

## U.S. History Since Reconstruction Curriculum Bundle #3

<b>Title</b>	<b>Suggested Dates</b>
Progressive Era	October 5 – 23, 2009 (14 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• Social, political, and economic reforms had varying levels of success in protecting individual rights while advancing the development of the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• What impact did government regulation have on business?</li> <li>• What were the causes of inequities in U.S. society?</li> <li>• How was the Progressive Era progressive?</li> <li>• How did political changes give people more control of the government?</li> <li>• What were the effects of the growth of labor unions?</li> <li>• What were the short- and long-term effects of different reform movements?</li> <li>• How did significant individuals influence the U.S. socially, economically, and politically?</li> <li>• How did scientific ideas and innovations change the U.S.?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

<b>Knowledge &amp; Skills with Student Expectations</b>	<b>Specificity &amp; Examples</b>	<b>Suggested Resources</b> (Read the note above)
<p><b>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b></p> <p>US.1A identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;</p>	<p>Progressive Era – 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> Amendment, Progressive Presidents, Reform Movement, Muckrakers</p>	<p>Go to PISD website, click Staff tab for the following resources. Login information is on the Intranet &gt; Technology &gt; Passwords</p> <p>Encyclopedia Britannica EBSCO Databases netTrekker Free Music Library <a href="http://Maps101.com">http://Maps101.com</a> UnitedStreaming.com</p> <p>PresidentialTimeline.org HistoryTeacher.net History.com</p> <p>“The Jungle” Upton Sinclair Search for United Streaming “Great Books, The</p>

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		Jungle”		
<p><b>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b></p> <p>US.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p>Refer to the events placed in the timeline of U.S. History by date and by era.</p> <p>1900-1920 Progressive Era – 16th, 17th, 18th, 19th Amendment, Progressive Presidents</p>	<p>History Chanel video: Teddy Roosevelt’s Presidency</p> <p>Create graphic organizer on Progressive Era Presidents.</p>		
<p><b>US.2 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</b></p> <p>US.2A analyze political issues such as Indian policies, the growth of political machines, and civil service reform;</p>	<p><b>Civil Service Reform</b></p> <ul style="list-style-type: none"> <li>• 1883 Pendleton Act – President would decide which federal jobs would be filled according to rules laid down by a bipartisan Civil Service Commission; Assassination of President Garfield by a disgruntled campaign worker, Charles J. Guiteau, that was not given a government job. President Chester A. Arthur will pass the Pendleton Act.</li> </ul>			
<p><b>US.2 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</b></p> <p>US.2B 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><b>Growth of labor unions</b></p> <ul style="list-style-type: none"> <li>• Analyze why labor unions formed in late 19<sup>th</sup> Century (Include AFL – Samuel Gompers, major labor strikes) Great Railroad Strike, Haymarket Riot, Homestead Strike, and Pullman Strike; the Knights of Labor and Terrance V. Powderly</li> </ul> <p><b>Farm issues</b></p> <ul style="list-style-type: none"> <li>• Analyze how crop prices affected the US economy and lead to a shift of the population to cities – include Grange, Populist, William Jennings Bryan, silver vs. gold issue</li> </ul>	<p>Movie reference: The Wizard of Oz (Gold standard &amp; bimetallism)</p>		
<p><b>US.2 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</b></p> <p>US.2C analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%; text-align: center; vertical-align: middle;">Treatment of minorities</td> <td> <p>The Theory of Social Darwinism</p> <p>Nativism and anti-foreign sentiments</p> <p>Women’s rights</p> <p>Chinese Exclusion Act</p> <p>Plessey vs. Ferguson</p> <p>Jim Crow Laws and lynchings</p> <p>Poll tax and literacy test to suppress minority voting</p> </td> </tr> </table>	Treatment of minorities	<p>The Theory of Social Darwinism</p> <p>Nativism and anti-foreign sentiments</p> <p>Women’s rights</p> <p>Chinese Exclusion Act</p> <p>Plessey vs. Ferguson</p> <p>Jim Crow Laws and lynchings</p> <p>Poll tax and literacy test to suppress minority voting</p>	
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	<p>Child labor</p>	<p>National Child Labor Committee (1904) – abolish child labor Working Conditions, Hours Worked, Income Reform Movements – Children’s Bureau</p>	
	<p>Growth of cities</p>	<p>Tenement Living “New” immigrants from southern and eastern Europe and the need for labor in new industries</p>	
	<p>Problems of Immigration</p>	<p>Ellis Island Angel Island Problems with assimilation</p>	
<p><b>US.3 History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</b></p> <p>US.3A 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>	<ul style="list-style-type: none"> <li>• Spanish-A America acquired the Philippines, Puerto Rico, and the Pacific island of Guam which expanded U.S. power in the Pacific and the Caribbean Mexican War</li> <li>• U.S. Expansionism-Acquisition of Hawaii and Open Door Policy in China expanded U.S. territory and the influence of American policies abroad</li> <li>• Henry Cabot Lodge- Massachusetts senator who supported U.S. imperialism Henry Cabot Lodge will support imperialism but after WWI he did not want the country to join the League of Nations and was the main reason that the U.S. did not join. Lodge was the head of the Senate Foreign Relations Committee.</li> <li>• Alfred Thayer Mahan- Author who argued in 1890 that the economic future of the U.S. rested on new overseas markets protected by a larger navy – known as the “Father of the Modern Navy”</li> <li>• William Randolph Hearst- New York World competed for newspaper business with New York Globe- Pulitzer</li> <li>• Yellow Journalism- sensationalistic journalism used to increase circulation and influence US policy</li> </ul>		
<p><b>US.4 History. The student understands the effects of reform and third party movements on American society. The student is expected to:</b></p> <p>US.4A evaluate the impact of Progressive Era reforms including initiative, referendum, recall, and the passage of the 16th and 17th amendments;</p>	<p>Initiative</p>	<p>Allowed citizens to put a new proposed law on the ballot by collecting voter’s signatures on a petition which strengthened American’s rights</p>	<p>Reference “Galveston Hurricane of 1900” for city government reforms.</p>
	<p>Referendum</p>	<p>Process that allowed citizens to approve or reject a law passed by the legislature which gave citizens more voice in their government</p>	

