

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	SS
Course ID	NVA090601	Grade Level	6
Course Name	HST06 MS American History B Since 1865	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

American History Since 1865 is the second and concluding course in a two-year survey of American history, with integrated topics in geography, civics, and economics. This course takes students from the post-Civil War era to recent times.

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 and Wyoming Government.
SS8.1.4	Understand the difference between United States civil and criminal legal systems.
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 human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to identity, situations, and events.
SS8.2.2	Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.
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, ethnic, social and institutional).
SS8.3.1	Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).

SS8.3.2	Compare and contrast how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., characteristics of market, command, and mixed economies).	
SS8.3.3	Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).	
SS8.3.4	Explain or illustrate how money is used by individuals, groups, and financial institutions.	
SS8.3.5	Describe how values and beliefs influence individual, family, and business decisions (microeconomics).	
SS8.4.1	Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).	
SS8.4.2	Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.	
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, economic, religious, social, cultural, and workplace).	
SS8.5.1	Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.	
SS8.5.2	Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices.	
SS8.5.3	Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.	
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 problem.	
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 in usage of digital media). https://www.iste.org/standards/nets-for-students	
SS8.6.4	Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.	
SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS

1 1 Changing and Growing Welcome to American History		9428: Locate selected information in A History of US (Concise Edition) in order to gain familiarity with the text. 3628: Discuss the purposes of studying history.
1 2 Changing and Growing Westward Ho!		3649: Describe the obstacles settlers encountered as they moved west. 3650: Identify the products produced on the Great Plains and their markets. 3651: Recognize that in the late 1800s, new cities sprang up and existing cities, such as Chicago, grew larger. 3652: Define prairie, describe the prairie, and use maps to locate the prairies of the United States.
1 3 Changing and Growing A Cowboy's Life		3656: Explain the developments that made the cattle business profitable. 9434: Describe the life of a cowboy. 9435: Recognize the democratic aspects and diversity of the cowboy population.
1 4 Changing and Growing Rails		3657: Describe the difficulties of building a transcontinental railroad. 3658: Explain that Chinese and Irish immigrants and African Americans did most of the work on the railroad. 3659: Identify the legal and illegal means used to finance railroad construction. 3660: Recognize that one long-term effect of the railroad was the creation of a system of time zones.
1 5 Changing and Growing Homesteading		3653: Explain why people moved westward to settle the Great Plains. 3654: Describe the hardships farmers faced on the plains. 3655: Identify the solutions farmers came up with to meet the challenges of life on the plains.
1 6 Changing and Growing Losing a Way of Life		3661: Explain that Native Americans and homesteaders had incompatible ways of life. 3662: Identify the settlers' primary views on how to solve the Indian conflicts.
1 7 Changing and Growing Sorrow		3663: Identify the Nez Perce Indians and their leader, Chief Joseph. 3664: Analyze Chief Joseph's speech.
1 8 Changing and Growing Unit Review		3704: Demonstrate mastery of important knowledge and skills in this unit.

<p>1 9 Changing and Growing Unit Assessment</p>	<p>SS8.2.1 SS8.2.2 SS8.2.3 SS8.2.4 SS8.4.1 SS8.4.2 SS8.4.3 SS8.4.4</p>	<p>3663: Identify the Nez Perce Indians and their leader, Chief Joseph. 3683: Describe the era of the long cattle drive, including cowboy life, and the reasons for the end of that era. 3684: Identify the challenges and impacts of building a transcontinental railroad. 3685: Recognize the major causes and results of conflict between Native Americans and settlers. 3689: Describe the Great Plains and the advantages and disadvantages of farming there in the late 1800s. 8463: Discuss reasons for studying history. 11294: Explain the relationship between new technology and inventions and the settlement of the Great Plains. 11300: Summarize the major reasons for westward expansion in the late 1800s. 11357: Use maps to gain familiarity with the American prairie.</p>
<p>2 1 Reformers, Newcomers, and Innovators Corruption and Reform</p>		<p>3665: Recognize the reasons for pollution in cities during the late 1800s. 3666: Identify Boss Tweed as the leader of a political machine that ran New York by using bribery and intimidation. 3667: Identify Thomas Nast as the political cartoonist who helped bring down Tweed.</p>
<p>2 2 Reformers, Newcomers, and Innovators Mark His Words</p>		<p>3668: Identify Mark Twain as the pen name of Samuel Clemens, the author of The Adventures of Tom Sawyer, Adventures of Huckleberry Finn, and other novels. 3669: Explain the term Gilded Age and describe Twain's dissatisfaction with the country during that period.</p>
<p>2 3 Reformers, Newcomers, and Innovators New Arrivals</p>		<p>3670: Identify the two largest immigrant groups of the nineteenth century as Irish and German. 3671: Explain why people immigrated to the United States in the nineteenth century. 3672: Summarize the difficulties immigrants faced in leaving their homes and making a new life in America. 3673: Identify Jacob Riis as a Danish immigrant who photographed immigrant life to make people aware of the problems immigrants faced.</p>
<p>2 4 Reformers, Newcomers, and Innovators Barring the Door</p>		<p>3674: Identify the major reasons for the move to restrict immigration.</p>

		3675: Give examples of prejudiced-based groups and actions intended to limit immigration.
2 5 Reformers, Newcomers, and Innovators Wyoming Wins		3678: Define suffrage. 3679: Describe the conflicts involved in Wyoming's decision to grant women the vote.
2 6 Reformers, Newcomers, and Innovators Don't Citizens Vote?		3680: Identify Susan B. Anthony and Elizabeth Cady Stanton as leaders in the women's rights movement of the nineteenth century. 3681: Explain the legal circumstances of women in the nineteenth century. 3682: Describe at least two results of Susan B. Anthony's trial.
2 7 Reformers, Newcomers, and Innovators Finding and Organizing Information, Part 1		3691: Identify major innovators of the late nineteenth and early twentieth centuries and their innovations. 4336: Identify major inventors and inventions of the transportation and communications revolution and the results of their accomplishments.
2 8 Reformers, Newcomers, and Innovators Finding and Organizing Information, Part 2		3692: Describe three innovations of the late nineteenth and early twentieth centuries and their impact on American life.
2 9 Reformers, Newcomers, and Innovators Writing the Essay		3693: 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.
2 10 Reformers, Newcomers, and Innovators (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
2 11 Reformers, Newcomers, and Innovators Separate but Unequal		3694: Define segregation and Jim Crow. 3695: Describe the ways in which race relations in the North and South changed after Reconstruction. 3696: Chart the path of Southern race relations from antebellum slavery to the Jim Crow era. 3697: Explain the importance of Plessy v. Ferguson, its relationship to the 14th Amendment, and its impact on segregation.
2 12 Reformers, Newcomers, and Innovators Courage		3698: Identify Ida B. Wells. 3699: Recognize methods that whites used to keep blacks from exercising their rights. 3700: Describe the ways in which Ida B. Wells fought lynching and other forms of discrimination.

