

# U.S. History

## Since 1929

# Social Studies

# Academic Standards

Revised 2022

Course/Unit Credit: 1

Course Number: 470000

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: None

## U.S. History Since 1929 Academic Standards & Disciplinary Concepts

### Course Focus and Content

In Grades 5-8, students receive a strong foundation in United States History from pre-colonialism through the Roaring Twenties, allowing United States History Since 1929 to focus in greater depth on the effects of changing culture, technology, world economy, and environment, as well as the impact of global conflicts on contemporary society in the United States. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States within an interconnected world. United States History Since 1929 examines the Great Depression to the present. Students will examine the political, economic, geographic, social, and cultural development of the United States of America from the late nineteenth century into the twenty-first century. This course references the eras and time periods from the National Center for History in the

### Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

### Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

**Teacher Note:** Not all state statutes apply to the current grade level content.

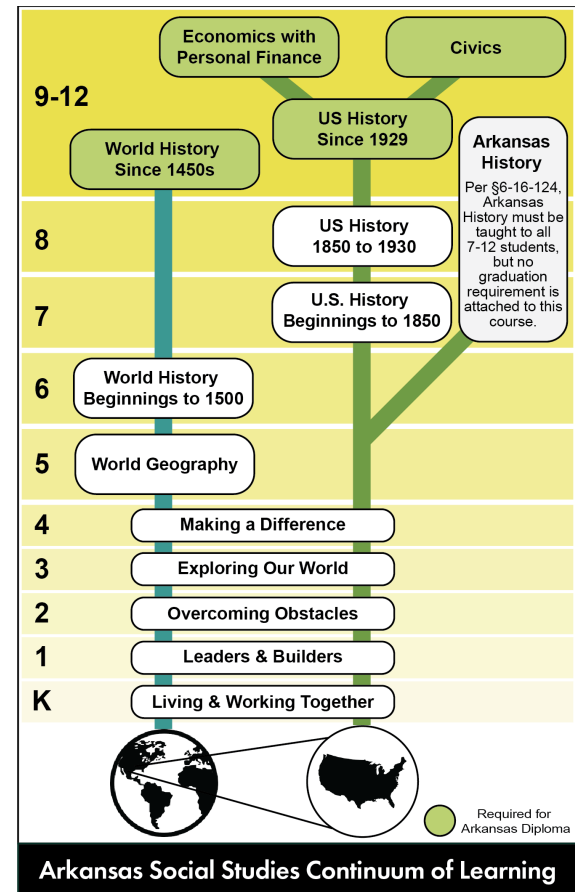



Figure 1

# U.S. History Since 1929 Academic Standards & Disciplinary Concepts

## Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. *U.S. History Since 1929* is required by the Standards for Accreditation and does not need Arkansas Department of Education approval. These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards written for the course in Grades 7-8 or the Arkansas History Curriculum Framework for the course in Grades 9-12 to fulfill the one semester Arkansas History requirement as defined in Act 787 of 1997.

