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 1

- **THE DECLARATION OF INDEPENDENCE**
  - 1.A: analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 28.B: analyze information by applying absolute and relative chronology through 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.B: use social studies terminology correctly; and
  - 1.B: analyze and evaluate the application of these founding principles to historical events in U.S. history; and

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- **THE CREATION OF THE U.S. CONSTITUTION**
  - 1.A: analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;

Unit 2: Our Founding Documents 2

- **RATIFYING AND AMENDING THE U.S. CONSTITUTION**
  - 20.A: analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
  - 1.A: analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 1.B: analyze and evaluate the application of these founding principles to historical events in U.S. history; and

Unit 3: On the Frontier 1

- **AMERICAN INDIANS IN THE WEST**
  - 3.A: analyze political issues such as Indian policies, the growth of political machines, and civil service reform;
  - 25.B: describe the Americanization movement to assimilate immigrants and American Indians into American culture;
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 28.B: analyze information by applying absolute and relative chronology through 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.B: use social studies terminology correctly; and
  - 20.A: analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and

Unit 4: On the Frontier 2

- **WESTWARD EXPANSION AND THE ECONOMY**
  - 3.B: analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business; and

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- 15.A: 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;
- 13.A: 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
- 13.B: analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.

Unit 5: The Second Industrial Revolution 1

- **THE RISE OF INDUSTRY**
  - 3.B: analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business; and
  - 26.A: 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;
  - 26.C: describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.
- **CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY**
  - 3.B: analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business; and
  - 26.A: 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;
  - 15.B: describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act;

Unit 6: The Second Industrial Revolution 2

- **CULTURE OF THE GILDED AGE**
  - 6.A: analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 28.B: analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main

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

- 26.A: 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;
- 23.A: evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and
- 27.A: analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and
- 28.F: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.
- 3.C: analyze social issues affecting women, minorities, children, immigrants, and urbanization.

Unit 7: The Second Industrial Revolution 3

- **POLITICS OF THE GILDED AGE**
  - 3.A: analyze political issues such as Indian policies, the growth of political machines, and civil service reform;
  - 3.C: analyze social issues affecting women, minorities, children, immigrants, and urbanization.
  - 5.C: analyze the impact of third parties, including the Populist and Progressive parties.

Unit 8: Labor, Immigration, and the City 1

- **INDUSTRIAL WORKERS AND LABOR REFORM**
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 28.B: analyze information by applying absolute and relative chronology through 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.B: analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business; and
  - 26.C: describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.
  - 3.C: analyze social issues affecting women, minorities, children, immigrants, and urbanization.
  - 25.A: explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;

Unit 9: Labor, Immigration, and the City 2

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- **URBANIZATION AND ITS CHALLENGES**
  - 13.A: 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
  - 13.B: analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.
  - 30.B: pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
  - 3.C: analyze social issues affecting women, minorities, children, immigrants, and urbanization.

Unit 10: Labor, Immigration, and the City 3

- **PATTERNS OF IMMIGRATION**
  - 25.B: describe the Americanization movement to assimilate immigrants and American Indians into American culture;
  - 28.B: analyze information by applying absolute and relative chronology through 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.B: use social studies terminology correctly; and
  - 15.C: explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and
  - 13.B: analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.
  - 3.C: analyze social issues affecting women, minorities, children, immigrants, and urbanization.
  - 6.A: analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and

Unit 11: The Progressive Era 1

- **SOCIAL REFORM IN THE PROGRESSIVE ERA**
  - 5.B: evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and
  - 25.B: describe the Americanization movement to assimilate immigrants and American Indians into American culture;
  - 25.D: identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.
  - 15.B: describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act,

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Interstate Commerce Act, and Pure Food and Drug Act;

- 6.A: analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
- 5.C: analyze the impact of third parties, including the Populist and Progressive parties.
- 25.A: explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
- 15.C: explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and
- 5.A: analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
- 20.B: explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.

