

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	SS
Course ID	SS6V	Grade Level	6
Course Name	American History B	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

HST06: AMERICAN HISTORY SINCE 1865

The second half of a detailed two-year survey of the history of the United States, this course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series A History of US, the course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the 21st century.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
SS8.1.1	Explain the rights, duties, and responsibilities of a United States citizen.
SS8.1.2	Explain how to participate in the political process.
SS8.1.3	Explain the historical development of the United States Constitution and treaties and how they have shaped the United States
SS8.1.4	Understand the difference between United States civil and criminal legal systems.
SS8.1.5	Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).
SS8.1.6	Understand the basic structures of various political systems (e.g., tribal, local, national, and world).
SS8.2.1	Compare and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet
SS8.2.2	Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality)
SS8.2.3	Compare and contrast the unique cultural characteristics of various groups within Wyoming and the nation.
SS8.2.4	Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial,
SS8.4.1	Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of
SS8.4.2	Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the
SS8.4.3	Analyze the way people and/or groups react to current events; suggest alternative ways such events may have played out.
SS8.4.4	Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political,
SS8.4.5	Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several
SS8.5.1	Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global
SS8.5.2	Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and
SS8.5.3	Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture,
SS8.5.4	Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.
SS8.6.1	Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a
SS8.6.2	Distinguish among fact, opinion, and reasoned judgment in a text.
SS8.6.3	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies
SS8.6.4	Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
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	SS8.5.4	<p>Lesson 1: Welcome to American History Discuss the purposes of studying history. Locate selected information in A History of US (Concise Edition) in order to gain familiarity with the text.</p> <p>Lesson 2: Westward Ho! Describe the obstacles settlers encountered as they moved west. Define prairie, describe the prairie, and use maps to locate the prairies of the United States. Identify the products produced on the Great Plains and their markets. Recognize that in the late 1800s, new cities sprang up and existing cities, such as Chicago, grew larger.</p> <p>Lesson 3: A Cowboy's Life Describe the life of a cowboy. Explain the developments that made the cattle business profitable. Recognize the democratic aspects and diversity of the cowboy population.</p>
	SS8.5.4	<p>Lesson 4: Rails Explain that Chinese and Irish immigrants and African Americans did most of the work on the railroad. Describe the difficulties of building a transcontinental railroad. Recognize that one long-term effect of the railroad was the creation of a system of time zones. Identify the legal and illegal means used to finance railroad construction.</p> <p>Lesson 5: Homesteading Explain why people moved westward to settle the Great Plains. Identify the solutions farmers came up with to meet the challenges of life on the plains. Describe the hardships farmers faced on the plains.</p> <p>Lesson 6: Losing a Way of Life Identify the settlers' primary views on how to solve the Indian conflicts. Explain that Native Americans and homesteaders had incompatible ways of life.</p>
Changing and Growing	SS8.5.4	<p>Lesson 7: Sorrow Identify the Nez Perce Indians and their leader, Chief Joseph. Analyze Chief Joseph's speech.</p> <p>Lesson 8: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 9: Unit Assessment Summarize the major reasons for westward expansion in the late 1800s.</p> <p>Use maps to gain familiarity with the American prairie.</p>

	<p>SS8.1.1</p> <p>SS8.1.2</p> <p>SS8.1.3</p> <p>SS8.1.5</p>	<p>Lesson 1: Corruption and Reform</p> <p>Recognize the reasons for pollution in cities during the late 1800s.</p> <p>Identify Boss Tweed as the leader of a political machine that ran New York by using bribery and intimidation.</p> <p>Identify Thomas Nast as the political cartoonist who helped bring down Tweed.</p> <p>Lesson 2: Mark His Words</p> <p>Explain the term Gilded Age and describe Twain's dissatisfaction with the country during that period.</p> <p>Identify Mark Twain as the pen name of Samuel Clemens, the author of <i>The Adventures of Tom Sawyer</i>, <i>Adventures of Huckleberry Finn</i>, and other novels.</p> <p>Lesson 3: New Arrivals</p> <p>Summarize the difficulties immigrants faced in leaving their homes and making a new life in America.</p> <p>Identify Jacob Riis as a Danish immigrant who photographed immigrant life to make people aware of the problems immigrants faced.</p> <p>Identify the two largest immigrant groups of the nineteenth century as Irish and German.</p> <p>Explain why people immigrated to the United States in the nineteenth century.</p> <p>Lesson 4: Barring the Door</p> <p>Give examples of prejudiced-based groups and actions intended to limit immigration.</p> <p>Identify the major reasons for the move to restrict</p>
	<p>SS8.1.1</p> <p>SS8.1.2</p> <p>SS8.1.3</p> <p>SS8.1.5</p>	<p>Lesson 5: Wyoming Wins</p> <p>Define suffrage.</p> <p>Describe the conflicts involved in Wyoming's decision to grant women the vote.</p> <p>Lesson 6: Don't Citizens Vote?</p> <p>Explain the legal circumstances of women in the nineteenth century.</p> <p>Identify Susan B. Anthony and Elizabeth Cady Stanton as leaders in the women's rights movement of the nineteenth century.</p> <p>Describe at least two results of Susan B. Anthony's trial.</p> <p>Lesson 7: Finding and Organizing Information, Part 1</p> <p>Identify major innovators of the late nineteenth and early twentieth centuries and their innovations.</p> <p>Identify major inventors and inventions of the transportation and communications revolution and the results of their accomplishments.</p> <p>Lesson 8: Finding and Organizing Information, Part 2</p> <p>Describe three innovations of the late nineteenth and early twentieth centuries and their impact on American life.</p> <p>Lesson 9: Writing the Essay</p> <p>Describe, in a well-developed essay, three innovations of the late nineteenth and early twentieth centuries and their impact on life in the United States.</p> <p>Lesson 10: Your Choice</p> <p>Explore knowledge and skills taught in this course.</p>

