

# United States History Semester 1 Course Syllabus

## Syllabus for United States History Semester 1

The Plano ISD eSchool Mission is to create a borderless classroom based on a positive student-teacher relationship that fosters independent, innovative critical thinking and empowers students to thrive, contribute, and compete in a global society...

**Course Number: 03340100**

**Course Title: United States History Since Reconstruction**

## Communications

All communication with your teacher will be through the utilization of electronic tools such as email and discussion boards. Your assignments will be submitted directly into the Blackboard Learning Management System. You will receive a Welcome email from your teacher when your course is ready for you. You may email your teacher at any time with questions that you might have.

## Course Description

Semester 1: Content of this required course in United States History includes significant events, issues, and problems after the period of Reconstruction, emphasizing present-day issues, which have their roots in the past. The course is divided into 5 units. This course builds upon knowledge and concepts, acquired in the first course (8th grade). The course includes historical concepts, citizenship principles and skills necessary for the study of US History. This course will focus on a program that will foster students' responsibility for scholarship by providing opportunities for students to acquire, develop, and master specific skills. These skills will be developed through a variety of assignments and activities such as research skills, critical thinking and analytical reasoning, and use of primary and secondary sources.

A foundation in history enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nations, as referenced in the Texas Education Code, §28.002(h). [Texas Essential Knowledge and Skills for U.S. History Studies §113.32]. The course also takes into consideration the essential concepts of the applicable standards developed by the National Center for History in the Schools (<http://nchs.ucla.edu/standards>)

## Course Objectives and Student Learning Outcomes

Students who successfully complete the course will be able to:

1. demonstrate mastery of the Introductory Unit objectives.
2. understand traditional historical points of reference in U.S. history through 1877.
3. understand the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States.
4. understand the impact of the American civil rights movement.
5. understand that the actions and contributions of groups and individuals continue to shape the national identity.
6. use geographic tools to collect, analyze, and interpret data.
7. understand the impact of geographic factors on major events.
8. understand the effects of migration and immigration on American society.
9. understand the relationship between population growth and modernization on the physical environment.
10. understand the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society.
11. understand changes in the role of government over time.
12. understand the impact of constitutional issues on American society in the 20th century.
13. understand efforts to expand the democratic process.
14. understand the importance of effective leadership in a democratic society.

## **Prerequisites**

Basic computer skills are necessary to progress normally through your online course. It is not necessary to be an expert, but a student must know how to use the basic capabilities of a computer: e.g. using the keyboard and mouse, Internet browsing, and open/save files on your computer.

**Hardware:** Students must have a working, current computer available, with adequate storage to download and save large files. A display of at least 1024X768 resolution is preferred. A sound card and speakers will be required for most courses, and a microphone is required for language courses. The availability of a printer is recommended

**Software/Applications:** Microsoft Office (2007 or higher) or a similar word processing, spreadsheet and presentation manager is required. A current version of a web browser (such as Internet Explorer, Cortana, Firefox, Safari, Chrome), is required. Adobe Acrobat Reader (free download) is required in many courses.

**Internet Connectivity:** Students must have availability of a working Internet connection. Direct high-speed Internet connection is recommended.

**Email:** Students must have an active, functioning email account with an "appropriate" email address to use for communicating with your teacher throughout the course and for communications with the eSchool office.

## **Course Materials**

No textbook is required for this course.

## **Course Management Policies**

The instructor adapts to the district IEP whenever instructionally and technically possible.

As a first step in collecting all of the information that is needed to work with each student effectively, we ask that the student, or the receiving district site coordinator on the student's behalf, log onto the website and complete the online registration process. Please complete this registration process as soon as possible to allow time to set up the course and send the student the information to access it and begin working.

## **Academic Integrity/Copyright Policy:**

Academic integrity violations, plagiarism, and copyright violations will not be tolerated. The Introductory unit of your course will teach you the details of PISD's expectations on such topics. Your teacher will utilize plagiarism check tools throughout the course.

## **Online Etiquette ("Netiquette"):**

Netiquette is meant to help you communicate professionally and effectively in an online collaborative setting. Students will follow all guidelines relating to internet etiquette and will communicate respectfully with all people. The Introductory unit of your course will teach you the details of PISD's expectations on such topics. Your course will contain discussion boards, journals, blogs and/or wikis where your "netiquette" is important.

