Social Sciences
Course of Study for IOC4 and IOA4

Description
This course of study outlines the sequence of learning activities designed to help you demonstrate competency in the subject area of social sciences. Your competence will be assessed through a proctored objective assessment (IOC4) and tasks that apply social science theories to historical and contemporary events (IOA4). Depending on your educational background, work experience, and the time you are able to dedicate to your studies, this course of study can take up to twelve weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

Introduction
Welcome to the social sciences at Western Governors University! This course of study for social sciences will provide you with a broad contextual understanding of major events and themes in United States history, basic concepts in the study of physical and social geography, and the history and nature of American government and citizenship.

If at any time you require additional assistance or have any questions while working on this course of study, please feel free to contact the mentor for this area:

Course Mentor ..................... Michael Dungar
Email ............................... mdungar@wgu.edu
Telephone ...................... 1-866-895-9660, x2037
Office Hours .................... Monday, 10:00am – 7:00pm, Eastern Time
                             Tuesday, 10:00am – 7:00pm, Eastern Time
                             Wednesday, 10:00am – 7:00pm, Eastern Time
                             Thursday, 10:00am – 7:00pm, Eastern Time
                             Friday, 9:00am – 5:00pm, Eastern Time

This course of study is designed to prepare you for the IOC4, a proctored objective assessment, and IOA4, a performance assessment consisting of seven performance tasks.

Overview
How did the American colonies become the United States of America? What are the characteristics of climate, and what is the climate in the area where you live? How does the system of checks and balances organize the operation of the federal government? These are just a few of the questions that will be addressed as you progress through this domain.

The political, social, and economic institutions that define daily life in the United States are products of more than three centuries of historical developments, theories, and practice of participatory democracy and the environment, resources, and demographics of the fifty constituent states. Understanding the underlying factors that influence society enables students to be more active participants in local and national debates and provides context for institutions that are otherwise taken for granted. The aim of this course of study is to develop knowledge that can be applied to problems in the context of an educational institution while providing a framework for understanding many of the themes that will arise for a teacher in the classroom. This course of study will facilitate an understanding of how modern institutions have shaped, and continue to shape, the lives of students. As you progress through this course of study, you may encounter skill sets and knowledge you already possess. The nature of this course of study is to
allow you to recognize where you already have competence (prior skill sets and knowledge) and what competencies you need to gain. As you encounter new skill sets and knowledge and refresh and redefine old ones, keep in mind ways in which you can apply these to your personal, professional, and WGU student life. For a more detailed explanation of the concepts you will be expected to demonstrate your competence in, please see the competency list below.

Social Science Part II (IOC4)
The Social Science Part II assessment (IOC4) is a scheduled, proctored objective assessment at a secure testing center. There are multiple forms of the Social Science Part II assessment. Each form contains a total of 72 objective items. The IOC4 should be completed before the IOA4 is begun.

The test consists of multiple-choice, multiple-selection, and matching questions on history, geography, civics, and social science concepts. You will have two hours to complete the assessment. When you go to the proctored site, do not bring any texts or study materials with you, but do bring some identification. Be sure you are rested, and wear comfortable clothes. You will take the assessment online. Read each question carefully to make sure you understand what you are being asked to do. Reread the question if needed. The passing score on the entire assessment is a 54% or better.

Social Science Part I (IOA4)
The Social Science Part I (IOC4) assessment consists of seven performance tasks that are completed using TaskStream. The tasks are designed to demonstrate student competency based on application of concepts. The instructions for each task can be accessed through TaskStream. Read through the directions and the grading rubric before beginning each task. The tasks can be completed in any order. Once the task is completed, submit it to be graded. (Note: IT students are not required to complete the IOA4 performance tasks).

Competencies Covered:
Competency 102.6.3: United States History
The graduate discusses the major themes, events, eras, developments, and influencing factors in United States history.

Competency 102.6.5: Geography, Demography, and the Environment
The graduate understands key geography knowledge and skills, including the relationship between physical geography, culture, the environment, the influence of physical geography on local politics, world economics, cultural development, and the modern impacts of demographic trends.

Competency 102.6.6: U.S. Constitution, Law, and Citizenship
The graduate explains the roles of major institutions in American Government, explains the contents and importance of historical documents, and understands major principles in the Constitution of the United States and the ways that American citizens participate in government.

Required Learning Resources
Pearson’s Course Compass, an online interactive learning resource, provides access to the following e-textbooks:

Week 1
Preparing for Success
In this subject you will be introduced to the learning resources that you will need in order to achieve success in this area of study. Below you will find instructions on how to order and access the resources that are available to you.

The Learning Resources
The following activities will guide you through acquiring and accessing the learning resources required for this area of study.

☐ Acquire Your Learning Resources and Textbooks

CourseCompass
www.coursecompass.com

Thinkwell
http://www.thinkwell.com

Pearson’s CourseCompass “Social Sciences” contains both an e-text version of the textbooks (at no additional expense) and interactive learning modules. To use these resources, you must enroll in them through your AAP. They can be found under the “Learning Resources” tab for the IOA4 and IOC4 assessments. Work with your mentor to complete your enrollment in these tools.

Once you have enrolled, you will receive an email from the Learning Resources Department with specific instructions on how to access the resources at the CourseCompass link above. The textbooks included as e-texts are listed in the introduction (“Required Learning Resources”) in this course of study. If you would like hard copies of the texts, you may purchase them at your own expense and convenience. The WGU bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

Thinkwell’s New Social Science ONLINE is the first next-generation text for online learners. It communicates the fundamentals of economics and civics to students using engaging, interactive media. You will enroll in this resource through your AAP. Once you have enrolled, you will receive a confirmation e-mail from Thinkwell with your username and password (usually within 24 hours). You can access the material by going to the Thinkwell link above and entering your login information.

Note: Please retain all e-mails and materials you receive regarding your learning resources. The information contained in these materials is very helpful.

WGU Library E-Reserves:
You will need to access the following from WGU e-reserves:


To access the e-reserves, go to the WGU student portal and do the following:

- Go to the “Resources” tab.
• Click on the “Library” tab. (Take note of the Docutek e-reserves password.)
• Click on the “Enter the Library” tab.
• Select “Liberal Arts” from the pull-down menu.
• Click on the “Social Science” link.
• Select “Chapter 3” in the “A Short History of the American Nation” document.

☐ Take the Student Self-Assessment for Social Sciences II
Before you begin your preparations for the IOC4 assessment, you should complete the student self-assessment (SSA) for this area. You can access the SSA by following the instructions below.

To take the student self-assessment:
• Look at your AAP.
• Find IOC4 and click on the “Learning Resources” tab.
• Under “Additional Learning Resources,” click on the “Student Self-Assessment” link.
• Follow the directions to complete the student self-assessment.
• Forward your results to your mentor.

This student self-assessment can be completed on your computer at home or any other convenient location. Do not use your notes or texts when completing the student self-assessment. This will help indicate areas where you will need to focus your study before taking the preassessment (PAIO) and objective assessment (IOC4).

Depending on how you scored on the self-assessment, you may be able to take the preassessment sooner. This should only be done in consultation with your mentor.

☐ Create a Study Notebook or Journal
Create a notebook (electronic or manual) where you can take notes on the readings, vocabulary, guiding questions, and activities throughout this course of study. For ideas on how to divide this journal into sections, see the learning community or contact your mentor or the course mentor.

☐ Access the U.S. History, Government, and Geography Learning Community
If after using all of these learning resources you need further assistance, please feel free to post a question in the learning community or contact the course mentor.