<p>Reformers, Newcomers, and Innovators</p>	<p>SS8.1.1 SS8.1.2 SS8.1.3 SS8.1.5</p>	<p>Lesson 11: Separate but Unequal Define segregation and Jim Crow. Explain the importance of Plessy v. Ferguson, its relationship to the 14th Amendment, and its impact on segregation. Chart the path of Southern race relations from antebellum slavery to the Jim Crow era. Describe the ways in which race relations in the North and South changed after Reconstruction.</p> <p>Lesson 12: Courage Identify Ida B. Wells. Recognize methods that whites used to keep blacks from exercising their rights. Describe the ways in which Ida B. Wells fought lynching and other forms of discrimination.</p> <p>Lesson 13: Differing Views Compare and contrast the goals and methods of Washington and DuBois. Identify Booker T. Washington. Identify W.E.B. DuBois.</p> <p>Lesson 14: Unit Review Demonstrate mastery of important knowledge and skills taught in this unit. Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 15: Unit Assessment Explain why people immigrated to the United States in the nineteenth century.</p>
		<p>Lesson 1: Getting and Giving Describe how Andrew Carnegie rose from poverty to become one of the world's richest men. Summarize Hakim's reasons for calling the late 1800s an age of extremes. Explain the importance of the Bessemer process in making steel. Describe the Homestead Strike. Identify examples of Carnegie's steps to improve society.</p> <p>Lesson 2: Mountains of Money Identify John D. Rockefeller. Identify J. P. Morgan. Compare and contrast Rockefeller and Morgan in terms of their rise to power, business practices, and use of wealth. Demonstrate mastery of skills from a previous lesson. Identify Andrew Carnegie.</p> <p>Lesson 3: How Much Is Too Much? Explain the purpose of the Sherman Antitrust Act. Recognize and define monopoly, trust, command economy, market economy, hybrid economy, corporation, and tariff. Describe the kinds of power monopolies have over the economy and the advantages and disadvantages of monopolies.</p> <p>Name two things that the Statue of Liberty represents.</p>

		<p>Lesson 4: Building Up Analyze the growth of urban areas into megalopolises in the United States. Identify innovations that changed city life in the late 1800s. Identify major innovators in the development of modern cities.</p> <p>Lesson 5: In Office Identify the presidents of the nine administrations between 1865 and 1900. Explain the role of the electoral college in presidential elections.</p> <p>Lesson 6: A Third Party Analyze land-use maps to gain familiarity with the use of resources in the United States.</p> <p>Describe the ways in which farming in the United States changed in the late 1800s. Identify the mission of the Populist Party as representing the common people. Recognize the ways in which the Populist Party proposed to expand the powers of government.</p>
		<p>Lesson 7: Money Matters Recognize the Federal Reserve System as the system that controls our money supply today.</p> <p>Define currency, inflation, and deflation.</p> <p>Describe the economic problems of the Gilded Age.</p> <p>Explain the role of paper currency and the way the government backs it.</p> <p>Lesson 8: Money Debates Explain how the problems of farmers affected the rest of the economy. Describe the limited role of the federal government in the economy in the late 1800s. Explain the reasons for, and the results of, the Pullman strike.</p> <p>Lesson 9: Your Choice Explore knowledge and skills taught in this course.</p>

