

**High School U. S. History**  
**Comparison of the Priority Academic Student Skills (PASS) and**  
**Oklahoma College, Career, and Citizen Ready (Oklahoma C<sup>3</sup>) Standards**

1. *PASS* reflected an Expanding Horizons perspective of U.S. History, particularly in the lower grades. Oklahoma C<sup>3</sup> represents a Coherency Storyline approach focusing on the Foundations, Formations, and Transformations of the American System politically and economically. The Oklahoma C<sup>3</sup> perspective represents a shift from U.S. History as a story of continuing progress to the essential stories of the American experience through the lenses of politics, social experience, and economics.
2. The Oklahoma C<sup>3</sup> Social Studies standards abandoned the notion that academic standards should be three miles wide and an inch deep. Rather, the Oklahoma C<sup>3</sup> standards have honed in on specific storylines that allow teachers to delve deeper into the history being taught. Reading the side-by-side, you will see that new perspectives and content have been added to many objectives while information not pertinent to the storylines has been deleted.
3. Oklahoma C<sup>3</sup> Standards for the Social Studies emphasize the responsibilities of being a U.S. citizen.

<i>PASS</i> Standards and Objectives	Oklahoma C <sup>3</sup> Similarities/Additions/Deletions
<p>Standard 1: The student will analyze causes, key events, and effects of the Civil War/Reconstruction era.</p> <ol style="list-style-type: none"> <li>1. Examine the economic and philosophical differences (e.g., sectionalism, popular sovereignty, states’ rights debate, nullification, abolition, and tariffs) between the North and South, as articulated by Daniel Webster and John C. Calhoun.</li> <li>2. Trace the events leading to secession and war (e.g., the <i>Compromise of 1850</i>, the <i>Fugitive Slave Act</i>, the <i>Kansas-Nebraska Act</i>, “Bleeding Kansas,” the Dred Scott case, John Brown’s Raid on Harpers Ferry, 1860 presidential election, secession of South Carolina, and the attack on Fort Sumter).</li> <li>3. Identify political and military leaders of the war (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison).</li> <li>4. Interpret the importance of critical developments in the war, including major battles (e.g., Fort Sumter, “Anaconda Plan,” Bull Run, Gettysburg, Vicksburg, Antietam, battle of the <i>Monitor</i> and <i>Merrimack</i>, and the North’s “total war strategy”), the Emancipation Proclamation, and Lee’s surrender at Appomattox.</li> <li>5. Relate the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the Constitution.</li> </ol>	<p>The majority of <i>PASS</i> Standard 1 has been deleted from the Oklahoma C<sup>3</sup> Standards.</p> <p>Similarities: <i>PASS</i> objectives 1.5 and 1.6 found in Oklahoma C<sup>3</sup> Standards 1.1A and 1.1B respectively.</p>

<p>6. Evaluate the continuing impact of Reconstruction policies on the South, including southern reaction (e.g., tenant farming, Freedmen’s Bureau, sharecropping, Black Codes, Ku Klux Klan, Carpetbaggers, scalawags, <i>Plessy v. Ferguson</i>, and Jim Crow laws).</p>	
<p>Standard 2: The student will analyze the impact of immigration, the settlement of the American West, and industrialization on American society.</p> <ol style="list-style-type: none"> <li>1. Analyze the impact of immigration, migration, and settlement patterns. <ol style="list-style-type: none"> <li>a. Analyze immigration, including the reasons for immigration, employment, settlement patterns, and contributions of various immigrant, cultural, and ethnic groups (e.g., Irish, Chinese, Italians, Germans, Japanese, and Southeast/Central Europeans) from 1850–1930.</li> <li>b. <i>*Examine ethnic conflict and discrimination.</i></li> <li>c. Analyze changes in the domestic policies of the United States relating to immigration (e.g., the Chinese Exclusion Act, the rise of nativism, Ellis Island, and the “Gentlemen’s Agreement”) from 1850–1930.</li> <li>d. Evaluate the significance of immigration on the labor supply and the movement to organize workers (e.g., growth of labor pool, rise of the labor movement, Pullman strikes, Haymarket Riot, Eugene V. Debs, Samuel Gompers, John L. Lewis, and the use of court injunctions to halt labor strikes).