

Course: United States History (2007-2008)
Instructor: Joel Mattek
Text: *THE AMERICANS*

Purpose:

This is a study of your country. You should know as much as you can about your country in order to be a more informed citizen, and therefore to make your country better now than before. Here at Wisconsin Lutheran we'll look at what has happened from more of a Christian perspective. This country was founded on religious principles that in recent years are getting shunted aside more and more. It is our duty, yours and mine, as United States citizens and Christians, to do our part to make this a stronger country, as our founding fathers and our Lord intended it to be.

Outcomes:

Through their study, students will:

1. Recognize that American history is mainly a study of people, not dates or places.
2. Describe how we went from 13 small and separate colonies to one democratic nation.
3. Explain how by 1900 we had become arguably the most powerful nation on earth.
4. Compare ways that the country is different today from 100 and 200 years ago.
5. See the Lord's work in the life and times of our country.

Goals:

1. To provide a forum for young Christians to glorify God by developing a critical perspective of American History which can be communicated in written and oral ways.
2. To provide a forum for young Christians to glorify God by proactively incorporating following words of scripture into their study of American history: *"We demolish arguments and every pretension that sets itself against the knowledge of God, and we take captive every thought to make it obedient to Christ."* (2 Corinthians 10:5)
3. Students will commit themselves to being God-fearing citizens who value their special role in God's plan for America.
4. By God's grace each student will rely more confidently on God's forgiving grace in Christ and grow in Christ-like love in all human relationships.

Unit 1: Colonization & Revolution (1492-1783)

- Understand how England succeeds while other countries fail.
- Describe the cultural influence of the English heritage in North America
- Explain the interaction of the early colonizers with Native American cultures
- Describe our political, economic, and social roots in the original 13 colonies, and how this shaped our governmental ideas (The Mayflower Compact, The Fundamental Orders of Connecticut, The Lower House of Burgesses, Private Enterprise, Freedom of Religion)
- Understand how mercantilism affected English/Colonial relations which in turn leads to the Revolutionary War.

- Understand how the U.S. won the Revolutionary War.

textbook pages: 12-122

number of days: 13-15

school outcomes: 2-6

department outcomes: 1.1,2,3,4,5,6; 2.3 ; 3.4,5 ; 4.1,2,3; 5.1,2

WSS outcomes: B12.1,4,5-6,8,10-13,15-18

vocabulary:

Joint Stock; indentured servant; Royal, Proprietary, and Self Governing Colonies, Roanoke, Jamestown, Pilgrims, Puritans, House of Burgesses, Mercantilism, Triangular Trade, Middle Passage, Active Toleration, Navigation Acts, Albany Plan of Union, French and Indian War, Stamp Act, Boycott, Salutary Neglect, Treaty of Paris, Boston Tea Party, Committees of Correspondence, First and Second Continental Congress, Minutemen, Lexington and Concord, Bunker Hill, Saratoga, Yorktown, Common Sense, Declaration of Independence, Social Contract, Treaty of 1783, William Pitt, George Washington, Thomas Paine, Thomas Jefferson, Ben Franklin, John Hancock, Nathan Hale, Benedict Arnold, Lafayette, Baron Von Steuben, John Adams

Unit 2: The Formative Era (1783-1815)

- Understand the failure of the Articles of Confederation.
- Describe the Constitutional Convention.
- Understand the detail of the Constitution, the amendments, and the ratification process.
- Explain the Legacy of George Washington in the American System.
- Know the difference between the Federalist vs. the Anti-Federalists, and how this contributed to the beginning of the two party system in America.
- Explain why the United States remained in conflict with the European powers and went to war with Great Britain.

textbook pages: 126-182

number of days: 13-15

school outcomes: 2-6

department outcomes: 1.1,2,3,4,5,6; 2.3,4 ; 3.4,5 ; 4.1,2,3; 5.1,2

WSS outcomes: B12.1,3-6,8,9,11,13,15-18 ; C12.1-3

vocabulary:

Northwest Ordinance, Land Ordinance, Shay's Rebellion, The Great Compromise, The Three Fifths Compromise, Separation of Powers, Federalism, Checks and Balances, Civilian Control, Bicameral Legislature, Senate & House, Ratification, Bill of Rights, Federalist, Anti-Federalist, Alien and Sedition Acts, Kentucky and Virginia Resolutions, Loose Construction, Strict Construction, Elastic Clause, Liberal, Conservative, Neutrality, Louisiana Purchase, Embargo Act of 1807, Judicial Review, Marbury vs. Madison, War Hawks, Hartford Convention, James Madison, Alexander Hamilton,