	<p>Lesson 10: A Grand Campaign</p> <p>Explain the significance of the election of 1896 in determining the nation's direction at the beginning of the twentieth century.</p> <p>Demonstrate knowledge gained in previous lessons.</p> <p>Define special interest.</p> <p>Describe the differences between Bryan and McKinley's campaigns.</p> <p>Describe the ways in which farming in the United States changed in the late 1800s.</p> <p>Explain the reasons for, and the results of, the Pullman strike.</p> <p>Identify the mission of the Populist Party as representing the common people.</p> <p>Recognize the ways in which the Populist Party proposed to expand the powers of government.</p> <p>Recognize and define monopoly, trust, command economy, market economy, hybrid economy, corporation, and tariff.</p> <p>Define currency, inflation, and deflation.</p> <p>Recognize the Federal Reserve System as the system that controls our money supply today.</p> <p>Recognize the role of government in the economy through the Federal Reserve System.</p> <p>Explain how the problems of farmers affected the rest of the economy.</p>
<p>Politics, Power, and the People</p>	<p>Lesson 11: All Americans?</p> <p>Describe the views of nativists and explain why they were incorrect.</p> <p>Recognize the weaknesses apparent in American society in the late 1800s.</p> <p>Explain what the Statue of Liberty represents and that it was a gift from the people of France.</p> <p>Interpret the words of Emma Lazarus's poem.</p> <p>Lesson 12: Unit Review</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 13: Unit Assessment</p> <p>Recognize the extremes of poverty, wealth, and opportunity in American society in the late 1800s.</p> <p>Interpret the words of Emma Lazarus's poem.</p> <p>Identify groups or individuals who helped or hindered the growth of democracy and opportunity in the late 1800s.</p> <p>Name two things that the Statue of Liberty represents.</p>

		<p>Lesson 1: Changes at Work Explain the purpose of unions. Identify the Haymarket Square incident. Describe the public reaction to unions. Describe the changes that took place in worker-owner relationships in nineteenth-century factories. Demonstrate mastery of the content of this lesson.</p> <p>Lesson 2: Samuel Gompers Explore the role of unions in the workplace today. Describe the Triangle Shirtwaist Factory fire. Identify Samuel Gompers. Recognize the methods employers used against workers and unions. Compare and contrast the goals of socialists and anarchists with those of Gompers.</p> <p>Lesson 3: Mother Jones Identify Mother Jones as a champion of child labor laws. Describe the plight of children in factories and mills in the late 1800s and the solutions found to improve their situation.</p>
		<p>Lesson 4: Raking Muck Explain the role of a free press in a democratic society. Demonstrate mastery of the content in this lesson. Identify S.S. McClure as a supporter of good writers. Define muckraker.</p> <p>Lesson 5: Tackling Trusts Identify at least two muckrakers near the turn of the twentieth century. Describe the subjects the muckrakers wrote about and the results of their writing. Describe the effect of Ida Tarbell's writing about the Standard Oil Company. Identify S.S. McClure as a supporter of good writers.</p> <p>Lesson 6: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 7: Citizen of the Earth Explain that Americans held differing views on land use and resources in the late 1800s. Recognize the purpose of the National Park System today. Identify John Muir as a preservationist. Demonstrate mastery of the content in this lesson.</p>

<p>Making Things Better</p>	<p>Lesson 8: Woman of Peace Identify Jane Addams. Demonstrate mastery of the content in this lesson. Describe the problems of immigrants in the cities of the late 1800s. Explore the history of the Nobel Prizes and those who have won Nobel Peace Prizes.</p> <p>Lesson 9: How Close Are We? Interpret population-density maps. Compare population-density maps from different time periods. Analyze immigrant population data.</p> <p>Lesson 10: Progressing Review the history of the United States in the late 1800s. Define primary, initiative, referendum, and direct election of senators as they relate to the Progressive movement. Describe the ways the nation was changing in the late 1800s. Identify groups left out of the prosperity of the late 1800s. Describe the Progressive movement.</p> <p>Lesson 11: Your Choice Explore knowledge and skills taught in this course.</p>
	<p>Lesson 12: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 13: Unit Assessment Explain the role of a free press in a democracy and give examples of its power through the muckrakers of the late nineteenth and early twentieth centuries. Describe the problems of immigrants in the cities of the late 1800s.</p>
<p>Taking a Position</p>	<p>Lesson 1: Choosing a Topic Identify major individuals or groups who influenced the period and the roles they played. Review the history of the United States between 1877 and 1900.</p> <p>Lesson 2: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 3: Choosing a Position Connect issues important in the United States between 1877 and 1900 to the present.</p> <p>Lesson 4: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 5: Writing the Essay Write a five-paragraph essay to support your position.</p> <p>Lesson 6: Your Choice Explore knowledge and skills taught in this course.</p>

