

**ST. JOHN'S EVANGELICAL LUTHERAN SCHOOL**  
**Curriculum in Social Studies**

*For by him all things were created: things in heaven and on earth, visible and invisible,  
whether thrones or powers or rulers or authorities; all things were created by him and for him.*

Colossians 1:16

*Scriptural Rationale:*

We believe that through our Social Studies Curriculum students will become familiar with God's created world and people, see God's guidance and preservation in the past, and develop the necessary skills and attitudes to become Christian citizens of God's earthly kingdom.

*General Objectives:*

Through a study of social studies students will:

- ✦ Develop an empathetic perspective of various peoples in different settings.
- ✦ Understand events are precipitated by previous events.
- ✦ Use skills learned in other disciplines in the study of Social Studies.
- ✦ Appreciate the varied landscape of God's creation.

*Grade-Specific Measurable Objectives:*

Grades K3-K5 students will be able to...

Unit

Unit K-1: Children Around the World

Objectives

Describe how children live around the world.

Describe how God wants his children to treat each other.

<u>Unit</u>	<u>Objectives</u>
Unit K-2: Holidays: Reformation	Explain what God used Martin Luther to do.
Unit K-3: Community Helpers	Explain in simple terms how a community works. List examples of community workers. Describe how the student is part of a community now. Imagine how the student would like to be part of a community later in life.
Unit K-4: Holidays: Thanksgiving	Describe who the Pilgrims were. Describe who the Wampanoag were. Explain how the Pilgrims and Wampanoag lived. Explain what it means for a Christian to be thankful.
Unit K-5: Holidays: Christmas	Explain what Christmas is truly about.
Unit K-7: Transportation	Define transportation. List examples of ground transportation. List examples of air transportation and explain in simple terms what makes them go. List examples of water transportation and explain flotation in simple terms.
Unit K-8: Holidays: Martin Luther King	Explain what it means that everyone should have equal rights.
Unit K-9: Holidays: Valentines Day	Explain what Valentine's day is. Describe how we can show love and receive love.
Unit K-10: Farms	List examples of animals that live on farms. Define responsibility. Explain in simple terms how food gets from the farm to the home. Recite the student's home address and phone number from memory. Define dairy products. Identify Wisconsin as a major dairy-producing state.

Unit

Unit K-11: Holidays: Easter

Unit K-12: Summer

Objectives

Explain the symbolism of the Easter egg.

List the months of the year.

List activities that happen in the summer.

Explain how to stay strong and healthy during the summer, physically and spiritually.

Explain how to stay safe during the summer.

Grade 1 students will be able to...

Unit

Unit 1-1: People Everywhere

Objectives

Identify roles of family members.

Name things children learn from their families.

Explain how working together helps families get jobs done easier and faster.

Tell why it is important to respect others.

Give examples of classroom duties.

Recite the Pledge of Allegiance.

Explain why and how people make rules.

Explain why it is important to follow rules.

Give an example of the people you depend on in your community.

Name places that are important to the local community.

Explain why people move from one place to another.

Identify people in the local community who have come from other places.

Identify and define the vocabulary words: family, calendar, job, map, rule, leader, map key, symbols, community and country.

Unit 1-2: Where We Live

Identify Earth's continents.

Identify Earth's oceans.

Compare globes and world maps and understand both are representations of Earth.

Identify the physical features of your community.

Compare the land from other places to your region.

Unit

Unit 1-2: Where We Live (cont.)

Objectives

Give examples of natural resources that people use in daily life.

Give examples of how people change the environment.

Read a chart for information.

Describe characteristics of weather.

Show how the seasons and weather affect how people live.

Describe features of a city, suburb, and town.

Identify the United States on a map.

Identify your state on a map of the United States.

Compare the land and water of Canada, the United States, and Mexico.

Identify and define the vocabulary words: continent, ocean, globe, plain, river, mountain, lake, natural resource, chart, season, weather, city, suburb, town, distance, state, citizen, neighbors.

Unit 1-3: World of Work

Identify some needs and wants of most families.

Explain how families here and around the world meet their needs and wants.

Explain how supply of goods affects choices.

Follow decision-making steps and make a decision.

Give examples of goods and services.

Identify services at school and in the community.

Compare barter to using money to buy goods and services.

Identify opportunity costs.

Explain ways people can save money.

Use a bar graph to determine and compare prices.

Explain why people have jobs.

Identify some types of jobs that produce goods or provide services.

Describe the jobs people do to make orange juice.

Explain the difference between a seller and a buyer.

Use a compass rose and cardinal directions to give and follow directions on a map.

Identify and define the vocabulary words: needs, wants, scarcity, decision, goods, services, sell, cost, save, picture graph, worker, factory, machine, buyer, seller, and compass rose.

Unit

Unit 1-4: Everything Changes

Objectives

Use the terms past, present and future to describe changes that happen in your life.

Tell how we learn about the past.

Use a timeline to get information about events and the order of those events.

Identify American Indian groups.

Tell about American Indian traditions that are still practiced today.

Explain difficulties of settlers.

Compare lives of Pilgrim and American Indian families to families today.

Describe the Pilgrim's first harvest celebration.

Follow problem-solving steps to solve a problem.

Compare your school to one long ago.

Compare transportation methods from long ago to those we use today.

Explain how transportation inventions have changed the way people live.

Understand that different people have different points of view.

Identify inventions and ideas that made communication easier.

Compare communication methods long ago with those used today.

Identify and define the vocabulary words: history, past, present, future, timeline,

American Indians, harvest, settlers, conflict, education, transportation, invention, point of view, communicate and communication.

Unit 1-5: Good Citizens

Explain why communities need laws.

Identify who makes the laws in a community.

Write about a rule and why it is important.

Recognize some government leaders throughout history.

Identify the governor of your state and the President of the United States.

Describe the work of a mayor, a governor, and the President.

Name a right a citizen has.

Name two responsibilities of citizens.

Explain what an election is.

Identify American heroes and explain their achievements.

Identify character traits of some heroes.

Decide if a book is fact or fictions and explain reasoning.

Unit

Unit 1-5: Good Citizens (cont.)

Objectives

Identify the American flag as a symbol of our country.

Identify and know the importance of symbols of the United States.

Identify and define the vocabulary words: law, government, clearly, mayor, governor, President, right, responsibility, vote, election, hero, fictions, non fiction, fact, symbol and honor.

Grade 2 students will be able to...

Unit

Unit 2-1: People and Places

Objectives

Understand that people are members of different groups and that groups have leaders and rules.

Describe the characteristics of neighborhoods and communities.

Describe characteristics of and relationships between cities and suburbs.

