the human and environmental causes of the Dust Bowl and its effects.

- **THE NEW DEAL**

- **11.7c.5** Students will evaluate President Roosevelt's leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort.

10. WORLD WAR II: PART 1

- **FROM ISOLATIONISM TO INVOLVEMENT**

- **11.8a.1** Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies, including “cash and carry” and Lend-Lease.
- **11.8a.2** Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands.
- **11.8a.3** Students will examine the impact of the Japanese attack on Pearl Harbor.

- **MOBILIZATION AND THE HOME FRONT**

- **11.8b.1** Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates.
- **11.8a.4** Students will examine President Roosevelt's leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance.

- **WAR ON MANY FRONTS**

- **11.8a.4** Students will examine President Roosevelt's leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance.
- **11.8a.5** Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman's decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

11. WORLD WAR II: PART 2

- **THE HOLOCAUST**

- **11.8c.1** Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible.
- **11.8c.2** Students will examine the contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials.

- **OPPORTUNITIES AND OBSTACLES**

- **11.8b.3** Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination they experienced in the military and workforce.
- **11.8b.2** Students will examine the reasons for President Roosevelt's executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court's decision in *Korematsu v. United States* (1944).

- **THE END OF THE WAR**

- **11.9a.1** Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the Cold War.
- **11.8a.5** Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman's decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.
- **11.8c.3** Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights.

12. THE COLD WAR: PART 1

- **THE BEGINNINGS OF THE COLD WAR**

- **11.9a.1** Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the Cold War.
- **11.9a.2** Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.
- **11.9a.3** Students will examine domestic concerns about the spread of communism and the rise of McCarthyism.

- **THE KOREAN WAR AND THE EISENHOWER YEARS**

- **11.9a.4** Students will examine the consequences of Truman's decision to fight a limited war in defense of South Korea.

- **THE ARMS RACE AND THE SPACE RACE**

- **11.9b.1** Students will trace the acceleration of the nuclear arms race, beginning with the detonation of an atomic bomb by the Soviet Union in 1949, through 1969, including the effects of Sputnik and the Space Race.
- **11.9b.3** Students will examine the policy of *détente* and its effect on the nuclear arms race.
- **11.9b.2** Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty.

13. THE COLD WAR: PART 2

- **THE VIETNAM WAR**

- **11.9a.5** Students will trace the United States involvement in Vietnam, including President Johnson's decision to escalate the fighting in Vietnam.

- **THE LAST YEARS OF THE COLD WAR**

- **11.9d.1** Students will trace factors that led to the fall of the Berlin Wall and the end of the Cold War, including American policies, Soviet economic problems, Soviet efforts at reform, and the loss of Soviet control over Eastern Europe.

14. RETHINKING AMERICA

- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**

- **11.10b.1.f** *Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration)*

- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**

- **11.9a.6** *Students will examine reasons for declining public confidence in government, including America's involvement in Vietnam, student protests, the growing antiwar movement, and the Watergate affair.*

- **THE WARREN COURT**

- **11.10a.3** *Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965.*
- **11.10b.1.e** *Rights of accused (e.g., Mapp v. Ohio [1961], Gideon v. Wainwright [1963], Miranda v. Arizona [1966])*
- **11.10b.1.i** *Student rights (e.g., Engel v. Vitale [1962], Tinker v. Des Moines School District [1969], New Jersey v. TLO [1985])*

15. CIVIL RIGHTS MOVEMENTS: PART 1

- **THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**

- **11.3c.2** *Students will examine the expansion of executive and federal power as they relate to the suspension of habeas corpus within the Union and the issuance of the Emancipation Proclamation.*
- **11.4a.1** *Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.*
- **11.5b.7.h** *Booker T. Washington's contributions to education, including the creation of Tuskegee Institute*
- **11.5b.7.i** *W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of The Crisis, and the Silent Protest (1917).*
- **11.4a.2** *Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896).*
- **11.10a.4** *Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.*
- **11.10a.3** *Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965.*

- **KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**

- **11.10a.2** *Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions.*
- **11.10a.1** *Students will examine the role and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.*

- **THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**

- **11.10a.3** *Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965.*
- **11.10a.4** *Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.*

16. CIVIL RIGHTS MOVEMENTS: PART 2

- **THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS**

- **11.10b.1.b** *Native Americans (e.g., American Indian Movement, Russell Means, native identity, and land claims)*
- **11.10b.1.c** *Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)*
- **11.10b.2** *Students will thoroughly investigate at least one of the efforts above.*

- **THE FEMINIST MOVEMENT**

- **11.10b.1.a** Modern women's movement (e.g., *The Feminine Mystique* [1963], National Organization for Women, Equal Pay Act and Title IX, *Roe v. Wade*)
- **11.10b.2** Students will thoroughly investigate at least one of the efforts above.

- **CHANGES AND NEW STRUGGLES**

- **11.10b.1.g** Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights)
- **11.10b.2** Students will thoroughly investigate at least one of the efforts above.
- **11.10b.1.c** Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)

17. GLOBALIZATION AND AMERICA TODAY

- **GLOBAL ECONOMICS AFTER THE COLD WAR**

- **11.11c.2** Students will investigate the role of multinational corporations and their influence on both the United States economy and on other countries around the world.
- **11.11c.1** Students will examine the positive and negative consequences of globalization in relation to the United States economy.
- **11.10c.2** Students will examine the causes of the financial panic of 2008 and the federal government's response to the Great Recession.

- **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**

- **11.10b.1.h** Environment (e.g., *Silent Spring* [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan's policy)
- **11.11c.1** Students will examine the positive and negative consequences of globalization in relation to the United States economy.

- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**

18. AMERICA IN THE WORLD

- **THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S**

- **11.9c.1** Students will examine United States foreign policy toward the Middle East, including the recognition of and support for the State of Israel, the Camp David Accords, and the interaction with radical groups in the region.
- **11.11a.2** Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.
- **11.11a.1** Students will examine the decision of President George H. W. Bush to oppose Iraq's invasion of Kuwait. Students will evaluate the positive and negative consequences of the Persian Gulf War.

- **U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY**

- **11.11a.2** Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.
- **11.11c.3** Students will examine the economic relationship and the strategic rivalry between the United States and China.

- **THE FIGHT AGAINST TERROR IN THE 21ST CENTURY**

- **11.11b.1** Students will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, the invasion of Afghanistan, and the passage of the USA PATRIOT Act.
- **11.11b.2** Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction, and trace the course of the war.
- **11.11b.3** Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs.

19. DOMESTIC POLICIES AND POLITICS

- **DOMESTIC POLICY DEBATES: 1970S - TODAY**

- **11.10b.1.f** *Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration)*
- **11.10c.3** *Students will examine the debates over the role of the government in providing a social safety net, including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under the Affordable Care Act.*
- **11.10c.1** *Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government.*

- **POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES**

- **11.2d.3** *Students will examine the tradition of a peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000, focusing on the roles of the Electoral College and Congress in 1800 and the Electoral College and the Supreme Court in 2000.*