

# American History

**Time on Task:** 4.5 hours per week

## Course Philosophy

In history/social studies the student will acknowledge that mankind began with a grand design from God the creator preserving man’s beginning and purpose through His word allowing His truths to be passed on to generations to complete His purpose on Earth.

## Course Description

In this course, which is the second part of a two-year study of U.S. History that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

<p><b>Goals and Objectives</b>  <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§113.32. United States History Studies Since Reconstruction (One Credit).</b></p> <p><b>(a) General requirements.</b> Students shall be awarded one unit of credit for successful completion of this course.</p> <p><b>(b) Introduction.</b></p> <p>(1) In this course, which is the second part of a two-year study of U.S. History that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post- Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional</p>	<p><b>Scope and Sequence</b></p> <p><b>Topic</b></p> <ul style="list-style-type: none"> <li>• United States history</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Influence of physical geography on American history</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Chronological survey of American history from European discovery to the present</li> </ul> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>• Structure of American government; the constitution</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Development of free-</li> </ul>	<p><b>Spiritual Goals</b>  <b>God’s intended purpose for history/social studies:</b></p> <ol style="list-style-type: none"> <li>1. To understand that God has directed that written records be kept. (Daniel 12:4, 8, 9)</li> <li>2. To recognize that God expects us to learn from a knowledge of our past behavior. (Psalm 78)</li> <li>3. To show that giving thanks to the Creator is important. (Psalm 92:1)</li> <li>4. To show students that God has purpose in what He does. (Deuteronomy 7:7, 8)</li> <li>5. To show that God leads social groups, leaders, and families when they look to Him for guidance. (I Samuel 23:2)</li> </ol>
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<p>issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; landmark cases of the U.S. Supreme Court; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include a biography of Dwight Eisenhower, Upton Sinclair's <i>The Jungle</i>, and Martin Luther King's letter from the Birmingham City Jail. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.</p> <p>(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and</p>	<p>enterprise system</p> <p><b>Religion</b></p> <ul style="list-style-type: none"> <li>• Contributions of various religions, especially Christianity, to America's heritage</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Integration of various facets of American culture; cultural change</li> </ul> <p><b>Correlation with TEKS</b></p> <p><b><u>United States History</u></b></p> <p>BJU Press  Student ISBN  978-1-59166-424-6  Teacher ISBN  978-1-57924-640-L</p>	<ol style="list-style-type: none"> <li>6. To recognize that God wants us to learn history. (Deuteronomy 1:1-4:2; Joshua 24:1-13)</li> <li>7. To recognize all believers are a part of God's plan. (Ephesians 2:20; Romans 6;13)</li> <li>8. To understand God controls the rise and fall of empires and nations and leaders. (Proverbs 8:15, 16; Romans 13:1)</li> <li>9. To gain an awareness and appreciation of Christ-like qualities in men and women who influenced American history so that students will emulate those qualities. (John 1:12; Ephesians 1:4-6)</li> <li>10. To recognize the importance of praying for our government leaders to look to God for guidance. (Jeremiah 29:7; I Timothy 2:1-3)</li> <li>11. To understand God is interested in all nations and in persons from those nations. (Psalm 96:1-10; Mark 16:15)</li> <li>12. To recognize god is responsible for the contour of the earth. (Nehemiah 9:6; Job 28:9-11)</li> <li>13. To appreciate that God gave land to all tribes and nations and is concerned about boundaries. (Numbers 34:1-28; Acts 17:26)</li> </ol> <p><b>Biblical Integration Truth Statements</b></p> <ol style="list-style-type: none"> <li>1. <i>What is prime reality, the really real?</i>  God exists and is the ultimate reality.</li> </ol>