John Marshall, Henry Clay, Andrew Jackson, Francis Scott Key, Lewis and Clark,
Thomas Jefferson

Unit 3: From Unity to division and the Civil War (1815-1865)

- Understand how the “Firebell in the Night” (compromise of 1820) helps start the United States down the path of Civil War.
- Describe Jacksonian Democracy and the rise of the “common man”
- Know why Jackson’s policy towards American Indians sets the stage for an extended period of neglect and persecution.
- Know about James Polk and the United States’ policy of Manifest Destiny
- Understand slavery and the abolition movement.
- Know about the 1850s and the March towards Civil War
- Understand how secession and the Civil War brings and end to slavery.
- Explain how the results of the Mexican War lead to the reawakening of the slavery issue and eventually the Civil War.

textbook pages: 184-356

number of days: 16-18

school outcomes: 2-6

department outcomes: 1.1,2,3,4,5,6; 2.3,4 ; 3.4,5 ; 4.1,2,3; 5.1,2

WSS outcomes: B12.1,4,5,8,9,11,13,15-18 ; C12.15 ; A12.4

vocabulary:

Monroe Doctrine, The American System, Missouri Compromise, Spoils System, Bank of the U.S., Peggy Eaton Affair, Trail of Tears, Tariff of Abominations, Nullification, “Rope of Sand” Speech, Whigs, Mexican War, Factory System, Immigration, Republican Party, Compromise of 1850, Bleeding Kansas, The three old Senators – Clay, Calhoun, and Webster; Dred Scott, Harper’s Ferry, Uncle Tom’s Cabin, Peculiar Institution, Freeport Doctrine, Popular Sovereignty, Kansas Nebraska Act, Lincoln Douglas Debate, Election of 1860, Succession, Ft. Sumter, Anaconda Plan, First Battle of Bull Run, Antietam, Gettysburg, Appomattox, Monitor & Merrimack, Emancipation Proclamation, U.S. Grant, Stonewall Jackson, R.E. Lee, Wm. T. Sherman, John Q. Adams, Andrew Jackson, Daniel Webster, Preston Brooks, John C. Calhoun, Martin Van Buren, James K. Polk, Charles Sumner, Eli Whitney, Stephen Douglas, William Seward, Harriet Beecher Stowe

Unit 4: Reconstruction and Industrialization (1865-1898)

- Understand how the South is shaped by reconstruction
- Describe how Immigration shapes American culture
- Explain the sometimes competing and conflicting concerns of big business, agriculture, and labor.
- Know why the second Manifest Destiny leads to the Spanish American War and American Colonialism.
- Explain how the West transformed America, and the frontier comes to an end.

- Detail the contribution and impact of miners, cowboys, trappers, Indians, and farmers.

textbook pages: 358-488

number of days: 16-18

school outcomes: 2-6

department outcomes: 1.1,2,3,4,5,6; 2.1,2,3,4 ; 3.1 ; 4.1,2,3; 5.1,2

WSS outcomes: B12.1,3-5,7-13,15-17 ; C12.15 ; A12.7

vocabulary:

Black codes, Share cropping, Jim Crow Laws, the Klu Klux Klan, 14th & 15th Amendments – the “civil rights” amendments, populism, Hay Market Square, reconstruction, Wade-Davis Bill, carpet baggers, scalawags, impeachment, transcontinental railroad, Plessy v. Ferguson, Rutherford B. Hayes, Samuel Tilden, Andrew Johnson, Fredrick Jackson Turner, Grover Cleveland

Unit 5: The United States emerges as a World Power (1898-1920)

- Explain how the United States becomes a world power after the Spanish American War
- Know the issues associated with Naval Power and the Panama Canal
- Understand how Teddy Roosevelt uses a “Big Stick” to manipulate the Caribbean.
- Understand how Howard Taft uses Dollar Diplomacy in Latin America.
- Understand Woodrow Wilson’s moral diplomacy and World War I.
- Explain how the Treaty of Versailles fails due to the Republican Senate.
- Describe why the United States reverts to isolationism.
- Understand how The results of World War I sets the stage for World War II

textbook pages: 494-752

number of days: 13-15

school outcomes: 2-6

department outcomes: 1.1,2,3,4,5,6; 2.3,4 ; 3.4,5 ; 4.1,2,3; 5.1,2

WSS outcomes: B12.1-6,8-11,13,15-17 ; A12.4, A12.13

vocabulary:

The Roosevelt Corollary to the Monroe Doctrine, Panama Canal, the Great White Fleet, Teddy Roosevelt’s Nobel Peace Prize, Open Door Policy, Woodrow Wilson’s 14 Points, doughboy, League of Nations, American Expeditionary Force, Banana Republic, Yellow Journalism, SanJuan Hill, Alfred T. Mahon, Teddy Roosevelt, Joseph Pulitzer, William Randolph Hearst, Thomas Dewey, John Hay, Black Jack Pershing, Sgt. A. York, Capt. Eddie Rickenbacker

Unit 6: The Progressive Movement (1898-1920)

- Understand how the Muckrakers expose the evils of society.
- Know how the Food and Drug industry is reformed.
- Explain how the labor movement benefits from the Progressive movement.
- Describe how conservation is implemented during the Roosevelt administration.
- Know why prohibition is Nationalized.
- Explain the details of government reforms which include:

- Direct election of Senators.
- The Initiative
- Recall
- Women's Suffrage
- Banking and the Federal Reserve
- Child Labor

textbook pages: 520-544

number of days: 8-10

school outcomes: 2-6

department outcomes: 1.1,2,3,4,5,6; 2.3,4 ; 3.4,5 ; 4.1,2,3; 5.1,2

WSS outcomes: B12.1-5,8,13,15

vocabulary:

"The Jungle", Commission Plan, City Manager, Home Rule, Workmen's Compensation, Pure Food & Drug Act, The Wisconsin Idea, Sherman Act, Trust Buster, The Clayton Act, 16th, 17th, 18th, 19th, and 20th amendments (the "Progressive Amendments"), New Nationalism, New Freedom, Square Deal, Conservation, Bull Moose Party, Lincoln Steffans, Ida Tarbell, Upton Sinclair, Bob LaFollette, Teddy Roosevelt, Woodrow Wilson, Wm. Howard Taft, Gifford Pinchot, Richard Balingier

Unit 7: The Roaring Twenties and the Great Depression (1920-1939)

- Explain why the morals of the country change and this is reflected in the culture of the United States in music styles such as jazz, fashion like the flapper style, the movies, and radio.
- Describe why prohibition is ignored.
- Describe the corruption of the Harding administration.
- Understand how technology transforms the American way of life
 - Automobiles
 - Airplanes
 - Radio
- Know the details of how business expands dramatically and people over extend themselves leading to a Stock Market crash.
- Understand the Depression and it's causes
 - Hoover's philosophy of rugged individualism.
 - Agricultural failures.
 - Extended lame duck period
- Know the 3 Rs of the Roosevelt administration
 - Relief
 - Recovery
 - Reform
- Understand the legacy of the F.D. Roosevelt administration
 - Social Security
 - Big Government
 - Keynesian Economics
 - The Minimum Wage
- Describe how the critics of the New Deal attempt to subvert The New Deal
 - Huey Long
 - Father Coughlin
 - Charles Townsend

textbook pages: 662-712

number of days: 16-18

school outcomes: 2-6

department outcomes: 1.1,2,3,4,5,6; 2.3,4 ; 3.3,4,5 ; 4.1,2,3; 5.1,2,3

WSS outcomes: B12.1-57,8-10,13,15-17 ; A12.4, C12.6

vocabulary:

Red Square, The Klu Klux Klan, the Scopes Monkey Trial, The Teapot Dome scandal, The "Model A", Assembly Line, Depression, Harlem Renaissance, Flapper, Buying on Margin, The New Deal, Bonus Army, Social Security, 20th Amendment, Wm. Mayard Keyes, Alfred Smith, F.D. Roosevelt, Wm. Harding, Calvin Coolidge, Nicola Sacco, Bartolomeo Vanzetti, T.S. Elliot, F. Scott Fitzgerald, Charles Lindbergh, Henry Ford, Thomas Edison

Unit 8: World War II (1939- 1945)

- Understand how Hitler's aggression leads to the United States ending its isolation to side with the allies.
- Describe why Japan attacks Pearl Harbor to bring the United States into the War.
- List the ways the home front rallies to the War Cause
 - Women join the work force.
 - Rationing is implemented.
- Explain how the United States defeats Germany by opening a second front in France.
- Describe how Russia occupies the Eastern portion of Europe
- Understand the reasons Truman decides to drop the Atomic Bomb to end the war in the Pacific.