Describe two types of rural communities and understand how markets are important to all communities.

Unit 2-2: Places Near and Far

Understand the elements of global address: city, state, country ,continent, and world.

Describe landforms and bodies of water in the United States.

Understand the differences between weather and climate and tell how people are affected by both.

Define regions and describe two types of natural regions; landform regions and plant regions.

Understand that resources can be natural or synthetic.

Unit 2-3: Ways of Living

Define the elements of culture.

Describe how people in the United States share their cultures through stories and the arts.

Explain the significance of American symbols.

Explain the differences among national, state, and religious holidays.

Unit

Unit 2-4: People at Work

Objectives

Understand the difference between people's choices and their wants and needs.

Describe the work of producers and the role of consumers.

Explain the differences between jobs that provide goods and jobs that provide services.

Understand the importance of saving and methods people use to save the money they earn.

Understand that different kinds of resources are needed to produce many goods.

Understand the interdependence of people and nations when they trade goods.

Unit 2-5: America's Past

Define history and compare the cultures of four American Indian groups as they live 500 years ago.

Describe the significance of Marco Polo and Christopher Columbus.

Understand the hardships and daily life of the first colonists at Jamestown and Plymouth.

Understand the events that led colonists to declare independence from Great Britain.

Understand the influence of transportation in changing a community.

Understand the influence of five famous leaders and inventors.

Understand how inventions have changed the way people communicate.

Unit 2-6: America's Government

Identify the three levels of government and some of their services.

Define citizens' rights and responsibilities.

Understand the importance and purpose of laws and what happens when people do not obey them.

Identify the leaders of each level of government and explain how they are elected.

List the three branches of government set out in the Constitution.

Give examples of the United States relations with other countries.

Grade 3 students will be able to...

Unit

Unit 3-1: The Places We Live

Objectives

Describe what a community is.  
Explain the role of citizens in a community.  
Determine the reasons for rules and laws in the country.  
Review standard features of a map including map title, map key, and compass rose.  
Use cardinal and intermediate directions on a map.  
Describe the characteristics of an urban, a suburban, and a rural community.  
Compare and contrast urban, suburban, and rural communities.

Unit 3-2: Our Land and Resources

Describe physical characteristics of landforms and bodies of water.  
Identify reasons why many people live near oceans, river, or lakes.  
Identify United States climate regions by using a map.  
Locate major physical regions on a map of the United States.  
Identify major landforms in the United States.  
Identify major bodies of water in the U.S.  
Identify three types of resources.  
Explain uses of natural resources.  
Identify ways that people modify the physical environment.  
Use a map grid to determine absolute location.  
Describe the geography of Mexico City.  
Evaluate human impact on Mexico.  
Identify ways citizens have improved the city's environment.  
Gather information using title, table of contents, glossary, and index.

Unit 3-3: Old and New Communities

Describe the desert environment of the Navajo.  
Explain how they adapted to their environment.  
Describe the importance of nature in Navajo culture today.  
Identify and use different sources of information to understand history.  
Describe the environment in which the Yurok lived.  
Explain how the Yurok used natural resources.

Unit

Unit 3-3: Old and New Communities  
(cont.)

Objectives

Explain the Yurok economy.  
Describe the environment of the Cherokee.  
Explain how the Cherokee adapted to their environment.  
Explain how Europeans changes Cherokee life.  
Identify the causes and effects of historical events.  
Describe the environment of the Haudenosaunee.  
Describe the Haudenosaunee government and constitution.

Unit 3-4: Communities in History

Summarize why explorers came to the Americas.  
Describe the interactions of explorers with American Indians.  
Identify some of the resources explorers found.  
Read and interpret information on a timeline.  
Define terms related to time, including decade and century.  
Describe how early colonists adapted to the land.  
Evaluate how California became a mix of Spanish and Indian cultures.  
Explain why colonists wanted freedom.  
Identify key people who worked for freedom.  
Summarize the early history of the United States Constitution.  
Use cost and benefit analysis to make a decision.  
Understand how decisions can influence events.  
Identify where early settlers from Canada came from.  
Compare how independence was won in the United States and Canada.  
Identify evidence of the past in Canada today.

Unit 3-5: Newcomers Settle

Identify reasons why St. Louis grew in the 1800s.  
Identify ways in which St. Louis had changed and stayed the same over time.  
Read and interpret historical data using a line graph.  
Name modes of transportation used to move west during the 1800s.  
Summarize developments in transportations and communication during the 1800s.  
Identify how developments in transportation and communication impacted society.  
Use a map scale to determine actual distances.

Unit

Unit 3-6: People from Many Place

Objectives

Describe the experiences of African Americans during the 1700s and 1800s.  
Describe the experiences of immigrants who came to the East and West Coasts.  
Identify some contributions that immigrants have made in the United States.  
Differentiate between primary and secondary sources.  
Identify reasons why immigrants have settled in Brazil.  
Describe how traditions can be passed from one generation to the next.  
Identify ways that communication links people and communities.

Unit 3-7: Being an Active Citizen

Explain how citizens can help improve their community.  
Identify ways to promote the common good in a community.  
Understand and apply the process of conflict and resolution.  
Name some rights of citizenship.  
Identify the U.S. Constitution as a document that helps protect our rights.  
Name some responsibilities of citizenship.

Unit 3-8: Our Government

Describe how people choose their government leaders.  
Identify services provided by local government and explain how they are paid for.  
Identify different kinds of local government.  
Recognize and respect different points of view.  
Identify the three branches of state government and their responsibilities.  
Explain how the branches of state government make and enforce state laws.  
Describe ways states and the nation interact.  
Describe the roles of the three branches of national government.  
Identify important symbols and monuments of the United States.  
Interpret information given on an inset map.  
Explain the role of ambassadors.  
Explain how the United Nations helps nations work together.  
Summarize how black South Africans gained equal rights.

Unit

Unit 3-9: Economics Every Day

Objectives

Compare and contrast money and barter.  
Explain the link between work and money earned.  
Explain how people use money for saving and buying.  
Show how a person makes choices about what to buy.  
Evaluate the opportunity costs of choosing one product over another.  
Explain the relationship between scarcity and choice.  
Prepare for and conduct an interview by developing a list of questions.  
Interpret information presented in a flow chart.  
Identify some benefits of international trade to consumers and producers.  
Summarize how trade between China and the United Nations helps both countries.  
Name some goods that China exports to the United States.