## **Privacy Policy:**

Plano ISD's FERPA policy may be found at <https://pol.tasb.org/Policy/Code/312?filter=FL>.

## **Grading and Evaluation**

In order to earn credit for an online course, a student must:

1. complete all course work  
and
2. in that process of completing all course work, earn a passing average of at least 70.

That average is determined by the number of points that a student earns divided by the total number of points available in the course.

For example, if you earn 980 points in the course, your grade will be:

$$980 \div 1343 = 0.7297 \text{ for a grade of } 73.$$

A student or parent may check the course grade at any time. The first step is to log into the course. On the toolbar to the left, click the tab for Tools, and then click My Grades.

Teacher discretion may always be used when accepting and grading work. Please note that a teacher may deduct points for work submitted past the student's specific due date/s. If all course work is not submitted before the specified course end date, the student will not be awarded credit for the course.

### **Assessments:**

All courses contain a number of self-assessments (allowing the student to gauge their understanding of the material before proceeding to a graded assessment. Graded assessments include quizzes as well as exams. The student's school district (known as the receiving district), is required to provide proctors for major exams.

### **Class Participation:**

Every student will have a specific schedule for completing and submitting assignments and tests. Students are required to adhere to their schedule. Students must maintain consistent email communication with their teacher. Students must complete the discussion assignments and collaborative activities throughout the course. Students who are not adhering to their course schedule, or students who are not maintaining the basic requirements of participation, such as maintaining email communication with their teacher, may be dropped from the course.

### **Drop Policy:**

Students may choose to drop the course within 15 days from their start date without penalty. Notify your school's/district's site coordinator to have them indicate such a drop situation to TxVSN.

## Course Content Outline

<b>Course Content and Assignments</b>	
<b>Introductory Unit</b>	<p><b>Introductory Unit</b></p> <p><b>Unit Objective</b></p> <p>Upon completion of this unit, you will understand terms related to academic integrity, such as plagiarism, cheating, paraphrasing, quoting, citing, public domain, fair use, academic dishonesty, copyright, and self-plagiarism. In addition, you will become familiar with the guidelines for avoiding academic dishonesty, Netiquette, and how to respond on discussion boards used in this course.</p> <p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. Journal Activity</li> <li>2. Introductory Unit Notes and Activities</li> <li>3. Netiquette Discussion Board</li> </ol>
<b>Unit 2</b>	<p><b>Introducing US History</b></p> <p><b>Unit Objective</b></p> <p>Upon successful completion of this unit, the student will:</p> <ul style="list-style-type: none"> <li>• know traditional historical points of reference in U.S. history through 1877.</li> <li>• understand the foundations of representative government in the United States.</li> <li>• understand significant political and economic issues of the revolutionary era.</li> <li>• understand the American beliefs and principles reflected in the U.S. Constitution and other important historic documents.</li> <li>• understand the rights and responsibilities of citizens of the United States.</li> </ul> <p><b>Multimedia Presentation</b></p> <ul style="list-style-type: none"> <li>• Introducing US History Presentation</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Declaration of Independence and Constitution Scavenger Hunt</li> <li>• DOI Letter to the Editor</li> <li>• Founding Fathers Facebook</li> </ul> <p><b>Discussion Board</b></p> <p>Bill of Rights Discussion Board Preamble and Purpose Discussion Board</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Introducing US History Multiple Choice Test</li> </ul>
<b>Unit 3</b>	<p><b>Growing Pains and Reform</b></p> <p><b>Unit Objectives</b></p> <p>Upon successful completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>• analyze economic issues.</li> <li>• analyze the impact of technological innovations.</li> <li>• evaluate the contributions of significant political and social leaders.</li> </ul> <p><b>Multimedia Presentation</b></p> <p>Industrial Revolution Presentation Immigration and Urbanization in the Gilded Age Presentation Immigration and Cultural Change Video Presidents of the Gilded Age Presentation</p>