American History Before 1820
Why does the religious composition of the Massachusetts Bay colony matter today? The social, political, and economic institutions (such as Puritan government in New England or slavery in the southern colonies) had a profound influence on the development of the entity that would become the United States. In this subject you will look at the events surrounding the seventeenth and eighteenth centuries and the creation of the United States, including topics such as the first encounters between European explorers and native peoples, the characteristics of the European settlements (especially the British colonies), and the series of mutual provocations that led to the outbreak of the American Revolution. What were the nationalities of the European explorers? What sort of expectations did they have regarding the indigenous civilizations in North and South America? How did the indigenous populations respond to the Europeans?
Competency 102.6.3: United States History
The graduate discusses the major themes, events, eras, developments, and influencing factors in United States history.

Native Societies and European Exploration
The following activities will aid you in gaining competence through this topic.

☐ Selected Reading
Read the following from America Past and Present:
• Chapter 1, “New World Encounters” (pp. 1–21)

As you read through this selected material, please take notes on the following key topics and concepts:
• Spanish explorers: Francisco Coronado, Hernan Cortez, Hernando de Soto
• English explorers: John Cabot, Sir Francis Drake, John Smith, Sir Walter Raleigh
• French and Dutch explorers: Henry Hudson, Jacques Cartier, Samuel de Champlain, Sieur de La Salle
• Italian explorers: Christopher Columbus, Amerigo Vespucci, Giovanni de Verrazano
• Native civilizations: Inca, Aztec, Maya, Nez Perce, Pawnee, Iroquois
• French colonies: Quebec, Mississippi Valley
• Spanish colonies: New Spain, Conquistadors, Spanish Conquest, encomienda system

☐ Selected Reading
Read the following from Thinkwell’s New Social Science:
• Section 1.1.1, “North American and South American Native Cultures”
• Section 1.1.2, “European Exploration, Conflict, and Colonization”

As you read through this selected material, please take notes on the following key topics and concepts:
• Native civilizations: Inca, Aztec, Maya, Anasazi
• Spanish explorers: Francisco Coronado, Hernan Cortez, Hernando de Soto
• English explorers: John Cabot, John Smith, Sir Walter Raleigh

British Colonies in North America
The following activities will aid you in gaining competence through this topic.

☐ Selected Reading
Read the following from America Past and Present:
• Chapter 2, “Conflicting Visions: England’s Seventeenth-Century Colonies” (pp. 22–40)
• Chapter 4, “Enlightenment: American Style” (pp. 64–65)

As you read through this selected material, please take notes on the following key topics and concepts:
• British settlements: Roanoke, Jamestown, Massachusetts Bay, Maryland, Carolina, Pennsylvania, New Jersey, Georgia, Plymouth
• Important settlers: John Smith, John Rolf, Pocahontas, George and Celcius Calvert, William Penn, General Oglethorpe
• Colonial institutions: head-right system, indentured servitude, land grants, Roman Catholicism, Mayflower Compact, Great Migration, Virginia Company, Puritans

Selected Reading
Read the following from *Thinkwell’s New Social Science*:
• Section 1.1.3, “The English Colonial Period”

As you read through this selected material, please take notes on the following key topics and concepts:
• British settlements: Roanoke, Jamestown, Massachusetts Bay, Maryland, Carolina, Pennsylvania, New Jersey, Georgia, Plymouth
• Important settlers: John Smith, John Rolfe, Pocahontas, George and Celcius Calvert, William Penn, General Oglethorpe
• Colonial institutions: head-right system, indentured servitude, land grants, Roman Catholicism, Mayflower Compact, Great Migration, Virginia Company, Puritans

The American Revolution
The following activities will aid you in gaining competence through this topic.

Selected Reading
Read the following from *America Past and Present*:
• Chapter 5, “Eroding the Bonds of Empire” (pp. 84–101)
• Chapter 6, “Articles of Confederation” (p. 109)
• Chapter 7, “Principles and Pragmatism: Establishing a New Government” (pp. 126–129)

As you read through this selected material, please take notes on the following key topics and concepts:
• Events preceding the American Revolution: Seven-Years War, Proclamation of 1763, Sugar Act, Stamp Act, Townshend Duties, Declaratory Acts, Coercive Acts, Tea Act, Quebec Act, Boston Massacre, Intolerable Acts, Navigation Acts
• Events during the Revolutionary War: Lexington, Concord, Valley Forge, Yorktown, First Continental Congress, Second Continental Congress, Articles of Confederation, Treaty of Paris
• Significant Americans: Aaron Burr, Paul Revere, John Locke, James Madison, James Monroe, Benjamin Franklin, George Washington, John Adams, Samuel Adams, Ethan Allen

Selected Reading
Read the following from *Thinkwell’s New Social Science*:
• Section 1.1.5, “Reasons for the American Revolution”

As you read through this selected material, please take notes on the following key topics and concepts:
• Events preceding the American Revolution: Seven-Years War, Proclamation of 1763, Sugar Act, Stamp Act, Townshend Duties, Declaratory Acts, Coercive Acts, Tea Act, Quebec Act, Boston Massacre, Intolerable Acts, Navigation Acts
• Events during the Revolutionary War: Lexington, Concord, Bunker Hill, Yorktown, First Continental Congress, Second Continental Congress, Articles of Confederation
Selected Reading
Read the following from *A Short History of the American Nation* in the WGU library e-reserves:

- Chapter 3 (pp. 80–93)

As you read through this selected material, please take notes on the following key topics and concepts:


CourseCompass Module Quizzes
Take the following CourseCompass Module quizzes:

- Module 3 quiz
- Module 4 quiz

Once you have completed each quiz and received your results, compare your lower scoring areas with your study journal. Does your journal address these questions or are there holes in your notes? Discuss any questions you may have with a course mentor or in the learning community.

Week 2
American History Between 1820 and 1914
How did the United States expand from 13 states on the east coast to 48 states spanning the width of a continent in just a little over 100 years? How did the United States develop a heterogeneous population?

In this subject you will examine the United States in the nineteenth century, including topics such as the debates in the early republic, the territorial expansion of the United States from the original 13 states, the sectional crisis over slavery, the Civil War and Reconstruction, and the national process of industrialization and urbanization. How did events such as the Louisiana Purchase and Mexican-American War expand the territory controlled by the United States? Why was the balance of slave states and free states in the Senate so important? What were the consequences of the Civil War for former slaves?

Competency 102.6.3: United States History
The graduate discusses the major themes, events, eras, developments, and influencing factors in United States history.

Territorial Expansion and Slavery
The following activities will aid you in gaining competence through this topic.

Selected Reading
Read the following from *America Past and Present*:

- Chapter 6, “Federalists and Anti-Federalists” (pp. 119–121)
- Chapter 7, “Conflicting Visions: Jefferson and Hamilton” (pp. 128–129) and “Pushing the Native Americans Aside” (pp. 133–134)
- Chapter 8, “The Louisiana Purchase” (pp. 150–152)
- Chapter 9, “Native American Societies Under Pressure” (pp. 168–169), “The Canal Boom” (pp. 172–175), “Nationalism and Foreign Policy” (pp. 181–182), and “A Revolutionary War Hero Revisits America in 1824” (p. 165)
- Chapter 10, “Jackson and the Politics of Democracy” (pp. 190–195)
- Chapter 12, “Institutional Reform” (pp. 234–242)
• Chapter 13, “The Texas Revolution” (pp. 247–248) and “Manifest Destiny and the Mexican-American War” (pp. 250–259)
• Chapter 17, “Beyond the Frontier” (pp. 331–339) and “The Final Fling” (pp. 346–347)
• Chapter 21, “Foreign Policy Approaches” (pp. 407–409), “Yellow Journalism” (p. 411), and “Governing the Empire” (pp. 417–418).