</li> <li>e. Compare and contrast social attitudes and federal policies toward Native American peoples (e.g., the Indian Wars of 1850–1890, establishment of reservations, attempts at assimilation, the Dawes Act, and the destruction of the bison herds) and actions of the United States Army, missionaries, and settlers during the settlement of the American West, 1850–1890.</li> </ol> </li> <li>2. Evaluate the impact of industrialization on American society. <ol style="list-style-type: none"> <li>a. Identify the impact of new inventions and industrial production methods, including new technologies in transportation and communication between 1850–1920 (e.g., Thomas Edison, Alexander G. Bell, Henry Ford, the Bessemer process, the Westinghouse Company, barbed wire, and the western cattle drives).</li> <li>b. Describe the effects of the “muckrakers” (e.g., Carey Nation,</li> </ol> </li> </ol>	<p>Oklahoma C<sup>3</sup> Standard 1: 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, 1865-1900.</p> <p>Similarities: The majority of <i>PASS</i> Standard 2 was incorporated into Oklahoma C<sup>3</sup> Standard 1. Content differences between the two standards will be listed in the additions and deletions.</p> <p>Additions:  Effect of immigration on Native Americans  Wounded Knee  Red Cloud/Cooper Union Speech  Seattle  Quanah Parker  Chief Joseph/ <i>I Will Fight No More Forever</i> speech  Andrew Carnegie/<i>Gospel of Wealth</i> essay  Sherman Anti-Trust Act  William Jennings Bryan/<i>Cross of Gold</i> speech  Theodore Roosevelt  Booker T. Washington  W.E.B. Dubois  Marcus Garvey</p> <p>Deletions:  Nativism  Ellis Island  Samuel Gompers  John L. Lewis  Henry Ford  Westinghouse Company  Carey Nation</p>

<p>Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, Ida Tarbell, Upton Sinclair, and William Jennings Bryan) and reform movements (e.g., Women’s Suffrage, Temperance, Populism, and the Grange Movement) that resulted in government policies affecting child labor, wages, working conditions, trade, monopolies, taxation, and the money supply (e.g., Sherman Anti-trust Act and Triangle Shirtwaist Factory Fire).</p> <p>c. <i>*Assess the impact of industrialization, the expansion of international markets, urbanization, and immigration on the economy.</i></p> <p>d. Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels (e.g., workplace protections, conservation of natural resources, increased political strength of third parties, the direct primary, initiative petition, referendum, and recall).</p> <p>e. <i>*Examine the causes of the money panics of 1873, 1893, and 1907, explaining how the establishment of the Federal Reserve System addressed the problems.</i></p>	<p>Elizabeth Cady Stanton  Populism  Grange Movement  Triangle Shirtwaist Factory Fire</p>
<p>Standard 3: The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.</p> <ol style="list-style-type: none"> <li>1. Evaluate the motivations and impact of American Imperialism on international relations. <ol style="list-style-type: none"> <li>a. Identify the goals of and reasons for imperialism (e.g., Open Door Policy, annexation of Hawaii, influence of Admiral Alfred T. Mahan, and the concept of “white man’s burden”), explaining its impact on developed and developing nations (e.g., “banana republic”).</li> <li>b. Analyze the role of the Spanish-American War in the development of the United States as a world power (e.g., yellow journalism, Rough Riders, Platt Amendment, Teller Amendment, territorial acquisitions, and contributions of Admiral George Dewey).</li> <li>c. Evaluate the reasons for United States involvement in locating a canal in Central America and the actions of President Theodore Roosevelt regarding the Panama Canal.</li> <li>d. Compare and contrast the strengths and weaknesses of Theodore Roosevelt’s foreign policy and other presidential</li> </ol> </li> </ol>	<p>Oklahoma C<sup>3</sup> Standard 2: 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 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <p>Similarities: Oklahoma C<sup>3</sup> Standard 2 absorbs the majority of information from PASS Standard 3. Two exceptions are noted in additions and deletions.</p> <p>Additions:  Oklahoma C<sup>3</sup> Standard 2. B: Analyze the experiences of the war’s home front including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, the institution of the draft, the suppression of individual liberties, and the Great Migration.</p> <p>Deletions:  PASS Standard 3. 1C: Evaluate the reasons for the United States involvement in locating a canal in Central America and the actions of President Theodore Roosevelt regarding the Panama Canal.</p>

