

Niobrara County School District # 1			
Program Name	Wyoming Virtual Academy	Content Area	SS
Course ID	D-HST-06AV1-K	Grade Level	6
Course Name	SUMMIT AMERICAN HISTORY SINCE 1865-Sem1	# of Credits	
SCED Code		Curriculum Type	K12 Inc
COURSE DESCRIPTION			
<p>Offered first semester. 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. The course guides students through critical episodes in the story of America. Students examine the effect of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the United States in international affairs from the late nineteenth 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 twenty-first century.</p>			
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. (i.e., tribal, local, state, and national elections).		
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., ethnic communities and Indigenous Tribes of Wyoming) meet human needs and concerns (e.g., self-esteem, friendship, and tribal heritage) and contribute to identity, situations, and events.		
SS8.2.2	Evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to cultural development, understanding, and continuity (e.g., oral tradition, Pow Wows, ceremonies, and assimilation).		
SS8.2.3	Analyze the unique cultural characteristics of various groups within Wyoming and the nation, including Indigenous Tribes of Wyoming (e.g., language, traditions, spirituality, art, and lifestyle).		
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, impacts of Manifest Destiny , aftermath of French and Indian War , and progression of Indian Removal Act).
SS8.4.2	Describe how tools and technology in different historical periods impacted the way people, including Indigenous Tribes of Wyoming , lived, made decisions, and saw the world (e.g., impact of horses and European trade goods on Plains Indian cultures , mechanized agriculture , and Industrial Revolution technologies).
SS8.4.3	Analyze the way current events affect all people, including Indigenous Tribes of Wyoming . Investigate the history leading up to those events and 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 features and changes influenced historical events (e.g., route of Union Pacific Railroad , location of Wind River Indian Reservation , state and national monuments and parks) 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) . link to ISTE standards

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
U1.1 Changing and Growing Welcome to American History		<p>Prepare for the unit by previewing what you will learn and do.</p> <p>Locate selected information in A History of US (Concise Edition) in order to gain familiarity with the text.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Identify the purposes of studying history.</p>
U1.2 Changing and Growing Westward Ho!	SS8.4.1	<p>Describe the obstacles settlers encountered as they moved west.</p> <p>Identify the products produced on the Great Plains and their markets.</p> <p>Explain that in the late 1800s, new cities sprang up and existing cities, such as Chicago, grew larger.</p> <p>Define prairie, describe the prairie, and/or use maps to locate the prairies of the United States.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U1.3 Changing and Growing A Cowboy's Life	SS8.2.2 SS8.3.1 SS8.3.3 SS8.4.1 SS8.4.2	<p>Explain the developments that made the cattle business profitable.</p> <p>Describe the life of a cowboy.</p> <p>Identify the democratic aspects and diversity of the cowboy population.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Explain the developments that made the cattle business profitable.</p>
U1.4 Changing and Growing Your Choice		<p>Summarize knowledge and skills taught in this course.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U1.5 Changing and Growing Rails	SS8.2.1 SS8.2.4 SS8.4.1 SS8.4.4	<p>Describe the difficulties of building a transcontinental railroad.</p> <p>Explain that Chinese and Irish immigrants and African Americans did most of the work on the railroad.</p>

	SS8.4.2 SS8.5.2	Identify the legal and illegal means used to finance railroad construction. Explain that one long-term effect of the railroad was the creation of a system of time zones. Prepare for the lesson by previewing what you will learn and do. Describe the difficulties of building a transcontinental railroad.
U1.6 Changing and Growing Homesteading	SS8.2.1 SS8.2.3 SS8.4.1 SS8.4.2 SS8.4.3	Explain why people moved westward to settle the Great Plains. Describe the hardships farmers faced on the plains. Identify the solutions farmers came up with to meet the challenges of life on the plains. Prepare for the lesson by previewing what you will learn and do.
U1.7 Changing and Growing Losing a Way of Life	SS8.2.1 SS8.2.3 SS8.2.4 SS8.4.3 SS8.4.4	Explain that Native Americans and homesteaders had incompatible ways of life. Identify the settlers' primary views on how to solve the Indian conflicts. Prepare for the lesson by previewing what you will learn and do.
U1.8 Changing and Growing Your Choice		Summarize knowledge and skills taught in this course. Prepare for the lesson by previewing what you will learn and do.
U1.9 Changing and Growing Sorrow	SS8.2.2 SS8.2.3	Identify the Nez Perce Indians and their leader, Chief Joseph. Analyze Chief Joseph's speech. Prepare for the lesson by previewing what you will learn and do.
U1.10 Changing and Growing Unit Review		Demonstrate mastery of the skills and knowledge in this unit. Prepare for the lesson by previewing what you will learn and do.
U1.11 Changing and Growing Unit Assessment	SS8.2.1 SS8.2.2 SS8.2.3 SS8.2.4 SS8.3.1 SS8.3.3	Demonstrate knowledge and skills taught in this unit.