As you read through this selected material, please take notes on the following key topics and concepts:
• Important concepts in the early republic: ratification of the Constitution, Jeffersonian democracy, the election of 1828, Jacksonian democracy
• Important events in territorial expansion: Texas War of Independence, Mexican-American War, Gadsden Purchase, Oklahoma Land Rush, Indian Removal Act, purchase of Alaska, acquisition of Hawaii, Indian Removal, Homestead Act, the Alamo, Treaty of Guadalupe-Hidalgo, creation of the Northwest Territory
• Important people: Stephen Austin, Sam Houston, James Polk, Zachary Taylor, Queen Liliuokalani, Andrew Jackson

Selected Reading
Read the following from *Thinkwell's New Social Science*:
• Section 1.1.6, “Major Events and Developments in the Growth of the United States”

As you read through this selected material, please take notes on the following key topics and concepts:
• Important events in territorial expansion: Texas War of Independence, Mexican-American War, Gadsden Purchase, Oklahoma Land Rush, purchase of Alaska, acquisition of Hawaii, Treaty of Guadalupe-Hidalgo
• Important people: James Polk, Zachary Taylor, Queen Liliuokalani, Andrew Jackson

The Civil War and Reconstruction
The following activities will aid you in gaining competence through this topic.

Selected Reading
Read the following from *America Past and Present*:
• Chapter 11, “Rise of the Cotton Kingdom” (pp. 217–218)
• Chapter 14, “The Sectional Crisis” (pp. 265–285)
• Chapter 15, “Secession and the Civil War” (pp. 286–307)
• Chapter 16, “The Agony of Reconstruction” (pp. 309–328)

As you read through this selected material, please take notes on the following key topics and concepts:
• Events leading up to the Civil War: Free Soil movement, abolitionist movements, Kansas-Nebraska Act, Compromise of 1850, fugitive slave law, founding the Republican party, Dred Scott v. Sandford, Harper’s Ferry, Election of 1860

Selected Reading
Read the following from *Thinkwell's New Social Science*:
• Section 1.1.4, “Slavery and Its Impact”
• Section 1.1.7, “The Anti-Slavery Movement”

As you read through this selected material, please take notes on the following key topics and concepts:
  • Events leading up to the Civil War: Free Soil movement, abolitionist movements, Kansas-Nebraska Act, Compromise of 1850, fugitive slave law, founding the Republican party, Dred Scott v. Sandford, Harper’s Ferry, Election of 1860

**Industrialization**
The following activities will aid you in gaining competence through this topic.

☐ **Selected Reading**
Read the following from *America Past and Present*:
  • Chapter 18, “The Industrial Society” (pp. 352–368)
  • Chapter 20, “Party Deadlock” (pp. 389–390)
  • Chapter 22, “Burgeoning Trusts” (p. 425) and “Conflict in the Workplace” (pp. 430–432)
  • Chapter 23, “Roosevelt Progressivism at its Height” (pp. 450–452)
  • Chapter 26, “The Rise of Organized Labor” (pp. 511–512)
  • Chapter 30, “Unintended Consequences: The Second Great Migration” (pp. 602–603)

As you read through this selected material, please take notes on the following key topics and concepts:
  • Technological innovations: cotton gin, telegraph, steam engine, harvesting equipment, transcontinental railroad, canal networks
  • Institutional changes: “New Immigrants,” factory life, the Gilded Age, unionization, the Knights of Labor, corporate monopolies, progressive reform movements, Seneca Falls Convention
  • Important people in the industrial process: Jacob Riis, Upton Sinclair, J.P. Morgan, Jay Gould, John Rockefeller, William Randolph Hearst, Samuel Gompers
  • Important people in Progressive reforms: Catherine Beecher, Elizabeth Cady Stanton, Dorothea Dix, Horace Mann

☐ **Selected Reading**
Read the following from *Thinkwell’s New Social Science*:
  • Section 1.1.10, “Industrialization in the United States”

As you read through this selected material, please take notes on the following key topics and concepts:
  • Technological innovations: cotton gin, telegraph, steam engine, harvesting equipment, transcontinental railroad, canal networks
  • Institutional changes: “New Immigrants,” factory life, the Gilded Age, unionization, the Knights of Labor, corporate monopolies, progressive reform movements, Seneca Falls Convention
  • Important people in the industrial process: Jacob Riis, Upton Sinclair, J.P. Morgan, Jay Gould, John Rockefeller, William Randolph Hearst, Samuel Gompers
  • Important people in Progressive reforms: Catherine Beecher, Elizabeth Cady Stanton, Dorothea Dix, Horace Mann
CourseCompass Module Quizzes
Complete the following CourseCompass Module quizzes:
• Module 5-1 quiz
• Module 5-2 quiz
• Module 6 quiz

Once you have completed each quiz and received your results, compare your lower scoring areas with your study journal. Does your journal address these questions or are there holes in your notes? Discuss any questions you may have with a course mentor or in the learning community.

Week 3
American History After 1914
In this subject you will address the important themes, events, and people in twentieth-century American history, including American participation in World War I and World War II, American society in the 1920s and the Great Depression, and the United States during the Cold War. Why did the United States choose to intervene in World War I? Why was the American experience qualitatively different in World War II? How did American policies such as containment and mutually assured destruction shape the Cold War?

Competency 102.6.3: United States History
The graduate discusses the major themes, events, eras, developments, and influencing factors in United States history.

The World Wars and the Interwar Period
The following activities will aid you in gaining competence through this topic.

Selected Reading
Read the following from America Past and Present:
• Chapter 24, “The Nation at War” (pp. 461–480)
• Chapter 25, “Wheels for the Millions” (pp. 483–493)
• Chapter 26, “The Struggle Against Despair” (pp. 500–510)
• Chapter 27, “Isolationism” (pp. 522–538)

As you read through this selected material, please take notes on the following key topics and concepts:
• Important concepts in World War I: submarine warfare, Lusitania, Zimmerman Telegram, Russian Revolution, trench warfare, 1918 flu pandemic, Treaty of Versailles, Dawes Plan, League of Nations
• Important concepts in the Great Depression and New Deal: laissez-faire economics, Keynesian economics, election of 1932, “Alphabet Soup,” Social Security Act of 1935, the Dust Bowl
• Important concepts in World War II: Fascism, Nazi Party, Quarantine Act, “Cash and Carry,” Lend/Lease Act, Pearl Harbor, the Manhattan Project, the Holocaust, Auschwitz, Nuremberg War Crimes Tribunal, United Nations, Japanese Internment, D-Day, Battle of the Bulge, Midway, Iwo Jima, Berlin, Hiroshima, Nagasaki
• Important people: Herbert Hoover, Woodrow Wilson, Huey Long, Father Coughlin, Francis Townsend, Adolph Hitler, Hideki Tojo, Benito Mussolini, Franklin Delano
Roosevelt, Winston Churchill, Charles de Gaulle, Josef Stalin, Dwight Eisenhower, Robert Oppenheimer

## Selected Reading

Read the following from *Thinkwell’s New Social Science*:
- Section 1.1.8, “The Causes and Outcomes of the Great Depression”
- Section 1.1.11, “The Major Causes and Consequences of World Wars I and II”
- Section 1.1.12, “The Role of the United States in World Wars I and II”

As you read through this selected material, please take notes on the following key topics and concepts:
- Important concepts in the Great Depression and New Deal: laissez-faire economics, Keynesian economics, election of 1932, “Alphabet Soup,” Social Security Act of 1935, the Dust Bowl
- Important concepts in World War II: Fascism, Nazi Party, Quarantine Act, “Cash and Carry,” Lend/Lease Act, Pearl Harbor, the Manhattan Project, the Holocaust, Auschwitz, Nuremberg War Crimes Tribunal, United Nations, Japanese Internment, D-Day, Battle of the Bulge, Midway, Iwo Jima, Berlin, Hiroshima, Nagasaki

The United States After World War II

The following activities will aid you in gaining competence through this topic.