Unit 3-10: Communities and Trade

Identify different kinds of producers.  
Explain the importance of free enterprise in the United States.  
Explain the relationship between supply and demand.  
Distinguish between natural resources, human resources, and capital resources in the production of a good.  
Trace how blue jeans are made, from the use of natural resources to their distribution across the country.  
Explain how a factory assembly line works.  
Explain what culture is.  
Compare how people across the world meet their needs.  
Describe ways in which people learn about their culture.  
Describe some school routines and customs in Moscow.  
Compare a school day in Moscow to a school day in your community.  
Use latitude and longitude to determine the absolute locations of places.

Unit 3-11: Holidays and Heroes

Identify some cultural holidays celebrated in the United States.  
Identify some religious holidays celebrated in the United States.  
Describe ways in which families share beliefs and values.  
Identify national holidays celebrated by people across the United States.

Unit

Unit 3-11: Holidays and Heroes (cont.)

Objectives

Explain why some people are honored with holidays.  
Describe the lives of American heroes who worked for freedom.  
Identify American heroes whose new ideas helped others.  
Distinguish between facts and opinions.

Grade 4 students will be able to...

Unit

Unit 4-1

Objectives

Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface.  
Locate on a map or globe physical features such as continents, oceans, mountain ranges, and landforms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders.  
Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges.  
Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.  
Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.  
Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes.  
Identify connections between the local community and other places in Wisconsin, the United States, and the world.  
Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment.  
Give examples to show how scientific and technological knowledge has led to environmental changes, pollution prevention, air-conditioning, and solar heating.

Unit

Unit 4-2

Objectives

Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.

Use a timeline to select, organize, and sequence information describing eras in history.

Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.

Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.

Identify the historical background and meaning of important political values such as freedom, democracy, and justice.

Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags.

Identify and describe important events and famous people in Wisconsin and United States history.

Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment.

Describe examples of cooperation and interdependence among individuals, groups, and nations.

Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

Unit 4-3

Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity.

Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.

Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation.

Unit

Unit 4-3 (cont.)

Objectives

Explain the basic purpose of government in American society, recognizing the three levels of government.

Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community.

Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals.

Unit 4-4

Describe and explain of the role of money, banking, and savings in everyday life.

Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game).

Identify local goods and services that are part of the global economy and explain their use in Wisconsin.

Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient.

Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service).

Identify the economic roles of various institutions, including households, businesses, and government.

Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world.

Unit 4-5

Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.

Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development.

Unit

Unit 4-5 (cont.)

Objectives

Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.

Describe the ways in which ethnic cultures influence the daily lives of people.

Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society.

Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture.

Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.

Describe and distinguish among the values and beliefs of different groups and institutions.

Explain how people learn about others who are different from themselves.

Give examples and explain how the media may influence opinions, choices, and decisions.

Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.

Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens.

Investigate and explain similarities and differences in ways that cultures meet human needs.

Describe how differences in cultures may lead to understanding or misunderstanding among people.

Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters.

Grade 5 students will be able to...

Unit

Unit 5-1

Objectives

Describe landforms and other physical features of the United States.  
Explain how and why climate varies throughout the United States.  
Review standard features of a map.  
Compare political and physical maps.  
Define natural resources and conservation.  
Summarize use of resources in the production of goods and services.  
Define scarcity.  
Explain what regions are and describe different types of regions.  
Describe how regions specialize and trade with each other.  
Explain how geography affects settlement and other human activities.  
Describe natural forces and human activities that can change the environment.

Unit 5-2

Summarize how people first came to the Americas.  
Describe two important civilizations that developed in North America.  
Explain how the geography of the Northwest influenced the lives of American Indians.  
Describe the way of life and culture of the Tlingit.  
Explain how the geography of the Southwest influenced the lives American Indians.  
Explain how the geography of the plains influenced the lives of American Indians.  
Organize important information in a summary.  
Explain how the geography of the Eastern Woodlands influenced the lives of American Indians.

Unit 5-3

Describe Chinese trade , inventions, and exploration from 1200's -1400's.  
Identify West African kingdoms and trade routes.  
Describe new ideas in Europe and their effects exploration.  
Summarize the achievements of early Portuguese exploration around Africa.  
Describe and evaluate the significance of Columbus's voyages to the Americas.  
Identify early European explorations, including Magellan's voyage.

Unit

Unit 5-3 (cont.)

Objectives

Describe and evaluate the significance of Spain's conquest of the Aztec Empire.  
Identify achievements of Spanish explorers.  
Describe Spain's colonial system in the Americas and evaluate its impact.  
Use latitude and longitude to determine absolute locations.

Unit 5-4

Describe the motives and achievements of early English, French, and Dutch explorers.  
Explain the significance of the Spanish Armada.  
Interpret information from multiple timelines.  
Explain the reasons for the establishment of early English settlements.  
Describe the experiences of settlers in Jamestown.  
Explain why and how the Pilgrims and Puritans settled in America.  
Describe the Plymouth and Massachusetts Bay settlements.  
Describe the Dutch settlement of New Netherlands.  
Summarize the experiences of settlers, missionaries, and explorers in New France.

Unit 5-5

Identify which English colonies were in each of the following regions: New England , Middle Colonies, and Southern Colonies.  
Describe the land, climate, and natural resources of each of the thirteen colonies.  
Explain the impact of religion and dissent in Puritan communities.  
Describe interactions between American Indians and New England settlers.  
Describe major industries, especially those related to sea, in New England.  
Identify features of home and community life in New England.  
Organize and present historical data in a line graph.

Unit 5-6

Describe the founding and government of New York and New Jersey.  
Explain the roles of William Penn and Benjamin Franklin in the early history of Pennsylvania and Philadelphia.  
Use cost and benefit analyses to make decisions.  
Understand how decisions can influence historical events.  
Describe and explain the diversity of the middle colonies.

Unit

Unit 5-6 (cont.)

Objectives

Compare life, including work and education, on farms and in cities in the Middle Colonies.

Explain the structure and importance of Virginia's colonial government.

Summarize the founding of Maryland, North and South Carolina, and Georgia.

Identify agriculture as the main economic activity of the Southern Colonies.

Compare life on a plantation to life on a small farm.

Describe enslaved Africans' lives, work, and culture on southern plantations.

Unit 5-7

Explain why France and Britain fought for control of North American Lands.

Summarize the impact of French and Indian War on Britain, France, colonists, and Native Americans.

Explain why Britain taxed the colonies and why colonists opposed this.

Describe methods colonists used to protest British policies.

Analyze how events increased tensions between the colonists and the British.

Describe how different colonies worked together to oppose British actions.

Identify and interpret multiple causes and effects of events.

Describe the first battles of the Revolutionary War.

Explain how the fighting spread and colonists prepared for war in 1775.

Unit 5-8

Describe the events that led to the writing of the Declaration of Independence.