	<p>SS8.4.1 SS8.4.2 SS8.4.3 SS8.4.4 SS8.5.2</p>	
U2.1 Reformers, Newcomers, and Innovators Corruption and Reform	<p>SS8.2.4 SS8.3.1 SS8.4.4 SS8.5.3</p>	<p>Prepare for the unit by previewing what you will learn and do. Explain the reasons for pollution in cities during the late 1800s. Identify Boss Tweed as the leader of a political machine that ran New York by using bribery and intimidation. Identify Thomas Nast as the political cartoonist who helped bring down Tweed. Prepare for the lesson by previewing what you will learn and do.</p>
U2.2 Reformers, Newcomers, and Innovators Mark His Words	<p>SS8.2.2</p>	<p>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. Explain the term Gilded Age and/or describe Twain's dissatisfaction with the country during that period. Prepare for the lesson by previewing what you will learn and do.</p>
U2.3 Reformers, Newcomers, and Innovators New Arrivals	<p>SS8.2.1 SS8.2.2 SS8.2.3 SS8.4.4 SS8.5.3</p>	<p>Identify the two largest immigrant groups of the nineteenth century as Irish and German. Explain why people immigrated to the United States in the nineteenth century. Summarize the difficulties immigrants faced in leaving their homes and making a new life in America. Identify Jacob Riis as a Danish immigrant who photographed immigrant life to make people aware of the problems immigrants faced. Prepare for the lesson by previewing what you will learn and do.</p>
U2.4 Reformers, Newcomers, and Innovators Barring the Doors	<p>SS8.2.3 SS8.2.4 SS8.4.4 SS8.5.3</p>	<p>Identify the major reasons for the move to restrict immigration. Identify examples of prejudiced-based groups and actions intended to limit immigration.</p>

		Prepare for the lesson by previewing what you will learn and do.
U2.5 Reformers, Newcomers, and Innovators Wyoming Wins	SS8.2.1	Define suffrage. Describe the conflicts involved in Wyoming's decision to grant women the vote. Prepare for the lesson by previewing what you will learn and do.
U2.6 Reformers, Newcomers, and Innovators Your Choice		Summarize knowledge and skills taught in this course. Prepare for the lesson by previewing what you will learn and do.
U2.7 Reformers, Newcomers, and Innovators Don't Citizens Vote?	SS8.1.1 SS8.4.1 SS8.4.4	Identify Susan B. Anthony and Elizabeth Cady Stanton as leaders in the women's rights movement of the nineteenth century. Explain the legal circumstances of women in the nineteenth century. Describe at least two results of Susan B. Anthony's trial. Prepare for the lesson by previewing what you will learn and do.
U2.8 Reformers, Newcomers, and Innovators Finding and Organizing Information, Part 1	SS8.3.3 SS8.4.2	Identify major innovators of the late nineteenth and early twentieth centuries and their innovations. Prepare for the lesson by previewing what you will learn and do.
U2.9 Reformers, Newcomers, and Innovators Finding and Organizing Information, Part 2	SS8.2.1 SS8.4.2	Describe three innovations of the late nineteenth and early twentieth centuries and their impact on American life. Prepare for the lesson by previewing what you will learn and do.
U2.10 Reformers, Newcomers, and Innovators Writing the Essay	SS8.4.2	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. Prepare for the lesson by previewing what you will learn and do.
U2.11 Reformers, Newcomers, and Innovators Your Choice		Summarize knowledge and skills taught in this course. Prepare for the lesson by previewing what you will learn and do.
U2.12 Reformers, Newcomers, and Innovators Separate but Unequal	SS8.2.3 SS8.2.4	Define segregation and Jim Crow. Describe the ways in which race relations in the North and South changed after