## Selected Reading

Read the following from *America Past and Present*:
- Chapter 28, “The Onset of the Cold War” (pp. 540–560)
- Chapter 29, “The Reaction to Sputnik” (pp. 566–567)
- Chapter 30, “The Turbulent Sixties” (pp. 575–599)
- Chapter 31, “To a New Conservatism” (pp. 603–609)

As you read through this selected material, please take notes on the following key topics and concepts:
- Important concepts in the Cold War after 1965: Glasnost/Perestroika, the Civil Rights movement, Gulf of Tonkin, the Vietnam War, the “Silent Majority,” Kent State shootings, campus protests, My Lai Massacre, Tet Offensive, invasion of Cambodia, Watergate
• Important people: Josef Stalin, Harry Truman, Dwight Eisenhower, General MacArthur, Nikita Khrushchev, Fidel Castro, JFK, Ronal Reagan, Mikhail Gorbachev, Rosa Parks, Malcolm X, Martin Luther King, Jr., Henry Kissinger

Selected Reading
Read the following from Thinkwell’s New Social Science:
• Section 1.1.13, “The Major Events in the Post-WWII Era”

As you read through this selected material, please take notes on the following key topics and concepts:
• Important concepts in the Cold War after 1965: Glasnost/Perestroika, the Civil Rights movement, Gulf of Tonkin, the Vietnam War, the “Silent Majority,” Kent State shootings, campus protests, My Lai Massacre, Tet Offensive, invasion of Cambodia, Watergate
• Important people: Josef Stalin, Harry Truman, Dwight Eisenhower, General MacArthur, Nikita Khrushchev, Fidel Castro, JFK, Ronal Reagan, Mikhail Gorbachev, Rosa Parks, Malcolm X, Martin Luther King, Jr., Henry Kissinger

American Presidents
In this subject you will also look at the careers and legacies of significant American presidents and consider what factors make a “significant” presidency.

Competency 102.6.3: United States History
The graduate discusses the major themes, events, eras, developments, and influencing factors in United States history.

Major American Presidencies
The following activities will aid you in gaining competence through this topic.

Selected Reading
Read the following from America Past and Present:
• Chapter 10, “Jackson Comes to Power” (pp. 191–194)
• Chapter 15, “The Emergence of Lincoln” (pp. 286–299)
• Chapter 21, “War with Spain” (pp. 410–415)
• Chapter 23, “The Republican Roosevelt” (pp. 448–452)
• Chapter 24, “The Nation at War” (pp. 461–479)
• Chapter 27, “Turning the Tide against the Axis” (pp. 528–538)
• Chapter 28, “Eisenhower and the Cold War” (pp. 555–560)
• Chapter 29, “Civil Rights as a Political Issue” (p. 570)
• Chapter 30, “Kennedy Intensifies the Cold War” (pp. 576–592)
• Chapter 31, “The Tempting of Richard Nixon” (pp. 606–623)

As you read through this selected material, please take notes on the following key topics and concepts:
• Associated events and policies: Farewell Address, Louisiana Purchase, Trail of Tears, Emancipation Proclamation, Civil War, Spanish-American War, Panama Canal, “Big Stick” diplomacy, Fourteen Points, First World War, League of Nations, New Deal, Second World War, atomic bomb, desegregating the military, military-industrial complex, Alaska and Hawaii statehood, Cold War, interstate highway system, Cuban Missile Crisis, NASA, civil rights movement, Vietnam War, Great Society, Watergate, China diplomacy, Reaganomics

☐ Selected Reading
Read the following from Thinkwell’s New Social Science:

• Section 1.1.9, “Characteristics and Legacies of Major American Presidents”

As you read through this selected material, please take notes on the following key topics and concepts:


• Associated events and policies: Farewell Address, Louisiana Purchase, Trail of Tears, Emancipation Proclamation, Civil War, Spanish-American War, Panama Canal, “Big Stick” diplomacy, Fourteen Points, First World War, League of Nations, New Deal, Second World War, atomic bomb, desegregating the military, military-industrial complex, Alaska and Hawaii statehood, Cold War, interstate highway system, Cuban Missile Crisis, NASA, civil rights movement, Vietnam War, Great Society, Watergate, China diplomacy, Reaganomics

☐ CourseCompass Module Quizzes
Complete the following CourseCompass Module quizzes:

• Module 7-1 quiz
• Module 7-2 quiz
• Module 7-3 quiz

Once you have completed each quiz and received your results, compare your lower scoring areas with your study journal. Does your journal address these questions or are there holes in your notes? Discuss any questions you may have with a course mentor or in the learning community.

☐ Discussions in the U.S. History, Government, and Geography Learning Community
Read and participate in the “Significant American Presidents” community discussion.

Week 4
Fundamentals of Geography
Climate and natural resources have a tremendous influence on both the development of human societies and on our daily lives. Do you know what climate regions you live in? This week you will look at important concepts in the study of physical geography, including topography, climate and ecosystems, and the characteristics and uses of natural resources. How do different map projections attempt to describe a round object (the globe) on a flat map? What are the differences between renewable and nonrenewable resources? How does the Koppen scale differentiate global climate regions?
Competency 102.6.5: Geography, Demography, and the Environment
The graduate understands key geography knowledge and skills, including the relationship between
physical geography, culture, the environment, the influence of physical geography on local politics, world
economics, cultural development, and the modern impacts of demographic trends.

Characteristics and Types of Maps
The following activities will aid you in gaining competence through this topic.

☐ Selected Reading
Read the following from Geography: People, Places, and Environment:
• Chapter 1, “Introduction to Geography” (pp. 1–39)
• Appendix I, “Map Scale and Projections” (pp. 586–592)

As you read through this selected material, please take notes on the following key topics
and concepts:
• Types of maps: relief, climate, topographical, political, road/street
• Types of Earth projection: cylindrical, conic, equal area, Mercator, Robinson, Mollweide
• Map symbols: cardinal direction, mountains, rivers, bodies of water, scale, borders, continents

☐ Selected Reading
Read the following from Thinkwell’s New Social Science:
• Section 3.1.1, “Map Types”
• Section 3.1.2, “Globe and Flat Map Projections”
• Section 3.1.4, “Map Features and Symbols”

As you read through this selected material, please take notes on the following key topics
and concepts:
• Types of maps: relief, climate, topographical, political, road/street
• Types of Earth projection: cylindrical, conic, equal area, Mercator, Robinson, Mollweide
• Map symbols: cardinal direction, mountains, rivers, bodies of water, scale, borders, continents

Climate, Biomes, and Ecosystems
The following activities will aid you in gaining competence through this topic.