State the main ideas in the Declaration and explain their significance.

Explain why different groups of people chose to become Patriots or Loyalists.

Describe some of the hardships Americans faced during the war.

Describe the results of the major Revolutionary War battles that were fought in the North.

Use a map to interpret the sequence of events during a battle.

Describe the results of the major Revolutionary War battles that were fought in the South and the West.

Explain how the Americans won the war.

Unit

Unit 5-9

Objectives

Analyze the strengths and weaknesses of the Articles of Confederation.

Identify problems facing the United States after the Revolutionary War.

Identify delegates to the Constitutional Convention.

Explain compromises at the Constitutional Convention.

Explain the Bill of Rights.

Recognize and respect different points of view.

Describe the branches of the United States government and the ways that the powers of each are limited.

Explain that the Constitution has changed.

Identify important policies established by President George Washington.

Compare the views of Hamilton and Jefferson and describe their effect on American political parties.

Unit 5-10

Explain how and why Americans moved west of the Appalachians.

Describe life on the trans-Appalachian frontier.

Organize important information and supporting details in an outline.

Identify important events during Jefferson's presidency.

Explain the purchase and exploration of the Louisiana Territory.

Describe the causes and events of the War of 1812.

Analyze the rise of nationalism in the United States after War of 1812.

Explain Jackson's popularity with ordinary Americans.

Summarize important policies of President Jackson, including Indian Removal.

Unit 5-11

Explain the effects of new machines of industry and agriculture in the early 1800s.

Describe new forms of transportation and explain their impact.

Conduct research and determine the quality of sources.

Describe the causes and effects of European immigration during the mid-1800s.

List the events that led to Texas's independence and annexations.

Explain the causes and effects of the Mexican-American War.

Identify how and why different groups of people migrated to the West.

Describe the events and effects of the California Gold Rush.

Unit

Unit 5-12

Objectives

Analyze the effects of slavery in the South.

Identify economic and political differences between the North and South.

Compare bar, line, and circle graphs to interpret and draw conclusions about historical data.

Identify the goals, methods, and leaders of the antislavery movement of the mid-1800s.

Explain what the Underground Railroad was and how it worked.

Describe the conflict between North and South over the spread of slavery.

Identify events that increased tension between the North and the South in the mid-1800s.

Describe Lincoln's early life, views on slavery, and role in the Republican Party.

Explain the events that led to the secession of the Confederate states.

Unit 5-13

Compare the Confederacy and the Union.

Identify important battles and events in the early years of the Civil War.

Describe the significance of the Emancipation Proclamation.

Describe the conditions that soldiers faced during the Civil War.

Explain how the war affected people on the home fronts in both the North and the South.

Explain the factors, including the strategy of total war, that helped the Union defeat the Confederacy.

Describe the end of the war, including Lee's surrender.

Compare the different plans for reuniting the country and rebuilding the South after the Civil War.

Describe how the Constitution changed to protect the rights of African Americans after the war.

Identify and interpret the difference between primary and secondary sources.

Explain the effects of Reconstruction policies on the South after the Civil War.

Describe the end of Reconstruction in the South.

Unit

Unit 5-14

Objectives

Describe how the telegraph helped Americans communicate.  
Explain how the transcontinental railroad was built and its effect on the nation.  
Calculate difference between time zones.  
Locate the International Date Line to identify time zones.  
Identify different groups of people who settled on the Great Plains and why they settled there.  
Explain how settlers adapted to the environment of the Great Plains.  
Explain the growth and decline of the cattle industry in the late 1800s.  
Explain the economic concept of supply and demand.  
Analyze conflicts between Indians and United States soldiers on the Great Plains.  
Describe the government's attempts to change Indians' way of life.

Unit 5-15

Analyze the way new inventions affected people's lives in the late 1800s.  
Describe changes in business and the way they affected workers.  
Describe the immigration of different groups to the United States in the late 1800s and early 1900s.  
Summarize the challenges faced by immigrants in the United States.  
Explain why and how cities grew during the late 1800s and early 1900s.  
Describe the effects of technology and rapid growth on cities.  
Describe the goals and achievements of various Progressive reform movements.  
Summarize attempts by women and African Americans to gain civil rights.  
Distinguish between facts and opinions.

Grade 6 students will be able to...

Unit

Unit 6-1: Introduction to World Cultures and Geography / A: Welcome to the World

Objectives

Define social studies and identify the five fields of learning that it draws from.  
Identify the impact of geography and government on people.  
Explain economics and related terms.  
Define culture and culture traits.

Unit

Unit 6-1-B: The Geographer's World

Objectives

Identify the five themes of geography.

Describe the theme of location.

Describe the themes of place and region and explain their relationship.

Describe how people move throughout the world and interact with their environment.

Read latitude and longitude.

Unit 6-2: The United States and Canada  
/ A: Physical Geography

Define North America as a region and explain how its location affects its affairs.

Identify regions of the United States and Canada.

Explain physical processes that shape the land.

Define weather, climate, and vegetation.

Identify the vegetation zones in North America.

Explain how the natural wealth of the United States and Canada positions them as leaders in the global economy.

Read a physical map.

Unit 6-2-B: The United States Today

Recognize the rate of immigration in the development of United States culture.

Explain the contributions of Native Americans, Africans, and Chinese.

Understand citizenship.

Recognize the purpose of the Constitution.

Identify the rights granted by the Bill of Rights.

Delineate federal and state powers.

Identify the three branches of government.

Differentiate between goods and services.

Identify the four factors of production.

Explain the free enterprise system.

Recognize the workings of a global economy.

Sequence events.

Understand the values that define culture.

Recognize cultural influences on U.S. society.

Understand how globalization affects the United States.

Identify the effect of scientific discoveries.

Unit

Unit 6-2-C: Canada Today

Objectives

Identify the groups that make up Canada's population and their origins.  
Trace Canada's immigration history and policies regarding citizenship.  
Describe settlement patterns in Canada.  
Examine the structure of Canada's government.  
Describe the role of government in protecting civil rights and preserving multiculturalism.  
Explore the issue of independence of Quebec.  
Identify Canada's natural resources and importance of trade.  
Examine the connection between industry and the economy.  
Show the importance of transportation in the economy.  
Describe Canada's national identity.  
Explain how Canadians value the arts.  
Examine Canada's commitment to a multicultural society.  
Identify cause and effect.

Unit 6-3: Latin America / A: Its Land and History

Identify Latin America as a culture region and show the influence of physical geography on Mexico.  
Describe Central America and the formation of the Caribbean Islands.  
Describe important geographic features of South America.  
Explain climate variations in the region.  
Identify major ancient civilizations in Latin America and explain the civilizations and accomplishments of the ancient Maya.  
Describe the Aztec culture and religion.  
Identify features of the Inca Empire.  
Explain the effects of Spanish rule in Latin America.  
Find and summarize the main idea.