	SS8.4.1 SS8.4.3	Reconstruction. Describe the path of Southern race relations from antebellum slavery to the Jim Crow era. Explain the importance of Plessy v. Ferguson, its relationship to the 14th Amendment, and/or its impact on segregation. Prepare for the lesson by previewing what you will learn and do.
U2.13 Reformers, Newcomers, and Innovators Courage	SS8.4.4	Identify Ida B. Wells. Identify 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. Prepare for the lesson by previewing what you will learn and do.
U2.14 Reformers, Newcomers, and Innovators Differing Views	SS8.2.4	Identify Booker T. Washington. Identify W.E.B. DuBois. Compare and/or contrast the goals and methods of Washington and DuBois. Prepare for the lesson by previewing what you will learn and do.
U2.15 Reformers, Newcomers, and Innovators Unit Review		Demonstrate mastery of the skills and knowledge in this unit. Prepare for the lesson by previewing what you will learn and do.
U2.16 Reformers, Newcomers, and Innovators Unit Assessment	SS8.1.1 SS8.2.1 SS8.2.2 SS8.2.3 SS8.2.4 SS8.3.1 SS8.3.3 SS8.4.1 SS8.4.2 SS8.4.3 SS8.4.4 SS8.5.3	Demonstrate knowledge and skills taught in this unit.

<p>U3.1 Politics, Power, and the People Getting and Giving</p>	<p>SS8.3.4 SS8.3.5 SS8.4.4</p>	<p>Prepare for the unit by previewing what you will learn and do. Describe how Andrew Carnegie rose from poverty to become one of the world's richest men. Describe the Homestead Strike. Explain the importance of the Bessemer process in making steel. Identify examples of Carnegie's steps to improve society. Summarize Hakim's reasons for calling the late 1800s an age of extremes. Prepare for the lesson by previewing what you will learn and do.</p>
<p>U3.2 Politics, Power, and the People Mountains of Money</p>	<p>SS8.3.4 SS8.3.5</p>	<p>Identify J. P. Morgan. Identify Andrew Carnegie. Identify John D. Rockefeller. Demonstrate mastery of skills from a previous lesson. Compare and/or contrast Rockefeller and Morgan in terms of their rise to power, business practices, and use of wealth. Prepare for the lesson by previewing what you will learn and do.</p>
<p>U3.3 Politics, Power, and the People How Much Is Too Much?</p>	<p>SS8.3.4 SS8.3.5</p>	<p>Define monopoly, trust, command economy, market economy, hybrid economy, corporation, and/or tariff. Describe the kinds of power monopolies have over the economy and/or the advantages and/or disadvantages of monopolies. Explain the purpose of the Sherman Antitrust Act. Prepare for the lesson by previewing what you will learn and do.</p>
<p>U3.4 Politics, Power, and the People Building Up</p>	<p>SS8.4.2</p>	<p>Identify innovations that changed city life in the late 1800s. Identify major innovators in the development of modern cities. Analyze the growth of urban areas into megalopolises in the United States. Prepare for the lesson by previewing what you will learn and do.</p>

U3.5 Politics, Power, and the People In Office	SS8.1.2 SS8.1.6	Identify the presidents of the nine administrations between 1865 and 1900. Explain the role of the electoral college in presidential elections. Prepare for the lesson by previewing what you will learn and do.
U3.6 Politics, Power, and the People Your Choice		Summarize knowledge and skills taught in this course. Prepare for the lesson by previewing what you will learn and do.
U3.7 Politics, Power, and the People A Third Party	SS8.5.2 SS8.5.4	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. Explain the ways in which the Populist Party proposed to expand the powers of government. Analyze land-use maps to gain familiarity with the use of resources in the United States. Prepare for the lesson by previewing what you will learn and do.
U3.8 Politics, Power, and the People Money Matters	SS8.3.4	Explain the role of paper currency and/or the way the government backs it. Define currency, inflation, and/or deflation. Describe the economic problems of the Gilded Age. Define the Federal Reserve System as the system that controls our money supply today. Prepare for the lesson by previewing what you will learn and do.
U3.9 Politics, Power, and the People Money Debates	SS8.3.2 SS8.3.3	Explain how the problems of farmers affected the rest of the economy. Explain the reasons for, and the results of, the Pullman strike. Describe the limited role of the federal government in the economy in the late 1800s. Prepare for the lesson by previewing what you will learn and do.
U3.10 Politics, Power, and the People Your Choice		Summarize knowledge and skills taught in this course.