☐ Selected Reading
Read the following from Geography: People, Places, and Environment:
• Chapter 2, “Global Atmospheric Circulation” (pp. 60–61) and “Classifying Climate”
  (pp. 72–90)
• Chapter 4, “Biomes: Global Patterns in the Biosphere” (pp. 153–161)

As you read through this selected material, please take notes on the following key topics
and concepts:
• Climate regions: desert, humid subtropical, tundra, marine west coast, humid continental, continental subarctic
• Biomes: tropical forest, tundra, grassland, desert, subtropical
• Influence of latitude and elevation: deciduous forest, coniferous forest, alpine meadow, subarctic lichen
• North American biomes: broad-leaf rainforest, coniferous forest, prairie, deciduous forest, desert, tundra

☐ Selected Reading
Read the following from *Thinkwell’s New Social Science*:
• Section 3.1.3, “Land Biomes, Terrestrial Biomes and Aquatic Biomes”
• Section 3.1.5, “The Impact of Climate Change”
• Section 3.1.6, “The Impact of Elevation and Latitude on Climate”
• Section 3.1.7, “The Environmental Impact of Deforestation, Global Warming and Population Growth”

As you read through this selected material, please take notes on the following key topics and concepts:
• Climate regions: desert, humid subtropical, tundra, marine west coast, humid continental, continental subarctic
• Biomes: tropical forest, tundra, grassland, desert, subtropical
• Influence of latitude and elevation: deciduous forest, coniferous forest, alpine meadow, subarctic lichen
• North American biomes: broad-leaf rainforest, coniferous forest, prairie, deciduous forest, desert, tundra

Natural Resources
The following activities will aid you in gaining competence through this topic.

☐ Selected Reading
Read the following from *Geography: People, Places, and Environment*:
• Chapter 9, “Earth’s Resources and Environmental Protection” (pp. 353–388)
• Chapter 13, “Development, Pollution, and Quality of Life” (pp. 576–583)

As you read through this selected material, please take notes on the following key topics and concepts:
• Causes and environmental consequences of pollution: climate change, deforestation, global warming, energy development, population growth
• Types of natural resources: renewable, nonrenewable, recycling, reusing

☐ Selected Reading
Read the following from *Thinkwell’s New Social Science*:
• Section 3.1.14, “Renewable and Nonrenewable Resources and Implications for Their Use”
• Section 3.1.8, “The Economic and Political Impact of Natural Resources”
• Section 3.1.9, “The International Impact of Regional National Resources”

As you read through this selected material, please take notes on the following key topics and concepts:
• Causes and environmental consequences of pollution: climate change, deforestation, global warming, energy development, population growth
• Types of natural resources: renewable, nonrenewable, recycling, reusing

☐ CourseCompass Module Quizzes
Complete the following CourseCompass Module quizzes:
• Module 8/9 quiz
• Module 10 quiz
Once you have completed each quiz and received your results, compare your lower scoring areas with your study journal. Does your journal address these questions or are there holes in your notes? Discuss any questions you may have with a course mentor or in the learning community.

☐ Discussions in the U.S. History, Government, and Geography Learning Community
Read and participate in the “Climate Regions” community discussion.

Week 5

Geography and Civilization
The study of geography also describes the development of human civilizations. Do you know how holidays such as Memorial Day contribute to the dissemination of shared national experiences? This week you will consider important topics in the study of social geography, including characteristics and examples of nation-states, demography, culture, and the influence of the physical environment on the development of human societies. What is a nation-state? How does the birth and death rate affect the average age of a national population? How do developing nations attempt to integrate into a global economy and information society?

Competency 102.6.5: Geography, Demography, and the Environment
The graduate understands key geography knowledge and skills, including the relationship between physical geography, culture, the environment, the influence of physical geography on local politics, world economics, cultural development, and the modern impacts of demographic trends.

Nation-States
The following activities will aid you in gaining competence through this topic.

☐ Selected Reading
Read the following from Geography: People, Places, and Environment:
• Chapter 11, “Cultural Subnationalism” (pp. 448–449), “European Nation-States” (pp. 439–444), and “How States Demarcate and Organize Territory” (pp. 461–464)

As you read through this selected material, please take notes on the following key topics and concepts:
• Components of a nation-state: political boundaries, geographic boundaries, shared culture, nationalism, subnationalism

☐ Selected Reading
Read the following from Thinkwell’s New Social Science:
• Section 3.1.11, “Physical Geography and the Drawing of Political Lines”

As you read through this selected material, please take notes on the following key topics and concepts:
• Components of a nation-state: political boundaries, geographic boundaries, shared culture, nationalism, subnationalism
Demography and Culture
The following activities will aid you in gaining competence through this topic.

- **Selected Reading**
  Read the following from *Geography: People, Places, and Environment*:
  - Chapter 1, “Density” (pp. 14–15)
  - Chapter 5, “World Population Growth” (pp. 171–187)
  - Chapter 6, “Culture Realms” (pp. 229–231)

  As you read through this selected material, please take notes on the following key topics and concepts:
  - Factors in population growth: density, birth rate, death rate, health resources, environmental capacity

- **Selected Reading**
  Read the following from *Thinkwell’s New Social Science*:
  - Section 3.1.12, “Key Factors in Population Growth”

  As you read through this selected material, please take notes on the following key topics and concepts:
  - Factors in population growth: density, birth rate, death rate, health resources, environmental capacity

Physical Geography and Social Development
The following activities will aid you in gaining competence through this topic.

- **Selected Reading**
  Read the following from *Geography: People, Places, and Environment*:
  - Chapter 8, “Agriculture Today” (pp. 319–331) and “World Distribution of Food Supplies and Production” (pp. 338–349)
  - Chapter 10, “Cities and Urbanization” (pp. 392–402)
  - Chapter 12, “Gross National Product and Quality of Life” (pp. 483–490), “Why Some Countries and Rich and Some Countries are Poor” (pp. 496–499), and “The Formation of the Global Economy” (pp. 521–525)

  As you read through this selected material, please take notes on the following key topics and concepts:
  - Agriculture preceding urbanization: hunter-gatherer, fishing, raising cattle, sedentary agriculture

- **Selected Reading**
  Read the following from *Thinkwell’s New Social Science*:
  - Section 3.1.10, “Resource Consumption and the World Economy”
  - Section 3.1.13, “Physical Location and Its Impact on Society and Culture”

  As you read through this selected material, please take notes on the following key topics and concepts:
  - Agriculture preceding urbanization: hunter-gatherer, fishing, raising cattle, sedentary agriculture
CourseCompass Module Quizzes
Complete the following CourseCompass Module quizzes:
• Module 11 quiz

Once you have completed each quiz and received your results, compare your lower scoring areas with your study journal. Does your journal address these questions or are there holes in your notes? Discuss any questions you may have with a course mentor or in the learning community.

Week 6
The U.S. Federal Government Part I: Organization
What is the federal government of the United States? How is it different from local or state governments? Are there ways that the federal government affects our daily lives? In this subject you will examine the documents and events that shape the institutions of the federal government of the United States, including the drafting of the Constitution and its subsequent amendments, the system of checks and balances, the role of the Supreme Court in interpreting the Constitution, and the consequences of the civil rights movement. How does the U.S. Constitution assign power to the federal government, and what are the government’s limitations? How do the amendments to the Constitution change or limit the powers of government? How have past decisions by the Supreme Court affected the exercise of civil rights?