### Nomenclature Explained



icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

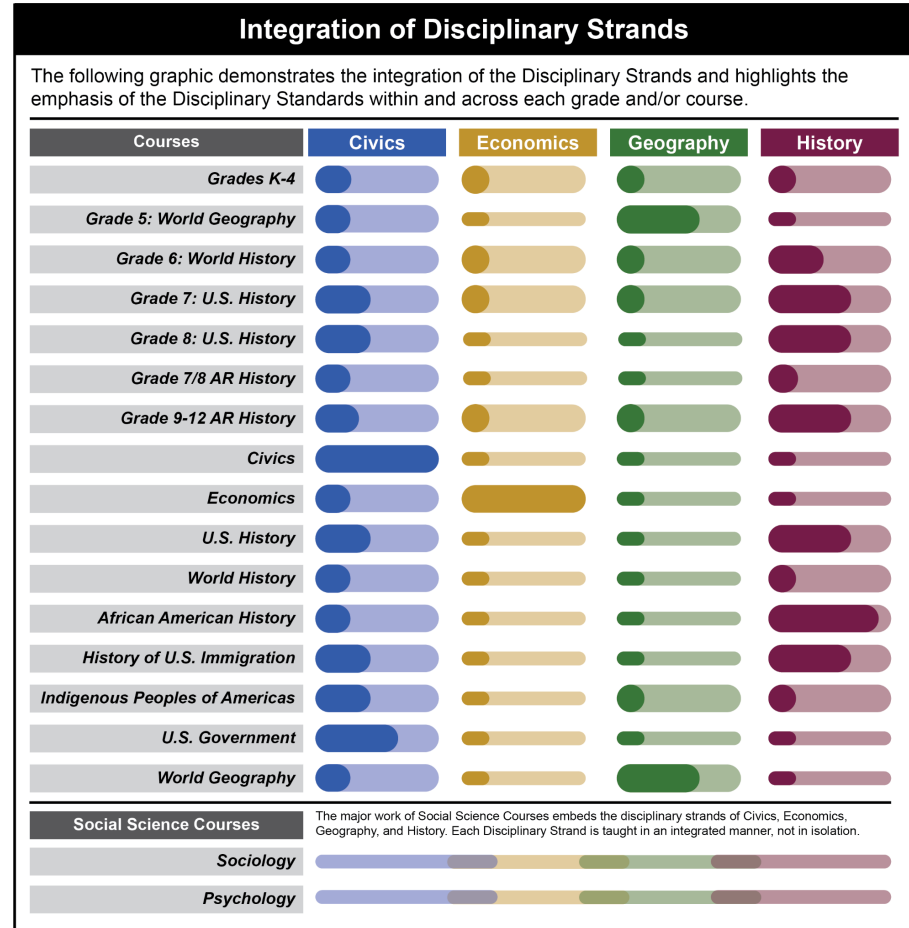
Standard

Grade or Course

KPE or SPE

## Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.



## U.S. History Since 1929 Academic Standards & Disciplinary Concepts

### The College, Career, and Civic Life C3 Framework for Social Studies State Standards

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills.
- **Dimension 2** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries			Dimension 3 Evaluating Sources and Using Evidence		Dimension 4 Communicating Conclusions and Taking Informed Action	
<ol style="list-style-type: none"> <li>1. Construct compelling questions that promote inquiry around key ideas and issues</li> <li>2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</li> <li>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</li> </ol>			<ol style="list-style-type: none"> <li>4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</li> <li>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</li> </ol>		<ol style="list-style-type: none"> <li>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</li> <li>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</li> <li>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes</li> </ol>	

Dimension 2 <sup>1</sup> Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> <li>● Civic and Political Institutions</li> <li>● Participation and Deliberation</li> <li>● Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>● Economic Decision-Making</li> <li>● Exchange and Markets</li> <li>● Growth and Stability</li> <li>● The National Economy</li> <li>● The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>● Geographic Representations: <i>Spatial Views of the World</i></li> <li>● Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>● Human Populations: <i>Spatial Patterns and Movements</i></li> <li>● Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>● Change, Continuity, and Context</li> <li>● Perspectives</li> <li>● Historical Sources and Evidence</li> <li>● Causation and Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>● Psychology</li> <li>● Sociology</li> </ul>

<sup>1</sup> Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

**U.S. History Since 1929  
Academic Standards & Disciplinary Concepts**

**K-12 Disciplinary Standards Overview**

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

**U.S. History Since 1929  
Academic Standards & Disciplinary Concepts**

**Disciplinary Standards At a Glance**

<b>Disciplinary Strand</b>	Disciplinary Standard
<b>Disciplinary Component</b>	<ul style="list-style-type: none"> <li>Grade or Course Specific Components</li> </ul>

<p><b>Required Review of Eras 1 - 7 (No longer than 4 weeks) See separate document for Academic Standards</b></p> <ul style="list-style-type: none"> <li>If there is no gap (students go from 8th grade to 9th grade U.S. History), review should be approximately 1 to 3 weeks</li> <li>If there is a gap (students do not take U.S. History in 9th grade), review should be no longer than 4 weeks</li> </ul>	
<b>History</b>	H.5 Students will understand key historical periods from The Great Depression and World War II, 1929-1945 (Era 8) to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.
	United States History 1929-Present (Era 8 through Era 10)
<b>Era 8: 1929-1940</b>	<ul style="list-style-type: none"> <li>The Great Depression and World War II - United States during and following these major events (E8)</li> </ul>
<b>Era 9: 1941-1967</b>	<ul style="list-style-type: none"> <li>Post-war United States through 1970s - International events and trends resulting in the emergence of the United States as a superpower (E9)</li> </ul>
<b>Era 10: 1968 to Present</b>	<ul style="list-style-type: none"> <li>Contemporary United States to Present - Domestic and foreign policies of the United States since 1968 (E10)</li> </ul>

