

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.

U.S. History Tutorials are aligned to state standards and the Common Core State Standards for Literacy in Social Studies.

1. FOUNDING IDEAS AND THE DECLARATION OF INDEPENDENCE

● FOUNDING IDEAS AND THE DECLARATION OF INDEPENDENCE

- **F1.1.c** *the Bill of Rights.*
- **F1.1.b** *the original United States Constitution (including the Preamble).*
- **F1.1.e** *the Thirteenth, Fourteenth, and Fifteenth Amendments.*
- **F1.1.a** *the Declaration of Independence.*

● THE DECLARATION OF INDEPENDENCE

- **F1.1.a** *the Declaration of Independence.*
- **F1.2** *Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.*
- **P1.4** *Express social science ideas clearly in written, spoken, and graphic forms.*

2. THE U.S. CONSTITUTION 1

● THE CREATION OF THE U.S. CONSTITUTION

- **F1.2** *Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.*
- **P1.1** *Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.*
- **F1.1.b** *the original United States Constitution (including the Preamble).*

● DRAFTING AND RATIFYING THE U.S. CONSTITUTION

- **F1.1.b** *the original United States Constitution (including the Preamble).*
- **F1.2** *Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.*
- **F1.1.c** *the Bill of Rights.*

3. THE U.S. CONSTITUTION 2

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

- **PI.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- **PI.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- **FI.2** Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.
- **FI.1.c** the Bill of Rights.

- **ANALYZING THE U.S. CONSTITUTION**

- **FI.1.b** the original United States Constitution (including the Preamble).
- **FI.1.e** the Thirteenth, Fourteenth, and Fifteenth Amendments.
- **FI.2** Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.
- **PI.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- **PI.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- **PI.5** Construct and present an argument supported with evidence.

4. THE EXECUTIVE AND JUDICIAL BRANCHES OF GOVERNMENT

- **THE EXECUTIVE BRANCH**

- **FI.2** Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.

- **THE JUDICIAL BRANCH**

- **FI.2** Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.

5. ON THE FRONTIER

- **AMERICAN INDIANS IN THE WEST**

- **PI.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- **6.1.4.d** describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

- **WESTWARD EXPANSION AND THE ECONOMY**

- **6.1.4.a** describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society.
- **6.1.4.b** describing governmental policies promoting economic development.

6. THE SECOND INDUSTRIAL REVOLUTION: PART 1

- **THE RISE OF INDUSTRY**

- **6.1.1.b** the economic policies of government and industrial leaders.
- **6.1.1.e** the growing importance of the automobile industry.
- **6.1.1.d** the increase in labor through immigration and migration.
- **6.1.1.a** the organizational revolution.
- **6.1.1.c** the advantages of physical geography.
- **6.1.4.a** describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad),

and their impact on the economy and society.

- **6.1.4.b** describing governmental policies promoting economic development.
- **P1.4** Express social science ideas clearly in written, spoken, and graphic forms.
- **P1.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

- **CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY**

- **6.1.1.b** the economic policies of government and industrial leaders.
- **6.1.1.a** the organizational revolution.
- **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- **6.1.4.b** describing governmental policies promoting economic development.

7. THE SECOND INDUSTRIAL REVOLUTION: PART 2

- **CULTURE OF THE GILDED AGE**

- **P1.5** Construct and present an argument supported with evidence.
- **6.1.1.b** the economic policies of government and industrial leaders.
- **6.1.2** Labor's Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.
- **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

- **POLITICS OF THE GILDED AGE**

- **6.1.1.b** the economic policies of government and industrial leaders.
- **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- **P1.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- **P1.4** Express social science ideas clearly in written, spoken, and graphic forms.
- **6.1.2** Labor's Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.
- **6.1.4.b** describing governmental policies promoting economic development.

8. LABOR, IMMIGRATION, AND THE CITY

- **INDUSTRIAL WORKERS AND LABOR REFORM**

- **6.1.2** Labor's Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.
- **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- **6.1.4.c** evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and describing the response of African-Americans to this inequality.
- **6.1.4.b** describing governmental policies promoting economic development.
- **6.1.4.d** describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

- **URBANIZATION AND ITS CHALLENGES**

- **6.1.3.a** the location and expansion of major urban centers and their link to industry and trade.
- **6.1.3.c** the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups.
- **6.1.3.d** different perspectives about the immigrant experience.
- **6.1.3.b** internal migration, including the Great Migration.

- **P1.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- **6.1.1.b** the economic policies of government and industrial leaders.
- **6.1.1.d** the increase in labor through immigration and migration.

- **PATTERNS OF IMMIGRATION**

- **6.1.3.a** the location and expansion of major urban centers and their link to industry and trade.
- **6.1.3.c** the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups.
- **6.1.3.d** different perspectives about the immigrant experience.
- **6.1.3.b** internal migration, including the Great Migration.
- **6.1.1.d** the increase in labor through immigration and migration.
- **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- **P1.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- **P1.4** Express social science ideas clearly in written, spoken, and graphic forms.