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	Recall	Procedure that permits voters to remove public officials from office before the next election which strengthened American's rights			
	Passage of 16 <sup>th</sup> Amendment	Gave the government the right to tax citizen's income which made taxation more fair for the poor and taxed the rich more appropriately			
	Passage of 17 <sup>th</sup> Amendment	The direct election of Senators by the people made representation in the Senate more democratic			
<p><b>US.4 History. The student understands the effects of reform and third party movements on American society. The student is expected to:</b></p> <p>US.4B evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society; and</p>	Susan B. Anthony, Elizabeth Cady Stanton	These women's work led to the passage of women's suffrage and the ability for women to have a voice in politics			
	W.E.B. DuBois	His work in education and civil rights moved forward the cause of African-Americans in American society contrast with Booker T. Washington. Founder of the NAACP			
	Robert LaFollette	This Progressive legislator pushed for public-academic alliances and helped institute the direct primary and civil service reform in order to get the best government possible for the people			
	Booker T. Washington	Founder of Tuskegee Institute of Technology emphasizing self help in education to earn equality			
<p><b>US.4 History. The student understands the effects of reform and third party movements on American society. The student is expected to:</b></p> <p>US.4C evaluate the impact of third parties and their candidates such as Eugene Debs, H. Ross Perot, and George Wallace</p>	Eugene V. Debs	Socialist Party	Introduced the idea of government controlled industries to help the economy. Won 1 million votes in 1912	To reference the election of 1912 use Maps101.com; search map collections, history map sets, U.S. Presidential election map.	
	Theodore Roosevelt (1912)	Progressive Party (Bull Moose)			
<p><b>US.5 History. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:</b></p> <p>US.5A analyze causes and effects of significant</p>	Poor economy in Europe, desire for a better life in America		Immigration	Growth of cities and slums, overabundance of workers drives wages down; Nativism takes hold	

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<p>issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and</p>	<p>Poverty and violence associated with drinking, Temperance Movement</p>	<p>Prohibition</p>	<p>The 18<sup>th</sup> Amendment, Volstead Act</p>	
<p><b>US.5 History. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:</b></p> <p>US.5B analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.</p>	<p>Clarence Darrow</p>	<p>Defense lawyer in the Scopes Trial who made Americans question their literal belief in the Bible which leads to the teaching of Evolution in schools</p>		
	<p>William Jennings Bryan</p>	<p>Prosecutor in Scopes Trial who is unable to defend all of the Bible but wins case on a technicality, becomes a martyr for Christian Fundamentalists and the idea of Creationism</p>		
	<p>Henry Ford</p>	<p>Creator of the assembly line process and instrumental in moving Americans into the automotive age of the 20<sup>th</sup> Century</p>		
	<p>Charles A. Lindbergh</p>	<p>Known for his flight across Atlantic and his reflection of the values of the 1920s. He was an international hero</p>		
<p><b>US.9 Geography. The student understands the impact of geographic factors on major events. The student is expected to:</b></p> <p>US.9A analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal; and</p>	<ul style="list-style-type: none"> <li>• Conservation of lands by T. Roosevelt</li> <li>• Environmental Issues – Oil, timber, water, and endangered species</li> </ul>			
<p><b>US.10 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:</b></p> <p>US.10A analyze the effects of changing demographic patterns resulting from migration within the United States; and</p>	<p>Growth of urban areas from industrialization</p>			
<p><b>US.10 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:</b></p> <p>US.10B analyze the effects of changing demographic patterns resulting from immigration to the United States.</p>	<p>European immigration at the end of the 19th century and early 20th century – Ellis Island</p>			