	<p>Economic, Political &amp; Social Reform Presentation DuBois and Washington Presentation</p> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Interstate Commerce Commission Activity</li> <li>• Robber Baron or Captain of Industry Assignment</li> <li>• Immigrant Letter Home</li> <li>• Presidents of the Gilded Age Chart</li> <li>• Cartoon Analysis</li> </ul> <p><b>Discussion Board</b> Robber Baron or Captain of Industry Discussion Board</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Industrial Revolution Quiz</li> <li>• Labor Unions Quiz</li> <li>• Immigration and Urbanization Quiz</li> <li>• Unit Test Part I Multiple Choice</li> <li>• Unit Test Part II – Free Response Essay</li> </ul>
<p><b>Unit 4</b></p>	<p><b>Becoming a World Power (Emergence of Internationalism)</b></p> <p><b>Unit Objective</b> Upon successful completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>• understand the political, economic, and social changes in the United States from 1877 to 1898.</li> <li>• explain why significant events and individuals moved the United States into a position as a world power.</li> <li>• analyze major issues raised by U.S. involvement in World War I.</li> <li>• analyze the economic impact of World War I on the United States.</li> <li>• explain the impact of significant international events such as World War I on changes in the role of the federal government.</li> </ul> <p><b>Multimedia Presentation</b></p> <ul style="list-style-type: none"> <li>• Emergence of Populism Presentation</li> <li>• Imperialism Presentation</li> <li>• Causes of World War I Presentation</li> <li>• Causes for U.S. Entry into World War I Presentation</li> <li>• World War I American Homefront Presentation</li> <li>• WWI Propaganda Presentation</li> <li>• Treaty of Versailles Presentation</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• A History of the National Park Service</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Picture the West Collage</li> <li>• Where Have all the Native Americans Gone?</li> <li>• Spanish American War Worksheet</li> <li>• WWI Propaganda Worksheet</li> <li>• Treaty of Versailles Assignment</li> <li>• World War I Practice DBQ</li> </ul> <p><b>Discussion Board</b></p> <ul style="list-style-type: none"> <li>• Imperialism Discussion Board</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• The West Quiz</li> <li>• Imperialism and Spanish American War Quiz</li> <li>• U.S. Involvement in WWI Quiz</li> <li>• WWI Propaganda Quiz</li> <li>• Unit Test Multiple Choice</li> </ul>

<p><b>Unit 5</b></p>	<p><b>Roaring Toward Depression</b></p> <p><b>Unit Objectives</b>  Upon successful completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>• analyze causes of economic growth and prosperity in the 1920s.</li> <li>• describe the impact of significant examples of cultural movements in art, music, and literature on American society</li> <li>• analyze the effects of the Great Depression on the U.S. economy and government.</li> <li>• evaluate the effectiveness of the New Deal measures in ending the Great Depression.</li> <li>• evaluate the impact of New Deal legislation on the historical roles of state and federal government.</li> </ul> <p><b>Multimedia Presentation</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Roaring 20s Presentation</li> <li>• Intolerances Presentation</li> <li>• Lifestyles of the 1920s Presentation</li> <li>• Effects of the Great Depression – Poverty Pictures Presentation</li> <li>• Court Packing Presentation</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Turning Points in History Final Exam Review</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Politics of the 1920s</li> <li>• Changing Lifestyles</li> <li>• Gross National Product Worksheet</li> <li>• Evaluating the New Deal Chart</li> </ul> <p><b>Discussion Board</b></p> <ul style="list-style-type: none"> <li>• Unit 5 Discussion Board</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Intolerances Quiz</li> <li>• Causes of the Great Depression Quiz</li> <li>• Evaluating the New Deal Quiz</li> <li>• Unit Test Multiple Choice</li> </ul>
<p><b>Final Exam</b></p>	<p><b>Final Exam Part 1 Multiple Choice</b>  <b>Final Exam Part 2 DBQ</b></p>

## Texas Essential Knowledge and Skills – United States History – Plano eSchool

Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
(US.1) <b>History.</b> The student understands the principles included in the Celebrate Freedom Week program.	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 preamble to the Declaration of Independence; and		U2A4 – DOI & Constitution Scavenger Hunt U2A5 – DOI Letter to the Editor U2A6 – Preamble and Purpose Discussion Board
	B. Analyze and evaluate the application of these founding principles to historical events in U.S. history.		U2A3 – Current Events – Bill of Rights Exchange
	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.		U2A7 – Founding Fathers Facebook
(US.2) <b>History.</b> The student understands traditional historical points of reference in U.S. history from 1877 to the present.	A. Identify the major characteristics that define an historical era;		A: Unit 3: Presidents of the Gilded Age Presentation/Chart; Unit 4: The West Notes, Picture the West Activity, Imperialism Presentation, Causes of WWI Presentation;  B: Unit 2: Road to Victory Assignment; Unit 3: Ike Presentation; 1950's Social History Presentation; Unit 4: Civil Rights Pictorial Project

