

# HS U.S. History

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>● 9-12.US.1. Create compelling questions representing key ideas within the disciplines.</li> <li>● 9-12.US.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<ul style="list-style-type: none"> <li>● 9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>● 9-12.US.4. Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <li>● 9-12.US.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>● 9-12.US.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● 9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>● 9-12.US.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.</li> <li>● 9-12.US.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>● 9-12.US.10. Critique the use of claims and evidence in arguments for credibility.</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <li>● 9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>● 9-12.US.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</li> </ul>

<b>Theme 1: Reconstruction (1865–1877)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.13. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.14. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.15. Evaluate how the events of Reconstruction impacted people from diverse groups.</li> <li>● 9-12.US.16. Explore African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction.</li> <li>● 9-12.US.17. Identify the ways in which gender roles were changing and remained unchanged during the 19th century.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.US.18. Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 9-12.US.19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</li> <li>● 9-12.US.20. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.US.21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.</li> </ul>

## Theme 2: Rebuilding the United States: Industry and Immigration (1865–1920)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.22. Examine immigration policy in the United States.</li> <li>● 9-12.US.23. Evaluate the following concerning the economic system of the United States: efficiency, equity, equality, and justice.</li> <li>● 9-12.US.24. Examine labor struggles and populist movements in the United States and compare to other movements around the world.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.25. Examine the impact of the end of the Civil War on the settlement of the West and on the relationships between the United States and the Indigenous nations in the West.</li> <li>● 9-12.US.26. Explain the various causes of the Industrial Revolution.</li> <li>● 9-12.US.27. Evaluate the consequences of the Industrial Revolution.</li> <li>● 9-12.US.28. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.29. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations.</li> <li>● 9-12.US.30. Analyze the consequences of the continuing westward expansion of the American people after the Civil War.</li> <li>● 9-12.US.31. Evaluate the impact of the 14th Amendment on Indigenous people and Asian and European immigrant men and women.</li> <li>● 9-12.US.32. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 9-12.US.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.</li> <li>● 9-12.US.34. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language between 1865 and 1920.</li> </ul>
<b>Geography 13. Movement, Population and Systems</b>	<ul style="list-style-type: none"> <li>● 9-12.US.35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity.</li> </ul>

<b>Theme 3: Imperialism (1890–1920)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.36. Examine U.S. imperialist policies and practices.</li> <li>● 9-12.US.37. Analyze the influence of cultural, literary, and artistic movements between 1890 and 1920.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.38. Analyze the causes and course of the growing role of the United States in world affairs from the Civil War to World War I.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.39. Evaluate how events during Imperialism impacted people from diverse groups.</li> <li>● 9-12.US.40. Examine ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movements.</li> </ul>
<b>Ethnic, Cultural, and Identity Standards 21. Identity in History</b>	<ul style="list-style-type: none"> <li>● 9-12.US.41. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1890 and 1920.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.US.42. Describe how particular historical events and developments shape human processes and systems between 1890 and 1920.</li> </ul>

<b>Theme 4: Progressivism and World War I</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>9-12.US.43. Examine the ethics of the suppression of civil liberties and human rights during times of conflict and war, past and present.</li> <li>9-12.US.44. Analyze the role of the United States in the world and the balance of foreign and domestic priorities.</li> <li>9-12.US.45. Analyze the influence of cultural, literary, and/or artistic movements during the Progressive Era and World War I.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>9-12.US.46. Distinguish between the long-term causes and triggering events that led the United States into World War I.</li> <li>9-12.US.47. Explain the course and significance of Woodrow Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>9-12.US.48. Evaluate major reform movements and reformers during the Progressive Era.</li> <li>9-12.US.49. Evaluate the inclusivity and exclusivity of Progressive Era reform movements.</li> <li>9-12.US.50. Analyze the campaign for, and the opposition to, women’s suffrage in the late 19th and early 20th centuries.</li> <li>9-12.US.51. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century.</li> <li>9-12.US.52. Analyze how ideologies of the progressive movement impacted Indigenous people in the United States.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>9-12.US.53. Explain what Progressivism meant in the early 20th century through the ideas, actions, and experiences of Progressive leaders.</li> <li>9-12.US.54. Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness.</li> <li>9-12.US.55. Analyze the role of the United States in World War I.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>9-12.US.56. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during the Progressive Era and World War I.</li> <li>9-12.US.57. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language during the Progressive Era and World War I.</li> </ul>