<b>Disciplinary Note</b>		
<p>The major work of the U.S. History Since 1929 course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.</p>		
<p><b>Teacher Note:</b> Concepts of the Civics, Economic, and Geography strands are implicitly addressed in the embedded KPEs and SPEs.</p>		
<b>Civics</b>	<b>Economics</b>	<b>Geography</b>
<ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation</li> <li>Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>Economic Decision-Making</li> <li>Exchange and Markets</li> <li>Growth and Stability</li> <li>The National Economy</li> <li>The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>Geographic Representations: <i>Spatial Views of the World</i></li> <li>Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>Human Populations: <i>Spatial Patterns and Movements</i></li> <li>Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>

**U.S. History Since 1929**  
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**History - United States History since 1929**

H.5 Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

**Era 8: 1929-1945, The Great Depression and World War II - United States during and following these major events**

**Knowledge and Skill Performance Expectations**

**Era 8**

**H.5.US.H.1**

Demonstrate proper etiquette for interacting with the Arkansas and American flags and analyze the free speech rights of citizens regarding the use of flags (e.g., *West Virginia vs. Barnette*, *Texas vs. Johnson*).

**H.5.US.H.2**

Analyze national and international causes of the Great Depression:

- Political causes: (e.g., protectionism, tariffs)
- Economic and monetary causes: (e.g., speculation, overproduction, farm surplus, foreclosures, easy credit, deflation, unemployment)
- Environmental causes (e.g., Dust Bowl)

**H.5.US.H.3**

Analyze the expanded role of the federal government's domestic interventions and fiscal policy in response to the Great Depression:

- New Deal legislation (e.g., Emergency Banking Relief Act, Agricultural Adjustment Act, Social Security Act, National Labor Relations Act)
- Federal work relief agencies (e.g., Tennessee Valley Authority, Civilian Conservation Corps, Public Works Administration, Work Progress Administration)
- Changing role of the federal government in the economy (e.g., social security, minimum wage)

**H.5.US.H.4**

Evaluate the effectiveness of New Deal policies on various regions during the Great Depression, including their effects on unemployment, poverty, infrastructure, and the views of Americans toward the role of government in the economy.

**Teacher Note:** A connection to the Holocaust could be through the American response to Jewish refugees from Europe seeking admission to the U.S.

**H.5.US.H.5**

Evaluate various motives for initial U.S. neutrality and later involvement in World War II:

- Isolationist foreign policy
- Financial and ideological motives
- Direct threat by foreign powers to American interests

**H.5.US.H.6**

Examine the roles and perspectives of national and foreign leaders during World War II.

**Teacher Note:** A connection to the Holocaust could be the response of national and foreign leaders to Jewish refugees seeking entrance to various countries abroad.

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H.5.US.7

Analyze the historical significance of key battles, events, and people during World War II, including the Holocaust:

- Battles: (e.g., Pearl Harbor, Battle of Midway, D-Day, Battle of the Bulge, Iwo Jima, Battle of Okinawa)
- Events: (e.g., Guam liberation, atomic bombs on Hiroshima and Nagasaki, V-E Day, V-J Day)
- People: (e.g., Franklin Roosevelt, Harry Truman, Dwight D. Eisenhower, George Patton, Douglas MacArthur, Navajo Code Talkers, Fighting Red Tails, 442nd Infantry Regiment)

H.5.US.8

Analyze the social, economic, and political effects of World War II on the American people:

- War efforts at home (e.g., victory gardens, rationing, defense industry towns, contributions of women and minorities)
- Japanese-American internment camps and *Korematsu vs. United States*
- Service member casualties, including prisoners of war, missing and wounded in action

H.5.US.9

Analyze the impact of advances in science and technology during World War II.