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	<p>B. Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;</p>		<p>A: Unit 3: Presidents of the Gilded Age Presentation/Chart; Unit 4: The West Notes, Picture the West Activity, Imperialism Presentation, Causes of WWI Presentation;</p> <p>B: Unit 2: Road to Victory Assignment; Unit 3: Ike Presentation; 1950's Social History Presentation; Unit 4: Civil Rights Pictorial Project</p>
	<p>C. Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>		<p>A: Unit 3: Presidents of the Gilded Age Presentation/ Chart; Unit Assessment; Unit 4: The West Notes, Picture the West Activity, WWI Chronology Self-Check;</p> <p>B: Unit 2: Rise of Dictators Presentation; Road to Victory Assignment; Unit 3: Origins of the Cold War Activity; Unit 4: Civil Rights Pictorial Project; Unit 5: Social Movements Chart</p>



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	<p>D. Explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939 - 1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (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 ).</p>		<p>A: Unit 3: Presidents of the Gilded Age Presentation/ Chart; Unit Assessment; Unit 4: The West Notes, Picture the West Activity, WWI Chronology Self-Check; Unit 5: Great Depression Diary; Semester 1 Turning Points Semester exam prep</p> <p>B: Unit 2: Rise of Dictators Presentation; Road to Victory Assignment; Unit 3: Origins of the Cold War Activity; Unit 4: Civil Rights Pictorial Project; Unit 5: Social Movements Chart; Semester 1 Turning Points Semester exam pre</p>
<p>(US.3) <b>History.</b> The student understands the political, economic, and social changes in the United States from 1877 to 1898.</p>	<p>A. Analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism</p>		<p>A: Unit 3: Immigration and Urbanization Presentation; Presidents of the Gilded Age Chart; Cartoon Analysis; Unit 4: The West Quiz; Where Have all the Indians Gone? Activity</p>
	<p>B. Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;</p>		<p>A: Unit 3: Industrial Revolution Chart; Industrial Revolution Presentation; Industrial Revolution Background Notes; Labor Union Chart; Unit Test; Unit 4: Picture the West Activity</p>

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	C. Analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and		A: Unit 3: Immigration and Urbanization Presentation; Immigration and Urbanization Quiz; Economic, Political & Social Reform Presentation; DuBois and Washington Presentation; Unit Test
	D. Describe the optimism of the many immigrants who sought a better life in America.		A: Unit 3: Immigrant Letter Home
<b>(US.4) History.</b> The student understands the emergence of the United States as a world power between 1898 and 1920.	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;		A: Unit 4: Imperialism Presentation/Quiz, Spanish American War Activity; Imperialism and Spanish American War Self Check; Imperialism and Spanish American War Quiz; Imperialism Discussion Board
	B. Evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico:		A: Unit 4: Imperialism Presentation
	C. identify the causes of World War I and reasons for U.S. entry		A: Unit 4: Causes of WWI Presentation; Causes of US Entry into WWI Presentation/Quiz
	D. understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;		A: Unit 4: Causes of US Entry into WWI Presentation/Quiz; Unit Test
	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;		A: Unit 4: Practice DBQ

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	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		A: Unit 4: WWI Chronology Self Check; Treaty of Versailles Presentation
	G. Analyze significant events such as the Battle of Argonne Forest.		A: Unit 4: Causes of US Entry into WWI Presentation/Quiz
(US.5) <b>History.</b> The student understands the effects of reform and third-party movements in the early 20th century.	A. Evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19 <sup>th</sup> amendments;		A: Unit 3: Economic, Political, & Social Reform Presentation
	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		A: Unit 3: Economic, Political, & Social Reform Presentation; DuBois & Washington Presentation/Chart; B: Unit 5: Social Movements of the 1960s
	C. Evaluate the impact of third parties, including the Populist and Progressive parties.		A: Unit 3: Economic, Political, Social Reform Presentation; B: Unit 6: Political Parties Discussion Board
(US.6) <b>History.</b> The student understands significant events, social issues, and individuals of the 1920s.	A. analyze causes and effects of events and social issues, including such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and		A: Unit 5: Intolerances Presentation; Intolerance Quiz; Changing Lifestyles Activity
	B. Analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.		A: Unit 5: Intolerances Presentation; Intolerance Quiz; Lifestyles of the 20s Presentation