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<p>nation as referenced in the Texas Education Code, §28.002(h).</p> <p><b>(c) Knowledge and skills.</b></p> <p><b>(1) History.</b> The student understands traditional historical points of reference in U.S. history from 1877 to the present.  <i>The student is expected to:</i></p> <p>(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;</p> <p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p> <p>(C) explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.</p> <p><b>(2) History.</b> The student understands the political, economic, and social changes in the United States from 1877 to 1898.  <i>The student is expected to:</i></p> <p>(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform;</p> <p>(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and</p> <p>(C) analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.</p> <p><b>(3) History.</b> The student understands the emergence of the United States as a world power between 1898 and 1920.  <i>The student is expected to:</i></p> <p>(A) explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;</p> <p>(B) identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare;</p> <p>(C) analyze significant events such as the battle of Argonne Forest and the impact of significant individuals including John J. Pershing during World War I; and</p> <p>(D) analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.</p>	<p>Chapters 16-27</p> <p>Chapters 16-27</p> <p>Chapters 17, 19, 20, 22, 23</p> <p>Chapters 16, 17</p> <p>Chapters 16, 17</p> <p>Chapters 16, 17</p> <p>Chapters 17, 18</p> <p>Chapter 19</p> <p>Chapter 19</p> <p>Chapter 19</p>	<p>(Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p><b>3. <i>What is a human being?</i></b></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p>
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<p><b>(4) History.</b> The student understands the effects of reform and third party movements on American society. <i>The student is expected to:</i></p> <p>(A) evaluate the impact of Progressive Era reforms including initiative, referendum, recall, and the passage of the 16th and 17th amendments;</p> <p>(B) evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society; and</p> <p>(C) evaluate the impact of third parties and their candidates such as Eugene Debs, H. Ross Perot, and George Wallace.</p> <p><b>(5) History.</b> The student understands significant individuals, events, and issues of the 1920s. <i>The student is expected to:</i></p> <p>(A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and</p> <p>(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.</p> <p><b>(6) History.</b> The student understands 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. <i>The student is expected to:</i></p> <p>(A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;</p> <p>(B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb;</p> <p>(C) explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton;</p> <p>(D) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan,</p>	<p>Chapter 18</p> <p>Chapter 18</p> <p>Chapters 18, 25, 26</p> <p>Chapters 18, 20</p> <p>Chapters 18, 20</p> <p>Chapters 21, 22</p> <p>Chapter 22</p> <p>Chapter 22</p> <p>Chapters 22, 23</p>	<p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. What happens to a person at death?</b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as</p>
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<p>the North Atlantic Treaty Organization, and the Berlin airlift;</p> <p>(E) analyze the conflicts in Korea and Vietnam and describe their domestic and international effects;</p> <p>(F) describe the impact of the GI Bill, the election of 1948, McCarthyism, and Sputnik I;</p> <p>(G) analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations; and</p> <p>(H) identify the origins of major domestic and foreign policy issues currently facing the United States.</p> <p><b>(7) History.</b> The student understands the impact of the American civil rights movement. <i>The student is expected to:</i></p> <p>(A) trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, 15th amendments;</p> <p>(B) identify significant leaders of the civil rights movement, including Martin Luther King, Jr.;</p> <p>(C) evaluate government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States; and</p> <p>(D) identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.</p> <p><b>(8) Geography.</b> The student uses geographic tools to collect, analyze, and interpret data. <i>The student is expected to:</i></p> <p>(A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and</p> <p>(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.</p> <p><b>(9) Geography.</b> The student understands the impact of geographic factors on major events. <i>The student is expected to:</i></p> <p>(A) analyze the effects of physical and human geographic</p>	<p>Chapters 23, 24</p> <p>Chapter 23</p> <p>Chapters 23, 24</p> <p>Chapters 25, 26, 27</p> <p>Chapters 16, 23, 24, 25</p> <p>Chapter 23</p> <p>Chapters 23, 24</p> <p>Chapters 23, 24, 25, 26</p> <p>Chapters 17, 19, 21, 22, 23</p> <p>Chapters 17, 20, 23</p> <p>Chapters 18, 25</p>	<p>our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. <i>Why is it possible to know anything at all?</i></b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31,</p>