9. THE PROGRESSIVE ERA: PART 1

- **SOCIAL REFORM IN THE PROGRESSIVE ERA**

- **6.3.2** Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.
- **6.3.1** Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.

- **SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA**

- **6.3.2** Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.
- **6.3.4** Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.
- **6.1.4.c** evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and describing the response of African-Americans to this inequality.
- **7.1.1.c** the NAACP legal strategy to attack segregation.
- **6.3.1** Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.

10. THE PROGRESSIVE ERA: PART 2

- **POLITICAL REFORM IN THE PROGRESSIVE ERA**

- **6.3.2** Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.
- **6.3.1** Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.
- **P1.5** Construct and present an argument supported with evidence.
- **6.3.3** Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.
- **6.3.4** Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.

- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**

- **6.3.2** Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.
- **6.3.1** Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.
- **6.3.3** Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.

11. AMERICAN IMPERIALISM

- **THE DRIVE FOR EXPANSION**

- **6.2.1** *Growth of U.S. Global Power* – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.
- **PI.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- **PI.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

- **THE SPANISH-AMERICAN WAR**

- **6.2.1** *Growth of U.S. Global Power* – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.

- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**

- **6.2.1** *Growth of U.S. Global Power* – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.

12. WORLD WAR I: PART 1

- **WORLD WAR I: THE BIGGER PICTURE**

- **6.2.2** *World War I* – explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.
- **PI.4** Express social science ideas clearly in written, spoken, and graphic forms.

- **ON THE WAR FRONT**

- **6.2.2** *World War I* – explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.

- **ON THE HOME FRONT**

- **6.2.3** *Domestic Impact of World War I* – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration.
- **6.1.4.c** evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and describing the response of African-Americans to this inequality.
- **6.3.1** Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.
- **6.3.4** *Women’s Suffrage* – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.

13. WORLD WAR I: PART 2

- **THE AFRICAN AMERICAN WARTIME EXPERIENCE**

- **6.2.3** *Domestic Impact of World War I* – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration.
- **6.3.2** Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.
- **PI.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**

- **6.2.4.a** the Treaty of Versailles.
- **6.2.4.b** U.S. participation in the League of Nations.
- **6.2.4.c** the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe.
- **6.2.1** *Growth of U.S. Global Power* – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.

- **6.2.3** *Domestic Impact of World War I* – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration.
- **P1.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

14. AMERICA IN THE 1920S: PART 1

● A TIME OF EASE: THE POST WAR ECONOMIC BOOM

- **6.2.3** *Domestic Impact of World War I* – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration.
- **6.3.2** Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.
- **7.1.1.b** the increasing role of advertising and its impact on consumer purchases.

● A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM

- **7.1.1.c** the NAACP legal strategy to attack segregation.
- **6.2.3** *Domestic Impact of World War I* – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration.
- **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

15. AMERICA IN THE 1920S: PART 2

● SOCIAL CONFLICT AND CHANGE

- **7.1.1.a** cultural movements such as the Jazz Age, the Harlem Renaissance, and the “Lost Generation.”
- **7.1.1** The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including:
- **6.3.2** Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.
- **6.2.3** *Domestic Impact of World War I* – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration.
- **7.1.1.c** the NAACP legal strategy to attack segregation.
- **P1.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

● MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S

- **7.1.1.a** cultural movements such as the Jazz Age, the Harlem Renaissance, and the “Lost Generation.”

16. THE GREAT DEPRESSION AND THE NEW DEAL

● CAUSES OF THE GREAT DEPRESSION

- **7.1.2.a** the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction, underconsumption, speculation, the 1929 crash, and the Dust Bowl.
- **7.1.2.c** President Herbert Hoover’s policies and their impact, including the Reconstruction Finance Corporation.

● THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION

- **7.1.2.b** the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families.
- **7.1.3.d** consequences of New Deal policies.
- **7.1.3.a** the changing role of the federal government’s responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly.
- **P1.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- **7.1.2.a** the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction, underconsumption, speculation, the 1929 crash, and the Dust Bowl.
- **P1.4** Express social science ideas clearly in written, spoken, and graphic forms.

