

ESSENTIAL ELEMENTS  
FOR  
OKLAHOMA HIGH SCHOOL  
U.S. HISTORY  
ALTERNATE ASSESSMENT

Last Revised December 22, 2017

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## Background on the Oklahoma High School U.S. History Essential Elements

The Oklahoma High School U.S. History Essential Elements (EEs) are specific statements of knowledge and skills linked to grade-level expectations and represent all the alternate standards for the Oklahoma Academic Standards for the Social Studies in United States History. As such, this set of EEs represents a breadth, but not depth, of coverage across the entire standards framework. The purpose of the Oklahoma High School U.S. History EEs is to build a bridge from the content in the general education Oklahoma Academic Standards for the Social Studies in United States History to academic expectations for students with the most significant cognitive disabilities.

The Oklahoma High School U.S. History EEs were developed in a four-stage process from March to July, 2017 (Table 1).

Table 1. *Timeline for Oklahoma High School U.S. History EEs Development*

<b>Steps</b>	<b>Development</b>	<b>Timeline</b>
1	Essential Elements created by DLM staff and reviewed internally	March – May 2017
2	Face-to-face state educator review	May 31, 2017
3	State conducts review	June 2017
4	EEs finalized for item development	June – July 2017

The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium also provides the alternate assessment for ELA, mathematics, and science for Oklahoma. The first step in the process of developing the Oklahoma High School U.S. History alternate assessment was to create the Oklahoma High School U.S. History EEs. DLM staff with experience in special education, social studies, and test development created

the first draft using the Oklahoma Academic Standards for the Social Studies in United States History. DLM staff developed linkage levels that mirror the structure of DLM science. Whereas DLM English language arts (ELA) and mathematics assessments include five linkage levels for each EE, Oklahoma High School U.S. History EEs, like DLM science, include three linkage levels (Table 2).

Table 2. *Linkage level comparison.*

**Linkage Levels for DLM ELA and Mathematics Alternate Assessments**

Initial Precursor	Distal Precursor	Proximal Precursor	Target (grade level EE)	Successor
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**Linkage Levels for DLM Science and Oklahoma High School U.S. History Alternate Assessment**

Initial	Precursor	Target (grade level EE)
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DLM staff began with the Oklahoma Academic Standards for the Social Studies in United States History and reduced the breadth, depth, and complexity of the standards to create draft EEs. For each EE, two additional linkage levels of reduced complexity (Precursor and Initial) were also developed to represent learning targets at a lower level of complexity.

Multiple internal staff reviews resulted in a second draft. The second draft incorporated significant changes, including reducing the complexity of the language of the Target-level descriptor from “The student will *analyze*...” to “The student will *apply evidence to understand*...” These edits reduced the level of complexity of the Target-level descriptor for students with the most significant cognitive disabilities. Additional revisions to linkage level descriptors reduced extraneous information and made

language more concise. Examples of key topics within the EE were provided within the Key Topics section.

An educator outside of DLM staff reviewed the second draft. Recommendations included changing the ordering of some phrasing in the linkage level descriptors to be more parallel to the Oklahoma Academic Standards for the Social Studies in United States History. Other suggested edits improved the consistency between linkage level descriptors across EEs. The term “Key Topics/Themes” was shortened to “Key Topics” to avoid confusion with Major Themes.

An external review meeting of the EEs was held on May 31, 2017, in Oklahoma City, Oklahoma. The Oklahoma State Department of Education chose external review panelists based on their expertise in special education, social studies, or both. Six educators from Oklahoma were included. Three panelists were special education teachers, and three panelists were general education teachers with experience teaching social studies. Panelists had a range of teaching experience from 5-27 years.

DLM staff trained panelists on how to review the EEs. Panelists provided specific guidance on

- fidelity of EEs to Oklahoma Academic Standards for Social Studies in United States History,
- vertical alignment of EEs and corresponding linkage levels,
- vertical alignment and continuation of themes, key topics, and key figures throughout EEs,
- horizontal alignment to connecting EEs in ELA, and
- format and layout of the Essential Elements for the Oklahoma High School U.S. History document.

