

Grade Level:	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Strand: History</b>						
<b>(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:</b>	<input checked="" type="checkbox"/>					
(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights , and identify the full text of the first three paragraphs of the Declaration of Independence; and	<input checked="" type="checkbox"/>					
(B) analyze and evaluate the application of these founding principles to historical events in U.S. history.	<input checked="" type="checkbox"/>					
(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.	<input checked="" type="checkbox"/>					
<b>(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b>						
(A) identify the major characteristics that define an historical era;	<input checked="" type="checkbox"/>					
(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;	<input checked="" type="checkbox"/>					
(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	<input checked="" type="checkbox"/>					
(D) explain the significance of the following dates years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939 -1945 (World War II),1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon) , 1991 (Cold War ends) , 2001 (terrorist attacks on World Trade Center and the Pentagon) , and 2008 (election of first black president , Barack Obama ).	<input checked="" type="checkbox"/>					
<b>(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</b>		<input checked="" type="checkbox"/>				
(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;		<input checked="" type="checkbox"/>				
(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, and the rise of entrepreneurship , free enterprise, andthe pros and cons of big business;		<input checked="" type="checkbox"/>				
(C) analyze social issues affecting women, minorities, children, immigrants, urbanization , the Social Gospel ,and philanthropy of industrialists ; and		<input checked="" type="checkbox"/>				
(D) describe the optimism of the many immigrants who sought a better life in America.		<input checked="" type="checkbox"/>				

<b>(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</b>			<input checked="" type="checkbox"/>		
(A) explain why significant events, policies, and individuals, such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;			<input checked="" type="checkbox"/>		
(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;			<input checked="" type="checkbox"/>		
(C) identify the causes of World War I and reasons for U.S. entry;			<input checked="" type="checkbox"/>		
(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;			<input checked="" type="checkbox"/>		
(E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;			<input checked="" type="checkbox"/>		
(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles. ; and			<input checked="" type="checkbox"/>		
(G) analyze significant events such as the Battle of Argonne Forest.			<input checked="" type="checkbox"/>		
<b>(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:</b>					
(A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th , 18th, and 19th amendments;					
(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and					
(C) evaluate the impact of third parties , including the Populist and Progressive parties.					
<b>(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:</b>			<input checked="" type="checkbox"/>		
(A) analyze causes and effects of events and social issues , such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and			<input checked="" type="checkbox"/>		
(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.			<input checked="" type="checkbox"/>		
<b>(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:</b>				<input checked="" type="checkbox"/>	
(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;				<input checked="" type="checkbox"/>	
(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;				<input checked="" type="checkbox"/>	

(C) analyze the function of the U.S. Office of War Information;				<input checked="" type="checkbox"/>		
(D) analyze major issues of World War II, including the Holocaust, the internment of German, and Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;				<input checked="" type="checkbox"/>		
(E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;				<input checked="" type="checkbox"/>		
(F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and				<input checked="" type="checkbox"/>		
(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism, the purchase of war bonds,; Victory Gardens,; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.				<input checked="" type="checkbox"/>		
<b>(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:</b>					<input checked="" type="checkbox"/>	
(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;					<input checked="" type="checkbox"/>	
(B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;					<input checked="" type="checkbox"/>	
(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;					<input checked="" type="checkbox"/>	
(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;					<input checked="" type="checkbox"/>	
(E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and					<input checked="" type="checkbox"/>	
(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.					<input checked="" type="checkbox"/>	
<b>(9) History. The student understands the impact of the American civil rights movement. The student is expected to:</b>					<input checked="" type="checkbox"/>	
(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;					<input checked="" type="checkbox"/>	
(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;					<input checked="" type="checkbox"/>	
(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King, Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;					<input checked="" type="checkbox"/>	

(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;					<input checked="" type="checkbox"/>	
(E) discuss the impact of the writings of Martin Luther King Jr. such as his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement;					<input checked="" type="checkbox"/>	
(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965; and					<input checked="" type="checkbox"/>	
(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the congressional bloc of southern Democrats, that sought to maintain the status quo;					<input checked="" type="checkbox"/>	
(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and					<input checked="" type="checkbox"/>	
(I) describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.					<input checked="" type="checkbox"/>	
<b>(10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:</b>						<input checked="" type="checkbox"/>
(A) describe Richard M. Nixon’s leadership in the normalization of relations with China and the policy of détente;						<input checked="" type="checkbox"/>
(B) describe Ronald Reagan’s leadership in domestic and international policies , including Reaganomics and Peace Through Strength;						<input checked="" type="checkbox"/>
(C) compare the impact of energy on the American way of life over time;						<input checked="" type="checkbox"/>
(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;						<input checked="" type="checkbox"/>
(E) describe the causes, key organizations, and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and						<input checked="" type="checkbox"/>
(F) describe significant societal issues of this time period.						<input checked="" type="checkbox"/>
<b>(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:</b>						<input checked="" type="checkbox"/>
(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;						<input checked="" type="checkbox"/>
(B) identify significant social and political advocacy organizations , leaders , and issues across the political spectrum;						<input checked="" type="checkbox"/>
(C) evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;						<input checked="" type="checkbox"/>

(D) analyze the impact of third parties on presidential elections ;						<input checked="" type="checkbox"/>
(E) discuss the historical significance of the 2008 presidential election; and						<input checked="" type="checkbox"/>
(F) discuss the solvency of long-term entitlement programs such as Social Security and Medicare.						<input checked="" type="checkbox"/>
<b>Strand: Geography</b>						
<b>(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
(A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.	<input checked="" type="checkbox"/>					
<b>(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>(14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
(A) identify the effects of population growth and distribution on the physical environment;						
(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
(C) understand the effects of governmental actions on individuals, industries, and communities , including the impact on Fifth Amendment property rights.		<input checked="" type="checkbox"/>				

