

U.S. History Since Reconstruction Curriculum Bundle #9

Title	Suggested Dates
Cold War	Feb. 22 – March 11 (14 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> After World War II, the fear of communism was the single most significant factor in the U.S.’s foreign and domestic decisions. 	<ul style="list-style-type: none"> What is the conflict between capitalism and communism? To what extent did the fear of communism determine the U.S.’s national and international decisions? How influential and effective was the U.S. in containing and ending communism in countries around the world? How did nuclear capabilities impact world defense systems? What were causes and effects of U.S. prosperity in the 1950s? How have recent scientific discoveries impact world economies? How have 20th century constitutional amendments limited government and expanded democracy?

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.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p>During this bundle, each World History and U.S. History class needs to be taken to the computer lab for one class period to work on the PSAT’s MyRoads—10th grade World History will work on Career Search and 11th grade U.S. History will work on College Search. Since PISD pays for all sophomores and juniors to take the PSAT, all sophomores and juniors have access to helpful and important information within PSAT’s My College Quickstart. Students receive an individual passcode with their PSAT score report. During January, counselors will distribute score reports, help students step up their College Board accounts, and give students an overview of MCQS and MyRoad. English classes take the students during Bundle #8 to the lab to review critical reading questions and results so that students can prepare for the next year. Similarly, math classes take students during Bundle #8 to the lab to review math questions and results so that students can prepare for the next year. Science classes will take students early in Bundle #9—10th grade science will do “I.D. Me” and 11th grade science will do “Major Search.”</p>		
<p>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:</p> <p>US.1A identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;</p>	<ul style="list-style-type: none"> Beginning of Cold War 1945-1960 – Postwar World War II, Korean War, Economic boom of 50s 	<p>Go to PISD website, click Staff tab for the following resources. Login information is on the Intranet > Technology > Passwords)</p> <ul style="list-style-type: none"> Encyclopedia Britannica EBSCO Databases netTrekker Free Music Library http://Maps101.com UnitedStreaming.com