Panelists discussed the language in the Target-level descriptor. The Target-level descriptor used the language “The student will *apply* evidence to understand...” to

demonstrate that students are working up to the skill of “analyze” at the general education standard. Panelists thought teachers may struggle to interpret what it means to “*apply* evidence.” The final language for the Target-level descriptors became “The student will *use* evidence to understand...” Panelists also made suggestions to streamline some language in the linkage level descriptors to reduce the number of words in the EEs and linkage level descriptors. Panelists added more to Key Topics and Key Figures, some being specific to Oklahoma (e.g., the Murrah Federal Building bombing). Feedback on the structure and format of the EE document was generally positive.

### **Format of the Oklahoma High School U.S. History Essential Elements**

The EEs are presented by grade level in a format that contains the following information for each Essential Element.

Format	Explanation
<b>State Standard for General Education</b>	<p><u>U.S. History Framework</u>: This information shows how the Essential Element links to general education Oklahoma Academic Standards for the Social Studies in United States History.</p>
<b>Time Frame</b>	
<b>Major Theme</b>	
<b>Key Topics</b>	
<b>Key Figures:</b>	
<b>Essential Element: Target Level</b>	<p><u>Essential Element</u>: These are the three linkage levels of the EEs.</p>
<b>Precursor Level</b>	
<b>Initial Level</b>	
<b>Process and Literacy Standard 1: Reading Skills</b>	<p><u>Connections</u>: Oklahoma High School U.S. History Essential Elements have important connections to DLM Essential Elements in ELA, which are listed here when available.</p>
<b>Process and Literacy Standard 2: Writing Skills</b>	



## Oklahoma High School U.S. History Essential Elements

### Essential Element: EE.HS.HIST.1

<p><b>State Standard for General Education:</b></p> <p><b>Content Standard 1:</b> The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.</p>
<p><b>Time Frame:</b></p> <p>1865-1900 (Reconstruction [Post-Civil War] to Progressive Eras)</p>
<p><b>Major Theme:</b></p> <p>Growth of America</p>
<p><b>Key Topics:</b></p> <p><b>Civil rights:</b> e.g., the Thirteenth, Fourteenth, and Fifteenth Amendments; the rise of Jim Crow laws and racial segregation (such as <i>Plessy v. Ferguson</i>); the Ku Klux Klan; and women's rights</p> <p><b>Industrialization:</b> e.g., the inventions of Thomas Edison and Alexander G. Bell, child labor, working conditions, and labor unions</p> <p><b>Immigration:</b> e.g., what countries immigrants came from, the immigrant experience at Ellis Island, and discrimination immigrants faced</p> <p><b>Migration:</b> e.g., establishment of reservations for Native Americans</p>
<p><b>Key Figures:</b></p> <p>Chief Joseph, Thomas Edison, Alexander G. Bell, Susan B. Anthony</p>
<p><b>Essential Element: EE.HS.HIST.1</b></p> <p><b>Target Level:</b> The student will use evidence to understand causes of post-Reconstruction civil rights struggles, reasons for and impact of immigration and westward expansion, and the impact of industrialization.</p>
<p><b>Precursor Level:</b> The student will identify post-Reconstruction civil rights struggles, reasons for immigration and migration, and major technological advances and inventions.</p>
<p><b>Initial Level:</b> The student will understand that former slaves gained rights, more people moved to America and the West, and workers demanded better working conditions after the Civil War.</p>

## **Essential Element: EE.HS.HIST.1**

### **Process and Literacy Standard 1: Reading Skills**

#### **Connections to DLM ELA Essential Elements**

##### **A. Key Idea and Details**

**ELA.EE.RI.9-10.2:** Determine the central idea of the text and select details to support it.

##### **B. Craft and Structure**

**ELA.EE.RI.9-10.4:** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.

##### **C. Integration of Knowledge and Ideas**

**ELA.EE.RI.9-10.5:** Locate sentences that support an author's central idea or claim.

**ELA.EE.RI.9-10.8:** Determine how the specific claims support the argument made in an informational text.

### **Process and Literacy Standard 2: Writing Skills**

#### **Connections to DLM ELA Essential Elements**

##### **A. Text Types and Purposes**

**ELA.EE.W.9-10.2.a:** Introduce a topic clearly and use clear organization to write about it, including visual, tactual, or multimedia information as appropriate.

