

Texas Tutorials are designed specifically for the Texas Essential Knowledge and Skills (TEKS) to prepare students for the State of Texas Assessment of Academic Readiness (STAAR)® end-of-course assessments.

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U.S. History Tutorials offer targeted instruction, practice, and review designed to build students' knowledge of U.S. history and their comfort with historical thinking skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing their ability to apply historical knowledge in abstract and concrete forms, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: Our Founding Documents

• THE DECLARATION OF INDEPENDENCE

- 1.A: The student understands the principles included in the Celebrate Freedom Week program. analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.D: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the

main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- **THE CREATION OF THE U.S. CONSTITUTION**

- 1.A: The student understands the principles included in the Celebrate Freedom Week program. analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.D: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- 30.B: The student communicates in written, oral, and visual forms. use correct social studies terminology to explain historical concepts; and
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- **RATIFYING AND AMENDING THE U.S. CONSTITUTION**

- 1.A: The student understands the principles included in the Celebrate Freedom Week program. analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;
- 1.C: The student understands the principles included in the Celebrate Freedom Week program. explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.D: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

- 30.B: The student communicates in written, oral, and visual forms. use correct social studies terminology to explain historical concepts; and
- 21.B: The student understands the impact of constitutional issues on American society. discuss historical reasons why the constitution has been amended; and

Unit 2: On The Frontier

• AMERICAN INDIANS IN THE WEST

- 3.A: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;
- 13.A: The student understands the causes and effects of migration and immigration on American society. analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 30.B: The student communicates in written, oral, and visual forms. use correct social studies terminology to explain historical concepts; and
- 26.B: The student understands how people from various groups contribute to our national identity. discuss the Americanization movement to assimilate immigrants and American Indians into American culture;
- 31.B: The student uses geographic tools to collect, analyze, and interpret data. pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

• WESTWARD EXPANSION AND THE ECONOMY

- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

- 30.B: The student communicates in written, oral, and visual forms. use correct social studies terminology to explain historical concepts; and
- 3.B: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;
- 15.A: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;

Unit 3: The Second Industrial Revolution

• THE RISE OF INDUSTRY

- 3.B: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 30.B: The student communicates in written, oral, and visual forms. use correct social studies terminology to explain historical concepts; and

• CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY

- 3.B: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;
- 27.C: The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

- 30.B: The student communicates in written, oral, and visual forms. use correct social studies terminology to explain historical concepts; and
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 2.B: The student understands traditional historical points of reference in U.S. history from 1877 to the present. identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- 15.B: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;
- **CULTURE OF THE GILDED AGE**
 - 3.C: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - 30.B: The student communicates in written, oral, and visual forms. use correct social studies terminology to explain historical concepts; and
 - 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
 - 24.B: The student understands the importance of effective leadership in a constitutional republic. evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.
 - 28.A: The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. analyze how scientific discoveries, technological innovations, and the application of these by

the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;

- **POLITICS OF THE GILDED AGE**

- 3.A: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 3.B: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;
- 5.C: The student understands the effects of reform and third-party movements in the early 20th century. evaluate the impact of third parties, including the Populist and Progressive parties.

Unit 4: Labor, Immigration, and the City

- **INDUSTRIAL WORKERS AND LABOR REFORM**

- 3.B: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;
- 3.C: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 26.A: The student understands how people from various groups contribute to our national identity. explain actions taken by people to expand economic opportunities and political rights,

including those for racial, ethnic, and religious minorities as well as women, in American society;

- **URBANIZATION AND ITS CHALLENGES**

- 3.C: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and
- 13.A: The student understands the causes and effects of migration and immigration on American society. analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 31.B: The student uses geographic tools to collect, analyze, and interpret data. pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and

- **PATTERNS OF IMMIGRATION**

- 3.D: The student understands the political, economic, and social changes in the United States from 1877 to 1898. describe the optimism of the many immigrants who sought a better life in America.
- 3.C: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and
- 13.B: The student understands the causes and effects of migration and immigration on American society. analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.

- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 31.B: The student uses geographic tools to collect, analyze, and interpret data. pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- 15.C: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;

Unit 5: The Progressive Era

• SOCIAL REFORM IN THE PROGRESSIVE ERA

- 5.B: The student understands the effects of reform and third-party movements in the early 20th century. evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 3.C: The student understands the political, economic, and social changes in the United States from 1877 to 1898. analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and
- 26.D: The student understands how people from various groups contribute to our national identity. identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;

- 2.B: The student understands traditional historical points of reference in U.S. history from 1877 to the present. identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- 2.C: The student understands traditional historical points of reference in U.S. history from 1877 to the present. apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- 5.C: The student understands the effects of reform and third-party movements in the early 20th century. evaluate the impact of third parties, including the Populist and Progressive parties.
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA**
 - 5.B: The student understands the effects of reform and third-party movements in the early 20th century. evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and
 - 26.A: The student understands how people from various groups contribute to our national identity. explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and
 - 26.D: The student understands how people from various groups contribute to our national identity. identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;
 - 1.B: The student understands the principles included in the Celebrate Freedom Week program. analyze and evaluate the application of these founding principles to historical events in U.S. history; and

- 5.A: The student understands the effects of reform and third-party movements in the early 20th century. evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
- 23.B: The student understands efforts to expand the democratic process. evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and
- 21.B: The student understands the impact of constitutional issues on American society. discuss historical reasons why the constitution has been amended; and
- **POLITICAL REFORM IN THE PROGRESSIVE ERA**
 - 5.A: The student understands the effects of reform and third-party movements in the early 20th century. evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
 - 21.B: The student understands the impact of constitutional issues on American society. discuss historical reasons why the constitution has been amended; and
 - 5.C: The student understands the effects of reform and third-party movements in the early 20th century. evaluate the impact of third parties, including the Populist and Progressive parties.
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- 5.A: The student understands the effects of reform and third-party movements in the early 20th century. evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 21.B: The student understands the impact of constitutional issues on American society. discuss historical reasons why the constitution has been amended; and
- 15.B: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;
- 15.E: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.

Unit 6: American Imperialism

• THE DRIVE FOR EXPANSION

- 4.A: The student understands the emergence of the United States as a world power between 1898 and 1920. explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 15.C: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the

main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- **THE SPANISH-AMERICAN WAR**

- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 2.D: The student understands traditional historical points of reference in U.S. history from 1877 to the present. explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- 2.B: The student understands traditional historical points of reference in U.S. history from 1877 to the present. identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- 2.C: The student understands traditional historical points of reference in U.S. history from 1877 to the present. apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- 4.A: The student understands the emergence of the United States as a world power between 1898 and 1920. explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;
- 4.B: The student understands the emergence of the United States as a world power between 1898 and 1920. evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
- 12.B: The student understands the impact of geographic factors on major events. identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.

- 15.D: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and
- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**
 - 4.A: The student understands the emergence of the United States as a world power between 1898 and 1920. explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;
 - 4.B: The student understands the emergence of the United States as a world power between 1898 and 1920. evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
 - 12.B: The student understands the impact of geographic factors on major events. identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
 - 12.A: The student understands the impact of geographic factors on major events. analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and
 - 15.C: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;

Unit 7: World War I: Part 1

- **WORLD WAR I: THE BIGGER PICTURE**
 - 4.C: The student understands the emergence of the United States as a world power between 1898 and 1920. identify the causes of World War I and reasons for U.S. entry;

- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 2.D: The student understands traditional historical points of reference in U.S. history from 1877 to the present. explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- 2.B: The student understands traditional historical points of reference in U.S. history from 1877 to the present. identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- 2.C: The student understands traditional historical points of reference in U.S. history from 1877 to the present. apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- 4.F: The student understands the emergence of the United States as a world power between 1898 and 1920. analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and
- **ON THE WAR FRONT**
 - 4.D: The student understands the emergence of the United States as a world power between 1898 and 1920. understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;
 - 4.G: The student understands the emergence of the United States as a world power between 1898 and 1920. analyze significant events such as the Battle of Argonne Forest.
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 4.E: The student understands the emergence of the United States as a world power between 1898 and 1920. analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;
- 27.B: The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **ON THE HOME FRONT**
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - 15.D: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and
 - 26.C: The student understands how people from various groups contribute to our national identity. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
 - 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

Unit 8: World War I: Part 2

- **THE AFRICAN AMERICAN WARTIME EXPERIENCE**

- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 4.D: The student understands the emergence of the United States as a world power between 1898 and 1920. understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;
- 26.C: The student understands how people from various groups contribute to our national identity. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- 13.A: The student understands the causes and effects of migration and immigration on American society. analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and
- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**
 - 4.F: The student understands the emergence of the United States as a world power between 1898 and 1920. analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and
 - 12.B: The student understands the impact of geographic factors on major events. identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 19.E: The student understands changes over time in the role of government. evaluate the pros and cons of U.S. participation in international organizations and treaties.
- 15.D: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and