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		<ul style="list-style-type: none"> • PresidentialTimeline.org • HistoryTeacher.net • History.com 										
<p>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:</p> <p>US.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<ul style="list-style-type: none"> • 1945-1960 Beginning of Cold War – Postwar World War, Korean War, Economic boom of 50s, McCarthyism, Containment 	<p>Video resource: “Atomic Café” video (1982) for government propaganda.</p> <p>Maps101.com Search Post World War Powers</p>										
<p>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:</p> <p>US.1C explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.</p>	<ul style="list-style-type: none"> • 1957 Sputnik – Beginning of space race 	<p>Reference Arms Race using “The Butter Battle Book” by Dr. Seuss.</p>										
<p>US.6 History. 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. The student is expected to:</p> <p>US.6D describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, and the Berlin airlift;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Truman Doctrine</td> <td style="padding: 5px;">In a speech given by Truman he called for the U.S. to take a leadership role in world, and declared that the U.S. would come to the aid of nations threatened by communism</td> </tr> <tr> <td style="padding: 5px;">Marshall Plan</td> <td style="padding: 5px;">It was a program of economic aid to Western Europe after WWII to help keep them from being taken over by communist countries namely the Soviet Union</td> </tr> <tr> <td style="padding: 5px;">North Atlantic Treaty Organization</td> <td style="padding: 5px;">Alliance of nations that agreed to band together in the event of war and to support each nation involved</td> </tr> <tr> <td style="padding: 5px;">Berlin Air Lift</td> <td style="padding: 5px;">Americans and British responded to a Soviet blockade of the city by dropping food and supplies to Western Berliners</td> </tr> <tr> <td style="padding: 5px;">United Nations</td> <td style="padding: 5px;">The United States will become a member of the United Nations. (A change from not joining the League of Nations during WWI.)</td> </tr> </table>	Truman Doctrine	In a speech given by Truman he called for the U.S. to take a leadership role in world, and declared that the U.S. would come to the aid of nations threatened by communism	Marshall Plan	It was a program of economic aid to Western Europe after WWII to help keep them from being taken over by communist countries namely the Soviet Union	North Atlantic Treaty Organization	Alliance of nations that agreed to band together in the event of war and to support each nation involved	Berlin Air Lift	Americans and British responded to a Soviet blockade of the city by dropping food and supplies to Western Berliners	United Nations	The United States will become a member of the United Nations. (A change from not joining the League of Nations during WWI.)	<p>Search United Streaming for various topics.</p>
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	Soviet Aggression including Korea, Eisenhower’s Domino Theory, Vietnam (Eisenhower – Ford), Kennedy and the Cuban Missile Crisis										
<p>US.6 History. 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. The student is expected to:</p> <p>US.6E analyze the conflicts in Korea and Vietnam and describe their domestic and international effects;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; color: red;">Conflicts</th> <th style="text-align: center; color: red;">Domestic effects</th> <th style="text-align: center; color: red;">International effects</th> </tr> </thead> <tbody> <tr> <td style="color: red;"> Korean Conflict: The invasion of South Korea by Communist North Korea leads President Truman to send troops to defend South Korea per the Truman Doctrine </td> <td style="color: red;"> Americans question the war and loss of American life for so little gain; leads to a fear of communists in the U.S. </td> <td style="color: red;"> The war did help shape American U.S. policy in Asia, it leads to poor relations with China for the next 20 years, United Nations Police Action </td> </tr> <tr> <td style="color: red;"> Vietnamese Conflict: After the French defeat in Vietnam, the U.S. starts to support the newly established nation of South Vietnam with military advisors and aid to hold off communist North Vietnam </td> <td style="color: red;"> Anti-war protests, Kent State incident, Change in voting age to 18, returning soldiers are mistreated and not viewed as heroes </td> <td style="color: red;"> Many Southern Vietnamese are forced to flee their country and relocated around the world; Communist regime take over Laos and Cambodia, but the rest of the region does not fall to communism </td> </tr> </tbody> </table>	Conflicts	Domestic effects	International effects	Korean Conflict: The invasion of South Korea by Communist North Korea leads President Truman to send troops to defend South Korea per the Truman Doctrine	Americans question the war and loss of American life for so little gain; leads to a fear of communists in the U.S.	The war did help shape American U.S. policy in Asia, it leads to poor relations with China for the next 20 years, United Nations Police Action	Vietnamese Conflict: After the French defeat in Vietnam, the U.S. starts to support the newly established nation of South Vietnam with military advisors and aid to hold off communist North Vietnam	Anti-war protests, Kent State incident, Change in voting age to 18, returning soldiers are mistreated and not viewed as heroes	Many Southern Vietnamese are forced to flee their country and relocated around the world; Communist regime take over Laos and Cambodia, but the rest of the region does not fall to communism	<p>Video Resource: “Letters from Vietnam” CAUTION: Preview for language and brief nudity.</p>
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<p>US.6 History. 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. The student is expected to:</p> <p>US.6F describe the impact of the GI Bill, the election of 1948, McCarthyism, and Sputnik I;</p>	<ul style="list-style-type: none"> • GI Bill – VA Loans, growth of housing, and free high education for soldiers • Election of 1948 – Even though Truman barely won, it caused a resurgence of the Democratic Party and a Democratic control of Congress • McCarthyism – Government began censoring citizens if they did not openly support the U.S. government, enhancing the fear of communism in the US, and strengthening the issues of the Cold War; the 										

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	<p>development of Black List in the entertainment industry.</p> <ul style="list-style-type: none"> • Sputnik I – Space Race and changes in education, and Interstate Highway System 	
<p>US.6 History. 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. The student is expected to:</p> <p>US.6G analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations; and</p>	<ul style="list-style-type: none"> • Soviet economic difficulties • Gorbachev’s policies of glasnost and perestroika • Breakup of the Soviet Union into separate states • Fall of the Berlin Wall • Changing ethnic relationships • President Ronald Reagan’s role in the ending of the Cold War. 	
<p>US.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>US.8A create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and</p>	<ul style="list-style-type: none"> • The Cold War – Democracy v. Communist countries • Korean War 	
<p>US.9 Geography. The student understands the impact of geographic factors on major events. The student is expected to:</p> <p>US.9B identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.</p>	<p>International Conflicts</p> <ul style="list-style-type: none"> • Spanish American War – Annexation of Guam, Puerto Rico, and possession of Philippines, and protectorate of Cuba by the US • World War II – Iron Curtain, Berlin Air Lift • Korean War – 38th Parallel divided Korea • Vietnam War – 17th Parallel • Statehood Alaska 	
<p>US.10 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:</p> <p>US.10A analyze the effects of changing demographic patterns resulting from migration within the United States; and</p>	<ul style="list-style-type: none"> • Population movement to the Sun Belt from the North 	
<p>US.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</p> <p>US.14B identify the causes and effects of prosperity in</p>	<p>Causes</p> <ul style="list-style-type: none"> • The effects of World War II and Korean War • Cheap energy • Development of nuclear energy • High productivity – Increased capital spending and highway construction 	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/lessons/ (In addition, current events and more are available on their homepage http://www.econedlink.org/)</p> <p>There is also a green CD available in each campus</p>