Competency 102.6.6: U.S. Constitution, Law, and Citizenship
The graduate explains the roles of major institutions in American Government, explains the contents and importance of historical documents, and understands major principles in the Constitution of the United States and the ways that American citizens participate in government.

Branches of the Federal Government
The following activities will aid you in gaining competence through this topic.

Selected Reading
Read the following from The Struggle for Democracy:
• Chapter 11, “Congress” (pp. 310–346)
• Chapter 12, “The Expanding Presidency” (pp. 351–353)
• Chapter 13, “How the Executive Branch is Organized” (pp. 386–403)
• Chapter 14, “The Courts” (pp. 411–441)

As you read through this selected material, please take notes on the following key topics and concepts:
• Branches of the federal government: legislative, executive, judicial

Selected Reading
Read the following from Thinkwell’s New Social Science:
• Section 2.1, “The Three Branches of Government”
• Section 2.27, “Becoming a U.S. Citizen”

The Constitution and Its Amendments
The following activities will aid you in gaining competence through this topic.

Selected Reading
Read the following from The Struggle for Democracy:
• Chapter 2, “The Constitution” (pp. 24–50)
• Appendix: The Constitution of the United States (pp. A-4–A-8), The Bill of Rights (pp. A-8–A-9), and Amendments 11–27 (pp. A-9–A-12)

As you read through this selected material, please take notes on the following key topics and concepts:
• Components of the Constitution: Preamble, five articles of the Constitution, Bill of Rights (amendments 1–10), amendments 11–27

☐ Selected Reading
Read the following from Thinkwell’s New Social Science:
• Section 2.22, “The Purposes of Government Listed in the Preamble”
• Section 2.23, “The Constitution, Articles 1–5”
• Section 2.24, “The Bill of Rights”
• Section 2.26, “Key Concepts in Amendments 11–27 of the U.S. Constitution”

As you read through this selected material, please take notes on the following key topics and concepts:
• Components of the Constitution: Preamble, five articles of the Constitution, Bill of Rights (amendments 1–10), amendments 11–27

The Constitutional Convention and Ratification
The following activities will aid you in gaining competence through this topic.

☐ Selected Reading
Read the following from The Struggle for Democracy:
• Appendix: The Declaration of Independence (pp. A-2–A-3) and The Federalist Papers Nos. 10, 51, 78 (pp. A-13–A-19)

As you read through this selected material, please take notes on the following key topics and concepts:
• Documents preceding the Constitution: Magna Carta, Articles of Confederation
• Components of the Constitutional Convention: Three-Fifths Compromise, Virginia Plan, New Jersey Plan
• Important people involved in drafting the Constitution: James Madison, James Monroe, Thomas Jefferson, George Washington, Federalists, Alexander Hamilton, Anti-Federalists

☐ Selected Reading
Read the following from Thinkwell’s New Social Science:
• Section 2.7, “The History of the Constitution”
• Section 2.18, “The Shortcomings of Government Under the Articles of Confederation”
• Section 2.19, “The Constitutional Convention”
• Section 2.21, “Federalist and Anti-Federalist Positions of Ratification”

As you read through this selected material, please take notes on the following key topics and concepts:
• Documents preceding the Constitution: Magna Carta, Articles of Confederation
• Components of the Constitutional Convention: Three-Fifths Compromise, Virginia Plan, New Jersey Plan
• Important people involved in drafting the Constitution: James Madison, James Monroe, Thomas Jefferson, George Washington, Federalists, Alexander Hamilton, Anti-Federalists

The Supreme Court and Civil Rights
The following activities will aid you in gaining competence through this topic.

☐ Selected Reading
Read the following from *The Struggle for Democracy*:
- Chapter 8, “Women Win the Right to Vote” (pp. 221–222)
- Chapter 8, “A Spark to set off the Flames” (p. 232)
- Chapter 15, “Rights and Liberties in the Nineteenth Century” (pp. 448–470)
- Chapter 16, “Civil Rights and the Struggle for Political Equality” (pp. 477–500)

As you read through this selected material, please take notes on the following key topics and concepts:
- Important people in the history of civil rights movements: Rosa Parks, Jackie Robinson, Cesar Chavez, Susan B. Anthony
- Limitations on individual rights: pornography, symbolic speech, free exercise

☐ Selected Reading
Read the following from *Thinkwell’s New Social Science*:
- Section 2.8, “Fundamental Rights of American Citizens”
- Section 2.9, “Due Process”
- Section 2.11, “Important Supreme Court Cases in American History”
- Section 2.12, “Civic Responsibilities”
- Section 2.13, “Civil Liberties and Rights”
- Section 2.14, “Rules, Rights and Responsibilities”
- Section 2.15, “Important Americans”

As you read through this selected material, please take notes on the following key topics and concepts:
- Important people in the history of civil rights movements: Rosa Parks, Jackie Robinson, Cesar Chavez, Susan B. Anthony
- Limitations on individual rights: pornography, symbolic speech, free exercise

☐ CourseCompass Module Quizzes
Complete the following CourseCompass Module quizzes:
- Module 12 quiz
- Module 13 quiz

Once you have completed each quiz and received your results, compare your lower scoring areas with your study journal. Does your journal address these questions or are there holes in your notes? Discuss any questions you may have with a course mentor or in the learning community.
Week 7

The U.S. Federal Government Part II: Application

If the Constitution is the supreme law of the land, does that mean that the federal government is the ultimate authority in the United States? How do the other levels of government operate? Do they have a greater influence on society (on the whole) than the federal government? This week you will consider how the institutions of the federal government of the United States create and implement policy, including the relationship between the states and the federal government (federalism), the balance of power between two major political parties, the electoral process, and the importance of a free press in a democratic society. How do the institutions of the federal government encourage the establishment of two (and only two) dominant political parties? What role do minor (or “third”) parties play in a two-party system? What is the relationship between the states and the federal government today? Is one subordinate to the other?

Competency 102.6.6: U.S. Constitution, Law, and Citizenship

The graduate explains the roles of major institutions in American Government, explains the contents and importance of historical documents, and understands major principles in the Constitution of the United States and the ways that American citizens participate in government.

Federalism

The following activities will aid you in gaining competence through this topic.

☐ Selected Reading

Read the following from The Struggle for Democracy:

- Chapter 3, “Federalism as a System of Government” (pp. 54–80)

As you read through this selected material, please take notes on the following key topics and concepts:

- Developments in the concept of federalism: the original thirteen states, changes as a result of the Civil War, consequences of the Great Depression and the New Deal, contemporary federalism

☐ Selected Reading

Read the following from Thinkwell’s New Social Science:

- Section 2.2, “The American Federal System”

As you read through this selected material, please take notes on the following key topics and concepts:

- Developments in the concept of federalism: the original thirteen states, changes as a result of the Civil War, consequences of the Great Depression and the New Deal, contemporary federalism

The American Two-Party System

The following activities will aid you in gaining competence through this topic.

☐ Selected Reading

Read the following from The Struggle for Democracy:

- Chapter 9, “Political Parties” (pp. 242–255)

As you read through this selected material, please take notes on the following key topics and concepts:
• Historical political parties: Whig, Federalist, Democratic-Republican, Republican, Democratic, Know-Nothing

☐ Selected Reading
Read the following from Thinkwell’s New Social Science:
• Section 2.4, “The American Two-Party System”

As you read through this selected material, please take notes on the following key topics and concepts:
• Historical political parties: Whig, Federalist, Democratic-Republican, Republican, Democratic, Know-Nothing

Elections
The following activities will aid you in gaining competence through this topic.