<p>foreign policies from 1890–1910, including “Big Stick Diplomacy,” “Dollar Diplomacy,” “Missionary Diplomacy,” the Great White Fleet, Roosevelt Corollary, and interventionism.</p> <ol style="list-style-type: none"> <li>2. Evaluate the causes and effects of World War I on American politics, economy, and society. <ol style="list-style-type: none"> <li>a. Analyze the factors leading to the involvement of the United States in World War I (e.g., the alliance systems, submarine warfare, and the Zimmermann Note) and the effects of the war on the United States (e.g., mobilization, propaganda, women in the workplace, and the First Red Scare).</li> <li>b. Examine the reasons why the United States did not join the League of Nations and for the nation’s return to isolationism (e.g., Wilson’s Fourteen Points and the Treaty of Versailles).</li> </ol> </li> </ol>	
<p>Standard 4: The student will describe the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast cultural, economic, and social events and trends between the World Wars. <ol style="list-style-type: none"> <li>a. Evaluate literature, music, dance, and forms of entertainment of the 1920s and 1930s (e.g., the Harlem Renaissance, the Jazz Age, flappers, the “Lost Generation,” and “talkies”).</li> <li>b. Investigate the long-term effects of reform movements, such as the Women’s Suffrage Movement, Temperance/Prohibition Movements (e.g., the 18th, 19th, and 21st Amendments to the Constitution), and the Early Civil Rights Movement and leaders (e.g., Booker T. Washington and W.E.B. Du Bois).</li> <li>c. Analyze the impact of the automobile, aviation (e.g., Charles Lindbergh), electrification, and urbanization (e.g., the Great Migration) on American society.</li> <li>d. Describe rising racial tensions and labor unrest common in the era (e.g., the Tulsa Race Riot, the resurgence of the Ku Klux Klan, the “Back to Africa” Movement and Marcus Garvey, the rise of industrial unions, and the labor sit-down strikes).</li> </ol> </li> <li>2. Analyze the effects of the destabilization of the American economy. <ol style="list-style-type: none"> <li>a. <i>*Examine the growing disparity between the wealth of corporate leaders and the incomes of small business owners,</i></li> </ol> </li> </ol>	<p>Oklahoma C<sup>3</sup> Standard 3: 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.</p> <p>Similarities: Oklahoma C<sup>3</sup> Standard 3 incorporates the majority of information from PASS standard 4.</p> <p>Changes: PASS Standard 4.3 is reorganized in Oklahoma C<sup>3</sup> Standard 3. In the new standards this objective reads: Analyze the impact of the New Deal in transforming the federal government’s role in domestic policy. The majority of information found in PASS 4.3 is in Oklahoma C<sup>3</sup> Standard 3.</p> <p>Additions:  Oklahoma C<sup>3</sup> Standard 3.1B: Analyze the series of events leading to and the effects of the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 21<sup>st</sup> Amendments to the <i>United States Constitution</i>.</p> <p>Oklahoma C<sup>3</sup> Standard 3.1D: Examine growing labor unrest and industries’ reactions to the use of sit-down strikes, court injunctions, and why socialism and communism appealed to labor resulting in the First Red Scare.</p> <p>Oklahoma C<sup>3</sup> Standard 3.2D: Cite textual and visual evidence to compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.</p>

<p><i>industrial workers, and farmers.</i></p> <ul style="list-style-type: none"> <li>b. Identify causes contributing to an unstable economy (e.g., the increased reliance on installment buying, a greater willingness to speculate and buy on margin in the stock market, and government reluctance to interfere in the economy, or <i>laissez faire</i> policy).</li> <li>c. Examine changes in the business cycle (e.g., the “Black Tuesday” Stock Market Crash and bank failures), weaknesses in key sectors of the economy (e.g., agriculture and manufacturing), and government economic policies in the late 1920s.</li> <li>d. Analyze the effects of the Stock Market Crash between October 1929 and March 1933 (e.g., unemployment, the shrinking economy, Herbert Hoover’s economic policies, the “Bonus Army,” Securities and Exchange Commission, “Hoovervilles,” and the presidential election of 1932).