**ELA.EE.W.9-10.2.b:** Develop the topic with facts or details.

**ELA.EE.W.9-10.2.d:** Use domain-specific vocabulary when writing claims related to a topic of study or text.

**ELA.EE.W.9-10.2.c:** Use complete, simple sentences as appropriate.

##### **B. Production and Distribution of Writing**

##### **C. Research to Build and Present Knowledge**

##### **D. Range of Writing**

**Essential Element: EE.HS.HIST.2**

<p><b>State Standard for General Education:</b></p> <p><b>Content Standard 2:</b> The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.</p>
<p><b>Time Frame:</b></p> <p>1890-1920 (late 19th and early 20th centuries)</p>
<p><b>Major Theme:</b></p> <p>America as a world power</p>
<p><b>Key Topics:</b></p> <p><b>Imperialism:</b> e.g., yellow journalism, Panama Canal, Big Stick Diplomacy, and The Spanish-American War</p> <p><b>International relations:</b> e.g., the <i>Zimmerman Note</i>, the impact of unrestricted submarine warfare on trade as catalyst for entering World War I, and the rejection of Wilson’s League of Nations</p> <p><b>Domestic policy:</b> e.g., return to isolationism and the Great Migration</p> <p><b>Social change:</b> e.g., the Nineteenth Amendment and women’s increased role in growing industrial production</p>
<p><b>Key Figures:</b></p> <p>Theodore Roosevelt, William Taft, Woodrow Wilson, Carrie Chapman Catt, the Wright Brothers</p>
<p><b>Essential Element: EE.HS.HIST.2</b></p> <p><b>Target Level:</b> The student will use evidence to understand the causes of the emergence of the United States as a world power and its impact on international relations, including the shift from isolationism to involvement in World War I.</p>
<p><b>Precursor Level:</b> The student will identify factors that led to the rise of the United States as a world power, including the results of the Spanish-American War and the reasons for the United States’ involvement in World War I.</p>
<p><b>Initial Level:</b> The student will understand that the United States became a world power as well as the implications of this new role.</p>

## Essential Element: EE.HS.HIST.2

### Process and Literacy Standard 1: Reading Skills

#### Connections to DLM ELA Essential Elements

##### A. Key Idea and Details

**ELA.EE.RI.9-10.2:** Determine the central idea of the text and select details to support it.

##### B. Craft and Structure

**ELA.EE.RI.9-10.4:** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.

##### C. Integration of Knowledge and Ideas

**ELA.EE.RI.9-10.5:** Locate sentences that support an author's central idea or claim.

**ELA.EE.RI.9-10.8:** Determine how the specific claims support the argument made in an informational text.

### Process and Literacy Standard 2: Writing Skills

#### Connections to DLM ELA Essential Elements

##### A. Text Types and Purposes

**ELA.EE.W.9-10.2.a:** Introduce a topic clearly and use clear organization to write about it including visual, factual, or multimedia information as appropriate.

**ELA.EE.W.9-10.2.b:** Develop the topic with facts or details.

**ELA.EE.W.9-10.2.d:** Use domain-specific vocabulary when writing claims related to a topic of study or text.

**ELA.EE.W.9-10.2.c:** Use complete, simple sentences as appropriate.

##### B. Production and Distribution of Writing

##### C. Research to Build and Present Knowledge

##### D. Range of Writing

### Essential Element: EE.HS.HIST.3

<b>State Standard for General Education:</b> <b>Content Standard 3:</b> The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.
<b>Time Frame:</b> 1920-1939 (Roaring 20's through Great Depression)
<b>Major Theme:</b> Boom and Bust
<b>Key Topics:</b> <b>Boom and bust cycle:</b> e.g., the booming economy, Stock Market Crash, and the Great Depression <b>Domestic policy:</b> e.g., New Deal (FDIC, WPA) <b>Technological advances:</b> e.g., electricity and the automobile <b>Civil rights:</b> e.g., women's suffrage, rising racial tensions, Tulsa race riots, and labor unrest <b>Social change:</b> e.g., Harlem Renaissance, Jazz Age, and "talkies"
<b>Key Figures:</b> Henry Ford, Herbert Hoover, Franklin Roosevelt, Eleanor Roosevelt, Louis Armstrong
<b>Essential Element: EE.HS.HIST.3</b> <b>Target Level:</b> The student will use evidence to understand the causes and effects of the boom and bust cycles of the 1920s and 1930s as well as the ways key technological advances and social change impacted American life.
<b>Precursor Level:</b> The student will identify the factors that caused the Great Depression and its impact on the country and financial policies, including key technological advances and social changes.
<b>Initial Level:</b> The student will understand changes in Americans' daily lives caused by the Great Depression.