Unit 6-3-B: Mexico Today

Explain how Spaniards arrived in Mexico.  
Describe New Spain.  
Identify the mestizos and others in New Spain.  
Explain Father Hidalgo's call for independence.

Unit

Unit 6-3-B: Mexico Today (cont.)

Objectives

Explain the need for reforms in Mexico and understand what events led to the end of reform.  
Identify the changes brought about by the Mexican Revolution.  
Describe the government of Mexico.  
Read a bar graph.  
Describe farming systems in Mexico.  
Identify the steps that the Mexican government has taken to support business.  
Explain the importance of Mexico's natural resources.  
Recognize the importance of tourism.  
Recognize that Mexico's culture blends traditions.  
Explain the growth of cities in Mexico.  
Describe rural Mexico.  
Explain holidays celebrated in Mexico.

Unit 6-4: Europe, Russia, and the Independent Republics / A: South America

Examine the impact of European settlement on South America.  
Identify key events in the fight for independence.  
Describe governments and population in South America today.  
Explain how geography affects the economy of a region.  
Identify South America's natural resources and industries.  
Describe daily life and the arts in South America.  
Identify the regional importance of Brazil's size and its government.  
Examine Brazil's economy.  
Describe Brazil's people and culture.  
Identify Peru's major landforms.  
Examine Peru's struggle for a stable economy and government.  
Describe Peru's people, daily life, and culture.  
Read a timeline.

Unit 6-4-B: Western Europe: Its Land and Early History

Describe Europe's geography.  
Describe factors affecting Europe's climate.  
Explain how Europe's natural resources affect what it produces today.

Unit

Unit 6-4-B: Western Europe: Its Land and Early History (cont.)

Objectives

Describe the geography of Greece, the development of Greek city-states, and the birth of democracy in Greece.

Describe the achievements of Greek culture and explain its spread and influence.

Make a generalization.

Describe the Roman Republic and the spread of Rome's power.

Explain the establishment and influence of the Roman Empire.

Identify reasons for the rise of Christianity.

Describe Europe after the fall of the Roman Empire.

Identify Charlemagne and describe the Church's role in the Middle Ages.

Explain feudalism and manorialism.

Explain how towns grew.

Unit 6-4-C: The Growth of New Ideas

Explain the scope of Europe's Renaissance.

Describe the growth of arts and learning in Europe during the Renaissance.

Identify the religious conflicts that led to the Protestant Reformation.

Describe the Reformation.

Recognize the importance of trade routes between Europe and Asia.

Identify Portuguese explorers and routes.

Identify Spanish and English explorers and routes.

Describe the effect of European exploration.

Research topics on the internet.

Describe the changes that occurred during the Scientific and Industrial Revolutions.

Explain the effect of the Industrial Revolution on Europe's labor force.

Identify the growth in citizens; rights in France and England.

Describe the impact of the early czars on the internal and external affairs of Russia.

Explain the growth of Russia into a large empire.

Explain problems of Russia's expansion.

Identify causes of the Russian Revolution.

Unit

Unit 6-4-D: Europe: War and Change

Objectives

Explain how nationalism and colonialism led to conflicts among European nations in the early 20th century.

Identify the dual monarchy of Austria-Hungary.

Identify the issues that led to World War I.

Describe Europe after World War I.

Identify Germany's actions that led to World War II.

Read a political cartoon.

Explain the postwar division between the countries of Eastern and Western Europe.

Describe the effects of the dictatorship of Joseph Stalin on the Soviet Union.

Describe the climate of the Cold War.

Unit 6-4-E: Modern Europe

Describe the degree of control the Soviet Union had over its citizens.

Describe the Soviet economy.

Explain attempts to change Soviet-dominated governments and economies.

Use an electronic card catalog.

Identify changes in Eastern Europe and Russia after the breakup of the Soviet Union.

Describe the war in the Balkans.

Describe modern Russia's culture, government, resources, industry, and economies.

Identify the benefits of membership in the European Union.

Describe the economies and cultures of European Union members.

Unit 6-4-F: Europe Today

Identify the four regions of the United Kingdom and describe its cultural heritage.

Explain the British economy.

Identify governmental, economic, and environmental issues of Sweden.

Describe Sweden's culture.

Describe the government of France's Fifth Republic.

Describe Germany as a divided, and then as a reunified, nation.

Describe Germany's culture.

Explain Poland's political and economic struggles.

Describe Poland's government and economy.

Make an outline.

Unit

Unit 6-5: North Africa and Southwest Asia / A: Land and History

Objectives

Describe how the Nile, the Tigris, and the Euphrates rivers have influenced life in the region.  
Explain how rivers and seas have shaped the region's economy and resources.  
Compare climate and vegetation maps.  
Describe the physical surroundings, government, and struggles of Mesopotamian city-states.  
Explain the class system in Mesopotamia.  
Describe the role of scribes.  
Explain the importance of the Nile river to ancient Egypt.  
Identify how and why pyramids were built.  
Describe the importance of religion in ancient Egypt.  
Describe the origins and development of Judaism.  
Describe the beginnings of Christianity.  
Describe how revelations attributed to Muhammad were collected in the Qur'an.  
Identify the Five Pillars of Islam and describe the spread of religion.  
Describe the rise of the Ottoman Empire.  
Explain the decline of the Ottoman Empire.

Unit 6-5-B: North Africa and Southwest Asia Today

Identify European control and subsequent independence in the region.  
Describe the political conflict over Palestine.  
Describe the conflicts in the region.  
Explain the Iran-Iraq War and the Persian Gulf War.  
Describe the relationship between oil and politics.  
Explain the role of religion in the region.  
Identify fundamentalist and western influences and the varying roles of women.  
Describe the status of nomadic cultures.  
Read a historical map.  
Trace foreign control, government changes, and major events in modern Egypt's history.  
Describe the land and people in Egypt.  
Describe Cairo, Egypt's capital city.

Unit

Unit 6-5-B: North Africa and Southwest Asia Today (cont.)

Objectives

Identify Zionism as the movement for a Jewish homeland in Palestine.  
Describe the status of Palestinian Arabs and women in Israel.  
Describe the land and people in Egypt.  
Explain the Law of Return.  
Describe the practice of Judaism in modern Israel.  
Explain the influence of Mustafa Kemal.  
Explain how modernization changed life in Turkey.  
Identify civil rights issues in present-day Turkey.  
Describe Turkey's relationship with NATO and the European Union.