</li> </ul> <p>3. Analyze the Great Depression, the Dust Bowl, and the New Deal economic policies.</p> <ul style="list-style-type: none"> <li>a. Evaluate the impact of the Great Depression, the Dust Bowl (e.g., migration of the Okies and exodusters), and the New Deal economic policies on business and agriculture as well as on the American people, their culture, and political behavior (e.g., FDR’s court packing plan and the “fireside chats”).</li> <li>b. Assess the impact of the expanded role of government in the economy since the 1930s (e.g., FDR’s “New Deal,” deficit spending, and the new federal agencies—Social Security Administration, FDIC, TVA, WPA, and CCC).</li> <li>c. Identify the contributions of key individuals of the period between the wars (e.g., Will Rogers, Eleanor Roosevelt, Franklin Roosevelt, Huey Long, “The Brain Trust,” and Woody Guthrie).</li> </ul>	<p>Oklahoma C<sup>3</sup> Standard 3.3A: Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt’s <i>First Inaugural Address</i> and the <i>Four Freedom’s</i> speech.</p> <p>Oklahoma C<sup>3</sup> Standard 3.3C. Cite textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government’s responses.</p> <p>Deletions:  <i>PASS</i> Standard 4.1b  <i>PASS</i> Standard 4.1c  <i>PASS</i> Standard 4.3a</p> <p>Changes: <i>PASS</i> Standard 4.3 is reorganized in Oklahoma C<sup>3</sup> Standard 3. In the new standards this objective reads: Analyze the impact of the New Deal in transforming the federal government’s role in domestic policy. The majority of information found in <i>PASS</i> 4.3 is in Oklahoma C<sup>3</sup> Standard 3.</p>
<p>Standard 5: The student will analyze the major causes, events, and effects of United States’ involvement in World War II.</p> <ul style="list-style-type: none"> <li>1. Examine changes in American society and government policy as the nation prepared for and entered World War II. <ul style="list-style-type: none"> <li>a. <i>*Relate the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan to the rise of communism, Nazism, and Fascism in the 1930s and 1940s and the response of the United States.</i> Describe the roles of appeasement and</li> </ul> </li> </ul>	<p>Oklahoma C<sup>3</sup> Standard 4: 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, 1933-1946.</p> <p>Similarities: Oklahoma C<sup>3</sup> Standard 4 and <i>PASS</i> Standard 5 contain the same content with very few exceptions.</p> <p>Additions:  President Roosevelt’s Day <i>Which Will Live in Infamy</i> speech.</p>

<p>isolationism in the United States’ reluctance to involve itself in world conflicts during 1937–1941 (e.g., the Lend-Lease Act and the Neutrality Acts).</p> <p>b. Evaluate the impact of preparation and mobilization for war, including the internment policies and their effects (e.g., internment of minority Americans, such as Japanese, Germans, and Italians; <i>Korematsu v. United States</i>; rationing; role of women in the workforce and armed services; and discrimination and segregation at home and in the armed forces).</p> <p>2. Describe events affecting the outcome of World War II.</p> <p>a. Identify major battles, military turning points, and key strategic decisions in both European and Pacific Theaters of Operation (e.g., Pearl Harbor; Battle of Midway; the D-Day Invasion; Battle of the Bulge; the development and use of the atomic bomb; island- hopping strategy, such as Iwo Jima; and the Allied conferences, such as Yalta).</p> <p>b. Analyze public and political reactions in the United States to the events of the Holocaust (e.g., Nuremberg War Trials).</p>	<p>General Dwight D. Eisenhower General Douglas MacArthur</p> <p>Deletions: Battle of Midway Battle of the Bulge</p>