## Essential Element: EE.HS.HIST.3

### Process and Literacy Standard 1: Reading Skills

#### Connections to DLM ELA Essential Elements

##### A. Key Idea and Details

**ELA.EE.RI.9-10.2:** Determine the central idea of the text and select details to support it.

##### B. Craft and Structure

**ELA.EE.RI.9-10.4:** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.

##### C. Integration of Knowledge and Ideas

**ELA.EE.RI.9-10.5:** Locate sentences that support an author's central idea or claim.

**ELA.EE.RI.9-10.8:** Determine how the specific claims support the argument made in an informational text.

### Process and Literacy Standard 2: Writing Skills

#### Connections to DLM ELA Essential Elements

##### A. Text Types and Purposes

**ELA.EE.W.9-10.2.a:** Introduce a topic clearly and use clear organization to write about it, including visual, factual, or multimedia information as appropriate.

**ELA.EE.W.9-10.2.b:** Develop the topic with facts or details.

**ELA.EE.W.9-10.2.d:** Use domain-specific vocabulary when writing claims related to a topic of study or text.

**ELA.EE.W.9-10.2.c:** Use complete, simple sentences as appropriate.

##### B. Production and Distribution of Writing

##### C. Research to Build and Present Knowledge

##### D. Range of Writing

**Essential Element: EE.HS.HIST.4**

<p><b>State Standard for General Education:</b></p> <p><b>Content Standard 4:</b> The student will analyze the United States' role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.</p>
<p><b>Time Frame:</b></p> <p>1933-1946 (March to War)</p>
<p><b>Major Theme:</b></p> <p>World War II</p>
<p><b>Key Topics:</b></p> <p><b>International relations:</b> e.g., appeasement of the Nazi party, involvement in World War II after Pearl Harbor attack, D-Day as turning point of the war, American reactions to the Holocaust, the atomic bomb, Neutrality Act, lend/lease program, and the Nuremburg trials</p> <p><b>Domestic policy:</b> e.g., internment of Japanese-Americans, more women in the workforce, and the end of the Great Depression</p>
<p><b>Key Figures:</b></p> <p>Franklin Roosevelt, Eleanor Roosevelt, Dwight Eisenhower, Douglas MacArthur, Adolf Hitler, Anne Frank, Rosie the Riveter</p>
<p><b>Essential Element: EE.HS.HIST.4</b></p> <p><b>Target Level:</b> The student will use evidence to understand the causes and effects of the United States' involvement in World War II, including domestic effects and how key events impacted the outcome of the war.</p>
<p><b>Precursor Level:</b> The student will identify reasons for the United States' involvement in World War II and important domestic events that took place during the war.</p>
<p><b>Initial Level:</b> The student will understand the reasons the United States fought in World War II.</p>

## Essential Element: EE.HS.HIST.4

### Process and Literacy Standard 1: Reading Skills

#### Connections to DLM ELA Essential Elements

##### A. Key Idea and Details

**ELA.EE.RI.9-10.2:** Determine the central idea of the text and select details to support it.

##### B. Craft and Structure

**ELA.EE.RI.9-10.4:** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.

##### C. Integration of Knowledge and Ideas

**ELA.EE.RI.9-10.5:** Locate sentences that support an author's central idea or claim.

**ELA.EE.RI.9-10.8:** Determine how the specific claims support the argument made in an informational text.

### Process and Literacy Standard 2: Writing Skills

#### Connections to DLM ELA Essential Elements

##### A. Text Types and Purposes

**ELA.EE.W.9-10.2.a:** Introduce a topic clearly and use clear organization to write about it, including visual, factual, or multimedia information as appropriate.