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<p>the 1950s;</p>	<ul style="list-style-type: none"> • More educated work force – G.I. Bill • High levels of farm production <p>Effects</p> <ul style="list-style-type: none"> • Population shift to Sunbelt • Growth of suburbs – white flight • New realm of leisure activities and disposable income that impact the economy. Ex. Professional sports, movie industry and development of television. • Baby boom • Growth of military complexes that employed millions of Americans. • Shorter work days, establishment of minimum wage, and mobility of labor and population <p>TEACHER NOTE: Make mention that the U.S. was one of the only countries that had the only industrial complex not destroyed by WWII that allowed us to sell goods to new recovering European nations.</p>	<p>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 <i>United States History: Focus on Economics</i> or <i>United States History: Eyes on the Economy</i>).</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>US.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</p> <p>US.14C describe the impact of the Cold War on the business cycle and defense spending;</p>	<ul style="list-style-type: none"> • Large military and industrial complexes – NASA due to the Space Race • Creation of weapons of mass destruction • Fueled high tech industries and steadily increased government defense spending • Creation of a huge national security apparatus • Increase need for oil 	<p>(See notes under 14B)</p>
<p>US.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</p> <p>US.14D identify actions of government and the private sector to expand economic opportunities to all citizens; and</p>	<ul style="list-style-type: none"> • 1944 – GI Bill – provide higher education for those in the military • 1946 Taft-Hartley Act – weakened labor groups • 1946 Employment Act 	<p>(See notes under 14B)</p>
<p>US.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</p> <p>US.14E describe the dynamic relationship between U.S. international trade policies and the U.S. free</p>	<ul style="list-style-type: none"> • 1947 Marshall Plan – gave European nations American aid to rebuild their economies • Growth of Communist countries 	<p>(See notes under 14B)</p>

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<p>US.15 Government. The student understands changes in the role of government over time. The student is expected to:</p> <p>US.15B explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government;</p>	<ul style="list-style-type: none"> • McCarthyism and the Red Scare • During Vietnam war • Powers of president during war time 	
<p>US.16 Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:</p> <p>US.16A 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>	<ul style="list-style-type: none"> • Gulf of Tonkin Resolution gave more power to the President and less to Congress by allowing the President to make decisions during war time without the consent of Congress • War Powers Act limited the President’s power and strengthened the power of Congress because of the decisions made by the president during the Vietnam War 	
<p>US.17 Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:</p> <p>US.17B analyze reasons for the adoption of 20th-century constitutional amendments.</p>	<ul style="list-style-type: none"> • 22nd Amendment – (1951-2-term limit on President) Republican response to FDR being elected four times 	
<p>US.18 Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</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"> • Lobbying used to convince Congress to vote a certain way • Protesting uses 1st Amendment right of Freedom of Speech and Assembly to gain attention to a cause • Court decisions used to determine the constitutionality of an issue • Amendments to the U.S. Constitution allows voters to change, delete or add to the Constitution • Voting process- requirements 	
<p>US.18 Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</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"> • 26th Amendment – Gave right to vote to 18 year olds 	
<p>US.19 Citizenship. The student understands the importance of effective leadership in a democratic</p>	<ul style="list-style-type: none"> • Lyndon B. Johnson enacted Civil Rights Legislation and instituted the Great Society 	