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(US.7) <b>History.</b> The student understands the domestic and international impact of U.S. participation in World War II.	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;		B: Unit 2: Rise of Dictators Presentation, Road to Victory Assignment; WWII Map Activity; Road to War presentation
	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;		B:
	C. Analyze the function of the U.S. Office of War Information;		B: Homefront Presentation
	D. Analyze major issues of World War II, including the Holocaust, ; the internment of Japanese- , German, and Italian , and Japanese Americans, and Executive Order 9066 ; and the development of conventional and atomic weapons;		B: Unit 2: Rise of Dictators Presentation; Road to War presentation; Road to Victory Assignment; Atomic Bomb Discussion Board
	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;		B: Unit 2: World War II Map Activity, Road to Victory Assignment; War in the Pacific presentation; Unit 3: Truman Presentation
	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		B: Unit 2: World War II Map Activity, Road to Victory Assignment; Unit 3: Truman Presentation

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	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.		B: Unit 2: Homefront presentation; War in the Pacific presentation
(US.8) <b>History.</b> The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.	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;		B: Unit 3: Origins of the Cold War Activity, Truman Presentation; Cold War Discussion Board; Unit 5: Cuban Missile Crisis
	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;		B: Unit 3: Second Red Scare Document Analysis; Truman Presentation; Unit 3: 1950s Social History Presentation; Rising Fear and Prosperity DBQ
	C. Explain reasons and outcomes for U.S. involvement in the Korean War Conflict and its relationship to the containment policy;		B: Unit 3: Truman Presentation, Korea Presentation; Unit 5: Vietnam War Worksheet, Youth Movement of the Sixties Document
	D. Explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War.		B: Unit 3: Truman Presentation, Korea Presentation; Unit 5: Vietnam War Worksheet, Youth Movement of the Sixties Document

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	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		B: Unit 5: Vietnam presentation
	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.		B: Unit 5: Vietnam presentation; Vietnam presentation notes; Unit 6: Nixon presentation
(US.9) <b>History.</b> The student understands the impact of the American civil rights movement.	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;		A: Unit 2 - US History Worksheet/Presentation; Unit 3: Economic, Political & Social Reform Presentation;  B: Unit 4: Intro to the Civil Rights Movement Presentation; Civil Rights Pictorial Project; Legacy of the Civil Rights Movement Presentation; Unit 5: Social Movement Chart
	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;		
	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;		Unit 4: Intro to the Civil Rights Movement Presentation; Civil Rights Pictorial Project; Legacy of the Civil Rights Movement Presentation; Unit 5: 1950s presentation
	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.		Unit 4: Civil Rights Leaders Chart

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	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;		Unit 4: Dr. King Discussion Board
	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		B: Truman presentation
	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;		
	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		
	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.		
(US.10) <b>History.</b> The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990.	A. Describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;		Unit 6: Nixon presentation

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	B. Describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength;		
	C. Compare the impact of energy on the American way of life over time;		
	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;		
	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		
	F. Describe significant societal issues of this time period.		
(US.11) <b>History.</b> The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century.	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;		
	B. Identify significant social and political advocacy organizations leaders and issues across the political spectrum;		



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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	C. Evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;		
	D. analyze the impact of third parties on presidential elections ;		
	E. Discuss the historical significance of the 2008 presidential election; and		
	F. Discuss the solvency of long-term entitlement programs such as Social Security and Medicare.		
(US.12) <b>Geography.</b> The student understands the impact of geographic factors on major events.	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		
	B. Identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.		A: Unit 4: Treaty of Versailles Presentation; B: Unit 2: Rise of Dictators Presentation; WWII Map Activity, Legacy of WWII Presentation; Unit 3: Origins of the Cold War Activity, Korean War Presentation, Rising Fear & Prosperity DBQ

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
(US.13) <b>Geography.</b> The student understands the causes and effects of migration and immigration on American society.	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		
	B. Analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.		
(US.14) <b>Geography.</b> The student understands the relationship between population growth and modernization on the physical environment.	A. Identify the effects of population growth and distribution on the physical environment;		B: Unit 6: Ford & Carter Presentation; Memorializing a President Project
	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		
	C. Understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.		
(US.15) <b>Economics.</b> The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.	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;		
	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;		