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<p>factors on major events including the building of the Panama Canal; and</p> <p>(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.</p> <p><b>(10) Geography.</b> The student understands the effects of migration and immigration on American society. <i>The student is expected to:</i></p> <p>(A) analyze the effects of changing demographic patterns resulting from migration within the United States; and</p> <p>(B) analyze the effects of changing demographic patterns resulting from immigration to the United States.</p> <p><b>(11) Geography.</b> The student understands the relationship between population growth and modernization on the physical environment. <i>The student is expected to:</i></p> <p>(A) identify the effects of population growth and distribution and predict future effects on the physical environment; and</p> <p>(B) trace the development of the conservation of natural resources, including the establishment of the National Park System and efforts of private nonprofit organizations.</p> <p><b>(12) Economics.</b> The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. <i>The student is expected to:</i></p> <p>(A) analyze the relationship between private property rights and the settlement of the Great Plains;</p> <p>(B) compare the purpose of the Interstate Commerce Commission with its performance over time;</p> <p>(C) describe the impact of the Sherman Antitrust Act on businesses;</p> <p>(D) analyze the effects of economic policies including the Open Door Policy and Dollar Diplomacy on U.S. diplomacy; and</p> <p>(E) describe the economic effects of international military conflicts, including the Spanish- American War and World War I, on the United States.</p>	<p>Chapters 16, 17, 18</p> <p>Chapters 16, 17, 20, 21</p> <p>Chapters 16, 17, 18</p> <p>Chapters 16, 17, 18</p> <p>Chapter 18</p> <p>Chapters 16, 17</p> <p>Chapter 16</p> <p>Chapter 16</p> <p>Chapter 17, 18</p> <p>Chapters 17, 19</p>	<p>Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p><b>6. <i>How do we know what is right and wrong?</i></b></p> <ul style="list-style-type: none"> <li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li> <li>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</li> <li>c. As a result of sin, morally, we have become less able to discern</li> </ul>
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<p><b>(13) Economics.</b> The student understands significant economic developments between World War I and World War II.  <i>The student is expected to:</i></p> <p>(A) analyze causes of economic growth and prosperity in the 1920s;</p> <p>(B) analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures;</p> <p>(C) analyze the effects of the Great Depression on the U.S. economy and government;</p> <p>(D) evaluate the effectiveness of New Deal measures in ending the Great Depression; and</p> <p>(E) analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and Social Security continue to affect the lives of U.S. citizens.</p> <p><b>(14) Economics.</b> The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society.  <i>The student is expected to:</i></p> <p>(A) describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression;</p> <p>(B) identify the causes and effects of prosperity in the 1950s;</p> <p>(C) describe the impact of the Cold War on the business cycle and defense spending;</p> <p>(D) identify actions of government and the private sector to expand economic opportunities to all citizens; and</p> <p>(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.</p> <p><b>(15) Government.</b> The student understands changes in the role of government over time.  <i>The student is expected to:</i></p> <p>(A) evaluate the impact of New Deal legislation on the historical roles of state and federal governments;</p> <p>(B) explain the impact of significant international events such as World War I and World War II on changes in the role</p>	<p>Chapter 20</p> <p>Chapters 20, 21</p> <p>Chapter 21</p> <p>Chapter 21</p> <p>Chapter 21</p> <p>Chapter 22</p> <p>Chapter 23</p> <p>Chapter 23</p> <p>Chapters 23, 24, 25</p> <p>Chapters 23, 26, 27</p> <p>Chapters 21, 22</p> <p>Chapters 19, 21, 22</p>	<p>good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p>
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<p>of the federal government;</p> <p>(C) evaluate the effects of political incidents such as Teapot Dome and Watergate on the views of U.S. citizens concerning the role of the federal government; and</p> <p>(D) predict the effects of selected contemporary legislation on the roles of state and federal governments.</p> <p><b>(16) Government.</b> The student understands the changing relationships among the three branches of the federal government.</p> <p><i>The student is expected to:</i></p> <p>(A) evaluate the impact of events, including the Gulf of Tonkin Resolution and the War Powers Act, on the relationship between the legislative and executive branches of government; and</p> <p>(B) evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices, on the relationships among the legislative, executive, and judicial branches of government.</p> <p><b>(17) Government.</b> The student understands the impact of constitutional issues on American society in the 20th century.</p> <p><i>The student is expected to:</i></p> <p>(A) analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and <i>Reynolds v. Sims</i>;</p> <p>(B) analyze reasons for the adoption of 20th-century constitutional amendments.</p> <p><b>(18) Citizenship.</b> The student understands efforts to expand the democratic process.</p> <p><i>The student is expected to:</i></p> <p>(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution;</p> <p>(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and</p>	<p>Chapters 20, 24</p> <p>Chapter 27</p> <p>Chapter 24</p> <p>Chapter 21</p> <p>Chapter 23</p> <p>Chapters 26, 27</p> <p>Chapters 18, 23</p> <p>Chapters 18, 24, 25</p>	<p><b><i>What should our response be to God? What were we made for?</i></b></p> <p><b>We were made to</b>  <b>Love</b> – Matthew 22:37,  <b>Worship</b> – Romans 12:1,  <b>Obey</b> – 2 John 6, and  <b>Give Glory</b> – Psalm 96:3.</p>