<p>Standard 6: The student will analyze the foreign and domestic policies of the United States since World War II.</p> <p>1. Analyze the origins, international alliances, and efforts at containment of communism.</p> <p>a. Identify the origins of the Cold War and its foreign and domestic consequences, including confrontations with the Soviet Union in Berlin and Cuba (e.g., the postwar division of Europe, the Warsaw Pact, the “Iron Curtain,” the Marshall Plan, the Berlin Airlift, the Berlin Wall, the Bay of Pigs Invasion and the Cuban Missile Crisis).</p> <p>b. Evaluate the United States’ attempts at the containment of communism, including the Truman Doctrine and the involvement of the United Nations in the Korean War.</p> <p>c. Describe the fear of communist influence within the United States, including the McCarthy hearings (e.g., the Second Red Scare and various congressional hearings).</p> <p>2. Describe events which changed domestic and foreign policies during the Cold War and its aftermath.</p>	<p>Oklahoma C<sup>3</sup> Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945-1975.</p> <p>Similarities: Oklahoma C<sup>3</sup> Standard 5 has incorporated all the content from PASS Standard 6.</p> <p>Additions: Oklahoma C<sup>3</sup> Standard 5.1b: Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence.</p> <p>Oklahoma C<sup>3</sup> Standard 5.1d: Compare and contrast the domestic and international goals of President Kennedy’s administration as expressed in his <i>Inaugural Address</i> to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps.</p>

<ul style="list-style-type: none"> <li>a. Examine the proliferation of nuclear weapons and the arms race (e.g., <i>Sputnik</i> and the space race, development and effects of nuclear weapons, the Rosenbergs' spy trial, and the SALT treaties).</li> <li>b. Describe the role of the United States in the formation of the United Nations, NATO, and SEATO.</li> <li>c. Evaluate the causes and long term foreign and domestic consequences of the United States' military commitments in Southeast Asia, including the Vietnam War (e.g., "Domino Theory," the Tonkin Gulf Resolution, the Tet Offensive, the presidential elections of 1968 and 1972, student protests, expanded television coverage of the war, and the War Powers Act).</li> <li>d. <i>*Examine the strategic and economic factors in the development of Middle policy and relations with African nations, including South Africa.</i></li> <li>e. <i>*Analyze the reasons for the collapse of communism in Eastern Europe and the Soviet Union and relate the end of the Cold War to new challenges to the United States' leadership role in the world.</i></li> </ul> <p>3. Analyze the economic, social, and political transformation within the United States since World War II.</p> <ul style="list-style-type: none"> <li>a. Describe <i>de jure</i> and <i>de facto</i> segregation policies, attempts at desegregation and integration, and the impact of the Civil Rights Movement on society (e.g., <i>Brown v. Board of Education of Topeka, Kansas</i>; the Montgomery Bus Boycott; the lunch counter sit down strikes in Oklahoma City and elsewhere; the Freedom Rides; integration of Little Rock Central High School; the Civil Rights Act of 1964; and the Voting Rights Act of 1965).</li> <li>b. Evaluate the success of the Women's Liberation Movement (e.g., Equal Rights Amendment, <i>Roe v. Wade</i>, Betty Friedan, and NOW) and the changing roles of women during the 1950s through the mid-1970s.</li> </ul> <p><i>c.* Examine the technology revolution and its impact on communication, transportation, and industry.</i></p> <p><i>d. *Assess the impact of violent crime and illegal drug use and trafficking.</i></p>	<p>Oklahoma C<sup>3</sup> Standard 5.5: Cite specific textual and visual evidence to analyze the ongoing social and political transformation within the United States.</p> <ul style="list-style-type: none"> <li>A. Summarize and examine the United States Supreme Court's use of the incorporation doctrine in applying the <i>Bill of Rights</i> to the states, thereby securing and further defining individual rights and civil liberties.</li> <li>B. Assess the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society.</li> <li>C. Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM), and the Siege at Wounded Knee.</li> <li>D. Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s including the goals of the Women's Liberation Movement, the National Organization of Women (NOW), the attempts to ratify the <i>Equal Rights Amendment</i> (ERA), and the United States Supreme Court's ruling in <i>Roe v. Wade</i>.</li> <li>E. Analyze the political and economic impact of President Nixon's foreign policies including <i>détente</i> and the opening of China.</li> <li>F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the <i>Pentagon Papers</i>, the first use of the <i>25th Amendment</i>, and President Ford's decision to pardon former President Nixon.