		Prepare for the lesson by previewing what you will learn and do.
U3.11 Politics, Power, and the People A Grand Campaign	SS8.1.6	Summarize knowledge gained in previous lessons. Explain the significance of the election of 1896 in determining the nation's direction at the beginning of the twentieth century. Describe the differences between Bryan and McKinley's campaigns. Define special interest. Prepare for the lesson by previewing what you will learn and do.
U3.12 Politics, Power, and the People All Americans?	SS8.2.2	Interpret the words of Emma Lazarus's poem. Explain the weaknesses apparent in American society in the late 1800s. Describe the views of nativists and/or explain why they were incorrect. Explain what the Statue of Liberty represents and that it was a gift from the people of France. Prepare for the lesson by previewing what you will learn and do.
U3.13 Politics, Power, and the People Unit Review		Demonstrate mastery of the skills and knowledge in this unit. Prepare for the lesson by previewing what you will learn and do.
U3.14 Politics, Power, and the People Unit Assessment	SS8.1.2 SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.2 SS8.3.3 SS8.3.4 SS8.3.5 SS8.4.2 SS8.4.4 SS8.5.2	Demonstrate knowledge and skills taught in this unit.

	SS8.5.3 SS8.5.4	
U4.1 Making Things Better Changes at Work	SS8.2.1 SS8.3.1	<p>Prepare for the unit by previewing what you will learn and do.</p> <p>Describe the changes that took place in worker-owner relationships in nineteenth-century factories.</p> <p>Explain the purpose of unions.</p> <p>Describe the public reaction to unions.</p> <p>Describe the Haymarket Square incident.</p> <p>Demonstrate mastery of the content of this lesson.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.2 Making Things Better Samuel Gompers	SS8.3.1 SS8.4.1	<p>Describe the Triangle Shirtwaist Factory fire.</p> <p>Identify Samuel Gompers.</p> <p>Compare and/or contrast the goals of socialists and anarchists with those of Gompers.</p> <p>Describe the methods employers used against workers and unions.</p> <p>Explain the role of unions in the workplace today.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.3 Making Things Better Mother Jones	SS8.4.1	<p>Identify Mother Jones as a champion of child labor laws.</p> <p>Describe the plight of children in factories and mills in the late 1800s and/or the solutions found to improve their situation.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.4 Making Things Better Raking Muck	SS8.2.2	<p>Explain the role of a free press in a democratic society.</p> <p>Define muckraker.</p> <p>Identify S.S. McClure as a supporter of good writers.</p> <p>Demonstrate mastery of the content in this lesson.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.5 Making Things Better Tackling Trusts	SS8.2.4	<p>Identify S.S. McClure as a supporter of good writers.</p> <p>Describe the effect of Ida Tarbell's writing</p>

		<p>about the Standard Oil Company.</p> <p>Identify at least two muckrakers near the turn of the twentieth century.</p> <p>Describe the subjects the muckrakers wrote about and the results of their writing.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.6 Making Things Better Your Choice	<p>SS8.2.2</p> <p>SS8.2.4</p> <p>SS8.3.1</p> <p>SS8.4.1</p>	<p>Summarize knowledge and skills taught in this course.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.7 Making Things Better Citizen of the Earth	SS8.2.1	<p>Demonstrate mastery of the content in this lesson.</p> <p>Explain that Americans held differing views on land use and resources in the late 1800s.</p> <p>Identify John Muir as a preservationist.</p> <p>Explain the purpose of the National Park System today.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.8 Making Things Better Woman of Peace	SS8.2.2	<p>Describe the problems of immigrants in the cities of the late 1800s.</p> <p>Identify Jane Addams.</p> <p>Explain the history of the Nobel Prizes and/or those who have won Nobel Peace Prizes.</p> <p>Demonstrate mastery of the content in this lesson.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.9 Making Things Better How Close Are We?	SS8.5.1	<p>Interpret population-density maps.</p> <p>Compare population-density maps from different time periods.</p> <p>Analyze immigrant population data.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.10 Making Things Better Progressing	SS8.1.2	<p>Define primary, initiative, referendum, and/or direct election of senators as they relate to the Progressive movement.</p> <p>Recall the history of the United States in the late 1800s.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>