	<p>Lesson 1: Born to Run Describe the early life of Theodore Roosevelt and the obstacles he had to overcome.</p> <p>Lesson 2: Wanting War Summarize the arguments over the justification for the Spanish-American War. Describe Theodore Roosevelt's role in the Spanish-American War and how it affected his political life. Describe the results of the Spanish-American War. Explain the causes of the Spanish-American War.</p> <p>Lesson 3: Wanting More Describe the citizenship of people in U.S. territories. Summarize the history of the Hawaiian Islands, including their annexation and U.S. statehood. Use maps to gain familiarity with U.S. territories.</p> <p>Lesson 4: Our Youngest President Describe Theodore Roosevelt's foreign policy. Recognize the changes Theodore Roosevelt initiated as president. Demonstrate knowledge gained in previous lessons. Recognize major immigrant groups of the late 1800s and their challenges, opportunities, and contributions. Identify individuals, groups, or movements that helped or hindered the growth of civil rights and opportunity in the late 1800s.</p>
	<p>Lesson 5: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 6: Our Biggest President Explain the disagreement between President Taft and former President Roosevelt that led to the formation of a third party and Democratic victory in 1912. Explain the reasons for, and the effect of, the growth of government regulation since the late 1800s.</p> <p>Lesson 7: Professor President Identify areas in which Wilson was not a reformer. Identify areas in which Wilson promoted reform. Recognize and define monopoly, trust, command economy, market economy, hybrid economy, corporation, and tariff. Describe the obstacles Woodrow Wilson overcame to become a professor and later president. Recognize Wilson's view on foreign policy and explain how this view was different from those of the presidents just before him.</p>

		<p>Lesson 8: Entangled in War Summarize the major causes of World War I. Identify the Central Powers and the Allied Powers and locate them on a map. Describe the ways in which World War I was more destructive than people thought it would be. Identify Wilson's policy of neutrality and peacemaking and the reasons for abandoning the policy.</p> <p>Lesson 9: Ending War Identify the Fourteen Points as Wilson's plan for peace and the League of Nations. Recognize that the U.S. did not join the League of Nations and explain why. Describe the reasons for U.S. entry into the war on the Allied side and the result of U.S. mobilization. Analyze Wilson's goal for U.S. involvement in the Great War.</p> <p>Lesson 10: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 11: Unit Assessment Describe Woodrow Wilson's plan for world peace and the reasons for the plan's failure.</p>
<p>Entering a New Century</p>		<p>Lesson 1: Amending Behavior Describe the intended and unintended consequences of Prohibition. Explain the arguments in favor of Prohibition. Explore the amendment process under the Constitution, including the need for a new amendment to cancel an existing amendment.</p> <p>Lesson 2: Doubling Voters Describe the amendment process under the Constitution. Explain the methods used to gain support for the 19th Amendment. Identify the 19th Amendment.</p> <p>Lesson 3: Seeing Red Recognize that constitutional abuses took place during the Red Scare. Distinguish between legislation against actions and legislation against the expression of ideas. Summarize the major events that led Russia to adopt communism and made people in the United States fear communism.</p>

	<p>Lesson 4: The Twenties Summarize the varied duties of a U.S. president and the consequences of Harding's failure to meet his responsibilities. Recognize key events and characteristics of Harding and Coolidge administrations. Describe the black migration of the 1920s. Identify the cultural changes that characterized the 1920s.</p> <p>Lesson 5: The Jazz Age Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance. Describe the black migration of the 1920s.</p> <p>Lesson 6: A New Kind of Hero Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance.</p> <p>Lesson 7: More Jazz Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance. Analyze inventions and innovations of the 1920s and their effect on the American way of life.</p>
	<p>Lesson 8: Tell Us What It Means Demonstrate knowledge gained in previous lessons. Recognize that there was class conflict and tension in the United States during the 1920s. Analyze inventions and innovations of the 1920s and their effect on the American way of life. Describe the black migration of the 1920s. Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance.</p> <p>Lesson 9: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 10: Boom and Bust Describe the campaign against Al Smith. Describe Herbert Hoover's background. Recognize the basic structure of the stock system for financing corporations.</p> <p>Lesson 11: Suffering Describe the shantytowns and the reasons for them. Explain the causes of the Dust Bowl. Summarize the financial problems farmers faced during the 1920s and '30s.</p>

<p>A Fascinating Era</p>	<p>Lesson 12: Democracy in Danger Explain Hoover's philosophy of government responsibility. Give examples of Americans who admired other government systems and the leaders they admired. Describe the Bonus March. Lesson 13: Unit Review Demonstrate mastery of important knowledge and skills in this unit. Lesson 14: Unit Assessment Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance. Lesson 15: Semester Review: Units 1–3 Demonstrate mastery of important knowledge and skills taught in the Politics, Power, and the People unit. Lesson 18: Semester Assessment</p>
	<p>Lesson 1: Young Franklin Describe the early life of Franklin Roosevelt. Lesson 2: A Woman of Courage Describe Eleanor Roosevelt's early life. Identify the ways in which Eleanor Roosevelt changed the traditional role of First Lady. Summarize Eleanor Roosevelt's work on behalf of the poor and minorities. Lesson 3: Polio and Politics Identify the New Deal as Roosevelt's plan for ending the Great Depression. Describe the economic problems the nation faced in 1933 and FDR's ideas for dealing with the Depression. Describe Franklin Roosevelt's experience with polio. Lesson 4: A Powerful President Compare and contrast FDR's philosophy of government with those of Coolidge and Hoover. Recognize the changes in the role of government during the 1930s. Give examples of the ways in which FDR increased citizen participation in government. Lesson 5: The Government Grows Recognize ways in which New Deal programs made the federal government an active participant in people's lives and in the U.S. economy. Describe programs of the New Deal that still exist today.</p>