2 13 Reformers, Newcomers, and Innovators Differing Views		3701: Identify Booker T. Washington. 3702: Identify W.E.B. DuBois. 3703: Compare and contrast the goals and methods of Washington and DuBois.
2 14 Reformers, Newcomers, and Innovators Unit Review		3704: Demonstrate mastery of important knowledge and skills in this unit. 4042: Demonstrate mastery of important knowledge and skills taught in this unit.
2 15 Reformers, Newcomers, and Innovators Unit Assessment	SS8.2.1 SS8.2.2 SS8.2.3 SS8.2.4 SS8.4.1 SS8.4.2 SS8.4.3 SS8.4.4 SS8.5.4	3666: Identify Boss Tweed as the leader of a political machine that ran New York by using bribery and intimidation. 3667: Identify Thomas Nast as the political cartoonist who helped bring down Tweed. 3668: Identify Mark Twain as the pen name of Samuel Clemens, the author of The Adventures of Tom Sawyer, Adventures of Huckleberry Finn, and other novels. 3673: Identify Jacob Riis as a Danish immigrant who photographed immigrant life to make people aware of the problems immigrants faced. 3686: Recognize major immigrant groups of the late 1800s and their challenges, opportunities, and contributions. 3687: Identify individuals, groups, or movements that helped or hindered the growth of civil rights and opportunity in the late 1800s. 3688: Recognize the growing role of the courts in expanding or restricting civil rights in the late 1800s. 3690: Give examples of the cultural response to the changes of the late 1800s. 3694: Define segregation and Jim Crow. 3695: Describe the ways in which race relations in the North and South changed after Reconstruction. 3696: Chart the path of Southern race relations from antebellum slavery to the Jim Crow era. 3697: Explain the importance of Plessy v. Ferguson, its relationship to the 14th Amendment, and its impact on segregation. 3699: Recognize methods that whites used to keep blacks from exercising their rights. 3700: Describe the ways in which Ida B. Wells fought lynching and other forms of discrimination. 3701: Identify Booker T. Washington. 3702: Identify W.E.B. DuBois.

		<p>3703: Compare and contrast the goals and methods of Washington and DuBois.</p> <p>11292: Describe the growth of cities in the late 1800s and the political and environmental challenges that growth brought.</p> <p>3671: Explain why people immigrated to the United States in the nineteenth century.</p>
3 1 Politics, Power, and the People Getting and Giving		<p>9436: Describe how Andrew Carnegie rose from poverty to become one of the world's richest men.</p> <p>9437: Describe the Homestead Strike.</p> <p>9438: Explain the importance of the Bessemer process in making steel.</p> <p>9439: Identify examples of Carnegie's steps to improve society.</p> <p>9440: Summarize Hakim's reasons for calling the late 1800s an age of extremes.</p>
3 2 Politics, Power, and the People Mountains of Money		<p>3705: Identify J. P. Morgan.</p> <p>3706: Identify Andrew Carnegie.</p> <p>3707: Identify John D. Rockefeller.</p> <p>3708: Demonstrate mastery of skills from a previous lesson.</p> <p>9441: Compare and contrast Rockefeller and Morgan in terms of their rise to power, business practices, and use of wealth.</p>
3 3 Politics, Power, and the People How Much Is Too Much?		<p>3709: Recognize and define monopoly, trust, command economy, market economy, hybrid economy, corporation, and tariff.</p> <p>3710: Describe the kinds of power monopolies have over the economy and the advantages and disadvantages of monopolies.</p> <p>9442: Explain the purpose of the Sherman Antitrust Act.</p>
3 4 Politics, Power, and the People Building Up		<p>3711: Identify innovations that changed city life in the late 1800s.</p> <p>3712: Identify major innovators in the development of modern cities.</p> <p>3713: Analyze the growth of urban areas into megalopolises in the United States.</p>
3 5 Politics, Power, and the People In Office		<p>3717: Identify the presidents of the nine administrations between 1865 and 1900.</p> <p>3718: Explain the role of the electoral college in presidential elections.</p>
3 6 Politics, Power, and the People A Third Party		<p>3719: Describe the ways in which farming in the United States changed in the late 1800s.</p> <p>3720: Identify the mission of the Populist Party as representing the common people.</p>

		<p>3721: Recognize the ways in which the Populist Party proposed to expand the powers of government.</p> <p>9443: Analyze land-use maps to gain familiarity with the use of resources in the United States.</p>
3 7 Politics, Power, and the People Money Matters		<p>3722: Explain the role of paper currency and the way the government backs it.</p> <p>3723: Define currency, inflation, and deflation.</p> <p>3724: Describe the economic problems of the Gilded Age.</p> <p>3725: Recognize the Federal Reserve System as the system that controls our money supply today.</p>
3 8 Politics, Power, and the People Money Debates		<p>3726: Explain how the problems of farmers affected the rest of the economy.</p> <p>3727: Explain the reasons for, and the results of, the Pullman strike.</p> <p>3728: Describe the limited role of the federal government in the economy in the late 1800s.</p>
3 9 Politics, Power, and the People (Optional) Your Choice		<p>5595: Explore knowledge and skills taught in this course.</p>
3 10 Politics, Power, and the People A Grand Campaign		<p>3631: Demonstrate knowledge gained in previous lessons.</p> <p>3729: Explain the significance of the election of 1896 in determining the nation's direction at the beginning of the twentieth century.</p> <p>3730: Describe the differences between Bryan and McKinley's campaigns.</p> <p>3731: Define special interest.</p> <p>3709: Recognize and define monopoly, trust, command economy, market economy, hybrid economy, corporation, and tariff.</p> <p>3719: Describe the ways in which farming in the United States changed in the late 1800s.</p> <p>3720: Identify the mission of the Populist Party as representing the common people.</p> <p>3721: Recognize the ways in which the Populist Party proposed to expand the powers of government.</p> <p>3723: Define currency, inflation, and deflation.</p> <p>3725: Recognize the Federal Reserve System as the system that controls our money supply today.</p> <p>3726: Explain how the problems of farmers</p>

		<p>affected the rest of the economy.</p> <p>3727: Explain the reasons for, and the results of, the Pullman strike.</p> <p>3738: Recognize the role of government in the economy through the Federal Reserve System.</p>
3 11 Politics, Power, and the People All Americans?		<p>3716: Interpret the words of Emma Lazarus's poem.</p> <p>3732: Recognize the weaknesses apparent in American society in the late 1800s.</p> <p>3733: Describe the views of nativists and explain why they were incorrect.</p> <p>11870: Explain what the Statue of Liberty represents and that it was a gift from the people of France.</p> <p>3715: Explain that the Statue of Liberty was a gift from the people of France.</p>
3 12 Politics, Power, and the People Unit Review		<p>3704: Demonstrate mastery of important knowledge and skills in this unit.</p>
3 13 Politics, Power, and the People Unit Assessment	<p>SS8.3.1</p> <p>SS8.3.2</p> <p>SS8.3.3</p> <p>SS8.3.4</p> <p>SS8.3.5</p> <p>SS8.5.3</p>	<p>3719: Describe the ways in which farming in the United States changed in the late 1800s.</p> <p>3724: Describe the economic problems of the Gilded Age.</p> <p>3732: Recognize the weaknesses apparent in American society in the late 1800s.</p> <p>3735: Identify major business entrepreneurs and the methods they used to build big business and industry in the late 1800s.</p> <p>3736: Recognize individuals and innovations that made modern cities possible.</p> <p>3737: Recognize the presidents who served between 1877 and 1900 and identify what they are best known for.</p> <p>3738: Recognize the role of government in the economy through the Federal Reserve System.</p> <p>3739: Describe the roles of third parties and special interest money in promoting political ideas and issues.</p> <p>3740: Define monopoly, trust, command economy, market economy, hybrid economy, and corporation.</p> <p>3742: Identify groups or individuals who helped or hindered the growth of democracy and opportunity in the late 1800s.</p> <p>3714: Name two things that the Statue of Liberty represents.</p> <p>3716: Interpret the words of Emma</p>