textbook pages: 662-712

number of days: 16-18

school outcomes: 2-6

department outcomes: 1.1,2,3,4,5,6; 2.3,4 ; 3.3,4,5 ; 4.1,2,3; 5.1,2,3

WSS outcomes: B12.1-6,8-11,15-17 ; A12.13, C12.3, 6, 7, 12

vocabulary:

Lend Lease agreements, Appeasement, Pearl Harbor, The Holocaust, Rosie the Riveter, Island Hopping, D-Day, Normandy, The Manhattan Project, Rationing, internment camps, The Office of Price Administration, Neville Chamberlain, Dwight Eisenhower, Douglas MacArthur, George Patton, Joseph Stalin, Winston Churchill, Franklin D. Roosevelt, Albert Einstein, Harry S Truman

Unit 9 – Cold War and Containment (1945-1960)

- Know why The United States attempts to contain the expansion of communism
- Understand how China falls to communism
- Understand how the United States decides to intervene in Korea and Vietnam
- Explain how mutually assured self-destruction prevents the use of nuclear weapons
- Understand how Russia begins the space race with *Sputnik*
- Explain how Segregation begins to come to an end

textbook pages: 716-766

number of days: 14-16

school outcomes: 2-6

department outcomes: 1.1,2,3,4,5,6; 2.3,4 ; 3.4,5 ; 4.1,2,3; 5.1,2,3
WSS outcomes: B12.1-6,8-11,13,15-17 ; C12.3,5-7, 11, 13-16

vocabulary:

Marshall Plan, NATO, SEATO, Greece, Turkey, Truman Doctrine, United Nations, domino theory, Geneva Accords, NSC-68, Berlin Airlift, *Sputnik*, NASA, National Defense Education Act, Brown v. Board of Education, integration, Jackie Robinson, U-2 spy plane, Cuba, Castro, HUAC, Joseph McCarthy, McCarthyism, Korean War, Baby Boom, suburb, television, interstate highway system

Unit 10 – Period of Upheaval (1960-1980)

- Understand the details of The New frontier and new ideas of the Kennedy Administration
- Explain how The Soviet Union and Communism test Kennedy.
 - The Cuban missile crisis
 - The Bay of Pigs
 - The Berlin Wall
- Detail the reason Lyndon Johnson expands the Vietnam War
- Understand why Lyndon Johnson attempts to fight poverty with the Great Society
- Describe why African Americans fight for equality
- Understand why Richard Nixon “Vietnamizes” the war and attacks the communists in Cambodia
- Describe how Richard Nixon opens relations with Russia and China and personally visits each country
- Understand why Richard Nixon’s Watergate scandal ends his administration
- Explain why a bad economy and the Iran Hostage Crisis plague Jimmy Carter
- Understand how the assassinations of Robert Kennedy and Martin Luther King changed the politics and the attitude of Americans

textbook pages: 770-930

number of days: 18-20

school outcomes: 2-6

department outcomes: 1.1,2,3,4,5,6; 2.1,2,3,4 ; 3.1,3,4,5 ; 4.1,2,3; 5.1,2,3

WSS outcomes: B12.1-11,13,15-17 C12.5, 6, 11-16

vocabulary:

Peace Corps, assassination, Warren Commission, Dien Bien Phu, Ho Chi Minh, Gulf of Tonkin Resolution, Agent Orange, Tet Offensive, counterculture, Woodstock, Immigration Act of 1965, Civil Rights Act of 1964, Voting Rights Act of 1965, March on Washington, Medicare, Kent State, détente, moon landing, *Roe v. Wade*, Camp David Accords, Watergate, John F. Kennedy, Lyndon B. Johnson, Richard M. Nixon, Jimmy Carter, Henry Kissinger, William Westmoreland, Robert Kennedy, Gerald Ford, Nikita Krushchev, Hubert Humphrey, George C. Wallace, John Erlichman, Daniel Elsberg, John Mitchell

Unit 11 – The Current Era (1980-Present)

- Know the details of The Reagan Revolution
- Understand how Ronald Reagan’s policies bring an end to the Cold War