		<p>Lesson 6: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 7: Choosing a Topic Review major individuals of the period 1900-1940 to assess their impact on the United States.</p> <p>Lesson 8: Forming a Thesis Read secondary sources for information. Analyze primary sources to gain information. Explain the significance of one individual from the period 1900-1940.</p> <p>Lesson 9: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 10: Completing the Essay Outline Write an outline in preparation for writing a thesis-based essay.</p> <p>Lesson 11: Writing the First Draft Identify, in a well-developed essay, an American who contributed significantly to United States history from the period 1900 to 1940 and provide support to this claim.</p> <p>Lesson 12: Writing the Final Draft Identify, in a well-developed essay, an American who contributed significantly to United States history from the period 1900 to 1940 and provide support to this claim.</p>
Hard Times		<p>Lesson 13: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 14: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 15: Unit Assessment</p>
	SS8.2.4 SS8.4.1	<p>Lesson 1: Dictating Disaster Recognize the difference between totalitarian and democratic states in terms of the importance of the state versus the importance of the people. Describe the problems in Germany that led to the rise of Adolf Hitler. Identify nations that became dictatorships during the 1930s and the dictators who led them.</p> <p>Lesson 2: Hatred in Action Identify the purpose of Hitler's concentration camps. Define final solution as it refers to Hitler's plan. Describe the controversy over letting large numbers of Jewish refugees enter the United States and the outcome of the controversy. Recognize the history and persistence of anti-Semitism and Hitler's use of anti-Semitism. Recognize that groups other than Jews that Hitler deemed "undesirable" were also sent to concentration camps.</p> <p>Lesson 3: Why War? Recognize the role of science and scientists in determining the outcome of World War II. Summarize the arguments of isolationists, pacifists, and people like Billy Mitchell and FDR in the debate over U.S. policy in the 1930s.</p>

	<p>SS8.2.4 SS8.4.1</p>	<p>Lesson 4: War Identify the Japanese attack on Pearl Harbor in 1941 as the cause of U.S. entry into World War II. Describe the background to and conduct of the war prior to December 7, 1941. Identify the German invasion of Poland in 1939 as the event that triggered World War II. Lesson 5: Who Was Who? Explain the factors that led to an alliance between the Allies and the Soviet Union. Identify the major nations involved in World War II, their capitals, and their leaders as either Axis or Allied powers. Recognize isolationism as a deterrent to U.S. participation in the war and its end with the attack at Pearl Harbor Identify nations that became dictatorships during the 1930s and the dictators who led them. Recognize the difference between totalitarian and democratic states in terms of the importance of the state versus the importance of the people. Demonstrate knowledge gained in previous lessons.</p>
	<p>SS8.2.4 SS8.4.1</p>	<p>Lesson 6: Democracy Defended Recognize the role of codes and code breakers in World War II. Summarize the difficulties of fighting a two-front war. Give examples of technical innovations and scientific discoveries that came about because of the war's challenges. Describe ways in which the use of airpower changed warfare. Lesson 7: Your Choice Explore knowledge and skills taught in this course. Lesson 8: Democracy Denied Describe the causes and results of the detention of Japanese Americans, as well as the experiences of those who were detained. Lesson 9: Strategies Recognize the events of 1943 that would make an eventual Allied victory possible. Recognize Guadalcanal as a strategic island, and the Battle of Guadalcanal as a turning point in terms of the Allies' move from defensive to offensive fighting. Use maps to evaluate the options for invading Nazi Germany.</p>

	<p>SS8.2.4 SS8.4.1</p>	<p>Lesson 10: The Beginning of the End Identify Dwight D. Eisenhower as the Supreme Allied Commander who was in charge of the invasion. Describe the D-Day invasion in terms of planning, strategy, and human sacrifice.</p> <p>Lesson 11: Closing In Explain the factors that led to an alliance between the Allies and the Soviet Union. Describe the causes and results of the detention of Japanese Americans, as well as the experiences of those who were detained. Recognize Guadalcanal as a strategic island, and the Battle of Guadalcanal as a turning point in terms of the Allies' move from defensive to offensive fighting. Identify the major nations involved in World War II, their capitals, and their leaders as either Axis or Allied powers. Describe the characteristics and experience Truman brought to the presidency. Describe FDR's goals for the end of the war. Demonstrate knowledge gained in previous lessons. Identify Franklin Roosevelt as the only president to serve more than two terms. Identify the Atlantic Charter and the Yalta Conference as steps toward planning the post-war era.</p>
<p>The Second World War</p>	<p>SS8.2.4 SS8.4.1</p>	<p>Lesson 12: End of an Era Give examples of FDR's accomplishments as president from 1933 to 1945. Recognize concentration camps as examples of the evils of totalitarian government.</p> <p>Lesson 13: End of War Summarize the reasons for using the atomic bomb to end the war. Recognize that the war in Europe ended before the war in the Pacific ended and before the atomic bomb had been tested. Describe the destruction caused by the atomic bomb at Hiroshima.</p> <p>Lesson 14: A Beginning Describe the reaction of the American people to the end of the war and infer their hopes for the future.</p> <p>Lesson 15: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 16: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 17: Unit Assessment Identify major individuals and events of WWII. Identify military, technical, and civilian strategies used to achieve victory in WWII.</p>