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<p>society. The student is expected to:</p> <p>US.19C Identify the contributions of Texans who have been President of the United States.</p>					
<p>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</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</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>50s – 60s Happy Days and Political and Social Reforms</i></td> <td style="padding: 5px;"><i>Rock and Roll</i></td> <td style="padding: 5px;"><i>Restless youth and a forum to express their feelings concerning political and social issues</i></td> </tr> </table>	<i>50s – 60s Happy Days and Political and Social Reforms</i>	<i>Rock and Roll</i>	<i>Restless youth and a forum to express their feelings concerning political and social issues</i>	
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<p>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>US.20D 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 style="color: red;">Impact of the entertainment industry on the US economy</p> <ul style="list-style-type: none"> • Encouraged spending on targeted audiences • Developed our culture and expectations <p style="color: red;">Entertainment industry sometimes attempt to shape political and economic view points.</p>				
<p>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>US.20E identify the impact of popular American culture on the rest of the world.</p>	<ul style="list-style-type: none"> • Music – Jazz and Rock n’ Roll • Fashion • Celebrities • Food – McDonald’s • Perception others have about the United States • Wal-mart 				
<p>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:</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>	<ul style="list-style-type: none"> • Military – The Arms race led to new innovations in military weapons to protect Democracy around the world – Stealth Bombers, Apache Helicopters • NASA- miniaturization of computers, microwaves • Immunization 				
<p>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:</p> <p>US.23A analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the</p>	<p style="color: red;">Transportation – 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"> • Examples: Automobiles, railroads, airplanes, suspension bridges, street cars and the interstate highway system <p style="color: red;">Communication – Technology has allowed workers</p>				

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<p>standard of living in the United States; and</p>	<p>target all kinds of market groups and work daily with people all over the world</p> <ul style="list-style-type: none"> • Examples: Telegraph, telephone, computers, cell phones, satellites, internet, television and radio 	
<p>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:</p> <p>US.23B 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>	<ul style="list-style-type: none"> • GPS • Cellular phones • Velcro • Running shoes • Robot technology • Internet • Microwave 	
<p>Social Studies Skills TEKS—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>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:</p> <p>US.24A locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;</p>	<p>Students will use the Student Research Center to access information. Use frequently to research information on current content TEKS. TO ACCESS: Click on “staff” or “student” tab from the PISD home page. Select “EBSCO Databases.” Enter campus, user id and password. (See your librarian.) Click on “Student Research Center.”</p> <ul style="list-style-type: none"> • Keyword computer searches: • Students will learn how to choose search terms correctly. Use standards list (for example, don’t use plurals in a search) found in Share/Curriculum/ Technology • Use primary district search engine, Nettekker • Use library information resources (Web Path Express and One Search) • Use the Student Research Center and Encyclopedia Britannica (EBSCO database) • Use Nettekker District portfolio to access online resources (lessons, centers, quizzes, tutorials, etc.) • Select stories from Story Corps to listen to people’s experiences (select stories based on TEKS which need to be taught—be sure to listen to stories in advance since some include topics or language which might not be age-appropriate) http://www.storycorps.net/listen/ 	

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	<ul style="list-style-type: none"> • Information on conducting oral histories: http://www.baylor.edu/Oral_History/index.php?id=50663 • Use websites linked from the PISD Social Studies Resources page to locate primary sources. • Teacher should make sure that their students know the difference between primary and secondary sources by using many examples during the year. (Look per unit) • Also stress to students that no all media resources are reliable and to stress using multiple sources during research. 	
<p>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:</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>	<ul style="list-style-type: none"> • Access Inspiration template from campus share drive. (Campus share/Social Studies) • Have students use Excel to categorize information. • Use Graphic Organizers on the PISD Social Studies Resources webpage. 	<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>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:</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>	<ul style="list-style-type: none"> • Analyze political cartoons and editorials. Make sure to look at both view points (Twice a six weeks) 	<p>Political cartoons: search Thomas Nast</p>
<p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25A use social studies terminology correctly;</p>	<ul style="list-style-type: none"> • Make sure that your students know the assurance word for the grade level. 	<p>See Social Studies Coordinator for list of assurance words.</p>
<p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25B use standard grammar, spelling, sentence</p>	<ul style="list-style-type: none"> • Get students in the practice of using spell check and grammar check. Also use peer editing in class. 	

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structure, and punctuation.		
<p>US.26 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>US.26A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<ul style="list-style-type: none">• Choose a controversial event in history and have students generate an alternative solution and brainstorm possible outcomes. Ex. Dropping Atomic Bomb	