

Alaska Tutorials are designed specifically for the Alaska Standards.

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.

1. OUR FOUNDING DOCUMENTS

● THE DECLARATION OF INDEPENDENCE

- **A.1** understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **C.3** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;

● THE CREATION OF THE U.S. CONSTITUTION

- **A.1** understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
- **B.4** recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **C.3** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and

● RATIFYING AND AMENDING THE U.S. CONSTITUTION

- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;

2. ON THE FRONTIER

● AMERICAN INDIANS IN THE WEST

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and

artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

- **B.1.d** *the consequences of peace and violent conflict to societies and their cultures;*
- **A.8** *know that history is a bridge to understanding groups of people and an individual's relationship to society; and*
- **B.4** *recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and*

- **WEST WARD EXPANSION AND THE ECONOMY**

- **B.1.e** *major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;*
- **B.1.b** *human communities and their relationships with climate, subsistence base, resources, geography, and technology;*
- **B.2** *understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;*
- **C.2** *use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;*

3. THE SECOND INDUSTRIAL REVOLUTION: PART 1

- **THE RISE OF INDUSTRY**

- **A.1** *understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;*
- **B.2** *understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;*
- **A.8** *know that history is a bridge to understanding groups of people and an individual's relationship to society; and*
- **B.4** *recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and*
- **B.1.b** *human communities and their relationships with climate, subsistence base, resources, geography, and technology;*

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

- **C.2** *use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;*
- **A.1** *understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;*
- **A.8** *know that history is a bridge to understanding groups of people and an individual's relationship to society; and*
- **B.2** *understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;*

4. THE SECOND INDUSTRIAL REVOLUTION: PART 2

- **CULTURE OF THE GILDED AGE**

- **A.6** *know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;*
- **B.1.c** *the origin and impact of ideologies, religions, and institutions upon human societies;*
- **B.2** *understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;*
- **B.1.a** *the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;*
- **B.1.e** *major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;*
- **C.2** *use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;*

- **POLITICS OF THE GILDED AGE**

- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

5. LABOR, IMMIGRATION, AND THE CITY

● INDUSTRIAL WORKERS AND LABOR REFORM

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **C.3** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

● URBANIZATION AND ITS CHALLENGES

- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

● PATTERNS OF IMMIGRATION

- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;

6. THE PROGRESSIVE ERA: PART 1

● SOCIAL REFORM IN THE PROGRESSIVE ERA

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **A.6** know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.a** the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;

● SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **C.3** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **B.1.a** the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;

7. THE PROGRESSIVE ERA: PART 2

● POLITICAL REFORM IN THE PROGRESSIVE ERA

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;

● ECONOMIC REFORM IN THE PROGRESSIVE ERA

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;

8. AMERICAN IMPERIALISM

● THE DRIVE FOR EXPANSION

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

● THE SPANISH-AMERICAN WAR

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;

● AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

9. WORLD WAR I: PART 1

• WORLD WAR I: THE BIGGER PICTURE

- **B.4** recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **C.3** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **A.7** understand that history is dynamic and composed of key turning points;

• ON THE WAR FRONT

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;

• ON THE HOME FRONT

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;

10. WORLD WAR I: PART 2

• THE AFRICAN AMERICAN WARTIME EXPERIENCE

- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and

• OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **A.7** understand that history is dynamic and composed of key turning points;

11. AMERICA IN THE 1920S: PART 1

• A TIME OF EASE: THE POST WAR ECONOMIC BOOM

- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have

shaped the history of the state, the United States, and the world;

- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

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

- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;

12. AMERICA IN THE 1920S: PART 2

- **SOCIAL CONFLICT AND CHANGE**

- **A.6** know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

- **MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S**

- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **A.6** know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

13. THE GREAT DEPRESSION AND THE NEW DEAL

- **CAUSES OF THE GREAT DEPRESSION**

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **C.3** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and

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

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;

- **THE NEW DEAL**

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and

artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

14. WORLD WAR II: PART 1

● FROM ISOLATIONISM TO INVOLVEMENT

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **A.7** understand that history is dynamic and composed of key turning points;

● MOBILIZATION AND THE HOME FRONT

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;

● WAR ON MANY FRONTS

- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

15. WORLD WAR II: PART 2

● THE HOLOCAUST

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

● OPPORTUNITIES AND OBSTACLES

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;

● THE END OF THE WAR

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;

16. THE COLD WAR: PART 1

• THE BEGINNINGS OF THE COLD WAR

- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **C.3** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;

• THE KOREAN WAR AND THE EISENHOWER YEARS

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

• THE ARMS RACE AND THE SPACE RACE

- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;

17. THE COLD WAR: PART 2

• THE VIETNAM WAR

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;

• THE LAST YEARS OF THE COLD WAR

- **A.7** understand that history is dynamic and composed of key turning points;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

18. THE MIDCENTURY BOOM

• PROSPERITY AND CHANGE AFTER WORLD WAR II

- **A.7** understand that history is dynamic and composed of key turning points;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and

- **C.3** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

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

- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

19. RETHINKING AMERICA

- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**

- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **A.7** understand that history is dynamic and composed of key turning points;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

- **THE WARREN COURT**

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **C.3** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **A.7** understand that history is dynamic and composed of key turning points;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

20. CIVIL RIGHTS MOVEMENTS: PART 1

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

- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **A.7** understand that history is dynamic and composed of key turning points;

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

- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and

artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

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

- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **A.7** understand that history is dynamic and composed of key turning points;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and

21. CIVIL RIGHTS MOVEMENTS: PART 2

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

- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;

- **THE FEMINIST MOVEMENT**

- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

- **CHANGES AND NEW STRUGGLES**

- **C.2** use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and

22. GLOBALIZATION AND AMERICA TODAY

- **GLOBAL ECONOMICS AFTER THE COLD WAR**

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;

- **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;

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

- **B.1.b** human communities and their relationships with climate, subsistence base, resources, geography, and technology;

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

23. AMERICA IN THE WORLD

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

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;

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

- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

• THE FIGHT AGAINST TERROR IN THE 21ST CENTURY

- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **A.7** understand that history is dynamic and composed of key turning points;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.d** the consequences of peace and violent conflict to societies and their cultures;
- **C.3** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and

24. DOMESTIC POLICIES AND POLITICS

• THE CONSERVATIVE RESURGENCE

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **A.7** understand that history is dynamic and composed of key turning points;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;

• DOMESTIC POLICY DEBATES: 1970S - TODAY

- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

• POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES

- **B.2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- **B.1.c** the origin and impact of ideologies, religions, and institutions upon human societies;
- **A.8** know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- **B.1.e** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;