	SS8.4.2	<p>Lesson 1: New Challenges</p> <p>Identify ways in which the power of the U.S.S.R. influenced U.S. policies after World War II.</p> <p>Describe the difference between communist and capitalist economic systems in terms of government control, competition, and profit motive.</p> <p>Lesson 2: New Leadership</p> <p>Identify the Truman Doctrine as the U.S. policy guaranteeing aid to any nation threatened by communism.</p> <p>Give evidence of dissatisfaction among people in communist countries.</p> <p>Identify Winston Churchill as the prime minister of Great Britain during World War II.</p> <p>Identify iron curtain as the division between communist and non-communist Europe.</p> <p>Describe Truman's background, including his job experiences and role models.</p>
	SS8.4.2	<p>Lesson 3: Fighting Bad Ideas</p> <p>List ways in which Truman fought racism in the United States.</p> <p>Identify the Marshall Plan as a program to aid European nations after World War II and to promote prosperity and democracy.</p> <p>Describe the result of the U.S. occupation of Japan, including Japan's transition to democracy.</p> <p>Lesson 4: Despite the Polls</p> <p>Demonstrate knowledge gained in previous lessons.</p> <p>Identify Truman as the winner of the 1948 election.</p> <p>Explain why people expected Truman to lose the 1948 election.</p> <p>Lesson 5: Seeing Red Again</p> <p>Describe the growth of communism in Asia and its effect on the United States.</p> <p>Identify nations that were major participants in the Korean War.</p> <p>Explain that some people saw social-welfare programs and alleged spying incidents as evidence of communist influence in the United States.</p>

	SS8.4.2	<p>Lesson 6: Hunting Reds Identify Joseph McCarthy as the U.S. senator who drew attention to himself by leading a hunt for communists in the United States. Name some ways in which the nation reacted to the fear of communism. Recognize similarities between the Red Scare of the 1950s and reactions to fears in other time periods.</p> <p>Lesson 7: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 8: The Nifty Fifties Describe Eisenhower's style of leadership. Summarize Eisenhower's fears concerning an arms race. Describe ways in which the television changed American culture.</p> <p>Lesson 9: New Ways of Life Give examples of things in current American culture that were introduced in the 1950s, such as fast food and suburbs. Identify groups left out of the economic prosperity of the 1950s. Distinguish between fact and fiction in America of the 1950s.</p>
	SS8.4.2	<p>Lesson 10: Trouble Abroad Recognize similarities in the post-war situation of the Philippines, India, and Vietnam, and explain how these countries dealt with the situation in different ways. Explain the beginnings of U.S. involvement in Vietnam and Eisenhower's reluctance to be involved. Identify the Philippines, India, and Vietnam on a map.</p> <p>Lesson 11: Playing for Change Summarize Jackie Robinson's role in breaking racial barriers in the United States. Explain the meaning of Jim Crow.</p> <p>Lesson 12: Breaking Barriers Recognize that people interpret the Constitution in different ways at different times. Summarize the Supreme Court's decision in Brown v. Board of Education. Describe the varying reactions to the decision in Brown v. Board of Education. Identify people who worked against Jim Crow.</p>

Recovery, Reaction, Reform	SS8.4.2	<p>Lesson 12: Breaking Barriers Recognize that people interpret the Constitution in different ways at different times. Summarize the Supreme Court's decision in Brown v. Board of Education. Describe the varying reactions to the decision in Brown v. Board of Education. Identify people who worked against Jim Crow.</p> <p>Lesson 13: Champions of Change Identify the key events and people involved in the Montgomery Bus Boycott, and the outcome of the boycott. Summarize the influence of Gandhi and Thoreau on King's philosophy. Give examples of the power of the boycott.</p> <p>Lesson 14: Child Champions Explain the reasons for segregation at Central High School and elsewhere in the South long after the Supreme Court ordered desegregation. Recognize the roles of political leaders and the military in integrating the school. Define civil rights movement. Describe the atmosphere and hardships black students faced in trying to attend Central High School.</p> <p>Lesson 15: Your Choice Explore knowledge and skills taught in this course.</p>
	SS8.4.2	<p>Lesson 16: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 17: Unit Assessment Describe ways in which the television changed American culture. Give examples of things in current American culture that were introduced in the 1950s, such as fast food and suburbs.</p>