Unit 6-6: Africa South of the Sahara /  
A: Land and History

Identify Landforms south of the Sahara.  
Describe the waterways of the region.  
Describe the four major climate regions.  
Identify nonrenewable and renewable resources.  
Relate information about early humans in Africa.  
Describe and analyze the Bantu migration.  
Explain trade networks in the region.  
Describe the rise and decline of the Mali Empire.  
Explain the effects of the European traders on the African slave trade.  
Describe European colonialism in Africa.  
Analyze the impact of colonial rule in Africa.  
Interpret a chart.  
Identify nationalism as the root of Africa's independence movement.  
Describe Nigeria's struggle for independence and survival since colonialism.  
Explain the restrictions of South Africa's independence.

Unit 6-6-B: Western and Central Africa

Describe how European nations divided Western and Central Africa.  
Examine the government of the democratic Republic of the Congo.  
Examine the government of Ghana.  
Explain how the OAU and ECOWAS help developing nations in Africa.  
Explain changes in the economies of Western and Central Africa.

Unit

Unit 6-6-B: Western and Central Africa  
(cont.)

Objectives

Describe the importance of African arts and mineral resources.  
Describe ways of life in Western and Central Africa.  
Draw conclusions.  
Explain the history of the Nigerian people.  
Identify events that brought democracy to Nigeria.  
Describe the art and literature of Nigeria.

Unit 6-6-C: Eastern and Southern Africa

Identify the great trade empires that developed in Eastern and Southern Africa.  
Describe the Masai and Zulu societies.  
Explain the establishment of independent nations.  
Describe the governments of Somalia and Rwanda.  
Describe the agricultural bases of the region's economy.  
Analyze Southern Africa's economy.  
Describe cultural aspects of Eastern and Southern Africa.  
Identify the religions followed in the region.  
Read a satellite image.  
Describe the geography of South Africa.  
Trace the history of colonization and settlement in South Africa.  
Describe the impact of apartheid on the country.  
Explain the challenges the South African government faces today.  
Describe the geography of Kenya.  
Identify the ancestors of modern Kenyans.  
Explain the evolution of Kenya's present-day government.  
Describe Kenya's ethnic groups, education policies, and economics.

Grade 7 students will be able to...

Unit

Unit 7-1: Three Discoveries of America

Objectives

Analyze how the governments of early American cultures were basically democratic.  
Explain how environment affected the development of early American cultures.  
Describe the three discoveries of America.  
Discuss the cause-and-effect relationship between the Crusades, the Commercial Revolution, and the Age of Discovery.  
Describe the hardships faced by Europeans explorers in the Americas.  
Interpret the motives of the conquistadors, and explain the reasons for the failure of Spain's American Empire.  
Understand how the European discovery of Americas was actually an invasion.  
Demonstrate the ability to use the key, distance scale, and grid to read a map.  
On a timeline, find the sequence of events related to the discovery of America.

Unit 7-2: English Colonies in America

Analyze the political, economic, and religious problems in England that led the English to establish colonies.  
Describe joint-stock companies.  
Identify the hardships faced by the early English colonists.  
Evaluate the impact that the English and the Spanish had on native American culture.  
Locate the areas of North America claimed by the English, French, Dutch, and Swedish.  
Analyze how the Mayflower Compact provided the first step toward democracy in North America.  
Describe how the thirteen English colonies were established, emphasizing the role that religion played in the founding of several of the colonies.  
Use a map to find the latitude and longitude of selected places throughout the world.

Unit 7-3: Life in Colonial America

Explain how geographic differences affected life in the colonies.  
Compare the ways in which colonial workers and women were treated in the colonies with the way those in England were treated.

Unit

Unit 7-3: Life in Colonial America (cont.)

Objectives

Explain why slaves became an important source of labor and evaluate the conditions under which they lived.

Compare the economics of the northern and southern colonies and recognize the criteria for categorizing geographic regions.

Analyze how the Great Awakening helped foster democracy.

Consider how the spirit of the Enlightenment was compatible with the American spirit.

Write a paragraph describing the data in a selected pie or bar graph.

Use one of the bold-faced terms in the chapter to construct a word web.

Unit 7-4: Governing the American Colonies

Discuss the structure of British colonial government, emphasizing the powers granted to the colonists.

Evaluate the economic reasons that the British cited to justify the Navigation Acts.

Compare and contrast the goals of the French and British colonies.

Describe the problems that the French and Indian War created for Britain.

Identify British laws that created conflicts between the British government and the colonies.

Analyze the British and the American views of Parliament's right to tax the colonies.

Trace changes in American attitudes toward Britain between 1763 and 1772, evaluating how these changes set the stage for independence.

Explain cause-and-effect relationships and cite two examples from the chapter.

Unit 7-5: The Revolutionary War

Explain the cause-and-effect chain reaction that began with passage of the Tea Act in 1773 and ended with the fighting at Lexington and Concord.

Compare the American and British armies during the Revolutionary War.

Describe how the struggle for colonial rights changed into a war for independence.

Identify and interpret the main points of the Declaration of Independence.

Explain how the Americans were able to win the Revolutionary War.

Use a map legend to trace movements on a map.

Recognize the importance of the geographic theme of *place* in Revolutionary War battles.

Unit

Unit 7-6: Creating the United States

Objectives

Explain the difference between the Revolutionary War and the American Revolution.  
Examine the reasons the articles of Confederation provided for only a limited central government.

Evaluate the major weaknesses of the Articles of Confederation.

Compare major provisions of the Articles of Confederation and the Constitution.

Assess major compromises at the Constitutional Convention.

Explain major provisions of the Constitution.

Demonstrate the ability to develop a helpful study plan by learning and applying the SQ3R plan of study.

Unit 7-7: Governing the United States

Assess the importance of having a person such as Washington as the first president.

Explain the purpose and importance of the Bill of Rights.

Compare and contrast the ideas and policies of Hamilton and Jefferson.

Evaluate Washington's accomplishments as president.

Describe the actions taken by Hamilton to strengthen the U.S. economy.

Explain why political parties were formed.

Identify conflicts the United States had with Great Britain and France during this period.

Unit 7-8: The Age of Jefferson

Explain Jefferson's doctrine of nullification.

Compare the results of the elections of 1800 and 1804 and describe the impact the elections had on the political parties involved.

Analyze what Thomas Jefferson meant when he said, "We are all Republicans, we are all Federalists."

Explain why the Louisiana Purchase was so important to the United States.

Compare British and French violations of American neutral trading rights and evaluate U.S. attempts to protect these rights.