Unit 12: The Progressive Era 2

- **SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA**
  - 23.A: evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and
  - 25.D: identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.
  - 5.B: evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and
  - 9.A: trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
  - 9.C: describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
  - 25.A: explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
  - 9.B: explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
  - 29.B: use social studies terminology correctly; and
  - 28.F: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.
  - 6.A: analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and

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- 5.A: analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
- 20.B: explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.
- 22.B: 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;

Unit 13: The Progressive Era 3

- **POLITICAL REFORM IN THE PROGRESSIVE ERA**
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 29.B: use social studies terminology correctly; and
  - 28.F: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.
  - 5.C: analyze the impact of third parties, including the Populist and Progressive parties.
  - 30.B: pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
  - 5.A: analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
  - 20.B: explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.

Unit 14: The Progressive Era 4

- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**
  - 5.A: analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
  - 20.B: explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.
  - 15.B: describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act;

Unit 15: American Imperialism 1

- **THE DRIVE FOR EXPANSION**
  - 30.B: pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
  - 4.B: evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;

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- 6.A: analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
- 15.C: explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and
- 4.A: explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;

- **THE SPANISH-AMERICAN WAR**
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).
  - 4.A: explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;
  - 4.B: evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
  - 28.B: analyze information by applying absolute and relative chronology through 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.B: use social studies terminology correctly; and
  - 15.D: describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.

Unit 16: American Imperialism 2

- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**
  - 4.B: evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
  - 12.A: analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.
  - 15.C: explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and
  - 4.A: explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;

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- 15.D: describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.

Unit 17: World War I: Part 1

- **WORLD WAR I: THE BIGGER PICTURE**
  - 4.C: identify the causes of World War I and reasons for U.S. entry;
  - 4.F: analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).

Unit 18: World War I: Part 2

- **ON THE WAR FRONT**
  - 4.D: understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest;
  - 26.B: explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; and
  - 4.F: analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.
  - 4.E: analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front; and

Unit 19: World War I: Part 3

- **ON THE HOME FRONT**
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 28.B: analyze information by applying absolute and relative chronology through 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.F: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.
  - 30.B: pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
  - 18.B: 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 September 11, 2001;

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- 13.A: 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
- 15.D: describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.
- 25.B: describe the Americanization movement to assimilate immigrants and American Indians into American culture;

Unit 20: World War I: Part 4

- **THE AFRICAN AMERICAN WARTIME EXPERIENCE**
  - 20.A: analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
  - 13.A: 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
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 28.B: analyze information by applying absolute and relative chronology through 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.B: use social studies terminology correctly; and
  - 23.A: evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and
  - 5.B: evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and
  - 6.B: analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh.

Unit 21: World War I: Part 5

- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**
  - 4.F: analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.
  - 30.B: pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
  - 15.D: describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.
  - 2.B: 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

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launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (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).

Unit 22: America in the 1920s: Part 1

- **A TIME OF EASE: THE POSTWAR ECONOMIC BOOM**
  - 16.A: 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: analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and
  - 24.C: identify and analyze the global diffusion of American culture through various media.
  - 6.B: analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh.

Unit 23: America in the 1920s: Part 2

- **A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM**
  - 6.A: analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
  - 15.C: explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and
  - 9.B: explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;

Unit 24: America in the 1920s: Part 3

- **SOCIAL CONFLICT AND CHANGE**
  - 6.A: analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 28.B: analyze information by applying absolute and relative chronology through 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.B: use social studies terminology correctly; and
  - 20.B: explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.

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- 22.B: 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;
- 5.A: analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
- 9.A: trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
- 9.C: describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
- 6.B: analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh.

Unit 25: America in the 1920s: Part 4

- **MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S**
  - 24.A: describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
  - 13.A: 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
  - 28.F: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.
  - 24.B: describe the impacts 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; and
  - 25.C: explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and

Unit 26: The Great Depression and the New Deal 1

- **CAUSES OF THE GREAT DEPRESSION**
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).
  - 16.B: 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;

Unit 27: The Great Depression and the New Deal 2

- **THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION**
  - 16.C: 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 Mexican heritage;

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- 24.A: describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
- 12.A: analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.
- 13.A: 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
- 13.B: analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.
- 30.B: pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- 4.A: explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;

Unit 28: The Great Depression and the New Deal 3

- **THE NEW DEAL**
  - 18.B: 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 September 11, 2001;
  - 18.A: evaluate the impact of New Deal legislation on the historical roles of state and federal government;
  - 19.B: 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.
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 29.B: use social studies terminology correctly; and
  - 16.D: compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and
  - 25.D: identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.
  - 16.E: 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 29: World War II: Part 1