	<p>SS8.2.1 SS8.4.3 SS8.4.4</p>	<p>Lesson 1: JFK Describe John F. Kennedy when he was elected president. Analyze excerpts of Kennedy's inaugural speech. Give examples of Kennedy's ability to inspire others.</p> <p>Lesson 2: Crisis Describe the actions John F. Kennedy took in regard to Vietnam. Summarize the crisis in Cuba in 1962. Locate Cuba on a map and explain the significance of its location relative to the United States. Explain the rise of John F. Kennedy's popularity after the Bay of Pigs disaster.</p> <p>Lesson 3: Time to Act Summarize the goals of the civil rights movement of the 1960s. Explain that there were differences in the methods and approaches to the civil rights movement of different organizations. Explain how the television coverage of events in the South helped the civil rights movement. Analyze portions of Martin Luther King's speech.</p>
	<p>SS8.2.1 SS8.4.3 SS8.4.4</p>	<p>Lesson 4: A Tragic Transition Identify Lyndon B. Johnson's background and his goals as president. Recognize the effect of John F. Kennedy's assassination. Describe the goals of John F. Kennedy's New Frontier. Demonstrate knowledge gained in previous lessons.</p> <p>Lesson 5: The Great Society Describe the experience and strengths Johnson brought to the presidency. Identify programs of the Great Society. Identify how the escalating cost of conflict in Vietnam affected LBJ's Great Society programs. Analyze the phrase "War on Poverty."</p> <p>Lesson 6: Still Not Equal Identify Malcolm X as a militant leader who preached separatism until he converted to orthodox Islam and softened his views. Summarize the restrictions on black voting rights in the South. Identify Martin Luther King, Jr., as the youngest recipient of the Nobel Peace Prize and explain why he won it. Describe the events in Selma and the role television played.</p>

	<p>SS8.2.1 SS8.4.3 SS8.4.4</p>	<p>Lesson 7: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 8: More Guns Than Butter Summarize the goals of U.S. participation in the Vietnam conflict. Identify the factors that kept the United States from achieving its goals during the Vietnam conflict.</p> <p>Lesson 9: Conflict Within Conflict Describe the causes of civil unrest in the United States in the 1960s. Give examples of civil unrest in the United States in the 1960s and identify the groups who participated.</p> <p>Lesson 10: Women Speak Out Describe the role of the middle-class white woman as depicted by television of the 1950s and 1960s and in reality. Identify women who supported or opposed societal changes for women. Recognize that the women's movement of the 1960s was part of an ongoing demand for equal rights. Recognize the arguments for and against societal changes for women. Recognize the arguments for and against societal changes for women.</p>
	<p>SS8.2.1 SS8.4.3 SS8.4.4</p>	<p>Lesson 11: Migrants Identify César Chávez and the means he used to organize farm workers. Describe the hardships Mexican migrant workers faced in the United States.</p> <p>Lesson 12: Hope and Hatred Explain that Lyndon B. Johnson chose not to seek a second term as president. Describe the differences between the problems in the South and in the North in the 1960s. Describe how the life of Martin Luther King, Jr., ended. Recognize the major goals of the Native American movement. Identify Robert F. Kennedy as a senator, an attorney general, and an activist who worked for civil rights and against poverty.</p> <p>Lesson 13: Victories and Violence Describe Malcolm X's experience with the power of words. Explain the description of Robert F. Kennedy, "Born the son of wealth, he died a champion of outcasts of the world," in terms of his background and goals. Describe the reactions to Dr. King's assassination. Summarize major cultural, political, and economic achievements of blacks in the 1960s.</p> <p>Lesson 14: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p>

<p>A Turbulent Time</p>	<p>SS8.2.1 SS8.4.3 SS8.4.4</p>	<p>Lesson 14: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 15: Unit Assessment Give examples of the tactics used by environmental, social, and economic reformers. Recognize the relationship between poverty and other societal ills. Describe the domestic problems the nation faced in the 1960s and the ways the government addressed those problems. Identify individuals and groups who expanded the ideals of democracy. Describe the causes and results of the escalation of U.S. involvement in Vietnam in the 1950s and 60s.</p>
		<p>Lesson 1: Marching to a Different Beat Describe the ideas, accomplishments, and failings of the 1960s counterculture. Analyze music of the '60s to understand its meaning. Identify at least two individuals that influenced the music of the '60s.</p> <p>Lesson 2: The Nixon Era Summarize the major events of the Nixon presidency. Describe the strengths and weaknesses Nixon brought to the presidency and their consequences.</p> <p>Lesson 3: Writing Wrongs Identify the impeachment process under the Constitution. Recognize how the press played a significant role in exposing the Watergate affair.</p>
		<p>Lesson 4: One Term Presidents Identify the major events associated with president Ford. Explore the possibilities of President Carter's reelection. Explain how Gerald Ford became president without an election. Identify the major events associated with president Carter. Identify U.S. presidents who served between the years 1974 and 2000. Recognize some of the major events associated with presidents Ford, Carter, Reagan, Bush, and Clinton.</p> <p>Lesson 5: The Great Communicator Explain Reagan's strategy in dealing with the Soviet Union. Assess Reagan's greatest successes and failures. Describe with examples Ronald Reagan's domestic philosophy and policies. Identify major events that occurred during President Reagan's administration.</p>