		<p>Describe the ways the nation was changing in the late 1800s.</p> <p>Identify groups left out of the prosperity of the late 1800s.</p> <p>Describe the Progressive movement.</p> <p>Define primary, initiative, referendum, and/or direct election of senators as they relate to the Progressive movement.</p>
U4.11 Making Things Better Your Choice		<p>Summarize knowledge and skills taught in this course.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.12 Making Things Better Unit Review		<p>Demonstrate mastery of the skills and knowledge in this unit.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U4.13 Making Things Better Unit Assessment	<p>SS8.1.2</p> <p>SS8.2.1</p> <p>SS8.2.2</p> <p>SS8.2.4</p> <p>SS8.3.1</p> <p>SS8.4.1</p> <p>SS8.5.1</p>	<p>Demonstrate knowledge and skills taught in this unit.</p>
U5.1 Taking a Position Choosing a Topic	SS8.2.1	<p>Prepare for the unit by previewing what you will learn and do.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Recall the history of the United States between 1877 and 1900.</p> <p>Identify major individuals or groups who influenced the period and the roles they played.</p>
U5.2 Taking a Position Your Choice		<p>Summarize knowledge and skills taught in this course.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U5.3 Taking a Position Choosing a Position	SS8.2.1	<p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Compare issues important in the United</p>

		States between 1877 and 1900 to the present.
U5.4 Taking a Position Your Choice		Summarize knowledge and skills taught in this course. Prepare for the lesson by previewing what you will learn and do.
U5.5 Taking a Position Writing the Essay	SS8.6.1 SS8.6.2 SS8.6.3 SS8.6.4	Prepare for the lesson by previewing what you will learn and do. Write a five-paragraph essay to support your position.
U5.6 Taking a Position Your Choice		Summarize knowledge and skills taught in this course. Prepare for the lesson by previewing what you will learn and do.
U6.1 Entering a New Century Born to Run	SS8.4.1	Prepare for the unit by previewing what you will learn and do. Prepare for the lesson by previewing what you will learn and do. Describe the early life of Theodore Roosevelt and the obstacles he had to overcome.
U6.2 Entering a New Century Wanting War	SS8.2.4	Describe the results of the Spanish-American War. Describe Theodore Roosevelt's role in the Spanish-American War and how it affected his political life. Explain the causes of the Spanish-American War. Summarize the arguments over the justification for the Spanish-American War. Prepare for the lesson by previewing what you will learn and do.
U6.3 Entering a New Century Wanting More	SS8.1.1	Prepare for the lesson by previewing what you will learn and do. Summarize the history of the Hawaiian Islands, including their annexation and U.S. statehood. Use maps to locate U.S. territories. Describe the citizenship of people in U.S. territories.
U6.4 Entering a New Century Our Youngest President	SS8.2.4	Prepare for the lesson by previewing what you will learn and do. Summarize knowledge gained in previous

		<p>lessons.</p> <p>Identify the changes Theodore Roosevelt initiated as president.</p> <p>Describe Theodore Roosevelt's foreign policy.</p> <p>Identify major immigrant groups of the late 1800s and their challenges, opportunities, and/or contributions.</p> <p>Identify individuals, groups, or movements that helped or hindered the growth of civil rights and opportunity in the late 1800s.</p>
U6.5 Entering a New Century Your Choice		<p>Summarize knowledge and skills taught in this course.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p>
U6.6 Entering a New Century Our Biggest President	SS8.2.4	<p>Prepare for the lesson by previewing what you will learn and do.</p> <p>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>Explain the reasons for, and the effect of, the growth of government regulation since the late 1800s.</p>
U6.7 Entering a New Century Professor President	SS8.4.1 SS8.4.4	<p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Describe the obstacles Woodrow Wilson overcame to become a professor and later president.</p> <p>Identify areas in which Wilson was not a reformer.</p> <p>Identify areas in which Wilson promoted reform.</p> <p>Identify Wilson's view on foreign policy and explain how this view was different from those of the presidents just before him.</p>
U6.8 Entering a New Century Entangled in War	SS8.4.1	<p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Summarize the major causes of World War I.</p> <p>Describe the ways in which World War I was more destructive than people thought it would be.</p> <p>Identify Wilson's policy of neutrality and peacemaking and the reasons for abandoning the policy.</p>