- **THE NEW DEAL**

- **7.1.3.d** *consequences of New Deal policies.*
- **7.1.3.a** *the changing role of the federal government's responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly.*
- **7.1.2.c** *President Herbert Hoover's policies and their impact, including the Reconstruction Finance Corporation.*
- **7.1.3.b** *opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws.*
- **P1.1** *Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.*
- **8.2.3** *Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt's New Deal initiatives, President Lyndon Johnson's Great Society programs, and President Ronald Reagan's market-based domestic policies.*

17. WORLD WAR II: PART 1

- **FROM ISOLATIONISM TO INVOLVEMENT**

- **7.2.1.a** *political and economic disputes over territory.*
- **P1.1** *Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.*
- **7.2.1.c** *U.S. neutrality.*
- **7.2.1.b** *the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan.*
- **7.2.1.d** *the bombing of Pearl Harbor.*
- **P1.2** *Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.*

- **MOBILIZATION AND THE HOME FRONT**

- **7.2.2** *United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world.*
- **7.2.3.a** *the mobilization of economic, military, and social resources.*
- **7.2.3.c** *the role of the home front in supporting the war effort.*
- **P1.4** *Express social science ideas clearly in written, spoken, and graphic forms.*

- **WAR ON MANY FRONTS**

- **7.2.2** *United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world.*
- **P1.1** *Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.*

18. WORLD WAR II: PART 2

- **THE HOLOCAUST**

- **7.2.4** *Responses to Genocide – investigate the responses to Hitler's "Final Solution" policy by the Allies, the U.S. government, international organizations, and individuals.*
- **P1.2** *Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.*

- **OPPORTUNITIES AND OBSTACLES**

- **7.2.3.b** *the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces.*
- **7.2.3.d** *the conflict and consequences around the internment of Japanese-Americans.*

- **THE END OF THE WAR**

- **7.2.2** *United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world.*
- **8.1.1.b** *diplomatic and political actions by both the United States and the U.S.S.R. in the last years of World War II and the years afterward.*

19. THE COLD WAR: PART 1

● THE BEGINNINGS OF THE COLD WAR

- **8.1.1.b** *diplomatic and political actions by both the United States and the U.S.S.R. in the last years of World War II and the years afterward.*
- **8.1.2.b** *the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba).*
- **8.1.2.d** *indirect (or proxy) confrontations within specific world regions.*
- **8.1.1.a** *differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.).*
- **8.1.2.a** *the development and growth of a U.S. national security establishment and intelligence community.*
- **8.1.2.e** *the arms race and its implications on science, technology, and education.*
- **8.2.2.a** *describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment.*
- **8.2.2.b** *evaluating policy decisions and legislative actions to meet these challenges.*
- **9.3.1** *Make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.*
- **P1.5** *Construct and present an argument supported with evidence.*

● THE KOREAN WAR AND THE EISENHOWER YEARS

- **8.1.2.b** *the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba).*
- **8.1.2.a** *the development and growth of a U.S. national security establishment and intelligence community.*
- **8.1.2.e** *the arms race and its implications on science, technology, and education.*
- **8.1.2.d** *indirect (or proxy) confrontations within specific world regions.*
- **8.1.2.c** *U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.*

● THE ARMS RACE AND THE SPACE RACE

- **8.1.2.b** *the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba).*
- **8.1.2.e** *the arms race and its implications on science, technology, and education.*

20. THE COLD WAR: PART 2

● THE VIETNAM WAR

- **8.1.2.c** *U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.*

● THE LAST YEARS OF THE COLD WAR

- **8.1.3** *End of the Cold War – describe the factors that led to the end of the Cold War.*
- **P1.2** *Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.*

21. THE MIDCENTURY BOOM

● PROSPERITY AND CHANGE AFTER WORLD WAR II

- **8.2.2.b** *evaluating policy decisions and legislative actions to meet these challenges.*
- **8.2.2.a** *describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment.*
- **8.2.3** *Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt's New Deal initiatives, President Lyndon Johnson's Great Society programs, and President Ronald Reagan's market-based domestic policies.*
- **8.2.1** *Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt.*
- **P1.1** *Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.*

- **P1.4** Express social science ideas clearly in written, spoken, and graphic forms.

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

- **8.2.2.a** describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment.
- **8.2.2.b** evaluating policy decisions and legislative actions to meet these challenges.
- **8.2.3** Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt's New Deal initiatives, President Lyndon Johnson's Great Society programs, and President Ronald Reagan's market-based domestic policies.
- **P1.4** Express social science ideas clearly in written, spoken, and graphic forms.

22. RETHINKING AMERICA

- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**

- **8.2.4** Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.
- **8.1.2.c** U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.

- **THE WARREN COURT**

- **8.2.4** Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.
- **8.3.1.b** Responses to Supreme Court decisions and governmental actions.

23. CIVIL RIGHTS MOVEMENTS: PART 1

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

- **8.3.1.g** civil actions.
- **8.3.1.c** the Civil Rights Act (1964).
- **8.3.1.b** Responses to Supreme Court decisions and governmental actions.
- **8.3.1.e** rights.
- **8.3.1.f** organizations.
- **6.1.4.c** evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and describing the response of African-Americans to this inequality.
- **8.3.1.a** the impact of World War II and the Cold War.
- **8.3.1.d** protest movements.
- **F1.1.e** the Thirteenth, Fourteenth, and Fifteenth Amendments.