**Teacher Note:** Notable organizations and events include the Office of Scientific Research and Development, Manhattan Project, Code-Talkers, and the use of computers, semiconductors, synthetic materials, penicillin, and rockets.

H.5.US.10

Evaluate the use of media and propaganda to influence the viewpoints and perspectives of the American people during World War II.

**Teacher Note:** Media and organizations influencing the war effort may include Rosie the Riveter, Women in Defense, The Nature of the Enemy, United We Win, Weapon of War, and the Office of War Information.



**U.S. History Since 1929  
Academic Standards & Disciplinary Concepts**

**History - United States History since 1929**

H.5 Students will understand key historical periods from The Great Depression and World War II, 1929-1945 (Era 8) to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

**Era 9: 1945 to Early 1970s, Post-war United States through 1970s - International events and trends resulting in the emergence of the United States as a superpower**

**Knowledge and Skill Performance Expectations**

**Era 9**

**H.5.USH.11**

Examine the social, economic, and political results and implications of World War II nationally, including the end of American isolationism, the Yalta Conference and its global implications, and cultural changes in the U.S. (e.g., baby boom, women in workforce, desegregation of armed forces).

**Teacher Note:** A post-World War II connection to the Holocaust may be included here with the U.S. efforts to assist Jewish refugees and displaced persons, including changes to U.S. immigration policies and passage of the Displaced Persons Act of 1948.

**H.5.USH.12**

Analyze the origins, developments, and effects of Soviet-American rivalry in the Cold War:

- Origins: (e.g., Yalta Conference, differences in Soviet and American philosophies and economic and political systems)
- Developments: (e.g., Marshall Plan, Berlin Blockade, Truman Doctrine, American containment policy, Soviet aggression)
- Effects: [e.g., international alliances and treaties (such as NATO, Warsaw Pact), nuclear arms race, space race, McCarthyism]

**H.5.USH.13**

Analyze sources of conflict and confrontation during the post-World War II era using maps and other sources:

- Nuclear weapons
- Truman Doctrine
- Proxy wars and direct conflicts, including Korean War, Vietnam War, and Cuban Missile Crisis

**H.5.USH.14**

Discuss the effects of changes in U.S. foreign policy following World War II, including American containment and appeasement policies in Asia, Latin America, and the Middle East.

**H.5.USH.15**

Evaluate the effectiveness of international organizations in preventing, resolving, or perpetuating conflicts:

- United Nations
- NATO
- Warsaw Pact

**H.5.USH.16**

Construct explanations on reasons for the emergence of the United States as a superpower by the mid-1970s.

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**H.5.US.17**

Analyze the roles of individuals, groups, and events in securing civil rights during the mid-20th century:

- Individuals: (e.g., Dr. Martin Luther King, Jr., Malcolm X, Rosa Parks, Earl Warren, Thurgood Marshall, Cesar Chavez)
- Groups: (e.g., NAACP, Freedom Riders, Southern Christian Leadership Conference, Student Nonviolent Coordinating Committee)
- Events: (e.g., murder of Emmett Till, *Brown vs. Board of Education*, desegregation of Little Rock Central High School, passage of 24th Amendment, passage of Civil Rights Acts of 1964 and 1968, sit-ins, assassination of Martin Luther King, Jr.)

**H.5.US.18**

Analyze causes and effects of cultural changes on society in the United States during the 1960s and 1970s:

- Changing views on family structure and the roles of women and students
- Suburbanization
- Secularization (e.g., *Engel vs. Vitale*, *Lemon test*)
- Counterculture, student protests, and increased drug use (e.g., *Tinker vs. Des Moines*, Woodstock, Summer of Love, Vietnam protests)
- Law and politics (e.g., Chicago Seven trial, 26th Amendment, Congress' use of interstate commerce clause)

**H.5.US.19**

Analyze the technological transformation on social, economic, and political trends in America during the 1970s and 1980s.

**Teacher Note:** Significant transformations may include areas in communication (e.g., telephones, Internet, email), information processing (e.g., personal computers), transportation, energy production, and medical technology.