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	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;		
	D. Describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States ; and		A: Unit 4: Spanish American War Activity/Quiz, Causes of WWI Presentation, WWI American Homefront Presentation, WWI Propaganda WS/Presentation/Quiz
	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.		
(US.16) <b>Economics.</b> The student understands significant economic developments between World War I and World War II.	A. analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;		A: Introduction to the Roaring 20s presentation
	B. Identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation crash, bank failures, and the monetary policy of the Federal Reserve System;		A: Unit 5: The Great Depression Cause and Effects and President Hoover's Response
	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;		
	D. Compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and		

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	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.		A: Unit 5: New Deal Chart
(US.17) <b>Economics.</b> The student understands the economic effects of World War II and the Cold War.	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;		B: Unit 2: Road to Victory Assignment, WWII Homefront Presentation, Legacy of WWII Presentation
	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;		B: Unit 3: 1950s Social History Presentation; Rising Fear & Prosperity DBQ
	C. Describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;		B: Unit 3: IKE Presentation
	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		B: Unit 2: Road to Victory Assignment, WWII Homefront Presentation; Unit 5: JFK?LBJ presentation; JFK, LBJ, Warren Document/Quiz, Social Movements Chart; Unit 6: Ford & Carter Presentation, Memorializing a President Project

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	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).		
(US.18) <b>Economics.</b> The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century.	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		B: Unit 7: Women's Panel Conference; Innovators Award
	B. Identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.		B: Unit 7: Women's Panel Conference; Innovators Award
(US.19) <b>Government.</b> The student understands changes over time in the role of government.	A. Evaluate the impact of New Deal legislation on the historical roles of state and federal governments;		A: Unit 5: New Deal Chart; Evaluating the New Deal Quiz
	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;		
	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;		

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	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		
	E. Evaluate the pros and cons of U.S. participation in international organizations and treaties.		
(US.20) <b>Government.</b> The student understands the changing relationships among the three branches of the federal government.	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		B: Unit 5: Vietnam War Worksheet
	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.		A: Unit 5: Court Packing Plan presentation; B: Unit 4: Intro to the Civil Rights Movement
(US.21) <b>Government.</b> The student understands the impact of constitutional issues on American society.	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;		B: Unit 4: Intro to Civil Rights Movement presentation; Civil Rights Pictorial Timeline assignment
	B. Discuss historical reasons why the constitution has been amended; and		B: Unit 4: Civil Rights Pictorial Project; Unit 5: Vietnam War Worksheet

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	C. Evaluate constitutional change in terms of strict construction versus judicial interpretation.		
(US.22) <b>Citizenship.</b> The student understands the concept of American exceptionalism.	A. Discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire.		A: Unit 1: Introduction to US History presentation; Introduction to US History worksheet
	B. Describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and		A: Unit 1: Introduction to US History presentation; Introduction to US History worksheet
	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.		
(US.23) <b>Citizenship.</b> The student understands efforts to expand the democratic process.	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;		A: Unit 3: Economic, Political & Social Reform Presentation;  B: Unit 4: Introduction to the Civil Rights Movement Presentation; Civil Rights Pictorial Project; MLK and Malcolm X  Unit 5: Vietnam War Worksheet
	B. Evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the <b>American Indian Citizenship Act of 1924</b> ; and		A: Unit 3: Economic, Political, and Social Reform Presentation;  B: Unit 4: Civil Rights Pictorial Project

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	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."		A: Unit 3: Economic, Political, and Social Reform Presentation; Unit 5: Homefront presentation  B: Unit 4: Intro to the Civil Rights Movement Presentation; Unit 5: Youth Movement of the Sixties Document
(US.24) <b>Citizenship.</b> The student understands the importance of effective leadership in a constitutional republic.	A. Describe qualities of effective leadership; and		A: Unit 3: DuBois and Washington Presentation; Unit 5: Politics of 1920s Activity;  B: Unit 2: Rise of Dictators Presentation; Road to Victory Assignment, WWII Propaganda Worksheet/Presentation; Unit 3: Truman Presentation; Unit 5: Presidential Video Segments; Unit 6: Presidential Video Segments; Ford and Carter Administration Presentation; Memorializing a President Project
	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.		



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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
(US.25) <b>Culture.</b> The student understands the relationship between the arts and the times during which they were created.	A. Describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;		A: Unit 3: Economic, Political & Social Reform Presentation; Presidents of the Gilded Age Chart/Presentation; Unit 5: Lifestyles of 20s Presentation, Great Depression Causes and Response Presentation;  B: Unit 3: 1950s Social History Presentation; Unit 5: Ford & Carter Presentation
	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;		
	C. Identify the impact of popular American culture on the rest of the world over time; and		A: Unit 5: Changing Lifestyles Activity B: Unit 3: 1950s Social History Presentation
	D. Analyze the global diffusion of American culture through the entertainment industry via various media.		