☐ Selected Reading
Read the following from The Struggle for Democracy:
• Chapter 10, “The Electoral College” (pp. 301–305)
• Chapter 10, “American Elections: How Exceptional Compared to Others?” (pp. 277–278)

As you read through this selected material, please take notes on the following key topics and concepts:
• Electoral College
• Election cycles
• Election to the House
• Election to the Senate

☐ Selected Reading
Read the following from Thinkwell’s New Social Science:
• Section 2.3, “Election Cycles”
• Section 2.16, “Getting Elected: The House, the Senate, and the President”
• Section 2.17, “The Electoral College”

As you read through this selected material, please take notes on the following key topics and concepts:
• Electoral College
• Election cycles
• Election to the House
• Election to the Senate

Free Press
The following activities will aid you in gaining competence through this topic.

☐ Selected Reading
Read the following from The Struggle for Democracy:
• Chapter 1, “Fundamental Principles of a Representative Democracy” (pp. 7–17)

As you read through this selected material, please take notes on the following key topics and concepts:
• Free press
• Democratic society
• “Fourth branch of government”

☐ Selected Reading
Read the following from Thinkwell’s New Social Science:
• Section 2.6, “The Role of a Free Press in an Open Society”

As you read through this selected material, please take notes on the following key topics and concepts:
• Free press
• Democratic society
• “Fourth branch of government”

☐ CourseCompass Module Quizzes
Complete the following CourseCompass Module quizzes:
• Module 13/14 quiz

Once you have completed each quiz and received your results, compare your lower scoring areas with your study journal. Does your journal address these questions or are there holes in your notes? Discuss any questions you may have with a course mentor or in the learning community.

☐ Discussions in the U.S. History, Government, and Geography Learning Community
Read and participate in the “When did you vote for the first time?” community discussion.

Test Your Competence
The following activities will help guide you through completing your objective assessment for social science (IOC4).

☐ Review of Major Concepts
Pick a question from the reading activities in each topic. Try to answer these questions without your study journal. Any questions you cannot answer on your own signify an area you need to focus on during your final preparation for the assessment.

Read through each competency statement (located in the introduction of this course of study). Write a brief summary of the content each statement asks you to know. Review these with your mentor and the mentors in this area.

☐ Take the Preassessment
Request to take the preassessment (PAIO) for the Geography, U.S. History, and Government Part II (IOC4) assessment. You can request this through your AAP.

To request the PAIO:
• Find the IOC4 on your AAP.
• Click on the “Yes” link under the “Preassessment Available” tab.
• Click the link to request to take this preassessment.
• Wait for your mentor to approve the request.

This preassessment can be taken on your computer at home or any other convenient location. Do not use your notes or texts when taking the preassessment. This will better
indicate areas you will need to review before taking the IOC4 assessment. The preassessment takes approximately 1.5 hours to complete and consists of 45 questions. A passing score on the PAI is 54% or better

☐ Additional Review
Based on your preassessment score, you may need additional review. Contact the course mentor and your mentor to review your results.

☐ Refer for the Assessment
During a call with your mentor, you will refer and schedule your Geography, U.S. History, and Government assessment(s).

Note: IT Students complete the IOC4 ONLY. Teachers College students complete BOTH the IOA4 and the IOC4.

To refer for the IOC4:
1. Look at your AAP.
2. Find IOC4 and click on the “Assessment Referral” tab.
3. Click the “Request Assessment” tab.
4. Find your proctored site.
5. Enter the dates when you expect to be finished with the domain.
6. Wait for your mentor to approve this request.

Week 8
Social Science Analysis and Applications, Part I
The material presented this week will provide you with background of topographic terms and the American legislative process that will assist you in completing IOA4 tasks 3 and 4.

Competency 102.6.5: Geography, Demography, and the Environment
The graduate understands key geography knowledge and skills, including the relationship between physical geography, culture, the environment, the influence of physical geography on local politics, world economics, cultural development, and the modern impacts of demographic trends.

Competency 102.6.6: U.S. Constitution, Law, and Citizenship
The graduate explains the roles of major institutions in American Government, explains the contents and importance of historical documents, and understands major principles in the Constitution of the United States and the ways that American citizens participate in government.

Map Features
Use the following resources to identify features on a blank map. You may also use outside resources for additional support.

☐ Review
Review the following from Geography: People, Places, and Environment:
• Appendix I, “Map Scale and Projections” (pp. 586–592)

☐ Review
Review the following from Thinkwell’s New Social Science:
• Section 3.1.2, “Globe and Flat Map Projections”
• Section 3.1.4, “Map Features and Symbols”
• Geographic Features
Log in to TaskStream and read the instructions for Task 3. Match the features on the blank map to the table included with the task instructions.

• Task Checklist
Before you submit task 3 for review, check to make sure you have clearly and unambiguously matched the letters of the geographic features on the attached map to their corresponding name in the attached Word document.

• Task 3
Go to TaskStream and submit task 102.6.5.4 (Task 3) for review.

The American Legislative Process
Use the following resources to create a visual representation of how a bill becomes law. You may also use outside resources for additional support.

• Review
Review the following from The Struggle for Democracy:
  • Chapter 11, “Congress” (pp. 310–346)

• Review
Review the following from Thinkwell’s New Social Science:
  • Section 2.1, “The Three Branches of Government”
  • Section 2.5, “How a Bill Becomes Law”

• Outline of the Legislative Process
Log in to TaskStream and read the instructions for Task 4. Create a visual representation of the American legislative process, paying particular attention to the correct format specified in the task instructions.

• Task Checklist
Before you submit task 4 for review, check to make sure you have completed:
  • Correct implementation of a visual program (e.g., PowerPoint, Paint) and format (e.g., .ppt and .jpg)
  • Appropriate and accurate in-text citations that follow the APA style
  • A list of references in APA style with minimal errors

• Task 4
Go to TaskStream and submit task 102.6.6.5 (Task 4) for review.

Week 9
Social Science Analysis and Applications, Part II
The material presented in this subject will provide you with background in the historical origins and political and social consequences of the slave system in the United States that will assist you in completing IOA4 tasks 1 and 7.
**Economic Origins of the American Slave System**

Use the following resources to write an essay examining the origins of the slave system in the American colonies and the influence slavery had on the institutions in the early United States. You may also use outside resources for additional support.

☐ **Review**

Review the following from *America Past and Present*:
- Chapter 14, “The Sectional Crisis” (pp. 265–285)

☐ **Review**

Review the following from *Thinkwell’s New Social Science*:
- Section 1.1.4, “Slavery and Its Impact”
- Section 1.1.7, “The Anti-Slavery Movement”

☐ **Websites**

**URLs:**
- [Northern Profits from Slavery](http://www.slavenorth.com/profits.htm)
- [Constitutional Topic: Slavery](http://www.usconstitution.net/consttop_slav.html)
- [Was Slavery the Engine of Economic Growth?](http://www.digitalhistory.uh.edu/historyonline/con_economic.cfm)

Visit the websites above and read each article. “Northern Profits from Slavery” offers examples of Northern participation in the slave system, particularly in the slave trade. “Constitutional Topic: Slavery” provides an overview of the creation of the slave system in the American colonies. “Was Slavery the Engine of Economic Growth?” includes a review of Capitalism and Slavery with additional context on the economic components of the slave system.