		Lazarus's poem. 11554: Recognize the extremes of poverty, wealth, and opportunity in American society in the late 1800s.
4 1 Making Things Better Changes at Work		3743: Describe the changes that took place in worker-owner relationships in nineteenth-century factories. 3744: Explain the purpose of unions. 3745: Describe the public reaction to unions. 3746: Identify the Haymarket Square incident. 3747: Demonstrate mastery of the content of this lesson.
4 2 Making Things Better Samuel Gompers		3748: Describe the Triangle Shirtwaist Factory fire. 3749: Identify Samuel Gompers. 3750: Compare and contrast the goals of socialists and anarchists with those of Gompers. 3751: Recognize the methods employers used against workers and unions. 3752: Explore the role of unions in the workplace today.
4 3 Making Things Better Mother Jones		3753: Identify Mother Jones as a champion of child labor laws. 3754: Describe the plight of children in factories and mills in the late 1800s and the solutions found to improve their situation.
4 4 Making Things Better Raking Muck		3755: Explain the role of a free press in a democratic society. 3756: Define muckraker. 3757: Identify S.S. McClure as a supporter of good writers. 3764: Demonstrate mastery of the content in this lesson. 3758: Describe the effect of Ida Tarbell's writing about the Standard Oil Company. 3759: Identify at least two muckrakers near the turn of the twentieth century. 3760: Describe the subjects the muckrakers wrote about and the results of their writing.
4 5 Making Things Better Tackling Trusts		3757: Identify S.S. McClure as a supporter of good writers. 3758: Describe the effect of Ida Tarbell's writing about the Standard Oil Company. 3759: Identify at least two muckrakers near the turn of the twentieth century.

		3760: Describe the subjects the muckrakers wrote about and the results of their writing.
4 6 Making Things Better (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
4 7 Making Things Better Citizen of the Earth		3764: Demonstrate mastery of the content in this lesson. 9449: Explain that Americans held differing views on land use and resources in the late 1800s. 9450: Identify John Muir as a preservationist. 9451: Recognize the purpose of the National Park System today.
4 8 Making Things Better Woman of Peace		3761: Describe the problems of immigrants in the cities of the late 1800s. 3762: Identify Jane Addams. 3763: Explore the history of the Nobel Prizes and those who have won Nobel Peace Prizes. 3764: Demonstrate mastery of the content in this lesson.
4 9 Making Things Better How Close Are We?		3765: Interpret population-density maps. 3766: Compare population-density maps from different time periods. 3767: Analyze immigrant population data.
4 10 Making Things Better Progressing		3781: Define primary, initiative, referendum, and direct election of senators as they relate to the Progressive movement. 12259: Review the history of the United States in the late 1800s. 3778: Describe the ways the nation was changing in the late 1800s. 3779: Identify groups left out of the prosperity of the late 1800s. 3780: Describe the Progressive movement.
4 11 Making Things Better (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
4 12 Making Things Better Unit Review		3704: Demonstrate mastery of important knowledge and skills in this unit.
4 13 Making Things Better Unit Assessment	SS8.1.1 SS8.1.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.3.5 SS8.4.1 SS8.4.2	3744: Explain the purpose of unions. 3745: Describe the public reaction to unions. 3746: Identify the Haymarket Square incident. 3750: Compare and contrast the goals of socialists and anarchists with those of Gompers. 3753: Identify Mother Jones as a champion

	SS8.4.3 SS8.4.4	<p>of child labor laws.</p> <p>3755: Explain the role of a free press in a democratic society.</p> <p>3758: Describe the effect of Ida Tarbell's writing about the Standard Oil Company.</p> <p>3760: Describe the subjects the muckrakers wrote about and the results of their writing.</p> <p>3762: Identify Jane Addams.</p> <p>3767: Analyze immigrant population data.</p> <p>3769: Distinguish between the goals of socialists and those who support regulation of capitalism.</p> <p>3771: Identify individuals and groups who worked toward reform in conservation, city life, factories, and child labor and the resistance they faced.</p> <p>3773: Differentiate between population density and population distribution.</p> <p>3778: Describe the ways the nation was changing in the late 1800s.</p> <p>3779: Identify groups left out of the prosperity of the late 1800s.</p> <p>3781: Define primary, initiative, referendum, and direct election of senators as they relate to the Progressive movement.</p> <p>3801: Analyze the Progressive movement in terms of its goals, methods, and achievements.</p> <p>9450: Identify John Muir as a preservationist.</p> <p>9451: Recognize the purpose of the National Park System today.</p> <p>3761: Describe the problems of immigrants in the cities of the late 1800s.</p> <p>3772: 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.</p>
5 1 Taking a Position Choosing a Topic		<p>3774: Review the history of the United States between 1877 and 1900.</p> <p>3775: Identify major individuals or groups who influenced the period and the roles they played.</p>
5 2 Taking a Position (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
5 3 Taking a Position Choosing a Position		3776: Connect issues important in the United States between 1877 and 1900 to the present.

5 4 Taking a Position (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
5 5 Taking a Position Writing the Essay		12281: Write a five-paragraph essay to support your position.
5 6 Taking a Position (Optional) Your Choice	SS8.6.1 SS8.6.2 SS8.6.3 SS8.6.4	5595: Explore knowledge and skills taught in this course.
6 1 Entering a New Century Born to Run		3782: Describe the early life of Theodore Roosevelt and the obstacles he had to overcome.
6 2 Entering a New Century Wanting War		9452: Describe the results of the Spanish-American War. 9453: Describe Theodore Roosevelt's role in the Spanish-American War and how it affected his political life. 9454: Explain the causes of the Spanish-American War. 9455: Summarize the arguments over the justification for the Spanish-American War.
6 3 Entering a New Century Wanting More		3783: Summarize the history of the Hawaiian Islands, including their annexation and U.S. statehood. 3784: Use maps to gain familiarity with U.S. territories. 3785: Describe the citizenship of people in U.S. territories.
6 4 Entering a New Century Our Youngest President		3631: Demonstrate knowledge gained in previous lessons. 3786: Recognize the changes Theodore Roosevelt initiated as president. 3787: Describe Theodore Roosevelt's foreign policy. 3686: Recognize major immigrant groups of the late 1800s and their challenges, opportunities, and contributions. 3687: Identify individuals, groups, or movements that helped or hindered the growth of civil rights and opportunity in the late 1800s.
6 5 Entering a New Century (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
6 6 Entering a New Century Our Biggest President		3788: Explain the disagreement between President Taft and former President Roosevelt that led to the formation of a third party and Democratic victory in 1912. 3789: Explain the reasons for, and the effect