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
(US.26) <b>Culture.</b> The student understands how people from various groups contribute to our national identity.	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;		A: Unit 3: DuBois & Washington Presentation/ Chart; Unit 5: Lifestyles of the 20 Presentation, Changing Lifestyles Activity  B: Unit 2: WWII Homefront Presentation; Unit 3: 1950s Social History Presentation; Unit 4: Intro to the Civil Rights Movement Presentation, MLK & Malcolm X Outline, Civil Rights Pictorial Project
	B. Discuss the Americanization movement to assimilate immigrants and American Indians into American culture;		A: Unit 3: Immigration & Urbanization Presentation/Quiz; Unit 4: Where Have all the Native Americans Gone?  B: Unit 4: Civil Rights Pictorial Project
	C. Explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;		A: Unit 3: DuBois & Washington Presentation/ Chart;  B: Unit 2: WWII Homefront Presentation, WWII Propaganda Worksheet/Presentation; Unit 4: Intro to Civil Rights Movement Presentation/Quiz;, MLK & Malcolm X Outline, Civil Rights Pictorial Project
	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;		
	E. Discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust" ; and		B: Unit 5: Social History – 1950s presentation

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	F. Discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as <b>Vernon J. Baker</b> , Alvin York, and <b>Roy Benavidez</b> .		A: US Entry into WWI presentation
(US.27) <b>Science, technology, and society.</b> The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States.	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;		A: Unit 3 Industrial Revolution Presentation/Worksheet;  B: Unit 3: 1950s Social History Presentation; Unit 6: Nixon Presentation
	B. Explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and		A: Unit 4: The West Notes; The West Quiz; Picture the West Activity, WWI DBQ Assignment;  B: Unit 2: Rise of Dictators Presentation, Road to Victory Assignment, WWII Homefront Presentation, Legacy of WWII Presentation; Unit 3: 1950s Social History Presentation
	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.		A: Unit 3: Industrialization Presentation/Worksheet; Labor Union Chart; Labor Union Quiz Unit 5: Lifestyles of the 20s; Changing Lifestyles Activity  B: Unit 7: Innovators Award

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
<p>(US.28) <b>Science, technology, and society.</b> The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States.</p>	<p>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;</p>		<p>A: Unit 3 Industrial Revolution Presentation/Worksheet; Unit 5: Lifestyles of the 20s; Changing Lifestyles Activity</p>
	<p>B. Explain how space technology and exploration improve the quality of life; and</p>		<p>B: Unit 3: 1950s Social History Presentation; Unit 5: The Space Program Affects You; Unit 7: Innovators Award</p>
	<p>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.</p>		<p>B: Unit 7: Innovators Award</p>
<p>(US.29) <b>Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</p>	<p>A. Use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;</p>		<p>A: Unit 3: Presidents of the Gilded Age Chart/Presentation; Cartoon Analysis; Unit 5: The Great Depression Diary; Unit 5 Discussion Board;</p> <p>B: Unit 2: Road to Victory Assignment; Atomic Bomb Discussion Board; Unit 3: Origins of the Cold War Activity, Second Red Scare Document Analysis; Cold War Discussion Board; Unit 4: Civil Rights Pictorial Project; Unit 6: Watergate Document Analysis, Memorializing a President Project</p>

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	<p>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 drawing conclusions;</p>		<p>A: Unit 1 : Academic Integrity Research Worksheet; Unit 3: Cartoon Analysis; USH Semester A Final Exam DBQ; Unit 4: Picture the West Activity, Where have all the Native Americans Gone? Activity; Unit 5: Changing Lifestyles Activity, Great Depression Diary; Unit 5 Discussion Board; Final Exam DBQ;</p> <p>B: Unit 2: Road to Victory Assignment; Atomic Bomb Discussion Board; Unit 3: Origins of the Cold War Activity, Second Red Scare Document Analysis; Cold War Discussion Board; Unit 4: Civil Rights Pictorial Project; Unit 5: Youth Movement of the Sixties Document; Unit 6: Memorializing a President Project; Unit 7: Remembering 9/11</p>
	<p>C. Understand how historians interpret the past (historiography) and how their interpretations of history may change over time;</p>		<p>A: Unit 4: Picture the West Activity, Where have all the Native Americans Gone? Activity; Final Exam DBQ;</p> <p>B: Unit 2: Atomic Bomb Discussion Board; Unit 3: Second Red Scare Document Analysis; Unit 5: Vietnam; Unit 6: Memorializing a President Project; Political Parties Discussion Board; Unit 7: Remembering 9/11</p>