		<p>Lesson 6: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 7: Two More Presidents Explain the purpose and process of impeachment. Recognize what is meant by "the end of the Cold War." Identify the causes and results of the Gulf War. Identify major events that occurred during President Bush's administration. Describe with examples Bill Clinton's achievements and failures.</p> <p>Lesson 8: Where in the World? Use maps to locate areas that have experienced major political changes since 1975. Identify areas of major U.S. military involvement since 1975.</p> <p>Lesson 9: Who Are We Now? Identify the democratic beliefs and ideals that unite diverse peoples as Americans. Identify major reasons people give for immigrating to the United States. Analyze maps to gain information on U.S. demographics.</p>
Not So Long Ago		<p>Lesson 10: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 11: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 12: Unit Assessment</p>
	<p>SS8.5.4 SS8.6.1 SS8.6.3</p>	<p>Lesson 1: A Complicated Election Assess the impact of the Electoral College system on the election of 2000. Explain the presidential election process in the United States.</p> <p>Lesson 2: Terrible Challenges Trace the events of 9/11/01. Recognize al-Qaeda's distorted beliefs. Identify Afghanistan on a map and the reasons for the U.S. attack. Identify Osama bin Laden and al-Qaeda as those responsible for the attacks.</p> <p>Lesson 3: Your Choice Explore knowledge and skills taught in this course.</p> <p>Lesson 4: Grave Decisions Identify reasons for the U.S. invasion of Iraq in 2003. Describe possible arguments for and against the military action. Explain why the Iraq War did not end as quickly as expected.</p> <p>Lesson 5: Natural Disaster Explain why a severe hurricane in New Orleans could cause so much flooding. Explore the role of FEMA. Identify New Orleans on a map. Summarize the criticisms of government response to Katrina.</p>

	<p>SS8.5.4 SS8.6.1 SS8.6.3</p>	<p>Lesson 6: Election Firsts Identify ways in which the election of 2008 was unique in American history. Lesson 7: Then and Now, Part 1 Conduct research to update recent historical events. Lesson 8: Then and Now, Part 2 Conduct research to update recent historical events. Lesson 9: Your Choice Explore knowledge and skills taught in this course. Lesson 10: Then and Now, Part 3 Present research findings in a visual essay. Conduct research to update recent historical events. Lesson 11: Unit Review Demonstrate mastery of important knowledge and skills in this unit. Lesson 12: Unit Assessment Lesson 13: End-of-Course Review: Units 1-3 Demonstrate mastery of important knowledge and skills taught in the Reformers, Newcomers, and Innovators unit. Demonstrate mastery of important knowledge and skills taught in the Changing and Growing unit. Demonstrate mastery of important knowledge and skills taught in the Politics, Power, and the People unit.</p>
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<p>Into the Twenty-First Century</p>	<p>SS8.5.4 SS8.6.1 SS8.6.3</p>	<p>Lesson 14: End-of-Course Review: Units 4, 6, and 7 Demonstrate mastery of important knowledge and skills taught in the A Fascinating Era unit. Demonstrate mastery of important knowledge and skills taught in the Making Things Better unit. Demonstrate mastery of important knowledge and skills taught in the Entering a New Century unit. Lesson 15: End-of-Course Review: Units 8-10 Demonstrate mastery of important knowledge and skills taught in the Recovery, Reaction, Reform unit. Demonstrate mastery of important knowledge and skills taught in the Hard Times unit. Demonstrate mastery of important knowledge and skills taught in The Second World War unit. Lesson 16: End-of-Course Review: Units 11-13 Demonstrate mastery of important knowledge and skills taught in the Into the Twenty-First Century unit. Demonstrate mastery of important knowledge and skills taught in the A Turbulent Time unit. Demonstrate mastery of important knowledge and skills taught in the Not So Long Ago unit. Lesson 17: State Capitals Review and Assessment Identify the state capitals of the 50 U.S. states. Demonstrate mastery of important knowledge and skills taught in the second semester. Lesson 18: End-of-Course Assessment</p>
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