☐ **Analyzing Economic Influences on the Adoption of the Slave System in the American Colonies and Its Effect on the United States**

Log in to TaskStream and read the instructions for Task 1. Write an essay that addresses the three parts of the task rubric.

☐ **Task Checklist**

Before you submit task 1 for review, check to make sure you have completed:
- A title page
- An introduction with a reasonable thesis statement
- Organized body paragraphs
The Framers and Slavery
Use the following resources to write an essay analyzing the economic motivations the framers had to delay the question of slavery in drafting the Constitution. You may also use outside resources for additional support.

Review
Review the following from The Struggle for Democracy:
• Chapter 2, “The Constitution” (pp. 24–50)

Review
Review the following from Thinkwell’s New Social Science:
• Section 2.7, “The History of the Constitution”
• Section 2.19, “The Constitutional Convention”
• Section 2.20, “The Founders and Slavery”

Analyzing the Framers Reasons for Not Definitively Dealing With Slavery in Drafting the Constitution
Log in to TaskStream and read the instructions for Task 7. Write an essay that addresses the three parts of the task rubric. Make sure to select examples that involve economic (rather than political, social, religious, etc.) motivations.

Task Checklist
Before you submit task 7 for review, check to make sure you have completed:
• A title page
• An introduction with a reasonable thesis statement
• Organized body paragraphs
• Appropriate and accurate in-text citations that follow the APA style
• An adequate number of relevant sources
• A conclusion that restates the thesis
• A list of references in the APA style, with minimal errors
• A submission with formal writing tone: easy to read writing style and correct grammar, style, and usage mechanics
Week 10
Social Science Analysis and Application, Part III
The material presented in this subject will provide background in the American electoral system that will assist you in completing IOA4 task 6.

Competency 102.6.6: U.S. Constitution, Law, and Citizenship
The graduate explains the roles of major institutions in American Government, explains the contents and importance of historical documents, and understands major principles in the Constitution of the United States and the ways that American citizens participate in government.

Voting Participation
Use the following resources to write an essay on the importance of voting in the United States. You may also use outside resources for additional support.

☐ Review
Review the following in The Struggle for Democracy:
  • Chapter 10, “American Elections: How Exceptional Compared with Others” (pp. 277–288)

☐ Review
Review the following from Thinkwell’s New Social Science:
  • Section 2.12, “Civic Responsibilities”
  • Section 2.14, “Rules, Rights, and Responsibilities”

☐ Reflecting on the Importance of Voting in the American Republican Government
Log in to Taskstream and read the instructions for Task 6. Write an essay that addresses the three parts of the task rubric. Make sure to include three examples in the specified five-paragraph model.

☐ Task Checklist
Before you submit task 6 for review, check to make sure you have completed:
  • A title page
  • An introduction with a reasonable thesis statement
  • Organized body paragraphs
  • Appropriate and accurate in-text citations that follow the APA style
  • An adequate number of relevant sources
  • A conclusion that restates the thesis
  • A list of references in the APA style, with minimal errors
  • A submission with formal writing tone: easy to read writing style and correct grammar, style, and usage mechanics

☐ Task 6
Go to TaskStream and submit task 102.6.6.16 (Task 6) for review.

Week 11
Social Science Analysis and Application, Part IV
The material presented in this subject will provide background in theories of democratic government and the institutions established by the U.S. Constitution that will assist you in completing IOA4 task 5.
Competency 102.6.6: U.S. Constitution, Law, and Citizenship
The graduate explains the roles of major institutions in American Government, explains the contents and importance of historical documents, and understands major principles in the Constitution of the United States and the ways that American citizens participate in government.

The Principle of Majority Rule With Respect for Minority Rights
Use the following resources to write an essay on the relationship between majority rule and minority rights in the American political system. You may also use outside resources for additional support.

☐ Review
Review the following from The Struggle for Democracy:
• Chapter 1, “Fundamental Principles of a Representative Democracy” (pp. 7–17)
• Chapter 2, “The Constitution” (pp. 24–50)
• Appendix (pp. A-4–A-8)

☐ Review
Review the following from Thinkwell’s New Social Science:
• Section 2.10, “Majority Rule”
• Section 2.23, “The Constitution, Articles 1–5”

☐ Analyzing the Principle of Majority Rule With Respect for Minority Rights
Log in to Taskstream and read the instructions for Task 5. Write an essay that addresses the three parts of the task rubric. Be sure to consider how this relationship was manifested in the “original intent” of the framers in 1787.

☐ Task Checklist
Before you submit task 5 for review, check to make sure you have completed:
• A title page
• An introduction with a reasonable thesis statement
• Organized body paragraphs
• Appropriate and accurate in-text citations that follow the APA style
• An adequate number of relevant sources
• A conclusion that re-states the thesis
• A list of references in the APA style, with minimal errors
• A submission with formal writing tone: easy to read writing style and correct grammar, style, and usage mechanics

☐ Task 5
Go to TaskStream and submit task 102.6.6.13 (Task 5) for review.

Week 12
Social Science Analysis and Application, Part V
The material presented this week will provide background on interpretations of the First and Second Amendments that will assist you in completing IOA4 task 7.
Competency 102.6.6: U.S. Constitution, Law, and Citizenship
The graduate explains the roles of major institutions in American Government, explains the contents and importance of historical documents, and understands major principles in the Constitution of the United States and the ways that American citizens participate in government.

Policy Implications of the First and Second Amendments
Use the following resources to write an essay on the implications of the First and Second Amendments to the U.S. Constitution. You may also use outside resources for additional support.

☐ Review
Review the following from The Struggle for Democracy:
- Chapter 2, “The Constitution” (pp. 24–50)
- Appendix, The Bill of Rights (pp. A-8–A-9)

☐ Review
Review the following from Thinkwell’s New Social Science:
- Section 2.24, “The Bill of Rights”
- Section 2.25, “The Implications of the First and Second Amendments to the U.S. Constitution”

☐ Websites
URLs:
First Amendment Center
http://www.firstamendmentcenter.org/

Visit the website above to help find evidence for Task 8. You may also use other websites as appropriate. The First Amendment Center is a central repository for links and analysis of cases involving the First Amendment.

☐ Analyzing the Implications of the First and Second Amendments to Contemporary Events
Log in to Taskstream and read the instructions for Task 8. Write an essay that addresses the three parts of the task rubric.

☐ Task Checklist
Before you submit task 8 for review, check to make sure you have completed:
- A title page
- An introduction with a reasonable thesis statement
- Organized body paragraphs
- Appropriate and accurate in-text citations that follow the APA style
- An adequate number of relevant sources
- A conclusion that re-states the thesis
- A list of references in the APA style, with minimal errors
- Formal writing tone: easy to read writing style and correct grammar, style, and usage mechanics

☐ Task 8
Go to TaskStream and submit task 102.6.6.30 (Task 8) for review.
Conclusion

Congratulations on completing the U.S. History, Government, and Geography domain in the liberal arts at WGU! It has been a long journey, but your diligent work has paid off. You now have better insight into the historical developments, theories about governance, and ecological circumstances that led to our contemporary society. You can use that analytical background to provide context for the world around you. When you watch the news or read the newspaper, think about the underlying factors that influence our behavior. Why do we celebrate the Fourth of July? What are the historical circumstances we remember? Are there also political or nationalist influences on it being named a national holiday? Having this context at your disposal will help you find additional meaning in many aspects of daily life.

Feedback

If you wish to provide feedback on this course of study, please contact Bryan Benson at bbenson@wgu.edu.