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	D. Use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;		<p>A: Unit 4: Picture the West Activity, Spanish American War Activity; Final Exam DBQ</p> <p>B: Unit 2: Road to Victory Assignment; Atomic Bomb Discussion Board; Unit 3: Origins of the Cold War Activity, Second Red Scare Document Analysis; Cold War Discussion Board; Unit 4: Civil Rights Pictorial Project; Unit 6: Memorializing a President Project; Political Parties Discussion Board; Unit 7: Remembering 9/11</p>
	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;		B: Unit 2: WWII Propaganda Worksheet/Presentation; Atomic Bomb Discussion Board; Unit 3: Second Red Scare Document Analysis; Unit Test; Unit 5: Vietnam; Unit 7: Remembering 9/11; Final Exam DBQ
	F. Identify bias in written, oral, and visual material;		<p>A: Unit 3: Cartoon Analysis; Unit 4: Where have all the Native Americans Gone? Activity; Final Exam DBQ</p> <p>B: Unit 2: WWII Propaganda Worksheet/Presentation; Atomic Bomb Discussion Board; Unit 3: Second Red Scare Document Analysis; Unit 5: Vietnam; Unit 7: Remembering 9/11</p>

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	G. Identify and support with historical evidence a point of view on a social studies issue or event; and		A: Unit 4: Where Have all the Native Americans Gone Activity; Final Exam DBQ;  B: Unit 2: Atomic Bomb Discussion Board; Unit 3: Second Red Scare Document Analysis; Unit 4: Civil Rights Pictorial Project; Unit 6: Memorializing a President Project; Political Parties Discussion Board
	H. Use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.		A: Unit 5: GNP Worksheet B: Unit 5: Social History 1950s presentation; Vietnam; Unit 7: Remembering 9/11
<b>(US.30) Social studies skills.</b> The student communicates in written, oral, and visual forms.	A. Create written, oral, and visual presentations of social studies information;		A: Unit 3: Growing Pains and Reform Free Response Essay; Unit 4: Picture the West Activity; WWI Practice DBQ; Unit 5: Changing Lifestyles Activity, Great Depression Diary; Final Exam DBQ;  B: Unit 2: Road to Victory Assignment; Unit 4: Civil Rights Pictorial Project; Unit 6: Memorializing a President Project

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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
	B. Use correct social studies terminology to explain historical concepts; and		<p>A: Unit 1 Academic Integrity Research Worksheet; Unit 3: Growing Pains and Reform Free Response Essay; Unit 4: Picture the West Activity, Where have all the Native Americans Gone? Activity; WWI Practice DBQ; Unit 5: Politics of the 1920s Activity, Changing Lifestyles Activity, Great Depression Diary; Unit 5 Discussion Board; Final Exam DBQ;</p> <p>B: Unit 2: Road to Victory Assignment; Atomic Bomb Discussion Board; Unit 3: Origins of the Cold War Activity, Second Red Scare Document Analysis; Cold War Discussion Board; Unit 4: Civil Rights Pictorial Project; Unit 5: Youth Movement of Sixties Document; Unit 6: Memorializing a President Project; Political Parties Discussion Board</p>
	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.		B: Unit 5: Vietnam; Unit 7: Remembering 9/11
<p><b>(US.31) Social studies skills.</b> The student uses geographic tools to collect, analyze, and interpret data.</p>	A. Create thematic maps, graphs, and charts representing various aspects of the United States; and		
	B. Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.		B: Unit 5: 1968 Timeline Activity



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Knowledge and Skills	Student Expectations	Bloom's Taxonomy	Where Addressed
<p>(US.32) <b>Social studies skills.</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>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</p>		<p>B: Unit 5: Cuban Missile Crisis Activity; Vietnam; Unit 7: Remembering 9/11</p>
	<p>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.</p>		<p>B: Unit 5: Cuban Missile Crisis Activity; Vietnam; Unit 7: Remembering 9/11</p>