		of, the growth of government regulation since the late 1800s.
6 7 Entering a New Century Professor President		<p>3790: Describe the obstacles Woodrow Wilson overcame to become a professor and later president.</p> <p>3791: Identify areas in which Wilson was not a reformer.</p> <p>9456: Identify areas in which Wilson promoted reform.</p> <p>9458: Recognize Wilson's view on foreign policy and explain how this view was different from those of the presidents just before him.</p> <p>3709: Recognize and define monopoly, trust, command economy, market economy, hybrid economy, corporation, and tariff.</p>
6 8 Entering a New Century Entangled in War		<p>3792: Summarize the major causes of World War I.</p> <p>3793: Describe the ways in which World War I was more destructive than people thought it would be.</p> <p>3794: Identify Wilson's policy of neutrality and peacemaking and the reasons for abandoning the policy.</p> <p>3795: Identify the Central Powers and the Allied Powers and locate them on a map.</p>
6 9 Entering a New Century Ending War		<p>3796: Analyze Wilson's goal for U.S. involvement in the Great War.</p> <p>3797: Describe the reasons for U.S. entry into the war on the Allied side and the result of U.S. mobilization.</p> <p>3798: Identify the Fourteen Points as Wilson's plan for peace and the League of Nations.</p> <p>3799: Recognize that the U.S. did not join the League of Nations and explain why.</p>
6 10 Entering a New Century Unit Review		3704: Demonstrate mastery of important knowledge and skills in this unit.
6 11 Entering a New Century Unit Assessment	SS8.2.4 SS8.4.4	<p>3786: Recognize the changes Theodore Roosevelt initiated as president.</p> <p>3788: Explain the disagreement between President Taft and former President Roosevelt that led to the formation of a third party and Democratic victory in 1912.</p> <p>3802: Summarize the causes and results of the Spanish-American War and the imperialism it reflected.</p> <p>3803: Recognize the reasons for and results of the United States' entry into World War I</p>

		<p>on the Allied side.</p> <p>3805: Recognize current U.S. territories on a map.</p> <p>3806: Describe the civil rights and responsibilities of people living in U.S. territories today.</p> <p>3807: Demonstrate knowledge and skills gained in this unit.</p> <p>3808: Summarize the qualifications, philosophies, policies, achievements, and failures of the three Progressives who served as president between 1900 and 1920.</p> <p>11563: Describe Woodrow Wilson's plan for world peace and the reasons for the plan's failure.</p>
7 1 A Fascinating Era Amending Behavior		<p>3809: Explain the arguments in favor of Prohibition.</p> <p>3810: Describe the intended and unintended consequences of Prohibition.</p> <p>3811: Explore the amendment process under the Constitution, including the need for a new amendment to cancel an existing amendment.</p>
7 2 A Fascinating Era Doubling Voters		<p>3812: Explain the methods used to gain support for the 19th Amendment.</p> <p>3813: Identify the 19th Amendment.</p> <p>3814: Describe the amendment process under the Constitution.</p>
7 3 A Fascinating Era Seeing Red		<p>3815: Summarize the major events that led Russia to adopt communism and made people in the United States fear communism.</p> <p>3816: Recognize that constitutional abuses took place during the Red Scare.</p> <p>3817: Distinguish between legislation against actions and legislation against the expression of ideas.</p>
7 4 A Fascinating Era The Twenties		<p>3818: Summarize the varied duties of a U.S. president and the consequences of Harding's failure to meet his responsibilities.</p> <p>3819: Describe the black migration of the 1920s.</p> <p>3820: Identify the cultural changes that characterized the 1920s.</p> <p>11950: Recognize key events and characteristics of Harding and Coolidge administrations.</p>

7 5 A Fascinating Era The Jazz Age		3821: Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance. 3819: Describe the black migration of the 1920s.
7 6 A Fascinating Era A New Kind of Hero		3821: Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance.
7 7 A Fascinating Era More Jazz		3821: Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance. 3822: Analyze inventions and innovations of the 1920s and their effect on the American way of life.
7 8 A Fascinating Era Tell Us What It Means		3631: Demonstrate knowledge gained in previous lessons. 3823: Recognize that there was class conflict and tension in the United States during the 1920s. 3819: Describe the black migration of the 1920s. 3821: Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance. 3822: Analyze inventions and innovations of the 1920s and their effect on the American way of life.
7 9 A Fascinating Era (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.

7 10 A Fascinating Era Boom and Bust		<p>3824: Describe Herbert Hoover's background.</p> <p>3825: Describe the campaign against Al Smith.</p> <p>3826: Recognize the basic structure of the stock system for financing corporations.</p>
7 11 A Fascinating Era Suffering		<p>3840: Summarize the financial problems farmers faced during the 1920s and '30s.</p> <p>3841: Explain the causes of the Dust Bowl.</p> <p>3842: Describe the shantytowns and the reasons for them.</p>
7 12 A Fascinating Era Democracy in Danger		<p>3843: Describe the Bonus March.</p> <p>3844: Explain Hoover's philosophy of government responsibility.</p> <p>3845: Give examples of Americans who admired other government systems and the leaders they admired.</p>
7 13 A Fascinating Era Unit Review		<p>3704: Demonstrate mastery of important knowledge and skills in this unit.</p>
7 14 A Fascinating Era Unit Assessment		<p>3810: Describe the intended and unintended consequences of Prohibition.</p> <p>3811: Explore the amendment process under the Constitution, including the need for a new amendment to cancel an existing amendment.</p> <p>3812: Explain the methods used to gain support for the 19th Amendment.</p> <p>3813: Identify the 19th Amendment.</p> <p>3815: Summarize the major events that led Russia to adopt communism and made people in the United States fear communism.</p> <p>3819: Describe the black migration of the 1920s.</p> <p>3820: Identify the cultural changes that characterized the 1920s.</p> <p>3822: Analyze inventions and innovations of the 1920s and their effect on the American way of life.</p> <p>3823: Recognize that there was class conflict</p>

		<p>and tension in the United States during the 1920s.</p> <p>3825: Describe the campaign against Al Smith.</p> <p>3826: Recognize the basic structure of the stock system for financing corporations.</p> <p>3828: Identify individuals, groups or actions that promoted or diminished the ideals of democracy under the Constitution during the 1920s.</p> <p>3829: Summarize the philosophies and policies of the three Republican presidents who served between 1921 and 1933.</p> <p>3830: Give examples of cultural and social change over time during the 1920s.</p> <p>3831: Trace the causes and results of the migration of blacks from the rural South to the cities of the North during the 1920s.</p> <p>3841: Explain the causes of the Dust Bowl.</p> <p>3842: Describe the shantytowns and the reasons for them.</p> <p>3857: Compare and contrast the changes in government during the Great Depression in the U.S. and those countries that turned to totalitarianism.</p> <p>3859: Describe the weaknesses in the U.S. economy in the late 1920s that helped cause the Great Depression.</p> <p>3821: Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance.</p>
7 15 A Fascinating Era Semester Review: Units 1-3		<p>3834: Demonstrate mastery of important knowledge and skills taught in the Changing and Growing unit.</p> <p>3836: Demonstrate mastery of important knowledge and skills taught in the Politics, Power, and the People unit.</p> <p>12444: Demonstrate mastery of important knowledge and skills taught in the Reformers, Newcomers, and Innovators unit.</p>
7 16 A Fascinating Era Semester Review: Units 4, 6, and 7		<p>3837: Demonstrate mastery of important knowledge and skills taught in the Making Things Better unit.</p> <p>3838: Demonstrate mastery of important knowledge and skills taught in the Entering a New Century unit.</p> <p>3839: Demonstrate mastery of important</p>