Study a physical map and interpret the topographical information it includes.

Unit

Unit 7-9: War and Peace, 1812-1823

Objectives

Describe the conflicts along the frontier between settlers and Indians.  
Explain how different sections of the U.S. felt about the War of 1812.  
Discuss why the U.S. had early successes in the war at sea.  
Assess the importance of major battles of the War of 1812.  
Evaluate the results of the War of 1812.  
Give examples of improved U.S.-British relations following the War of 1812.  
Identify lands gained from Spain in the years following the War of 1812.  
Explain the provisions of the Monroe Doctrine.  
Demonstrate the ability to synthesize information from two sources describing Indian and settler disputes.

Unit 7-10: Building America, 1790-1840

Discuss the reasons why many Americans in the early 1800s opposed the development of industry and the growth of cities.  
Explain how the War of 1812 led many Americans to support the development of industry.  
Assess Eli Whitney's role in improving America's industrial technology.  
Evaluate the advantages and disadvantages of early American manufacturers.  
Compare and contrast the means by which employers recruited factory workers.  
Argue the advantages of the railroad over other forms of transportation in the early 1800s.  
Analyze the relationships between the Industrial Revolution, immigration, urbanizations, and the Transportation Revolution.  
Recognize how the new transportation networks affected *movement*, an important geographic theme, in the U.S.

Unit 7-11: The Age of Jackson

Trace the growth of sectionalism after the Era of Good Feelings.  
Compare the social, political, and economic development of the Northeast, South, and West in the early 1800s.  
Explain why "the West" is a changing concept in American history.  
Relate sectionalism to the geographic theme of *region* and give examples of how it affected politics during the 1820s-1840s.

Unit

Unit 7-11: The Age of Jackson (cont.)

Objectives

Compare Jeffersonian and Jacksonian democracy.  
Explain the causes and effects of the Nullification Crisis.  
Discuss why Jackson vetoed the bill to recharter the Second Bank of the United States.  
Evaluate Jackson's Indian removal policy.  
Study a photograph and explain how it can be used as a primary source.

Unit 7-12: Manifest Destiny

Explain the idea of manifest destiny.  
Describe how the U.S. added Texas, Oregon, California, and the Southwest.  
Analyze the relationship between manifest destiny and the annexation and settlement of the West.  
Identify the causes and results of the Mexican War.  
Discuss the events that lead the Mormons to settle in Utah.  
Describe life in a mining camp.  
Explain how the flow of Americans west is an example of the geographic theme of *movement*.  
Analyze the relationship between the addition of new territory and sectional conflicts.  
Explain how the Compromise of 1850 was meant to settle the question of slavery in the U.S.  
Demonstrate the ability to gather evidence from art by studying a print of the westward movement, and finding historical information in it.

Unit 7-13: Slavery and Abolition

Explain how the invention of the cotton gin caused cotton to become the leading crop of the South.  
Analyze the effects of the cotton gin on the economic and social life of the South.  
Present the arguments used by southerners to defend slavery.  
Present the arguments used by abolitionists to attack slavery.  
Identify some of the leaders in the struggle to end slavery.  
Study two tables, graphs, or charts and interpret the statistics the graphic organizers show.

Unit

Unit 7-14: Reform and Romanticism

Objectives

Analyze the reasons that led many to join reform movements in the Age of Reform.  
Give examples of basic rights denied to women in Jacksonian America.  
Explain how most people viewed the role of women in society in the early 1800s.  
List educational reforms of Horace Mann.  
Discuss the reasons that led some reformers to establish ideal communities.  
Evaluate the arguments made for and against prohibition.  
Identify some leaders of the Age of Reform and their contributions.  
Create a sequential list of events for a given historical period.

Unit 7-15: Cause of the Civil War

Explain why many northerners opposed the Fugitive Slave Act.  
Explain how *Uncle Tom's Cabin* added to suspicion between northerners and southerners.  
Recall the Kansas-Nebraska Act's provisions.  
Analyze the impact of the Kansas-Nebraska Act on the political parties.  
Explain the Supreme Court's ruling in the Dred Scott case.  
Discuss the effects on northerners and southerners of John Brown's raid on Harpers Ferry.  
Evaluate states' rights and southern nationalism as causes of secession.  
Draw generalizations about slavery by comparing maps that show how the compromises changed the status of the territories.

Unit 7-16: The Civil War

Compare and contrast the leadership of Abraham Lincoln and Jefferson Davis.  
Assess strengths and weaknesses of North and South at the start of the war.  
Describe the life of typical Civil War soldier.  
Analyze the effects of the war on the economies of the North and South.  
Identify the major personalities of the Civil War.  
Explain the importance of the battles of Antietam, Vicksburg, and Gettysburg.  
Evaluate General Sherman's tactic of total war.  
Describe the geographic basis of northern strategy, including that used by General Grant that finally forced Lee to surrender.  
Read a statistical chart.

Unit

Unit 7-17: Reconstruction

Objectives

Compare and contrast the Moderate and Radical Republican plans for Reconstruction. Identify methods used by southern whites to keep blacks in the position of second-class citizens.

Explain the major provisions of the Radical plan for Reconstruction.

Analyze the motives behind Radical Republican Reconstruction proposals.

Describe the southern economy in the years following the Civil War.

Explain what is meant by “the Long Night.”

Explain how Supreme Court rulings in the Civil Rights Cases and *Plessy v. Ferguson* served to sanction segregation.

Interpret the statistical information on a graph of business cycles.

Grade 8 students will be able to...

Unit

Unit 8-1: The Last Frontier

Objectives

Explain why the buffalo and horse were important to the Plains Indians.

Analyze the factors that led to the end of Indian independence.

Discuss the role of the railroads in the settlement of the West.

Describe life in a mining town.

Describe the life of a cowhand.

Describe the place characteristics of the Great Plains.

Identify new inventions and farming techniques that turned the Great Plains into the breadbasket of America.

Demonstrate the ability to form hypotheses and draw conclusions about economic and social activities of various regions by reading a climate map.

Unit 8-2: The Rise of Industrial America

Describe the rise of industrial America between 1860 and 1900.

Demonstrate how the railroad industry stimulated growth in other industries.

Identify inventions that were part of the communications revolutions and explain how they influenced the growth of business.

Explain why people feared trusts.

Unit

Unit 8-2: The Rise of Industrial America  
(cont.)

Objectives

Evaluate government attempts to regulate and control industry.  
Describe the changing role of workers in America's industrial economy.  
Comment on the attitudes of native-born Americans toward the immigration of the 1880s and 1890s.  
Analyze the problems created by the rapid growth of cities and list some attempts to solve them  
Read a statistical table.