- Describe how the Gulf War was fought to stop Iraq's aggression and maintain the world oil supply
- Detail the way Baby Boomers came into power in private industry and government

textbook pages: 932-968

number of days: 16-18

school outcomes:2-6

department outcomes: : 1.1,2,3,4,5,6; 2.1,2,3,4 ; 3.1,3,4,5 ; 4.1,2,3; 5.1,2,3

WSS outcomes: B12.1-6,8-11,13,15-17 ; C12.5, 6, 11-16

vocabulary:

supply side economics, affirmative action, Strategic Defense Initiative (SDI), AIDS, *contras*, Grenada, federal deficit, Savings and Loan Scandal , Iran-*contra* Affair, Beirut bombing, *Challenger* explosion, terrorism, Internet Age, Information Revolution, Whitewater Scandal, impeachment, Ronald Reagan, Oliver North, George Bush, Colin Powell, Clarence Thomas, Bill Clinton, Monica Lewinsky

Evaluation(Semester):

- 1.) Notebook (10%)**
- 2.) Chapter/Unit Tests (30%)**
- 3.) Semester Exam (30%)**
- 4.) Oral/Class Presentation (20%)**
- 5.) Class Participation (10%)**

Instruction

- 1.) Lecture (60%)**
- 2.) Discussion (20%)**
- 3.) Group Work/Worksheets (10%)**
- 4.) Test Reviews (10%)**

APPENDIX
Social Studies Department Outcomes
Course: United States History
Instructor: Joel Mattek

Unit 1: Colonization & Revolution (1492-1783)

- 1.1 recognizes and appreciates God's leading role in all history;
 - 1.2 recognizes and appreciates the blessing of family, church, community, and nation;
 - 1.3 understands political and economic systems;
 - 1.4 applies Christian discernment to past, present, and future challenges;
 - 1.5 makes meaningful connections from the past to the present; and
 - 1.6 exercises Christian judgment in understanding the growth and development of the world.
- 2.3 identifies and evaluates political, social, and economic trends in the world; and
- 3.4 verbally justifies Christian solutions to societal problems; and
- 3.5 actively listens to and evaluates spoken messages.
- 4.1 accepts responsibility for the quality of work produced;
- 4.2 demonstrates a knowledge of the social studies through a variety of assessments; and
- 4.3 meets reasonable deadlines for work.
- 5.1 functions both independently and cooperatively with peers;
- 5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

Unit 2: The Formative Era (1783-1815)

- 1.1 recognizes and appreciates God's leading role in all history;
 - 1.2 recognizes and appreciates the blessing of family, church, community, and nation;
 - 1.3 understands political and economic systems;
 - 1.4 applies Christian discernment to past, present, and future challenges;
 - 1.5 makes meaningful connections from the past to the present; and
 - 1.6 exercises Christian judgment in understanding the growth and development of the world.
- 2.3 identifies and evaluates political, social, and economic trends in the world; and
- 2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.
- 3.4 verbally justifies Christian solutions to societal problems; and
- 3.5 actively listens to and evaluates spoken messages.
- 4.1 accepts responsibility for the quality of work produced;
- 4.2 demonstrates a knowledge of the social studies through a variety of assessments; and
- 4.3 meets reasonable deadlines for work.

- 5.1 functions both independently and cooperatively with peers;
- 5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

Unit 3: From Unity to division and the Civil War (1815-1865)

- 1.1 recognizes and appreciates God's leading role in all history;
 - 1.2 recognizes and appreciates the blessing of family, church, community, and nation;
 - 1.3 understands political and economic systems;
 - 1.4 applies Christian discernment to past, present, and future challenges;
 - 1.5 makes meaningful connections from the past to the present; and
 - 1.6 exercises Christian judgment in understanding the growth and development of the world.
-
- 2.3 identifies and evaluates political, social, and economic trends in the world; and
 - 2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.
-
- 3.4 verbally justifies Christian solutions to societal problems; and
 - 3.5 actively listens to and evaluates spoken messages.
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- 4.1 accepts responsibility for the quality of work produced;
 - 4.2 demonstrates a knowledge of the social studies through a variety of assessments; and
 - 4.3 meets reasonable deadlines for work.
-
- 5.1 functions both independently and cooperatively with peers;
 - 5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

Unit 4: Reconstruction and Industrialization (1865-1898)

- 1.1 recognizes and appreciates God's leading role in all history;
 - 1.2 recognizes and appreciates the blessing of family, church, community, and nation;
 - 1.3 understands political and economic systems;
 - 1.4 applies Christian discernment to past, present, and future challenges;
 - 1.5 makes meaningful connections from the past to the present; and
 - 1.6 exercises Christian judgment in understanding the growth and development of the world.
-
- 2.1 retrieves, evaluates, and applies historical, political, economic, and geographical information from a variety of sources;
 - 2.2 utilizes available technology to facilitate learning;
 - 2.3 identifies and evaluates political, social, and economic trends in the world; and
 - 2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.
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- 3.1 defends Christian values in a sin-filled society;
-
- 4.1 accepts responsibility for the quality of work produced;
 - 4.2 demonstrates a knowledge of the social studies through a variety of assessments; and

4.3 meets reasonable deadlines for work.