<b>Theme 5: Conflicts and Transitions (1920–1929)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>9-12.US.58. Explore the change between traditionalism and modernity in U.S. society in the past and compare it to today.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>9-12.US.59. Assess how new technology in transportation, communication, and finance impacted U.S. society.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>9-12.US.60. Evaluate how the events of the 1920s impacted people from diverse groups.</li> <li>9-12.US.61. Explore the arts, entrepreneurship, and philanthropy of the Harlem Renaissance and its connections to the Great Migration.</li> <li>9-12.US.62. Evaluate the passage of the 19th Amendment from the perspective of diverse groups in U.S. society.</li> <li>9-12.US.63. Examine the ways in which gender role norms changed and stayed the same in the United States in the 1920s.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>9-12.US.64. Examine the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>9-12.US.65. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth’s surface and resources.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>9-12.US.66. Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group.</li> <li>9-12.US.67. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1920 and 1929.</li> </ul>

<b>Theme 6: The Great Depression and the New Deal (1929–1941)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>9-12.US.68. Evaluate New Deal programs and their impact on diverse groups of people in America.</li> <li>9-12.US.69. Analyze the influence of cultural, literary, and/or artistic movements between 1929 and 1941.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>9-12.US.70. Describe the multiple causes and consequences of the global and the U.S. depression of the 1930s.</li> <li>9-12.US.71. Assess the impact and legacy of New Deal relief, recovery, and reform programs.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>9-12.US.72. Examine the lives and experiences of Latinos and other diverse groups and the relationship of the United States to Mexico.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>9-12.US.73. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1929 and 1941.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>9-12.US.74. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth’s surface and resources.</li> </ul>

<b>Theme 7: World War II</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>9-12.US.75. Analyze the similarities, differences, and connections between the racial social order in the United States, Germany, and other countries during World War II.</li> <li>9-12.US.76. Analyze the influence of cultural, literary, and artistic movements during World War II.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9-12.US.77. Explore the legacy of “othering” in the United States, including boarding schools, internment camps, and detention centers.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.78. Explain the reasons for U.S. involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.</li> <li>● 9-12.US.79. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust, also known as Shoah.</li> <li>● 9-12.US.80. Analyze the events that led to World War II, the major battles of the war, use of nuclear weapons, and the Holocaust, also known as Shoah.</li> <li>● 9-12.US.81. Analyze the consequences of World War II, including the conferences of Allied leaders following the war and the development of human rights.</li> <li>● 9-12.US.82. Assess the social, political, and economic transformation of the United States during World War II.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.83. Evaluate how the events during World War II impacted people from diverse groups.</li> <li>● 9-12.US.84. Examine the ways in which gender roles changed and stayed the same during World War II.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 9-12.US.85. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during World War II.</li> <li>● 9-12.US.86. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.</li> </ul>
<b>Geography 13. Movement, Population and Systems</b>	<ul style="list-style-type: none"> <li>● 9-12.US.87. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in World War II.</li> <li>● 9-12.US.88. Describe how particular historical events and developments shaped human processes and systems in World War II.</li> </ul>