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<p><b>US.11 Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:</b></p> <p>US.11A identify the effects of population growth and distribution and predict future effects on the physical environment; and</p>	<p><b>Effects of Population Growth and Distribution</b></p> <ul style="list-style-type: none"> <li>• Urbanization</li> <li>• Pollution</li> <li>• Legislative Power</li> <li>• Impact on Environment</li> </ul> <p><b>Predict Future Effect on the Physical Environment</b></p> <ul style="list-style-type: none"> <li>• Different types of housing</li> <li>• Different energy sources</li> <li>• Legislation that would benefit areas of great population growth</li> </ul>	
<p><b>US.11 Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:</b></p> <p>US.11B trace the development of the conservation of natural resources, including the establishment of the National Park System and efforts of private nonprofit organizations.</p>	<ul style="list-style-type: none"> <li>• 1872 First National Park – Yellowstone</li> <li>• 1891 Forest Reserve Act of 1891</li> <li>• 1892 Sierra Club, John Muir was the founder</li> <li>• 1902 Teddy Roosevelt’s Newlands Reclamation Act of 1902 and conservation policies; Establishment of the National Park System by Theodore Roosevelt during his second term.</li> </ul>	
<p><b>US.12 Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</b></p> <p>US.12B compare the purpose of the Interstate Commerce Commission with its performance over time;</p>	<p><b>Interstate Commerce Commission (ICC) – Organization that was designed by law to regulate interstate commerce</b></p> <ul style="list-style-type: none"> <li>• Government’s first large-scale attempt to regulate business in the interest of society at large. Effects – Spawned a series of regulatory commissions in the 1900s to whether they were good or bad trusts. Not very effective. 1914 changes made Act stronger;</li> </ul> <p><b>Effect – Act served notice that private greed must be subordinated to public good</b></p> <ul style="list-style-type: none"> <li>• Industry Giants Railroads (Cornelius Vanderbilt), oil companies (John D. Rockefeller), steel (Andrew Carnegie) and banking (J.P. Morgan)</li> <li>• Development of labor unions, use of strikes as a tool for the union. Military &amp; police forces were called in to end strikes resulting in violence. Ex. Pullman Strike and Homestead Strike</li> </ul>	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online <a href="http://www.econedlink.org/lessons/">http://www.econedlink.org/lessons/</a> (In addition, current events and more are available on their homepage <a href="http://www.econedlink.org/">http://www.econedlink.org/</a>)</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Lesson” or “Search by Keyword” or “Search by Publication” (then choose United States History: Focus on Economics or United States History: Eyes on the Economy).</p> <p>Some lessons could be taught in multiple courses. If you find and use a lesson that you want protected in your course in future years, please email Sara Lucas to make that request.</p>
<p><b>US.12 Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The</b></p>	<ul style="list-style-type: none"> <li>• 1890 Sherman Antitrust Act was created so large combinations of companies could not dominate certain markets, but because the judicial branch did not interpret that from the law written, it</li> </ul>	<p>(See note under 12B)</p>

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<p><b>student is expected to:</b></p> <p>US.12C describe the impact of the Sherman Antitrust Act on businesses;</p>	<p>did not set any precedents and businesses began forming trusts and combinations at a great rate</p> <ul style="list-style-type: none"> <li>• See industry giants in (B)</li> <li>• President Theodore Roosevelt was the first president to use the Sherman Antitrust Act. But President Taft used the legislation to the greatest extent.</li> </ul>	
<p><b>US.17 Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:</b></p> <p>US.17B analyze reasons for the adoption of 20th-century constitutional amendments.</p>	<ul style="list-style-type: none"> <li>• 16<sup>th</sup> Amendment – (1913-Income tax) Progressive reform for fair taxation</li> <li>• 17<sup>th</sup> Amendment – (1913-Election of Senators) Progressive movement to give more power to the people</li> <li>• 18<sup>th</sup> Amendment – (1919-Prohibition) To eliminate alcohol to appease Temperance Movement</li> <li>• 19<sup>th</sup> Amendment – (1920-Women’s right to vote) Response to long term Women’s Movement to gain the vote and a reward for efforts during WW I</li> </ul>	
<p><b>US.18 Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</b></p> <p>US.18A 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>	<ul style="list-style-type: none"> <li>• Protesting uses 1<sup>st</sup> Amendment right of Freedom of Speech and Assembly to gain attention to a cause</li> <li>• Amendments to the U.S. Constitution allows voters to change, delete or add to the Constitution</li> </ul>	
<p><b>US.18 Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</b></p> <p>US.18B evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and</p>	<ul style="list-style-type: none"> <li>• 19th Amendment – Gave women the right to vote</li> <li>• All these increased the pool of voters in the U.S.</li> <li>• Review 17<sup>th</sup> amendment (popular election of Senators)</li> </ul>	
<p><b>US.18 Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</b></p> <p>US.18C Explain how participation in the democratic process reflects our national identity.</p>	<ul style="list-style-type: none"> <li>• Independent – right to vote, participation in government</li> <li>• Initiative, referendum, and recall</li> </ul>	