**H.5.US.20**

Examine domestic policies and outcomes of the federal government between 1945 and 1970:

- Eisenhower Modern Republicanism
- Federal Highway Act of 1956
- New Frontier
- Great Society
- Civil Rights Acts of 1964 and 1968
- Southern Manifesto and Dixiecrats

**H.5.US.21**

Construct historical arguments of long-term effects of social and economic changes occurring during the mid-20th century using available data and multiple sources.

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**History - United States History since 1929**

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**Era 10: 1968 to Present, Contemporary United States to Present - Domestic and foreign policies of the United States since 1968**

**Knowledge and Skill Performance Expectations**

**Era 10**

**H.5.USH.22**

Examine continuity and change in domestic policies under multiple administrations since 1968, including debates on the national debt, size and role of government, tax policy, inflation, and “Reaganomics.”

**H.5.USH.23**

Analyze effects of domestic policies on Americans in marginalized groups:

- Growth of African American middle class, increased political representation
- Protection of rights for Americans with disabilities (e.g., Individuals with Disabilities Education Act, Americans with Disabilities Act of 1990)
- Increased recognition of Indigenous sovereignty (e.g., Indian Child Welfare Act, Tribal Self Governance Act)
- Progress of women’s rights (e.g., Equal Pay Act of 1963, Title IX)
- Other impactful policies (e.g., “War on Drugs,” welfare state, Patriot Act)

**H.5.USH.24**

Examine continuity and change in foreign policies under Richard Nixon, Gerald Ford, Jimmy Carter, Ronald Reagan, and George H.W. Bush.

**Teacher Note:** Significant events during these administrations include:

- Nixon’s SALT treaties (Strategic Arms Limitation Talks) and diplomatic relations with China
- Ford’s withdrawal from Vietnam
- Carter’s Camp David Accords and OPEC oil crisis
- Reagan’s relationship with the Soviet Union and fall of Eastern European Communism
- Bush’s involvement in the Persian Gulf

**H.5.USH.25**

Examine reasons for and consequences of United States involvement in foreign conflicts, including American foreign policy under multiple administrations, and the changing view of America’s international role:

- Foreign policies of Bill Clinton, George W. Bush, Barack Obama, Donald Trump, and Joe Biden
- Role of NATO in Eastern Europe and post-Communist Russia
- Response to China as a competitor and possible threat
- U.S. involved conflicts: (e.g., Grenada, First and Second Gulf Wars, Iran-Contra, Nicaragua, Libya, Syria, Israel, Afghanistan)

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**H.5.USH.26**

Construct explanations of change and continuity in foreign policy since 2001 after the September 11th, terrorist attacks in New York City and Washington, D.C.:

- Response of the Bush administration
- Wars in Afghanistan and Iraq
- Domestic and international efforts to combat terrorism (e.g., the Patriot Act, *Hamdi vs. Rumsfeld*)

**H.5.USH.27**

Examine the social and economic effects of globalization on the United States:

- Trade agreements and organizations [e.g., European Union, North American Free Trade Agreement (NAFTA), World Trade Organization (WTO)]
- Economic shifts due to international agreements (e.g., cheap labor, decline in American manufacturing, multinational corporations)
- Increased immigration from Latin America, South Asia, and East Asia

**H.5.USH.28**

Analyze the effectiveness of citizens, institutions, and the government in addressing environmental and social issues at the local, state, and national levels since 1968:

- Environmental issues: [e.g., creation of the Environmental Protection Agency (EPA), Earth Day movement, National Environmental Policy Act of 1970, push towards alternative forms of energy]
- Social issues: (e.g., increased government involvement in housing and healthcare, expansion of civil rights, Reagan Revolution, welfare and unemployment reform, AIDS crisis, coronavirus pandemic)

**H.5.USH.29**

Evaluate the cultural and technological transformation in the United States from 1968 to the present, including the increased use of personal technology, advancements in energy and medicine, and influence of the media and entertainment industry (e.g., websites, documentaries, movies, newspaper articles, biographies).

**Teacher Note:** Digital technology may include development of the internet, GPS, privacy concerns/laws, Google/Alphabet, Amazon, Apple, Microsoft, Facebook, Twitter.