Unit 9: America in the 1920s

- **A TIME OF EASE: THE POST-WAR ECONOMIC BOOM**

- 6.B: The student understands significant events, social issues, and individuals of the 1920s. analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.
- 15.D: The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and
- 16.A: The student understands significant economic developments between World War I and World War II. analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;
- 27.A: The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 28.A: The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;

- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and
- **A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM**
 - 6.A: The student understands significant events, social issues, and individuals of the 1920s. analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **SOCIAL CONFLICT AND CHANGE**
 - 6.B: The student understands significant events, social issues, and individuals of the 1920s. analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - 6.A: The student understands significant events, social issues, and individuals of the 1920s. analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
 - 23.A: The student understands efforts to expand the democratic process. identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
 - 23.B: The student understands efforts to expand the democratic process. evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and

- 26.A: The student understands how people from various groups contribute to our national identity. explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- 26.C: The student understands how people from various groups contribute to our national identity. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- **MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S**
 - 25.A: The student understands the relationship between the arts and the times during which they were created. describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - 25.B: The student understands the relationship between the arts and the times during which they were created. describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society;
 - 26.C: The student understands how people from various groups contribute to our national identity. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;

Unit 10: The Great Depression and the New Deal

- **CAUSES OF THE GREAT DEPRESSION**
 - 16.B: The student understands significant economic developments between World War I and World War II. identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the

main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- **THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION**

- 16.C: The student understands significant economic developments between World War I and World War II. analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 12.A: The student understands the impact of geographic factors on major events. analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and
- 14.A: The student understands the relationship between population growth and modernization on the physical environment. identify the effects of population growth and distribution on the physical environment;
- 31.B: The student uses geographic tools to collect, analyze, and interpret data. pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

- **THE NEW DEAL**

- 19.A: The student understands changes over time in the role of government. evaluate the impact of New Deal legislation on the historical roles of state and federal government;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and

interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

- 16.D: The student understands significant economic developments between World War I and World War II. compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 16.E: The student understands significant economic developments between World War I and World War II. describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.

Unit 11: World War II: Part 1

• FROM ISOLATIONISM TO INVOLVEMENT

- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 7.A: The student understands the domestic and international impact of U.S. participation in World War II. identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;
- 2.D: The student understands traditional historical points of reference in U.S. history from 1877 to the present. explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

• MOBILIZATION AND THE HOME FRONT

- 17.A: The student understands the economic effects of World War II and the Cold War. describe the economic effects of World War II on the home front such as the end of the Great

Depression, rationing, and increased opportunity for women and minority employment;

- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 7.G: The student understands the domestic and international impact of U.S. participation in World War II. explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.
- 7.B: The student understands the domestic and international impact of U.S. participation in World War II. evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 7.C: The student understands the domestic and international impact of U.S. participation in World War II. analyze the function of the U.S. Office of War Information;
- **WAR ON MANY FRONTS**
 - 2.C: The student understands traditional historical points of reference in U.S. history from 1877 to the present. apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
 - 7.D: The student understands the domestic and international impact of U.S. participation in World War II. analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;
 - 7.E: The student understands the domestic and international impact of U.S. participation in World War II. analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and

- secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
 - 31.B: The student uses geographic tools to collect, analyze, and interpret data. pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - 7.F: The student understands the domestic and international impact of U.S. participation in World War II. evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and
 - 7.B: The student understands the domestic and international impact of U.S. participation in World War II. evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;

Unit 12: World War II: Part 2

• THE HOLOCAUST

- 7.D: The student understands the domestic and international impact of U.S. participation in World War II. analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;
- 7.E: The student understands the domestic and international impact of U.S. participation in World War II. analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

• OPPORTUNITIES AND OBSTACLES

- 26.C: The student understands how people from various groups contribute to our national identity. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 7.G: The student understands the domestic and international impact of U.S. participation in World War II. explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.
- 17.A: The student understands the economic effects of World War II and the Cold War. describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;
- 7.D: The student understands the domestic and international impact of U.S. participation in World War II. analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;
- 19.B: The student understands changes over time in the role of government. explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;

• THE END OF THE WAR

- 7.B: The student understands the domestic and international impact of U.S. participation in World War II. evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;
- 12.B: The student understands the impact of geographic factors on major events. identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 7.D: The student understands the domestic and international impact of U.S. participation in World War II. analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 26.D: The student understands how people from various groups contribute to our national identity. identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;

Unit 13: The Cold War: Part 1

• THE BEGINNINGS OF THE COLD WAR

- 8.A: The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;
- 8.B: The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and

- **THE KOREAN WAR AND THE EISENHOWER YEARS**

- 8.C: The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

- **THE ARMS RACE AND THE SPACE RACE**

- 8.A: The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;
- 8.B: The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 2.D: The student understands traditional historical points of reference in U.S. history from 1877 to the present. explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945

(World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).

- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 28.B: The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. explain how space technology and exploration improve the quality of life; and

Unit 14: The Cold War: Part 2

• THE VIETNAM WAR

- 8.D: The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 19.B: The student understands changes over time in the role of government. explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;
- 20.A: The student understands the changing relationships among the three branches of the federal government. describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 8.E: The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. analyze the major issues and events of the

Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and

- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and

- **THE LAST YEARS OF THE COLD WAR**

- 10.A: The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of dtente;
- 11.A: The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 25.C: The student understands the relationship between the arts and the times during which they were created. identify the impact of popular American culture on the rest of the world over time; and
- 25.D: The student understands the relationship between the arts and the times during which they were created. analyze the global diffusion of American culture through the entertainment industry via various media.
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 10.B: The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength;
- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and

Unit 15: The Midcentury Boom

- **PROSPERITY AND CHANGE AFTER WORLD WAR II**

- 17.B: The student understands the economic effects of World War II and the Cold War. identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 28.A: The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;
- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and

- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**

- 26.A: The student understands how people from various groups contribute to our national identity. explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 17.D: The student understands the economic effects of World War II and the Cold War. identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing,

categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

Unit 16: Rethinking America

• CULTURAL RESPONSES TO VIETNAM AND WATERGATE

- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 8.F: The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
- 23.A: The student understands efforts to expand the democratic process. identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
- 21.B: The student understands the impact of constitutional issues on American society. discuss historical reasons why the constitution has been amended; and
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 19.C: The student understands changes over time in the role of government. describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders;
- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and

• THE WARREN COURT

- 21.A: The student understands the impact of constitutional issues on American society. analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Tinker v. Des Moines*, *Wisconsin v. Yoder*, and *White v. Regester*;
- 26.A: The student understands how people from various groups contribute to our national identity. explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 9.I: The student understands the impact of the American civil rights movement. describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.
- 24.B: The student understands the importance of effective leadership in a constitutional republic. evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and

Unit 17: Civil Rights Movements: Part 1

• THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT

- 1.B: The student understands the principles included in the Celebrate Freedom Week program. analyze and evaluate the application of these founding principles to historical events in U.S. history; and
- 2.B: The student understands traditional historical points of reference in U.S. history from 1877 to the present. identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- 2.C: The student understands traditional historical points of reference in U.S. history from 1877 to the present. apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

- 9.A: The student understands the impact of the American civil rights movement. trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;
- 21.A: The student understands the impact of constitutional issues on American society. analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Tinker v. Des Moines*, *Wisconsin v. Yoder*, and *White v. Regester*;
- 26.A: The student understands how people from various groups contribute to our national identity. explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- 26.C: The student understands how people from various groups contribute to our national identity. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 9.F: The student understands the impact of the American civil rights movement. describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965;
- 9.I: The student understands the impact of the American civil rights movement. describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.
- 21.B: The student understands the impact of constitutional issues on American society. discuss historical reasons why the constitution has been amended; and
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 9.C: The student understands the impact of the American civil rights movement. identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;
- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and

- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **KEY FIGURES AND APPROACHES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
- 9.B: The student understands the impact of the American civil rights movement. describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;
- 9.D: The student understands the impact of the American civil rights movement. compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;
- 26.A: The student understands how people from various groups contribute to our national identity. explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- 26.C: The student understands how people from various groups contribute to our national identity. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 9.C: The student understands the impact of the American civil rights movement. identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;
- 9.E: The student understands the impact of the American civil rights movement. discuss the impact of the writings of Martin Luther King Jr. such as his I Have a Dream speech and Letter from Birmingham Jail on the civil rights movement;
- 9.E: The student understands the impact of the American civil rights movement. discuss the impact of the writings of Martin Luther King Jr. such as his I Have a Dream speech and Letter from Birmingham Jail on the civil rights movement;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