		knowledge and skills taught in the A Fascinating Era unit.
7 17 A Fascinating Era Fifty States Review and Assessment	SS8.1.3 SS8.1.4 SS8.2.1 SS8.2.2 SS8.2.3 SS8.2.4 SS8.4.1 SS8.4.2 SS8.4.3 SS8.4.4 SS8.5.2 SS8.5.3 SS8.5.4	9477: Locate the 50 U.S. states on a map.
7 18 A Fascinating Era Semester Assessment		3655: Identify the solutions farmers came up with to meet the challenges of life on the plains. 3656: Explain the developments that made the cattle business profitable. 3660: Recognize that one long-term effect of the railroad was the creation of a system of time zones. 3662: Identify the settlers' primary views on how to solve the Indian conflicts. 3663: Identify the Nez Perce Indians and their leader, Chief Joseph. 3665: Recognize the reasons for pollution in cities during the late 1800s. 3666: Identify Boss Tweed as the leader of a political machine that ran New York by using bribery and intimidation. 3667: Identify Thomas Nast as the political cartoonist who helped bring down Tweed. 3668: Identify Mark Twain as the pen name of Samuel Clemens, the author of The Adventures of Tom Sawyer, Adventures of Huckleberry Finn, and other novels. 3673: Identify Jacob Riis as a Danish immigrant who photographed immigrant life to make people aware of the problems immigrants faced. 3674: Identify the major reasons for the move to restrict immigration. 3681: Explain the legal circumstances of women in the nineteenth century. 3686: Recognize major immigrant groups of

		<p>the late 1800s and their challenges, opportunities, and contributions.</p> <p>3701: Identify Booker T. Washington.</p> <p>3702: Identify W.E.B. DuBois.</p> <p>3710: Describe the kinds of power monopolies have over the economy and the advantages and disadvantages of monopolies.</p> <p>3717: Identify the presidents of the nine administrations between 1865 and 1900.</p> <p>3720: Identify the mission of the Populist Party as representing the common people.</p> <p>3745: Describe the public reaction to unions.</p> <p>3749: Identify Samuel Gompers.</p> <p>3753: Identify Mother Jones as a champion of child labor laws.</p> <p>3756: Define muckraker.</p> <p>3761: Describe the problems of immigrants in the cities of the late 1800s.</p> <p>3779: Identify groups left out of the prosperity of the late 1800s.</p> <p>3798: Identify the Fourteen Points as Wilson's plan for peace and the League of Nations.</p> <p>3809: Explain the arguments in favor of Prohibition.</p> <p>3813: Identify the 19th Amendment.</p> <p>3818: Summarize the varied duties of a U.S. president and the consequences of Harding's failure to meet his responsibilities.</p> <p>3819: Describe the black migration of the 1920s.</p> <p>3821: Recognize cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance.</p> <p>3837: Demonstrate mastery of important knowledge and skills taught in the Making Things Better unit.</p> <p>3838: Demonstrate mastery of important knowledge and skills taught in the Entering a New Century unit.</p> <p>3839: Demonstrate mastery of important knowledge and skills taught in the A Fascinating Era unit.</p> <p>3841: Explain the causes of the Dust Bowl.</p> <p>9432: Describe the ways many Southern whites denied blacks rights after Reconstruction ended.</p>
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8 1 Hard Times Young Franklin		<p>3846: Describe the early life of Franklin Roosevelt.</p>
8 2 Hard Times A Woman of Courage		<p>9481: Describe Eleanor Roosevelt's early life.</p> <p>9482: Identify the ways in which Eleanor Roosevelt changed the traditional role of First Lady.</p> <p>9483: Summarize Eleanor Roosevelt's work on behalf of the poor and minorities.</p>
8 3 Hard Times Polio and Politics		<p>3847: Describe Franklin Roosevelt's experience with polio.</p> <p>3848: Identify the New Deal as Roosevelt's plan for ending the Great Depression.</p> <p>3849: Describe the economic problems the nation faced in 1933 and FDR's ideas for dealing with the Depression.</p>
8 4 Hard Times A Powerful President		<p>3850: Compare and contrast FDR's philosophy of government with those of Coolidge and Hoover.</p> <p>3851: Recognize the changes in the role of government during the 1930s.</p> <p>3852: Give examples of the ways in which FDR increased citizen participation in government.</p>
8 5 Hard Times The Government Grows		<p>3853: Recognize ways in which New Deal programs made the federal government an active participant in people's lives and in the U.S. economy.</p> <p>3854: Describe programs of the New Deal that still exist today.</p>

8 6 Hard Times (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
8 7 Hard Times Choosing a Topic		3861: Review major individuals of the period 1900-1940 to assess their impact on the United States.
8 8 Hard Times Forming a Thesis		3862: Explain the significance of one individual from the period 1900-1940. 3863: Analyze primary sources to gain information. 3864: Read secondary sources for information.
8 9 Hard Times (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
8 10 Hard Times Completing the Essay Outline		3865: Write an outline in preparation for writing a thesis-based essay.
8 11 Hard Times Writing the First Draft		3866: 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.
8 12 Hard Times Writing the Final Draft		3866: 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.
8 13 Hard Times (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
8 14 Hard Times Unit Review		3704: Demonstrate mastery of important knowledge and skills in this unit.
8 15 Hard Times Unit Assessment	SS8.2.4 SS8.3.1	3855: Compare and contrast the political philosophies of Herbert Hoover and Franklin Roosevelt. 3856: Identify individuals (and their actions) who promoted or diminished the ideals of democracy during the 1930s. 3858: Give examples of the growing role of government during the Great Depression and how that continues today. 3859: Describe the weaknesses in the U.S. economy in the late 1920s that helped cause the Great Depression. 3860: Identify social, political, and economic problems the nation faced in 1933 and FDR's response to them.
9 1 The Second World War Dictating Disaster		3867: Describe the problems in Germany that led to the rise of Adolf Hitler. 3868: Identify nations that became

		<p>dictatorships during the 1930s and the dictators who led them.</p> <p>3869: Recognize the difference between totalitarian and democratic states in terms of the importance of the state versus the importance of the people.</p>
9 2 The Second World War Hatred in Action		<p>3870: Recognize the history and persistence of anti-Semitism and Hitler's use of anti-Semitism.</p> <p>3871: Define final solution as it refers to Hitler's plan.</p> <p>3872: Identify the purpose of Hitler's concentration camps.</p> <p>3873: Recognize that groups other than Jews that Hitler deemed "undesirable" were also sent to concentration camps.</p> <p>3874: Describe the controversy over letting large numbers of Jewish refugees enter the United States and the outcome of the controversy.</p>
9 3 The Second World War Why War?		<p>3875: Recognize the role of science and scientists in determining the outcome of World War II.</p> <p>3876: Summarize the arguments of isolationists, pacifists, and people like Billy Mitchell and FDR in the debate over U.S. policy in the 1930s.</p>
9 4 The Second World War War		<p>3877: Identify the German invasion of Poland in 1939 as the event that triggered World War II.</p> <p>3878: Identify the Japanese attack on Pearl Harbor in 1941 as the cause of U.S. entry into World War II.</p> <p>3879: Describe the background to and conduct of the war prior to December 7, 1941.</p>
9 5 The Second World War Who Was Who?		<p>3631: Demonstrate knowledge gained in previous lessons.</p> <p>3880: Identify the major nations involved in World War II, their capitals, and their leaders as either Axis or Allied powers.</p> <p>3881: Explain the factors that led to an alliance between the Allies and the Soviet Union.</p> <p>3868: Identify nations that became dictatorships during the 1930s and the dictators who led them.</p> <p>3869: Recognize the difference between totalitarian and democratic states in terms</p>