**ELA.EE.W.9-10.2.b:** Develop the topic with facts or details.

**ELA.EE.W.9-10.2.d:** Use domain-specific vocabulary when writing claims related to a topic of study or text.

**ELA.EE.W.9-10.2.c:** Use complete, simple sentences as appropriate.

##### B. Production and Distribution of Writing

##### C. Research to Build and Present Knowledge

##### D. Range of Writing



**Essential Element: EE.HS.HIST.5**

<p><b>State Standard for General Education:</b></p> <p><b>Content Standard 5:</b> The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.</p>
<p><b>Time Frame:</b></p> <p>1945-1975 (Cold War Era)</p>
<p><b>Major Theme:</b></p> <p>Political and Social Transformation</p>
<p><b>Key Topics:</b></p> <p><b>International relations:</b> e.g., the Cold War, the Marshall Plan, containment of Communism, McCarthyism, nuclear arms and space races, the Korean War, The Vietnam War, Cuban missile crisis, and NATO</p> <p><b>Domestic policy:</b> e.g, the Great Society, Peace Corps, Special Olympics, and Watergate</p> <p><b>Civil rights:</b> e.g., Civil Rights Movement, the segregation policies of “separate but equal,” <i>Brown v. Board of Education</i>, the Civil Rights Act of 1964, NAACP, and the women’s liberation movement</p>
<p><b>Key Figures:</b></p> <p>Harry Truman, John F. Kennedy, Lyndon Johnson, Richard Nixon, Gerald Ford, Rosa Parks, Martin Luther King, Jr., Thurgood Marshall, Cesar Chavez, Ada Lois Sipuel Fisher, Eunice Kennedy Shriver, Joseph McCarty</p>
<p><b>Essential Element: EE.HS.HIST.5</b></p> <p><b>Target Level:</b> The student will use evidence to understand the causes of the Cold War, the Civil Rights Movement, and their impacts on international and domestic policies.</p>
<p><b>Precursor Level:</b> The student will identify the political differences between the United States and the USSR during the Cold War, the implications on foreign policy, and the major events and people in the Civil Rights Movement.</p>
<p><b>Initial Level:</b> The student will understand that the United States and USSR were enemies and the overall goals of the Civil Rights Movement, including contributions from major Civil Rights figures.</p>

## Essential Element: EE.HS.HIST.5

### Process and Literacy Standard 1: Reading Skills

#### Connections to DLM ELA Essential Elements

##### A. Key Idea and Details

**ELA.EE.RI.9-10.2:** Determine the central idea of the text and select details to support it.

##### B. Craft and Structure

**ELA.EE.RI.9-10.4:** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.

##### C. Integration of Knowledge and Ideas

**ELA.EE.RI.9-10.5:** Locate sentences that support an author's central idea or claim.

**ELA.EE.RI.9-10.8:** Determine how the specific claims support the argument made in an informational text.

### Process and Literacy Standard 2: Writing Skills

#### Connections to DLM ELA Essential Elements

##### A. Text Types and Purposes

**ELA.EE.W.9-10.2.a:** Introduce a topic clearly and use clear organization to write about it, including visual, factual, or multimedia information as appropriate.

**ELA.EE.W.9-10.2.b:** Develop the topic with facts or details.

**ELA.EE.W.9-10.2.d:** Use domain-specific vocabulary when writing claims related to a topic of study or text.

**ELA.EE.W.9-10.2.c:** Use complete, simple sentences as appropriate.

##### B. Production and Distribution of Writing

##### C. Research to Build and Present Knowledge

##### D. Range of Writing

**Essential Element: EE.HS.HIST.6**

<p><b>State Standard for General Education:</b> <b>Content Standard 6:</b> The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.</p>
<p><b>Time Frame:</b> 1977-present (Contemporary Era)</p>
<p><b>Major Theme:</b> World Impacts on U.S. Policy</p>
<p><b>Key Topics:</b> <b>International relations:</b> e.g., the collapse of the Soviet Union, fall of the Berlin Wall, the emergence of the United States as the sole superpower, rise of terrorism, the Persian Gulf War, and the attacks on September 11<sup>th</sup> <b>Domestic policy:</b> e.g., Murrah Federal Building bombing, PATRIOT Act, NAFTA, and the Department of Homeland Security <b>Technological advances:</b> e.g., invention of the Internet</p>
<p><b>Key Figures:</b> Jimmy Carter, Ronald Reagan, George H.W. Bush, Bill Clinton, Sandra Day O'Connor, Steve Jobs, Osama bin Laden, Saddam Hussein</p>
<p><b>Essential Element: EE.HS.HIST.6</b> <b>Target Level:</b> The student will use evidence to understand the causes and impacts of major foreign and domestic policies and events.</p>
<p><b>Precursor Level:</b> The student will identify the major elements of major foreign and domestic policies and events.</p>
<p><b>Initial Level:</b> The student will understand that changes in the world affect the policies of the United States and our role in the world.</p>