- **FROM ISOLATIONISM TO INVOLVEMENT**

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- 7.B: 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;
- 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
- 29.B: use social studies terminology correctly; and
- 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).
- 7.A: identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor;

Unit 30: World War II: Part 2

- **MOBILIZATION AND THE HOME FRONT**
  - 24.A: describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
  - 7.F: explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities; and
  - 17.A: describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment;
  - 7.B: 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;

Unit 31: World War II: Part 3

- **WAR ON MANY FRONTS**
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).
  - 7.C: analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons;
  - 7.D: analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps;
  - 7.E: describe the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz;

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- 7.B: 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;

- **THE HOLOCAUST**
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).
  - 7.B: 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;
  - 7.C: analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons;
  - 7.D: analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps;
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 28.B: analyze information by applying absolute and relative chronology through 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 32: World War II: Part 4

- **OPPORTUNITIES AND OBSTACLES**
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 29.B: use social studies terminology correctly; and
  - 7.F: explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities; and
  - 7.G: explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.
  - 23.B: explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul Roy Perez Benavidez.
  - 13.B: analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.
  - 17.A: describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment;

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- 7.C: analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons;
- 20.A: analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
- 9.A: trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
- 18.B: 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 September 11, 2001;

Unit 33: World War II: Part 5

- **THE END OF THE WAR**
  - 7.B: 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;
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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.B: explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; and
  - 7.C: analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons;
  - 7.D: analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps;
  - 25.D: identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.

Unit 34: The Cold War: Part 1

- **THE BEGINNINGS OF THE COLD WAR**
  - 8.A: describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;
  - 8.D: explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
  - 8.B: describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race;
- **THE KOREAN WAR AND THE EISENHOWER YEARS**

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- 8.B: describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race;
- 8.D: explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
- 8.A: describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;
- 8.C: explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;

Unit 35: The Cold War: Part 2

- **THE ARMS RACE AND THE SPACE RACE**
  - 8.A: describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;
  - 8.B: describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race;
  - 27.A: analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and
  - 26.B: explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; and
  - 17.C: describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).

Unit 36: The Cold War: Part 3

- **THE VIETNAM WAR**
  - 8.D: explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
  - 8.E: analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon; and
  - 17.C: describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;

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- 8.F: describe the responses to the Vietnam War, including the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
- 19.A: 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

Unit 37: The Cold War: Part 4

- **THE LAST YEARS OF THE COLD WAR**
  - 8.A: describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;
  - 8.E: analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon; and
  - 10.A: describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of dtente;
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).
  - 11.A: describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror;
  - 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
  - 29.B: use social studies terminology correctly; and
  - 24.C: identify and analyze the global diffusion of American culture through various media.
  - 10.B: describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength;
  - 10.C: describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair;

Unit 38: The Midcentury Boom 1

- **PROSPERITY AND CHANGE AFTER WORLD WAR II**
  - 27.A: analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and
  - 26.B: explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; and
  - 17.B: 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

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increased consumption and the growth of agriculture and business;

- 26.A: 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;
- 13.A: 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

Unit 39: The Midcentury Boom 2

- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**
  - 14.B: 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.
  - 28.B: analyze information by applying absolute and relative chronology through 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.B: use social studies terminology correctly; and
  - 17.D: identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX; and
  - 13.B: analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.
  - 18.B: 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 September 11, 2001;
  - 9.G: describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;

Unit 40: Rethinking America

- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**
  - 8.F: describe the responses to the Vietnam War, including the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
  - 8.E: analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon; and
  - 18.C: 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; and
- **THE WARREN COURT**

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- 28.A: analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
- 20.A: analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
- 23.A: evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and
- 1.B: analyze and evaluate the application of these founding principles to historical events in U.S. history; and
- 9.J: describe how Sweatt v. Painter and Brown v. Board of Education played a role in protecting the rights of the minority during the civil rights movement.