		<p>of the importance of the state versus the importance of the people.</p> <p>3901: Recognize isolationism as a deterrent to U.S. participation in the war and its end with the attack at Pearl Harbor</p>
9 6 The Second World War Democracy Defended		<p>3882: Describe ways in which the use of airpower changed warfare.</p> <p>3883: Recognize the role of codes and code breakers in World War II.</p> <p>3884: Give examples of technical innovations and scientific discoveries that came about because of the war's challenges.</p> <p>3885: Summarize the difficulties of fighting a two-front war.</p>
9 7 The Second World War (Optional) Your Choice		<p>5595: Explore knowledge and skills taught in this course.</p>
9 8 The Second World War Democracy Denied		<p>3886: Describe the causes and results of the detention of Japanese Americans, as well as the experiences of those who were detained.</p>
9 9 The Second World War Strategies		<p>3887: 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.</p> <p>3888: Use maps to evaluate the options for invading Nazi Germany.</p> <p>3889: Recognize the events of 1943 that would make an eventual Allied victory possible.</p>
9 10 The Second World War The Beginning of the End		<p>3890: Identify Dwight D. Eisenhower as the Supreme Allied Commander who was in charge of the invasion.</p> <p>9485: Describe the D-Day invasion in terms of planning, strategy, and human sacrifice.</p>
9 11 The Second World War Closing In		<p>3631: Demonstrate knowledge gained in previous lessons.</p> <p>3891: Identify the Atlantic Charter and the Yalta Conference as steps toward planning the post-war era.</p> <p>3892: Identify Franklin Roosevelt as the only president to serve more than two terms.</p> <p>3893: Describe FDR's goals for the end of the war.</p> <p>3894: Describe the characteristics and experience Truman brought to the presidency.</p> <p>3880: Identify the major nations involved in World War II, their capitals, and their</p>

		<p>leaders as either Axis or Allied powers.</p> <p>3881: Explain the factors that led to an alliance between the Allies and the Soviet Union.</p> <p>3886: Describe the causes and results of the detention of Japanese Americans, as well as the experiences of those who were detained.</p> <p>3887: 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.</p>
9 12 The Second World War End of an Era		<p>3895: Give examples of FDR's accomplishments as president from 1933 to 1945.</p> <p>3896: Recognize concentration camps as examples of the evils of totalitarian government.</p>
9 13 The Second World War End of War		<p>3897: Summarize the reasons for using the atomic bomb to end the war.</p> <p>3898: Describe the destruction caused by the atomic bomb at Hiroshima.</p> <p>3899: Recognize that the war in Europe ended before the war in the Pacific ended and before the atomic bomb had been tested.</p>
9 14 The Second World War A Beginning		<p>9487: Describe the reaction of the American people to the end of the war and infer their hopes for the future.</p>
9 15 The Second World War (Optional) Your Choice		<p>5595: Explore knowledge and skills taught in this course.</p>
9 16 The Second World War Unit Review		<p>3704: Demonstrate mastery of important knowledge and skills in this unit.</p>
9 17 The Second World War Unit Assessment	<p>SS8.1.1</p> <p>SS8.1.6</p> <p>SS8.2.4</p> <p>SS8.4.1</p> <p>SS8.4.2</p> <p>SS8.4.3</p> <p>SS8.4.4</p>	<p>3867: Describe the problems in Germany that led to the rise of Adolf Hitler.</p> <p>3880: Identify the major nations involved in World War II, their capitals, and their leaders as either Axis or Allied powers.</p> <p>3889: Recognize the events of 1943 that would make an eventual Allied victory possible.</p> <p>3900: Describe Hitler's use of anti-Semitism.</p> <p>3901: Recognize isolationism as a deterrent to U.S. participation in the war and its end with the attack at Pearl Harbor</p> <p>3902: Identify major individuals and events of WWII.</p> <p>3904: Assess the constitutional violations of the internment of Japanese Americans.</p>

		<p>3905: Identify military, technical, and civilian strategies used to achieve victory in WWII.</p> <p>3906: Assess decisions made on ending the war and building peace.</p> <p>11802: Compare democratic and totalitarian governments in terms of the value of the individual citizen.</p>
10 1 Recovery, Reaction, Reform New Challenges		<p>3907: Identify ways in which the power of the U.S.S.R. influenced U.S. policies after World War II.</p> <p>3908: Describe the difference between communist and capitalist economic systems in terms of government control, competition, and profit motive.</p>
10 2 Recovery, Reaction, Reform New Leadership		<p>3909: Describe Truman's background, including his job experiences and role models.</p> <p>3910: Identify Winston Churchill as the prime minister of Great Britain during World War II.</p> <p>3911: Identify iron curtain as the division between communist and non-communist Europe.</p> <p>3912: Give evidence of dissatisfaction among people in communist countries.</p> <p>3913: Identify the Truman Doctrine as the U.S. policy guaranteeing aid to any nation threatened by communism.</p>
10 3 Recovery, Reaction, Reform Fighting Bad Ideas		<p>3914: Identify the Marshall Plan as a program to aid European nations after World War II and to promote prosperity and democracy.</p> <p>3915: Describe the result of the U.S. occupation of Japan, including Japan's transition to democracy.</p> <p>3916: List ways in which Truman fought racism in the United States.</p>
10 4 Recovery, Reaction, Reform Despite the Polls		<p>3631: Demonstrate knowledge gained in previous lessons.</p> <p>3917: Explain why people expected Truman to lose the 1948 election.</p> <p>3918: Identify Truman as the winner of the 1948 election.</p>
10 5 Recovery, Reaction, Reform Seeing Red Again		<p>3919: Explain that some people saw social-welfare programs and alleged spying incidents as evidence of communist influence in the United States.</p> <p>3920: Describe the growth of communism in Asia and its effect on the United States.</p>

		3921: Identify nations that were major participants in the Korean War.
10 6 Recovery, Reaction, Reform Hunting Reds		3922: Identify Joseph McCarthy as the U.S. senator who drew attention to himself by leading a hunt for communists in the United States. 3923: Name some ways in which the nation reacted to the fear of communism. 3924: Recognize similarities between the Red Scare of the 1950s and reactions to fears in other time periods.
10 7 Recovery, Reaction, Reform (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
10 8 Recovery, Reaction, Reform The Nifty Fifties		3925: Describe ways in which the television changed American culture. 3926: Describe Eisenhower's style of leadership. 3927: Summarize Eisenhower's fears concerning an arms race.
10 9 Recovery, Reaction, Reform New Ways of Life		3928: Give examples of things in current American culture that were introduced in the 1950s, such as fast food and suburbs. 3929: Identify groups left out of the economic prosperity of the 1950s. 3930: Distinguish between fact and fiction in America of the 1950s.
10 10 Recovery, Reaction, Reform Trouble Abroad		3931: Identify the Philippines, India, and Vietnam on a map. 3932: 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. 3933: Explain the beginnings of U.S. involvement in Vietnam and Eisenhower's reluctance to be involved.
10 11 Recovery, Reaction, Reform Playing for Change		13263: Explain the meaning of Jim Crow. 13264: Summarize Jackie Robinson's role in breaking racial barriers in the United States.
10 12 Recovery, Reaction, Reform Breaking Barriers		3934: Identify people who worked against Jim Crow. 9491: Describe the varying reactions to the decision in Brown v. Board of Education. 9492: Recognize that people interpret the Constitution in different ways at different times. 9493: Summarize the Supreme Court's decision in Brown v. Board of Education.
10 13 Recovery, Reaction, Reform Champions of Change		3935: Summarize the influence of Gandhi and Thoreau on King's philosophy.