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<p><b>US.19 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>US.19A describe qualities of effective leadership;</p>	<ul style="list-style-type: none"> <li>• Honest,</li> <li>• Fair</li> <li>• Sense of Justice</li> <li>• Responsible</li> <li>• Intelligent</li> </ul>			
<p><b>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>US.20A 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 The Grapes of Wrath, Upton Sinclair's The Jungle;</p>	<p>1920 Openness and freedom of society</p>	<p>Georgia O'Keeffe</p>	<p>Landscapes and abstracts of the Southwestern desert environment</p>	
	<p>50s – 60s Happy Days and Political and Social Reforms</p>	<p>Rock and Roll</p>	<p>Restless youth and a forum to express their feelings concerning political and social issues</p>	
	<p>1930s The Great Depression</p>	<p>John Steinbeck's The Grapes of Wrath</p>	<p>Life of the "Okies" who were going west due to the Dust Bowl</p>	
<p><b>US.21 Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contributes to our national identity. The student is expected to:</b></p> <p>US.21B explain efforts of the Americanization movement to assimilate immigrants into American culture;</p>	<p>The Americanization Movement (1870) was a push to assimilate people into a mass culture as taught in schools, churches and other social groups. They were taught English, American history, and the responsibility of being a citizen. Ex. Jane Addams and the Hull House</p>			
<p><b>US.21 Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contributes to our national identity. The student is expected to:</b></p> <p>US.21D identify the political, social, and economic contributions of women to American society.</p>	<p>Jeanette Rankin</p>			
<p><b>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</b></p> <p>US.22A explain the effects of scientific discoveries</p>	<p><b>Scientific discoveries and technological innovations</b></p>	<p><b>Effects on the development of the United States</b></p>		
	<p>Electric Power</p>	<p>More productivity and a 24 hour day</p>		
	<p>Telegraph and telephone</p>	<p>Better communication and expanded business opportunities</p>		

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<p>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>Petroleum-based products</p>	<p>Growth of the automobiles, oil industry, and development of plastics</p>	
<p><b>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</b></p> <p>US.22B explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs; and</p>	<p>Medical vaccinations</p>	<p>Reduction of various diseases and longer life expectancy</p>	
<p><b>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</b></p> <p>US.22C analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.</p>	<p>Computers</p>	<p>Faster more effective communication and establishment of global economy</p>	
<p><b>US.23 Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</b></p> <p>US.23A 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>Agriculture</b> – The need to increase agricultural output to feed population led to new farm machines – gins, more efficient tractors</p> <ul style="list-style-type: none"> <li>• Nature of Work – The technology of assembly lines, automation and computerization led to increased productivity</li> <li>• The American Labor Movement – Technology has eliminated certain jobs that were protected in the past by these movements but it has also caused the labor movement to protect workers from the effects of new technology.</li> <li>• Business – Technology has lowered the cost of product and increased the number of jobs</li> </ul> <p><b>Transportation</b> – Technology has made workers more mobile in regards to where they work and who they work for leading to higher standard of living</p> <ul style="list-style-type: none"> <li>• Examples: Automobiles, railroads, airplanes, suspension bridges, street cars and the interstate highway system</li> </ul> <p><b>Communication</b> – Technology has allowed workers target all kinds of market groups and work daily with people all over the world</p> <ul style="list-style-type: none"> <li>• Examples: Telegraph, telephone, computers, cell phones, satellites, internet, television and radio</li> </ul>	

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<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>		<p>Practice, Practice, Practice - Use current events(weekly and/or bi weekly), short answer questions on test using complete sentences and research topics (once a semester)</p>
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24C explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;</p>	<p>Analyze political cartoons and editorials. Make sure to look at both view points</p>	<p>Political cartoons: search Thomas Nast</p>
<p><b>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>US.25A use social studies terminology correctly;</p>	<p>Make sure that your students know the assurance words for the grade level.</p>	<p>See Social Studies Coordinator for list of assurance words.</p>
<p><b>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>US.25B use standard grammar, spelling, sentence structure, and punctuation;</p>	<p>Get students in the practice of using spell check and grammar check. Also use peer editing in class.</p>	