Unit 41: Civil Rights Movements: Part 1

- **THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
  - 9.A: trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
  - 9.C: describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
  - 9.B: explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
  - 20.A: analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
  - 9.G: describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;
  - 23.A: evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and
  - 25.A: explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
  - 25.D: identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.
  - 22.A: 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;
  - 9.J: describe how Sweatt v. Painter and Brown v. Board of Education played a role in protecting the rights of the minority during the civil rights movement.
  - 20.B: explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.
- **KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**

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- 9.C: describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
- 25.A: explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
- 25.D: identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.
- 22.A: 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;
- 9.E: compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.;
- 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).
- 9.D: identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;
- 9.F: discuss the impact of the writings of Martin Luther King Jr., including his I Have a Dream speech and Letter from Birmingham Jail on the civil rights movement;

- **THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
  - 25.A: explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
  - 9.C: describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
  - 22.A: 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;
  - 9.A: trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
  - 9.G: describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;
  - 9.B: explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
  - 9.H: explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo;
- **THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS**

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- 9.A: trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
- 25.A: explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
- 9.C: describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
- 24.B: describe the impacts 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; and
- 25.C: explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and
- 22.A: 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;
- 9.D: identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;
- 28.B: analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 20.A: analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
- 22.B: 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;
- 9.G: describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;

Unit 42: Civil Rights Movements: Part 2

- **THE FEMINIST MOVEMENT**
  - 9.A: trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
  - 25.A: explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
  - 25.D: identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.
  - 9.C: describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;

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- 9.D: identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;
- 20.A: analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
- 17.D: identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX; and

- **CHANGES AND NEW STRUGGLES**
  - 20.A: analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
  - 9.G: describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;
  - 9.J: describe how Sweatt v. Painter and Brown v. Board of Education played a role in protecting the rights of the minority during the civil rights movement.
  - 17.D: identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX; and
  - 9.I: evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
  - 25.A: explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
  - 25.D: identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.
  - 9.A: trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
  - 10.E: describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.

Unit 43: Globalization and America Today 1

- **GLOBAL ECONOMICS AFTER THE COLD WAR**
  - 11.D: identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.
  - 17.E: 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 on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).
  - 18.D: describe 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.

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- 10.B: describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength;

Unit 44: Globalization and America Today 2

- **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**
  - 14.B: 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.
  - 26.A: 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;
  - 17.E: 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 on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).
  - 10.E: describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.

Unit 45: Globalization and America Today 3

- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**
  - 27.A: analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and
  - 26.A: 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;
  - 26.C: describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.
  - 27.B: describe 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.

Unit 46: America in the World 1

- **THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S**
  - 28.F: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.
  - 11.A: describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror;
  - 10.B: describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength;

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- 10.C: describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair;

- **U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY**
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).
  - 11.A: describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror;
  - 10.B: describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength;
  - 10.C: describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair;

Unit 47: America in the World 2

- **THE FIGHT AGAINST TERROR IN THE 21ST CENTURY**
  - 11.A: describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror;
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).
  - 18.B: 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 September 11, 2001;
  - 18.D: describe 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.

Unit 48: Domestic Policies and Politics 1

- **THE CONSERVATIVE RESURGENCE**
  - 10.B: describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength;
  - 10.D: describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority; and

Unit 49: Domestic Policies and Politics 2

- **DOMESTIC POLICY DEBATES: 1970S - TODAY**

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- 17.D: identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX; and
- 11.B: identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum;

Unit 50: Domestic Policies and Politics 3

- **POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES**
  - 23.A: evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and
  - 18.C: 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; and
  - 11.D: identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.
  - 20.A: analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
  - 30.B: pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
  - 19.B: 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.
  - 11.C: analyze the impact of third parties on the 1992 and 2000 presidential elections; and
  - 2.B: 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 (Martin Luther King Jr. assassination), 1969 (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).

Unit 51: Citizenship and Skills Review

- **PRINCIPLES OF CITIZENSHIP**

Unit 52: Test-Taking Strategies

- **STUDY HABITS**
- **BEING PREPARED AND GETTING STARTED**
- **WORDING IN TEST QUESTIONS**
- **WORDING IN ANSWER CHOICES**
- **QUESTIONS WITH PASSAGES AND VISUAL DATA**
- **ESSAY AND SHORT ANSWER QUESTIONS**
- **WORD PROBLEMS**

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