		<p>3936: Identify the key events and people involved in the Montgomery Bus Boycott, and the outcome of the boycott.</p> <p>3937: Give examples of the power of the boycott.</p>
10 14 Recovery, Reaction, Reform Child Champions		<p>3938: Define civil rights movement.</p> <p>3939: Explain the reasons for segregation at Central High School and elsewhere in the South long after the Supreme Court ordered desegregation.</p> <p>3940: Describe the atmosphere and hardships black students faced in trying to attend Central High School.</p> <p>3941: Recognize the roles of political leaders and the military in integrating the school.</p>
10 15 Recovery, Reaction, Reform (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
10 16 Recovery, Reaction, Reform Unit Review		3704: Demonstrate mastery of important knowledge and skills in this unit.
10 17 Recovery, Reaction, Reform Unit Assessment	<p>SS8.1.1</p> <p>SS8.1.2</p> <p>SS8.1.3</p> <p>SS8.1.4</p> <p>SS8.1.5</p> <p>SS8.1.6</p> <p>SS8.2.1</p> <p>SS8.2.2</p> <p>SS8.2.3</p> <p>SS8.2.4</p> <p>SS8.3.1</p> <p>SS8.3.2</p> <p>SS8.3.3</p> <p>SS8.3.4</p> <p>SS8.3.5</p> <p>SS8.4.1</p> <p>SS8.4.2</p> <p>SS8.4.3</p> <p>SS8.4.4</p> <p>SS8.4.5</p> <p>SS8.5.1</p> <p>SS8.5.2</p> <p>SS8.5.3</p>	<p>3911: Identify iron curtain as the division between communist and non-communist Europe.</p> <p>3922: Identify Joseph McCarthy as the U.S. senator who drew attention to himself by leading a hunt for communists in the United States.</p> <p>3929: Identify groups left out of the economic prosperity of the 1950s.</p> <p>3937: Give examples of the power of the boycott.</p> <p>3942: Demonstrate familiarity with landmark Supreme Court cases including Plessy v. Ferguson and Brown v. the Board of Education.</p> <p>3944: Identify the role of individuals, the media, and the Supreme Court in promoting civil rights in the 1950s.</p> <p>3945: Recognize the origins and key policies of the Cold War.</p> <p>3946: Identify the causes and results of military conflict in Korea and Vietnam.</p> <p>3947: Identify major political and reform leaders of the 1950s and the actions or policies associated with them.</p> <p>9491: Describe the varying reactions to the decision in Brown v. Board of Education.</p> <p>11781: Identify the major differences between a communist and capitalist economic system.</p>

		<p>3925: Describe ways in which the television changed American culture.</p> <p>3928: Give examples of things in current American culture that were introduced in the 1950s, such as fast food and suburbs.</p>
11 1 A Turbulent Time JFK		<p>9494: Describe John F. Kennedy when he was elected president.</p> <p>9495: Give examples of Kennedy's ability to inspire others.</p> <p>9496: Analyze excerpts of Kennedy's inaugural speech.</p>
11 2 A Turbulent Time Crisis		<p>3949: Locate Cuba on a map and explain the significance of its location relative to the United States.</p> <p>3950: Explain the rise of John F. Kennedy's popularity after the Bay of Pigs disaster.</p> <p>9497: Describe the actions John F. Kennedy took in regard to Vietnam.</p> <p>9498: Summarize the crisis in Cuba in 1962.</p>
11 3 A Turbulent Time Time to Act		<p>9499: Analyze portions of Martin Luther King's speech.</p> <p>9500: Explain how the television coverage of events in the South helped the civil rights movement.</p> <p>9501: Explain that there were differences in the methods and approaches to the civil rights movement of different organizations.</p> <p>9502: Summarize the goals of the civil rights movement of the 1960s.</p>
11 4 A Turbulent Time A Tragic Transition		<p>3631: Demonstrate knowledge gained in previous lessons.</p> <p>9503: Describe the goals of John F. Kennedy's New Frontier.</p> <p>9504: Identify Lyndon B. Johnson's background and his goals as president.</p> <p>9505: Recognize the effect of John F. Kennedy's assassination.</p>
11 5 A Turbulent Time The Great Society		<p>3951: Identify how the escalating cost of conflict in Vietnam affected LBJ's Great Society programs.</p> <p>9506: Analyze the phrase "War on Poverty."</p> <p>9507: War on Poverty.</p> <p>9508:</p>
11 6 A Turbulent Time Still Not Equal		<p>3952: Identify Martin Luther King, Jr., as the youngest recipient of the Nobel Peace Prize and explain why he won it.</p> <p>3953: Identify Malcolm X as a militant leader who preached separatism until he converted to orthodox Islam and softened</p>

		<p>his views.</p> <p>9509: Describe the events in Selma and the role television played.</p> <p>9510: Summarize the restrictions on black voting rights in the South.</p>
11 7 A Turbulent Time (Optional) Your Choice		5595: Explore knowledge and skills taught in this course.
11 8 A Turbulent Time More Guns Than Butter		<p>3954: Summarize the goals of U.S. participation in the Vietnam conflict.</p> <p>9511: Identify the factors that kept the United States from achieving its goals during the Vietnam conflict.</p>
11 9 A Turbulent Time Conflict Within Conflict		<p>9512: Describe the causes of civil unrest in the United States in the 1960s.</p> <p>9513: Give examples of civil unrest in the United States in the 1960s and identify the groups who participated.</p>
11 10 A Turbulent Time Women Speak Out		<p>3955: Describe the role of the middle-class white woman as depicted by television of the 1950s and 1960s and in reality.</p> <p>3956: Identify women who supported or opposed societal changes for women.</p> <p>3957: Recognize that the women's movement of the 1960s was part of an ongoing demand for equal rights.</p> <p>9517: Recognize the arguments for and against societal changes for women.</p> <p>9514: Recognize the arguments for and against societal changes for women.</p>
11 11 A Turbulent Time Migrants		<p>3961: Describe the hardships Mexican migrant workers faced in the United States.</p> <p>3962: Identify César Chávez and the means he used to organize farm workers.</p>
11 12 A Turbulent Time Hope and Hatred		<p>3963: Describe the differences between the problems in the South and in the North in the 1960s.</p> <p>3964: Identify Robert F. Kennedy as a senator, an attorney general, and an activist who worked for civil rights and against poverty.</p> <p>3965: Recognize the major goals of the Native American movement.</p> <p>3966: Explain that Lyndon B. Johnson chose not to seek a second term as president.</p> <p>3967: Describe how the life of Martin Luther King, Jr., ended.</p>
11 13 A Turbulent Time Victories and Violence		<p>3968: Describe the reactions to Dr. King's assassination.</p> <p>3969: Summarize major cultural, political,</p>