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<p>(C) explain how participation in the democratic process reflects our national identity.</p> <p><b>(19) Citizenship.</b> The student understands the importance of effective leadership in a democratic society.  <i>The student is expected to:</i></p> <p>(A) describe qualities of effective leadership;</p> <p>(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt; and</p> <p>(C) identify the contributions of Texans who have been President of the United States.</p> <p><b>(20) Culture.</b> The student understands the relationship between the arts and the times during which they were created.  <i>The student is expected to:</i></p> <p>(A) describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature such as the paintings of Georgia O'Keeffe, rock and roll, and John Steinbeck's <i>The Grapes of Wrath</i>;</p> <p>(B) describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance;</p> <p>(C) identify examples of American art, music, and literature that transcend American culture and convey universal themes;</p> <p>(D) analyze the relationship between culture and the economy and identify examples such as the impact of the entertainment industry on the U.S. economy; and</p> <p>(E) identify the impact of popular American culture on the rest of the world.</p> <p><b>(21) Culture.</b> The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity.  <i>The student is expected to:</i></p> <p>(A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society;</p> <p>(B) explain efforts of the Americanization movement to</p>	<p>On-going</p> <p>On-going  Chapters 17, 21, 22, 26, 27</p> <p>Chapters 23, 26, 27</p> <p>Chapters 16, 21, 23</p> <p>Chapters 18, 20, 21</p> <p>Chapters 17, 18, 20</p> <p>Chapters 17, 20</p> <p>Chapters 20, 21</p> <p>Chapters 17, 21, 23</p> <p>Chapters 17, 21, 23</p>	
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<p>assimilate immigrants into American culture;</p> <p>(C) analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity; and</p> <p>(B) identify the political, social, and economic contributions of women to American society.</p> <p><b>(22) Science, technology, and society.</b> The student understands the impact of science and technology on the economic development of the United States.  <i>The student is expected to:</i></p> <p>(A) explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States;</p> <p>(B) explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs; and</p> <p>(C) analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.</p> <p><b>(23) Science, technology, and society.</b> The student understands the influence of scientific discoveries and technological innovations on daily life in the United States.  <i>The student is expected to:</i></p> <p>(A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States; and</p> <p>(B) explain how technological innovations in areas such as space exploration have led to other innovations that affect daily life and the standard of living.</p> <p><b>(24) Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.  <i>The student is expected to:</i></p> <p>(A) locate and use primary and secondary sources such as computer software, databases, media and news services,</p>	<p>Chapters 17, 23</p> <p>Chapters 18, 22, 25</p> <p>Chapters 17, 27</p> <p>Chapter 22</p> <p>Chapters 17, 27</p> <p>Chapters 17, 23, 27</p> <p>Chapters 17, 23, 27</p> <p>On-going; All Chapters</p>	
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<p>advantages and disadvantages, choose and implement a and evaluate the effectiveness of the solution; and</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>On-going; All Chapters</p> <p><b>Student Activities</b>  Role Play  Games/Puzzles  Stories  Books  Songs  Art Projects  Cooperative Learning  Journaling  Graphic Organizers  Small Groups  Drawing  Manipulatives  Writer’s Workshop  Portfolio  Maps  Character Study  Venn Diagram</p> <p><b>Teaching Strategies</b>  Direct Instruction  Open-ended Questions  Discussion  Demonstration  Brainstorming  Problem Solving  Read Aloud  Facilitating  Cooperative Learning  Guest Speakers  Visual Aids</p>	
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	<p><b>Evaluation Procedures</b> Observation Class Participation Quizzes/Tests Projects Reports Survey (oral/written) Portfolio Class Review Mock Trials</p> <p><b>Other Resources and Bibliography</b> Student Activity Book, Bob Jones Press, ISBN 978-57924-333-3 Student Test Workbook, Bob Jones Press, ISBN 1-57924-965-5</p>	
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