Unit 8-3: National Politics and Culture,  
1867-1896

Explain what was meant by "waving the bloody shirt."  
Describe the importance of the close states in the presidential elections following the Civil War.  
Criticize and defend big-city political machines.  
Identify the major political issues in the years following the Civil War.  
Explain the reasons that led farmers to form the Populist party.  
Describe the groups that supported the Republican and Democratic candidates for president in 1896.  
Recognize the impact of geographic factors such as regional voting patterns and the rural-urban split on election results.  
Interpret election results by studying a pie graph and a map of electoral and popular votes.

Unit 8-4: America in World Affairs,  
1865-1912

Describe the acquisition of Alaska and Hawaii by the U.S.  
Define *isolationism* and *expansionism*.  
Discuss the effects of the Pan-American Conference and the Chilean Crisis on Latin American attitudes toward the U.S.  
Explain the causes, events, and results of the Spanish-American War.  
Contrast the views of imperialists and anti-imperialists.  
Discuss the steps taken by the U.S. to build and control the Panama Canal.  
Demonstrate the ability to analyze political information by interpreting editorial cartoons.  
Recognize the geographic and political impact of American expansion overseas.

Unit

Unit 8-5: Reformers and the Progressive Movement

Objectives

Describe the progressive spirit.  
Identify the social problems that progressives hoped to solve.  
Explain how the progressives hoped to make local and state governments more responsive.  
Explain why Theodore Roosevelt worked to strengthen the presidency.  
Give the reasons for the formation of the Progressive party.  
Compare and contrast Roosevelt's New Nationalism with Wilson's New Freedom.  
Evaluate the results of the 1912 election.  
Criticize the progressives' views of immigrants and African Americans.  
Identify geographic regions using various criteria.

Unit 8-6: The Great World War

Explain Wilson's view of America's role in world affairs.  
Analyze American intervention in the Mexican Revolution and the reaction of Mexican leaders.  
Describe trench warfare.  
Explain how both the British and Germans violated neutral trade rights.  
Give three reasons why the United States declared war on Germany.  
Describe how the United States organized the war effort at home.  
Assess the war's effects on African American, Mexican American, and women workers.  
Identify major battles in which American troops fought.  
Evaluate the Fourteen Points and the Versailles Treaty.  
Analyze boundary changes contained in the Versailles Treaty.

Unit 8-7: The Twenties

Explain why the Versailles Treaty was rejected by the Senate.  
Analyze America's postwar reaction to the Great War.  
Analyze the social and economic changes that occurred in the United States in the 1920s.  
Evaluate the impact of the motion picture and radio on American life.  
Describe the effects of the automobile on the American economy and on the life of the average American.

Unit

Unit 8-7: The Twenties (cont.)

Objectives

Identify the “sick” industries of the 1920s.

Analyze the effect 1920s prosperity had on the attitudes of most Americans.

Demonstrate the ability to compare points of view by reading and comparing two different points of view on ratification of the Versailles Treaty.

Unit 8-8: The Great Depression and the New Deal

Describe the “normal” business cycle.

Explain how the Great Depression affected various groups of Americans.

Compare and contrast Hoover’s and Roosevelt’s strategies for ending the depression.

Understand how the depression was both economic and psychological.

Explain the aims of the New Deal.

Identify major New Deal measures.

Explain why the New Deal was so popular.

Analyze criticisms of the New Deal.

Contrast Roosevelt’s strategies in the First and Second New Deals.

Discuss African American’s attitudes toward the New Deal.

Write an essay assessing the effectiveness of the New Deal.

Unit 8-9: World War II

Interpret how Americans reacted to the aggression of totalitarian countries during the 1930s.

Explain how World War II affected the election of 1940.

Describe the series of events that led to America’s involvement in World War II.

Explain the effects World War II had on the American economy.

Examine the treatment of minority groups during the war.

Evaluate President Truman’s decision to drop the atomic bomb on Japan.

Unit 8-10: America in the Cold War

Explain the goals of the United Nations.

Analyze the significance of the Yalta Conference and explain how the Soviet Union came to dominate much of Eastern Europe.

Determine why the United States did not undergo a depression following World War II.

State the provisions of the Twenty-second Amendment and the Taft-Hartley Act.

Unit

Unit 8-10: America in the Cold War  
(cont.)

Objectives

Discuss provisions of the Truman Doctrine and the Marshall Plan.  
Give examples of the policy of containment.  
Define McCarthyism and explain its significance.  
Describe how containment and the threat of massive retaliation helped to prolong the Cold War.  
Explain why the U.S. entered the Korean War and evaluate its impact on the U.S.  
Describe the two major transportation projects begun during the Eisenhower presidency.  
Explain the importance of *Brown v. Board of Education of Topeka*.  
Describe the major programs of the Kennedy Administration.  
Analyze historical interpretations.

Unit 8-11: The Great Society

Identify major programs of the Great Society.  
Explain why the United States was called the Affluent Society.  
Identify major scientific achievements of the 1950s.  
Discuss factors that have led many Americans to move to the Sun Belt.  
Analyze the effects of the growth of the suburbs.  
Evaluate the progress made by woman, American Indians, and African Americans between the end of World War II and the mid-1960s.  
Demonstrate the ability to use census information by reading the data, drawing conclusions and forming hypotheses.

Unit 8-12: The Vietnam Era

Trace America's growing involvement in the Vietnam War.  
Identify the groups that made up the opposing sides in the Vietnam War.  
Give reasons why 1968 was called a year of tragedy.  
Explain President Nixon's plan of Vietnamization.  
Discuss President Nixon's foreign and domestic policies.  
Explain the Watergate Affair.  
Describe the events related to the Watergate cover-up that led president Nixon to resign.  
Draw conclusions from written information.

Unit

Unit 8-13: Modern Times

Objectives

Explain President Ford's attempts to end stagflation.

Outline the reasons that led Congress to pass the Equal Rights Amendment (ERA) and state the arguments of supporters and opponents of ERA.

Identify the countries from which large numbers of immigrants have come to the United States since 1965.

Explain the ways in which Hispanic Americans, African Americans, American Indians, and women worked to win more rights.

Analyze major problems Americans had to confront in the 1970s and 1980s.

Discuss the reasons for the decline of President Carter's popularity.

Discuss Ronald Reagan's accomplishments as president.

Analyze the issues in and results of the presidential election of 1988.

Explain the momentous changes that occurred in the Soviet Union and Europe between 1988 and 1990.

Explain the causes and results of the Persian Gulf War.

Analyze the 1992 presidential election, including H. Ross Perot's role in the campaign.