		<p>and economic achievements of blacks in the 1960s.</p> <p>3970: Describe Malcolm X's experience with the power of words.</p> <p>3971: 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.</p>
11 14 A Turbulent Time Unit Review		3704: Demonstrate mastery of important knowledge and skills in this unit.
11 15 A Turbulent Time Unit Assessment	<p>SS8.1.1</p> <p>SS8.1.2</p> <p>SS8.1.3</p> <p>SS8.1.4</p> <p>SS8.1.5</p> <p>SS8.1.6</p> <p>SS8.2.1</p> <p>SS8.2.2</p> <p>SS8.2.3</p> <p>SS8.2.4</p> <p>SS8.3.1</p> <p>SS8.3.2</p> <p>SS8.3.3</p> <p>SS8.3.4</p> <p>SS8.3.5</p> <p>SS8.4.1</p> <p>SS8.4.2</p> <p>SS8.4.3</p> <p>SS8.4.4</p> <p>SS8.4.5</p> <p>SS8.5.1</p> <p>SS8.5.2</p> <p>SS8.5.3</p>	<p>3972: Identify major political and reform leaders of the 1960s and their accomplishments and failings.</p> <p>3973: Recognize major foreign policy events of the 1960s including Cuba and Vietnam as threats to world peace and domestic policies and peace.</p> <p>3974: Assess the importance of geographic location in the Cuban crisis.</p> <p>3975: Describe the domestic problems the nation faced in the 1960s and the ways the government addressed those problems.</p> <p>3976: Describe the role of the media in disseminating information and forming public opinion.</p> <p>3977: Identify individuals and groups who expanded the ideals of democracy.</p> <p>3978: Give examples of the tactics used by environmental, social, and economic reformers.</p> <p>3979: Describe the causes and results of the escalation of U.S. involvement in Vietnam in the 1950s and 60s.</p> <p>3980: Recognize the relationship between poverty and other societal ills.</p> <p>3981: Identify the causes and results of the black migration of the post-war era.</p> <p>9509: Describe the events in Selma and the role television played.</p> <p>4005: Describe significant cultural movements of the 1960s and 1970s.</p>
12 1 Not So Long Ago Marching to a Different Beat		<p>Describe the ideas, accomplishments, and failings of the 1960s counterculture.</p> <p>Identify at least two individuals that influenced the music of the '60s.</p> <p>Analyze music of the '60s to understand its meaning.</p>
12 2 Not So Long Ago The Nixon Era		Summarize the major events of the Nixon presidency.

		Describe the strengths and weaknesses Nixon brought to the presidency and their consequences.
12 3 Not So Long Ago Writing Wrongs		Recognize how the press played a significant role in exposing the Watergate affair. Identify the impeachment process under the Constitution.
12 4 Not So Long Ago One Term Presidents		Recognize some of the major events associated with presidents Ford, Carter, Reagan, Bush, and Clinton. Identify U.S. presidents who served between the years 1974 and 2000. Explain how Gerald Ford became president without an election. Identify the major events associated with president Ford. Identify the major events associated with president Carter. Explore the possibilities of President Carter's reelection.
12 5 Not So Long Ago The Great Communicator		Identify major events that occurred during President Reagan's administration. Describe with examples Ronald Reagan's domestic philosophy and policies. Assess Reagan's greatest successes and failures. Explain Reagan's strategy in dealing with the Soviet Union.
12 6 Not So Long Ago (Optional) Your Choice		Explore knowledge and skills taught in this course.
12 7 Not So Long Ago Two More Presidents		Identify major events that occurred during President Bush's administration. Recognize what is meant by "the end of the Cold War." Identify the causes and results of the Gulf War. Explain the purpose and process of impeachment. Describe with examples Bill Clinton's achievements and failures.
12 8 Not So Long Ago Where in the World?		Identify areas of major U.S. military involvement since 1975. Use maps to locate areas that have experienced major political changes since 1975.
12 9 Not So Long Ago Who Are We Now?		Analyze maps to gain information on U.S. demographics. Identify major reasons people give for immigrating to the United States.

		Identify the democratic beliefs and ideals that unite diverse peoples as Americans.
12 10 Not So Long Ago (Optional) Your Choice		Explore knowledge and skills taught in this course.
12 11 Not So Long Ago Unit Review		Demonstrate mastery of important knowledge and skills in this unit.
12 12 Not So Long Ago Unit Assessment	SS8.2.2 SS8.2.3 SS8.2.4 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.3.5 SS8.4.1 SS8.4.2 SS8.4.3 SS8.4.4 SS8.4.5 SS8.5.1 SS8.5.2 SS8.5.3	NONE
13 1 Into the Twenty-First Century A Complicated Election		Explain the presidential election process in the United States. Assess the impact of the Electoral College system on the election of 2000.
13 2 Into the Twenty-First Century Terrible Challenges		Recognize al-Qaeda's distorted beliefs. Identify Afghanistan on a map and the reasons for the U.S. attack. Trace the events of 9/11/01. Identify Osama bin Laden and al-Qaeda as those responsible for the attacks.
13 3 Into the Twenty-First Century (Optional) Your Choice		Explore knowledge and skills taught in this course.
13 4 Into the Twenty-First Century Grave Decisions		Identify reasons for the U.S. invasion of Iraq in 2003. Explain why the Iraq War did not end as quickly as expected. Describe possible arguments for and against the military action.
13 5 Into the Twenty-First Century Natural Disaster		Explain why a severe hurricane in New Orleans could cause so much flooding. Explore the role of FEMA. Summarize the criticisms of government response to Katrina. Identify New Orleans on a map.

13 6 Into the Twenty-First Century Election Firsts		Identify ways in which the election of 2008 was unique in American history.
13 7 Into the Twenty-First Century Then and Now, Part 1		Conduct research to update recent historical events.
13 8 Into the Twenty-First Century Then and Now, Part 2		Conduct research to update recent historical events.
13 9 Into the Twenty-First Century (Optional) Your Choice		Explore knowledge and skills taught in this course.
13 10 Into the Twenty-First Century Then and Now, Part 3		Present research findings in a visual essay. Conduct research to update recent historical events.
13 11 Into the Twenty-First Century Unit Review		Demonstrate mastery of important knowledge and skills in this unit.
13 12 Into the Twenty-First Century Unit Assessment	SS8.2.2 SS8.2.3 SS8.2.4 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.3.5 SS8.4.1 SS8.4.2 SS8.4.3 SS8.4.4 SS8.4.5 SS8.5.1 SS8.5.2 SS8.5.3 SS8.6.1 SS8.6.2 SS8.6.3 SS8.6.4	NONE
13 13 Into the Twenty-First Century 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>13 14 Into the Twenty-First Century End-of-Course Review: Units 4, 6, and 7</p>		<p>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.</p>
<p>13 15 Into the Twenty-First Century End-of-Course Review: Units 8-10</p>		<p>Demonstrate mastery of important knowledge and skills taught in The Second World War unit. Demonstrate mastery of important knowledge and skills taught in the Hard Times unit. Demonstrate mastery of important knowledge and skills taught in the Recovery, Reaction, Reform unit.</p>
<p>13 16 Into the Twenty-First Century End-of-Course Review: Units 11-13</p>		<p>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. Demonstrate mastery of important knowledge and skills taught in the Into the Twenty-First Century unit.</p>
<p>13 17 Into the Twenty-First Century State Capitals Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills taught in the second semester. Identify the state capitals of the 50 U.S. states.</p>
<p>13 18 Into the Twenty-First Century End-of-Course Assessment</p>		<p>NONE</p>