</li> </ul> <p>PASS 6.3 compares and is expanded by the OC<sup>3</sup> 5.4</p> <ul style="list-style-type: none"> <li>4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement. <ul style="list-style-type: none"> <li>A. Assess the effects of President Truman's decision to desegregate the United States armed forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between <i>de jure</i> and <i>de facto</i> segregation.</li> <li>B. Compare and contrast segregation policies of "separate but equal," disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the <i>Brown v. Board of Education</i> decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little</li> </ul> </li> </ul>
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<p>e. <i>*Explain the effects of increased immigration, the influx of political refugees, and the increasing number of undocumented aliens on society and the economy.</i></p> <p>f. Identify the contributions of political leaders, political activists, civil rights leaders (e.g., Dr. Martin Luther King, Jr.; Malcolm X; Thurgood Marshall; and César Chávez); major issues; scandals, including the Watergate Scandal; and major trends in national elections (e.g., differences between the two major political parties and the rise of third party candidates).</p> <p>g. <i>*Examine the postwar rise in the standard of living, the OPEC Oil Embargo, the inflation of the 1970s, and the federal budget deficit problems of the 1980s and early 1990s.</i></p> <p>h. <i>*Evaluate the impact of political scandals (e.g., Iran-Contra and the Clinton impeachment) on federal law, national policies, and political behavior.</i></p> <p>i Analyze how the principles and structures of the United States Constitution have changed through amendment and judicial interpretation (e.g., the 22nd and 25th Amendments, the Warren Court, <i>Gideon v. Wainwright</i>, and <i>Miranda v. Arizona</i>).</p> <p>j. <i>*Compare and contrast conservative and liberal economic strategies, including the positions of political parties and interest groups on major issues to the present.</i></p>	<p>Rock Central High School, the Oklahoma City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the <i>24th Amendment</i>, the passage of the <i>Civil Rights Act of 1964</i> and the <i>Voting Rights Act of 1965</i>, the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr.</p> <p>C. Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King, Jr. and his <i>I Have a Dream</i> speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.</p> <p>D. Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women’s Liberation Movement, the United Farm Workers and César Chávez, and the American Indian Movement.</p>
<p>PASS did not have standards/objectives/skills dealing with much material Post-1975.</p>	<p>Oklahoma C<sup>3</sup> Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.</p> <ol style="list-style-type: none"> <li>1. Cite specific textual and visual evidence to evaluate President Carter’s foreign policy in the Middle East including the <i>Camp David Accords</i>, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.</li> <li>2. Analyze the economic and political impact of President Reagan’s domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan’s <i>Tear Down This Wall</i> speech in West Berlin.</li> <li>3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet</li> </ol>

	<p>Empire.</p> <p>4. Describe the goal of President H.W. Bush’s foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.</p> <p>5. Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.</p> <p>6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the <i>PATRIOT ACT</i>, and the creation of the Department of Homeland Security.</p>
	<p>*Content Standard 7: The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.</p> <p>1. Cite specific textual and visual evidence to assess the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq including President George W. Bush’s leadership, the efforts to counter and combat terrorism, and the impact of President Barack Obama’s election on the course of the wars.</p> <p>2. Examine the ongoing issues of immigration, employment, climate change, environmental pollution, globalization, population growth, race relations, women’s issues, healthcare, civic engagement, education, and the rapid development of technology.</p>