5.1 functions both independently and cooperatively with peers;

5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

Unit 5: The United States emerges as a World Power (1898-1920)

1.1 recognizes and appreciates God's leading role in all history;

1.2 recognizes and appreciates the blessing of family, church, community, and nation;

1.3 understands political and economic systems;

1.4 applies Christian discernment to past, present, and future challenges;

1.5 makes meaningful connections from the past to the present; and

1.6 exercises Christian judgment in understanding the growth and development of the world.

2.3 identifies and evaluates political, social, and economic trends in the world; and

2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.

3.4 verbally justifies Christian solutions to societal problems; and

3.5 actively listens to and evaluates spoken messages.

4.1 accepts responsibility for the quality of work produced;

4.2 demonstrates a knowledge of the social studies through a variety of assessments; and

4.3 meets reasonable deadlines for work.

5.1 functions both independently and cooperatively with peers;

5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

Unit 6: The Progressive Movement (1898-1920)

1.1 recognizes and appreciates God's leading role in all history;

1.2 recognizes and appreciates the blessing of family, church, community, and nation;

1.3 understands political and economic systems;

1.4 applies Christian discernment to past, present, and future challenges;

1.5 makes meaningful connections from the past to the present; and

1.6 exercises Christian judgment in understanding the growth and development of the world.

2.3 identifies and evaluates political, social, and economic trends in the world; and

2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.

3.4 verbally justifies Christian solutions to societal problems; and

3.5 actively listens to and evaluates spoken messages.

4.1 accepts responsibility for the quality of work produced;

4.2 demonstrates a knowledge of the social studies through a variety of assessments; and

4.3 meets reasonable deadlines for work.

5.1 functions both independently and cooperatively with peers;

5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

Unit 7: The Roaring Twenties and the Great Depression (1920-1939)

1.1 recognizes and appreciates God's leading role in all history;
1.2 recognizes and appreciates the blessing of family, church, community, and nation;
1.3 understands political and economic systems;
1.4 applies Christian discernment to past, present, and future challenges;
1.5 makes meaningful connections from the past to the present; and
1.6 exercises Christian judgment in understanding the growth and development of the world.

2.3 identifies and evaluates political, social, and economic trends in the world; and
2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.

3.3 contributes constructively to group processes;
3.4 verbally justifies Christian solutions to societal problems; and
3.5 actively listens to and evaluates spoken messages.

4.1 accepts responsibility for the quality of work produced;
4.2 demonstrates a knowledge of the social studies through a variety of assessments; and
4.3 meets reasonable deadlines for work.

5.1 functions both independently and cooperatively with peers;
5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

Unit 8: World War II (1939- 1945)

1.1 recognizes and appreciates God's leading role in all history;
1.2 recognizes and appreciates the blessing of family, church, community, and nation;
1.3 understands political and economic systems;
1.4 applies Christian discernment to past, present, and future challenges;
1.5 makes meaningful connections from the past to the present; and
1.6 exercises Christian judgment in understanding the growth and development of the world.

2.3 identifies and evaluates political, social, and economic trends in the world; and
2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.

3.3 contributes constructively to group processes;
3.4 verbally justifies Christian solutions to societal problems; and
3.5 actively listens to and evaluates spoken messages.

4.1 accepts responsibility for the quality of work produced;
4.2 demonstrates a knowledge of the social studies through a variety of assessments; and
4.3 meets reasonable deadlines for work.

- 5.1 functions both independently and cooperatively with peers;
- 5.2 understands the interconnectedness of the world and the diverse society in which we live and work;
- 5.3 uses God's Word to evaluate and guide decisions for the betterment of society.