## Essential Element: EE.HS.HIST.6

### Process and Literacy Standard 1: Reading Skills

#### Connections to DLM ELA Essential Elements

##### A. Key Idea and Details

**ELA.EE.RI.9-10.2:** Determine the central idea of the text and select details to support it.

##### B. Craft and Structure

**ELA.EE.RI.9-10.4:** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.

##### C. Integration of Knowledge and Ideas

**ELA.EE.RI.9-10.5:** Locate sentences that support an author's central idea or claim.

**ELA.EE.RI.9-10.8:** Determine how the specific claims support the argument made in an informational text.

### Process and Literacy Standard 2: Writing Skills

#### Connections to DLM ELA Essential Elements

##### A. Text Types and Purposes

**ELA.EE.W.9-10.2.a:** Introduce a topic clearly and use clear organization to write about it, including visual, factual, or multimedia information as appropriate.

**ELA.EE.W.9-10.2.b:** Develop the topic with facts or details.

**ELA.EE.W.9-10.2.d:** Use domain-specific vocabulary when writing claims related to a topic of study or text.

**ELA.EE.W.9-10.2.c:** Use complete, simple sentences as appropriate.

##### B. Production and Distribution of Writing

##### C. Research to Build and Present Knowledge

##### D. Range of Writing

**Essential Element: EE.HS.HIST.7**

<p><b>State Standard for General Education:</b></p> <p><b>Content Standard 7*:</b> The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.</p> <p>An asterick (*) has been used to identify Content Standard 7 and the following objectives under that standard that must be assessed by the local school district.</p>
<p><b>Time Frame:</b></p> <p>2002-present (Current Events)</p>
<p><b>Major Theme:</b></p> <p>Current issues</p>
<p><b>Key Topics:</b></p> <p><b>Civil rights:</b> e.g., race relations, women’s issues</p> <p><b>International relations:</b> e.g., wars in Iraq and Afghanistan under President George W. Bush, efforts to combat terrorism</p> <p><b>Domestic policy:</b> e.g., immigration, employment, climate change, environmental pollution, globalization, population growth, healthcare, civic engagement, education, and the development of technology</p>
<p><b>Key Figures:</b></p> <p>George W. Bush, Barack Obama, Michelle Obama, Hillary Clinton, Donald Trump</p>
<p><b>Essential Element: EE.HS.HIST.7</b></p> <p><b>Target Level:</b> The student will use evidence to understand the successes and progress of the United States in the present day as well as challenges facing American citizens.</p>
<p><b>Precursor Level:</b> The student will identify successes and challenges for American citizens.</p>
<p><b>Initial Level:</b> The student will understand ongoing issues important to American citizens.</p>

## Essential Element: EE.HS.HIST.7

### Process and Literacy Standard 1: Reading Skills

#### Connections to DLM ELA Essential Elements

##### A. Key Idea and Details

**ELA.EE.RI.9-10.2:** Determine the central idea of the text and select details to support it.

##### B. Craft and Structure

**ELA.EE.RI.9-10.4:** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.

##### C. Integration of Knowledge and Ideas

**ELA.EE.RI.9-10.5:** Locate sentences that support an author's central idea or claim.

**ELA.EE.RI.9-10.8:** Determine how the specific claims support the argument made in an informational text.

### Process and Literacy Standard 2: Writing Skills

#### Connections to DLM ELA Essential Elements

##### A. Text Types and Purposes

**ELA.EE.W.9-10.2.a:** Introduce a topic clearly and use clear organization to write about it, including visual, factual, or multimedia information as appropriate.

**ELA.EE.W.9-10.2.b:** Develop the topic with facts or details.

**ELA.EE.W.9-10.2.d:** Use domain-specific vocabulary when writing claims related to a topic of study or text.

**ELA.EE.W.9-10.2.c:** Use complete, simple sentences as appropriate.

##### B. Production and Distribution of Writing

##### C. Research to Build and Present Knowledge

##### D. Range of Writing