- **KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**

- **8.3.1.f** organizations.
- **8.3.1.g** civil actions.
- **8.3.1.b** Responses to Supreme Court decisions and governmental actions.
- **8.3.1.d** protest movements.
- **8.3.1.c** the Civil Rights Act (1964).
- **8.3.1.e** rights.
- **8.2.4** Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.
- **8.3.2** Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

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

- **8.3.1.g** *civil actions.*
- **8.3.1.c** *the Civil Rights Act (1964).*
- **8.3.1.b** *Responses to Supreme Court decisions and governmental actions.*
- **8.3.1.f** *organizations.*
- **8.3.1.d** *protest movements.*
- **8.3.1.e** *rights.*
- **P1.1** *Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.*

24. CIVIL RIGHTS MOVEMENTS: PART 2

● THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS

- **8.3.4** *Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.*
- **8.2.4** *Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.*
- **P1.1** *Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.*

● THE FEMINIST MOVEMENT

- **8.3.3** *Women's Rights – analyze the causes, course, and reaction to the women's rights movement in the 1960s and 1970s.*
- **8.2.4** *Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.*

● CHANGES AND NEW STRUGGLES

- **8.3.1.g** *civil actions.*
- **8.3.1.c** *the Civil Rights Act (1964).*
- **8.3.1.b** *Responses to Supreme Court decisions and governmental actions.*
- **8.3.1.e** *rights.*
- **8.3.4** *Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.*
- **8.3.3** *Women's Rights – analyze the causes, course, and reaction to the women's rights movement in the 1960s and 1970s.*
- **8.3.1.f** *organizations.*
- **8.3.1.a** *the impact of World War II and the Cold War.*
- **8.3.1.d** *protest movements.*

25. GLOBALIZATION AND AMERICA TODAY

● GLOBAL ECONOMICS AFTER THE COLD WAR

- **9.1.1** *Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.*
- **P1.2** *Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.*

● GLOBALIZATION, HEALTH, AND THE ENVIRONMENT

- **8.2.4** *Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.*
- **8.2.2.b** *evaluating policy decisions and legislative actions to meet these challenges.*
- **9.1.1** *Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.*

- **8.2.2.a** describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment.

- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**

- **9.1.1** Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.
- **9.2.1** United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges.

26. AMERICA IN THE WORLD

- **U.S. FOREIGN POLICY**

- **P3.3** Construct claims and refine counter-claims that express and justify decisions on public policy issues.

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

- **9.2.1** United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges.

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

- **9.2.2** 9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.
- **9.2.1** United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges.
- **P1.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

27. DOMESTIC POLICIES AND POLITICS

- **THE CONSERVATIVE RESURGENCE**

- **9.1.2.a** the growth of the conservative movement in national politics, including the role of Ronald Reagan.
- **9.1.2.b** the role of evangelical religion in national politics.
- **9.1.2.c** the intensification of partisanship.
- **9.1.2.e** the role of regional differences in national politics.

- **U.S. DOMESTIC POLICY**

- **F1.2** Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.
- **P3.3** Construct claims and refine counter-claims that express and justify decisions on public policy issues.
- **P1.5** Construct and present an argument supported with evidence.
- **P3.2** Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.

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

- **8.3.4** Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.
- **8.2.3** Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt's New Deal initiatives, President Lyndon Johnson's Great Society programs, and President Ronald Reagan's market-based domestic policies.

28. CITIZENSHIP: PRINCIPLES, LIBERTIES, AND RIGHTS

- **PRINCIPLES OF CITIZENSHIP**

- **P1.4** Express social science ideas clearly in written, spoken, and graphic forms.
- **P4.2** Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.

- **CIVIL LIBERTIES**

- **F1.1.e** the Thirteenth, Fourteenth, and Fifteenth Amendments.
- **P1.5** Construct and present an argument supported with evidence.

- **CIVIL RIGHTS**

- **F1.1.e** the Thirteenth, Fourteenth, and Fifteenth Amendments.
- **F1.2** Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.

29. SKILLS FOR SOCIAL STUDIES 1

- **READING HISTORICAL EVIDENCE**

- **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- **P2.3** Know how to find, organize, evaluate, and interpret information from a variety of credible sources.
- **P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

- **WORKING WITH DATA**

- **P1.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- **P1.4** Express social science ideas clearly in written, spoken, and graphic forms.

30. SKILLS FOR SOCIAL STUDIES 2

- **T H I N K I N G G E O G R A P H I C A L L Y**

- **P1.1** Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

- **EXAMINING CONTEXT AND BIAS IN POLITICAL COMMUNICATIONS**

- **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- **P2.3** Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

- **UNDERSTANDING CAUSATION AND ARGUMENTATION IN HISTORY**

- **P3.4** Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.