		Identify the Central Powers and the Allied Powers and/or locate them on a map.
U6.9 Entering a New Century Ending War	SS8.4.1	Prepare for the lesson by previewing what you will learn and do. Analyze Wilson's goal for U.S. involvement in the Great War. Describe the reasons for U.S. entry into the war on the Allied side and/or the result of U.S. mobilization. Identify the Fourteen Points as Wilson's plan for peace and the League of Nations. Explain why the U.S. did not join the League of Nations.
U6.10 Entering a New Century Your Choice		Summarize knowledge and skills taught in this course. Prepare for the lesson by previewing what you will learn and do.
U6.11 Entering a New Century Unit Review		Prepare for the lesson by previewing what you will learn and do. Demonstrate mastery of the skills and knowledge in this unit.
U6.12 Entering a New Century Unit Assessment	SS8.1.1 SS8.2.4 SS8.4.1 SS8.4.4	Demonstrate knowledge and skills taught in this unit.
U7.1 A Fascinating Era Amending Behavior	SS8.4.4	Prepare for the unit by previewing what you will learn and do. Explain the arguments in favor of Prohibition. Describe the intended and unintended consequences of Prohibition. Explain the amendment process under the Constitution, including the need for a new amendment to cancel an existing amendment. Prepare for the lesson by previewing what you will learn and do.
U7.2 A Fascinating Era Doubling Voters	SS8.4.4	Explain the methods used to gain support for the 19th Amendment. Identify the 19th Amendment. Describe the amendment process under the Constitution.

		Prepare for the lesson by previewing what you will learn and do.
U7.3 A Fascinating Era Seeing Red	SS8.4.4	Summarize the major events that led Russia to adopt communism and made people in the United States fear communism. Explain that constitutional abuses took place during the Red Scare. Distinguish between legislation against actions and legislation against the expression of ideas. Prepare for the lesson by previewing what you will learn and do.
U7.4 A Fascinating Era The Twenties	SS8.4.4 SS8.5.3	Summarize the varied duties of a U.S. president and/or the consequences of Harding's failure to meet his responsibilities. Describe the black migration of the 1920s. Describe the cultural changes that characterized the 1920s. Prepare for the lesson by previewing what you will learn and do. Identify key events and characteristics of Harding and Coolidge administrations.
U7.5 A Fascinating Era The Jazz Age	SS8.2.2 SS8.5.3	Identify cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance. Prepare for the lesson by previewing what you will learn and do. Describe the black migration of the 1920s.
U7.6 A Fascinating Era A New Kind of Hero	SS8.2.2	Identify cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance. Prepare for the lesson by previewing what you will learn and do.
U7.7 A Fascinating Era More Jazz	SS8.2.2 SS8.3.3	Identify cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance. Analyze inventions and/or innovations of the 1920s and their effect on the American way of life.

		Prepare for the lesson by previewing what you will learn and do.
U7.8 A Fascinating Era Tell Us What It Means	SS8.2.4 SS8.5.3	Summarize knowledge gained in previous lessons. Describe the class conflict and tension in the United States during the 1920s. Prepare for the lesson by previewing what you will learn and do. Describe the black migration of the 1920s. Identify cultural trends and achievements of the 1920s including film, literature, music, art, and the Harlem Renaissance. Analyze inventions and/or innovations of the 1920s and their effect on the American way of life.
U7.9 A Fascinating Era Boom and Bust	SS8.3.1 SS8.3.4	Describe Herbert Hoover's background. Describe the campaign against Al Smith. Identify the basic structure of the stock system for financing corporations. Prepare for the lesson by previewing what you will learn and do.
U7.10 A Fascinating Era Suffering	SS8.5.4	Summarize the financial problems farmers faced during the 1920s and '30s. Explain the causes of the Dust Bowl. Describe the shantytowns and the reasons for them. Prepare for the lesson by previewing what you will learn and do.
U7.11 A Fascinating Era Democracy in Danger		Describe the Bonus March. Explain Hoover's philosophy of government responsibility. Identify Americans who admired other government systems and the leaders they admired. Prepare for the lesson by previewing what you will learn and do.
U7.12 A Fascinating Era Unit Review	SS82.2	Demonstrate mastery of the skills and knowledge in this unit.

	SS8.2.4 SS8.3.1 SS8.3.3 SS8.3.4 SS8.4.4 SS8.5.3 SS8.5.4	Prepare for the lesson by previewing what you will learn and do.
U7.13 A Fascinating Era Unit Assessment	SS82.2 SS8.2.4 SS8.3.1 SS8.3.3 SS8.3.4 SS8.4.4 SS8.5.3 SS8.5.4	Demonstrate knowledge and skills taught in this unit.