<b>Theme 8: The Cold War (1945–1975)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.89. Examine the short- and long-term effects of Central Intelligence Agency involvement in Latin America.</li> <li>● 9-12.US.90. Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.91. Analyze the causes, conflicts, and consequences of the Cold War.</li> <li>● 9-12.US.92. Evaluate the policy of containment as a response by the United States to Soviet expansionist policies.</li> <li>● 9-12.US.93. Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.</li> <li>● 9-12.US.94. Analyze the roots of domestic communism and anti-communism in the 1950s as well as the origins and consequences of and the resistance to McCarthyism.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.95. Evaluate how the events during the Cold War impacted people from diverse groups.</li> <li>● 9-12.US.96. Examine the ways in which gender roles changed and stayed the same between 1945 and 1975.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.US.97. Summarize U.S. diplomatic and military policies during the Cold War.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>● 9-12.US.98. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives between 1945 and 1975.</li> <li>● 9-12.US.99. Describe how particular historical events and developments shaped human processes and systems between 1945 and 1975.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.US.100. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.</li> </ul>

## Theme 9: Civil Rights and People Power Movements

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.101. Examine how evolving global and domestic understanding of and respect for universal human rights affected the development of the civil rights movement in the United States.</li> <li>● 9-12.US.102. Analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</li> <li>● 9-12.US.103. Evaluate the role of McCarthyism on the civil rights movement.</li> <li>● 9-12.US.104. Evaluate the influence of 1960s cultural and artistic movements from past to present day.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.105. Analyze the origin, goals, and outcomes of civil rights groups in the 1950s and the 1960s and their influence on contemporary civil rights movements.</li> <li>● 9-12.US.106. Evaluate resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.107. Evaluate how the events of the civil rights movement impacted people from diverse groups.</li> <li>● 9-12.US.108. Analyze the causes, course, and impact on U.S. politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.US.109. Analyze the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>● 9-12.US.110. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</li> </ul>

## Theme 10: Rise of Conservatism and Liberalism (1968–2008)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.111. Assess the short- and long-term social and political impacts of conservatism and liberalism in the United States.</li> <li>● 9-12.US.112. Examine the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Reagan and Bill Clinton.</li> <li>● 9-12.US.113. Examine the push-pull relationship between liberalism and conservatism in the United States over time.</li> <li>● 9-12.US.114. Evaluate whether the Cold War definitively ended in 1991.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.115. Analyze the social, political, and economic conditions of the 1960s and 1970s that led to a rise in Conservatism and its overall impact on society.</li> <li>● 9-12.US.116. Analyze how Communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union in 1991.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.117. Evaluate how major world events between 1968 and 2008, such as 9/11, and the rise of global terrorism impacted people from diverse groups.</li> <li>● 9-12.US.118. Examine the ways in which gender roles changed and stayed the same between 1968 and 2008.</li> <li>● 9-12.US.119. Evaluate the significance of the federal 1990 Americans with Disabilities Act.</li> <li>● 9-12.US.120. Examine the experiences, activism, and legislation impacting the LGBTQIA+ community.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.US.121. Analyze the rise of conservatism and liberalism in U.S. politics and society.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>● 9-12.US.122. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.</li> </ul>

## Theme 11: The United States in a Global Age (2008–Present)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.123. Analyze the influence of cultural, literary, and artistic movements between 2008 and the present.</li> <li>● 9-12.US.124. Analyze major trends, issues, and advances to address healthcare disparities in the past, present, and future.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.125. Evaluate how the events between 2008 and the present impact people from diverse groups.</li> <li>● 9-12.US.126. Examine the ways in which gender roles changed and stayed the same between 2008 and the present.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>● 9-12.US.127. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</li> <li>● 9-12.US.128. Evaluate the role of racial social constructs in the structure and function of 21<sup>st</sup>-century U.S. society.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.US.129. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.US.130. Evaluate the role of the United States in contemporary global issues.</li> <li>● 9-12 US.131. Evaluate the impacts of contemporary global issues on the United States.</li> <li>● 9-12.US.132. Analyze the current state and health of U.S. democracy.</li> <li>● 9-12.US.133. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.</li> <li>● 9-12.US.134. Evaluate the effectiveness of the federal government’s response to international and domestic terrorism in the 21st century.</li> <li>● 9-12.US.135. Examine contemporary civil and human rights struggles and successes.</li> <li>● 9-12.US.136. Analyze U.S. government policies to reduce climate disruption.</li> </ul>