Strand: Economics						
<b>(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;		<input checked="" type="checkbox"/>				
(B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;			<input checked="" type="checkbox"/>			
(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States. ; and			<input checked="" type="checkbox"/>			
(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<b>(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</b>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding’s Return to Normalcy, reduced taxes, and increased production efficiencies;			<input checked="" type="checkbox"/>			
(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;				<input checked="" type="checkbox"/>		
(C) analyze the effects of the Great Depression on the U.S. economy and society, such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others;				<input checked="" type="checkbox"/>		
(D) compare the New Deal policies and its opponents’ approaches to resolving the economic effects of the Great Depression; and				<input checked="" type="checkbox"/>		
(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.				<input checked="" type="checkbox"/>		
<b>(17) Economics. The student understands the economic effects of World War II, and the Cold War. The student is expected to:</b>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(A) describe the economic effects of World War II on the home front, such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;				<input checked="" type="checkbox"/>		
(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen’s Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;					<input checked="" type="checkbox"/>	
(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

(D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and					<input checked="" type="checkbox"/>	
(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).						<input checked="" type="checkbox"/>
<b>(18) Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:</b>						<input checked="" type="checkbox"/>
(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and						<input checked="" type="checkbox"/>
(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.						<input checked="" type="checkbox"/>
<b>Strand: Government</b>						
<b>(19) Government. The student understands changes over time in the role of government. The student is expected to:</b>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(A) evaluate the impact of New Deal legislation on the historical roles of state and federal governments;				<input checked="" type="checkbox"/>		
(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders;			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
(D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, the USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009; and						<input checked="" type="checkbox"/>
(E) evaluate the pros and cons of U.S. participation in international organizations and treaties.			<input checked="" type="checkbox"/>			
<b>(20) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:</b>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(A) describe the impact of events, such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

<b>(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:</b>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines , Wisconsin v. Yoder, and White v. Regester;					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(B) discuss historical reasons why the constitution has been amended; and	<input checked="" type="checkbox"/>					
(C) evaluate constitutional change in terms of strict construction versus judicial interpretation.	<input checked="" type="checkbox"/>					
<b>Strand: Citizenship</b>						
<b>(22) Citizenship. The student understands the concept of American exceptionalism. The student is expected to:</b>	<input checked="" type="checkbox"/>					
(A) discuss Alexis de Tocqueville’s five values crucial to America’s success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire.	<input checked="" type="checkbox"/>					
(B) describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and	<input checked="" type="checkbox"/>					
(C) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.						
<b>(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</b>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;						
(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and congressional acts such as the American Indian Citizenship Act of 1924; and			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
(C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a “more perfect union.”	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
<b>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</b>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(A) describe qualities of effective leadership; and	<input checked="" type="checkbox"/>					
(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O’Connor, and Hillary Clinton;		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Strand: Culture						
<b>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b>	<input checked="" type="checkbox"/>					
(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;	<input checked="" type="checkbox"/>					
(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society;		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
(C) identify the impact of popular American culture on the rest of the world. over time; and				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(D) analyze the global diffusion of American culture through the entertainment industry via various media.				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</b>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(A) explain actions taken by people to expand economic opportunities and political rights , including those for racial, ethnic, and religious minorities as well as women,in American society;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
(B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture;						
(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
(D) identify the political, social, and economic contributions of women , such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey , to American society;			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(E) discuss the meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust” ; and	<input checked="" type="checkbox"/>					
(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez.						

<b>Strand: Science, technology, and society</b>						
<b>(27) Science, technology, and society. The student understands the impact of science, and technology , and the free enterprise system on the economic development of the United States. The student is expected to:</b>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and	<input checked="" type="checkbox"/>					
(C) understand the impact of technological and management innovations, and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>(28) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations , and the free enterprise system on the standard of living in the United States. The student is expected to:</b>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
(A) analyze how scientific discoveries, technological innovations , and the application of these by the free enterprise system , including those in transportation and communication, improve the standard of living in the United States; and		<input checked="" type="checkbox"/>				
(B) explain how space technology and exploration improve the quality of life; and		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
(C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.						<input checked="" type="checkbox"/>
<b>Strand: Social studies skills</b>						
<b>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of validsources, including electronic technology. The student is expected to:</b>	<input checked="" type="checkbox"/>					
(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;	<input checked="" type="checkbox"/>					
(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawingconclusions;	<input checked="" type="checkbox"/>					
(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;	<input checked="" type="checkbox"/>					
(D) use the process of historical inquiry to research, interpret, and use multiple types ofsources of evidence;	<input checked="" type="checkbox"/>					
(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author , including points of view, frames of reference, and historical context;	<input checked="" type="checkbox"/>					

(F) identify bias in written, oral, and visual material;	<input checked="" type="checkbox"/>					
(G) identify and support with historical evidence a point of view on a social studies issue or event; and	<input checked="" type="checkbox"/>					
(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.	<input checked="" type="checkbox"/>					
<b>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b>	<input checked="" type="checkbox"/>					
(A) create written, oral, and visual presentations of social studies information;	<input checked="" type="checkbox"/>					
(B) use correct social studies terminology to explain historical concepts; and	<input checked="" type="checkbox"/>					
(C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.	<input checked="" type="checkbox"/>					
<b>(31) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b>	<input checked="" type="checkbox"/>					
(A) create thematic maps, graphs, and charts, representing various aspects of the United States; and	<input checked="" type="checkbox"/>					
(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	<input checked="" type="checkbox"/>					
<b>(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b>	<input checked="" type="checkbox"/>					
(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	<input checked="" type="checkbox"/>					
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	<input checked="" type="checkbox"/>					