- **THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**

- 2.D: The student understands traditional historical points of reference in U.S. history from 1877 to the present. explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- 26.A: The student understands how people from various groups contribute to our national identity. explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- 26.C: The student understands how people from various groups contribute to our national identity. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 9.F: The student understands the impact of the American civil rights movement. describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965;
- 9.G: The student understands the impact of the American civil rights movement. describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

Unit 18: Civil Rights Movements: Part 2

- **THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS**

- 9.B: The student understands the impact of the American civil rights movement. describe the roles of political organizations that promoted civil rights, including ones from African American,

Chicano, American Indian, women's, and other civil rights movements;

- 9.C: The student understands the impact of the American civil rights movement. identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;
- 21.A: The student understands the impact of constitutional issues on American society. analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester;
- 26.A: The student understands how people from various groups contribute to our national identity. explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- 26.C: The student understands how people from various groups contribute to our national identity. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.H: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- 9.I: The student understands the impact of the American civil rights movement. describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.
- 26.D: The student understands how people from various groups contribute to our national identity. identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **THE FEMINIST MOVEMENT**
 - 9.B: The student understands the impact of the American civil rights movement. describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;

- 9.C: The student understands the impact of the American civil rights movement. identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 10.F: The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. describe significant societal issues of this time period.
- 17.D: The student understands the economic effects of World War II and the Cold War. identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and
- **CHANGES AND NEW STRUGGLES**
 - 9.A: The student understands the impact of the American civil rights movement. trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;
 - 26.A: The student understands how people from various groups contribute to our national identity. explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - 9.B: The student understands the impact of the American civil rights movement. describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;
 - 23.C: The student understands efforts to expand the democratic process. explain how participation in the democratic process reflects our national ethos, patriotism, and civic

responsibility as well as our progress to build a more perfect union.

- 26.C: The student understands how people from various groups contribute to our national identity. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- 9.H: The student understands the impact of the American civil rights movement. evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
- 17.D: The student understands the economic effects of World War II and the Cold War. identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and

Unit 19: Globalization and America Today

• GLOBAL ECONOMICS AFTER THE COLD WAR

- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 17.E: The student understands the economic effects of World War II and the Cold War. describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).
- 18.B: The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 19.E: The student understands changes over time in the role of government. evaluate the pros and cons of U.S. participation in international organizations and treaties.
- 17.C: The student understands the economic effects of World War II and the Cold War. describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;

• GLOBALIZATION, HEALTH, AND THE ENVIRONMENT

- 11.B: The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. identify significant social and political advocacy organizations, leaders, and issues across the political spectrum;

- 14.B: The student understands the relationship between population growth and modernization on the physical environment. identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 10.F: The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. describe significant societal issues of this time period.
- 10.C: The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. compare the impact of energy on the American way of life over time;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**
 - 27.A: The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;
 - 27.C: The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.
 - 28.A: The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;
 - 28.B: The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. explain how space technology and exploration improve the quality of life; and

- 28.C: The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 18.A: The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Este Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and

Unit 20: America in the World

• THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S

- 10.D: The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.G: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. identify and support with historical evidence a point of view on a social studies issue or event; and
- 11.A: The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the

main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- **U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY**

- 11.A: The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 2.D: The student understands traditional historical points of reference in U.S. history from 1877 to the present. explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- 12.B: The student understands the impact of geographic factors on major events. identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- **THE FIGHT AGAINST TERROR IN THE 21ST CENTURY**

- 11.A: The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- 19.B: The student understands changes over time in the role of government. explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;

Unit 21: Domestic Policies and Politics

• THE CONSERVATIVE RESURGENCE

- 10.E: The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and
- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 24.B: The student understands the importance of effective leadership in a constitutional republic. evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.
- 10.B: The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength;

• DOMESTIC POLICY DEBATES: 1970S - TODAY

- 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 16.E: The student understands significant economic developments between World War I and World War II. describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.

- 19.D: The student understands changes over time in the role of government. discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009; and
- **POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES**
 - 11.B: The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. identify significant social and political advocacy organizations, leaders, and issues across the political spectrum;
 - 11.E: The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. discuss the historical significance of the 2008 presidential election; and
 - 20.B: The student understands the changing relationships among the three branches of the federal government. evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.
 - 29.A: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - 24.B: The student understands the importance of effective leadership in a constitutional republic. evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.
 - 11.D: The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. analyze the impact of third parties on presidential elections;
 - 29.B: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - 2.D: The student understands traditional historical points of reference in U.S. history from 1877 to the present. explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).