Unit 9 – Cold War and Containment (1945-1960)

- 1.1 recognizes and appreciates God's leading role in all history;
 - 1.2 recognizes and appreciates the blessing of family, church, community, and nation;
 - 1.3 understands political and economic systems;
 - 1.4 applies Christian discernment to past, present, and future challenges;
 - 1.5 makes meaningful connections from the past to the present; and
 - 1.6 exercises Christian judgment in understanding the growth and development of the world.
-
- 2.3 identifies and evaluates political, social, and economic trends in the world; and
 - 2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.
-
- 3.4 verbally justifies Christian solutions to societal problems; and
 - 3.5 actively listens to and evaluates spoken messages.
-
- 4.1 accepts responsibility for the quality of work produced;
 - 4.2 demonstrates a knowledge of the social studies through a variety of assessments; and
 - 4.3 meets reasonable deadlines for work.
-
- 5.1 functions both independently and cooperatively with peers;
 - 5.2 understands the interconnectedness of the world and the diverse society in which we live and work;
 - 5.3 uses God's Word to evaluate and guide decisions for the betterment of society.

Unit 10 – Period of Upheaval (1960-1980)

- 1.1 recognizes and appreciates God's leading role in all history;
 - 1.2 recognizes and appreciates the blessing of family, church, community, and nation;
 - 1.3 understands political and economic systems;
 - 1.4 applies Christian discernment to past, present, and future challenges;
 - 1.5 makes meaningful connections from the past to the present; and
 - 1.6 exercises Christian judgment in understanding the growth and development of the world.
-
- 2.1 retrieves, evaluates, and applies historical, political, economic, and geographical information from a variety of sources;
 - 2.2 utilizes available technology to facilitate learning;
 - 2.3 identifies and evaluates political, social, and economic trends in the world; and
 - 2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.
-
- 3.1 defends Christian values in a sin-filled society;
 - 3.3 contributes constructively to group processes;
 - 3.4 verbally justifies Christian solutions to societal problems; and

3.5 actively listens to and evaluates spoken messages.

4.1 accepts responsibility for the quality of work produced;

4.2 demonstrates a knowledge of the social studies through a variety of assessments; and

4.3 meets reasonable deadlines for work.

5.1 functions both independently and cooperatively with peers;

5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

5.3 uses God's Word to evaluate and guide decisions for the betterment of society.

Unit 11 – The Current Era (1980-Present)

1.1 recognizes and appreciates God's leading role in all history;

1.2 recognizes and appreciates the blessing of family, church, community, and nation;

1.3 understands political and economic systems;

1.4 applies Christian discernment to past, present, and future challenges;

1.5 makes meaningful connections from the past to the present; and

1.6 exercises Christian judgment in understanding the growth and development of the world.

2.1 retrieves, evaluates, and applies historical, political, economic, and geographical information from a variety of sources;

2.2 utilizes available technology to facilitate learning;

2.3 identifies and evaluates political, social, and economic trends in the world; and

2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.

3.1 defends Christian values in a sin-filled society;

3.2 actively witnesses and speaks as a disciple of Jesus;

3.3 contributes constructively to group processes;

3.4 verbally justifies Christian solutions to societal problems; and

3.5 actively listens to and evaluates spoken messages.

4.1 accepts responsibility for the quality of work produced;

4.2 demonstrates a knowledge of the social studies through a variety of assessments; and

4.3 meets reasonable deadlines for work.

5.1 functions both independently and cooperatively with peers;

5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

5.3 uses God's Word to evaluate and guide decisions for the betterment of society.

APPENDIX
Wisconsin Department of Instruction State Standards
Course: United States History
Instructor: Joel Mattek

Unit 1: Colonization & Revolution (1492-1783)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

Unit 2: The Formative Era (1783-1815)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

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B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

C.12.2 Describe how different political systems define and protect individual human rights

C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

Unit 3: From Unity to division and the Civil War (1815-1865)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

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B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

Unit 4: Reconstruction and Industrialization (1865-1898)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

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B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world

Unit 5: The United States emerges as a World Power (1898-1920)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

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A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

Unit 6: The Progressive Movement (1898-1920)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

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Unit 7: The Roaring Twenties and the Great Depression (1920-1939)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created

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A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers

Unit 8: World War II (1939- 1945)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

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C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers

C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior

C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement

Unit 9 – Cold War and Containment (1945-1960)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

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C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion

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C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior

C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy

C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement

C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

Unit 10 – Period of Upheaval (1960-1980)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

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B.12.4 Assess the validity of different interpretations of significant historical events

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C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion

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Unit 11 – The Current Era (1980-Present)

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

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