

U.S. History Social Studies Blueprint

Part I (Extended Response) – 12 points total

	# of items	# of Score Points
Content		8
<ul style="list-style-type: none"> The Rise of Industrial America and the Progressive Era 	1 Extended Response item will be drawn from these standards	
<ul style="list-style-type: none"> The 1920s and The Great Depression (1920–1940) 		
<ul style="list-style-type: none"> U.S. Policy between the Wars, World War II, and The Cold War (1921–1975) 		
<ul style="list-style-type: none"> The Post-War Years to Contemporary United States (1945–the Present) * 		
Literacy		4
<ul style="list-style-type: none"> Literacy in Social Studies 	The 1 Extended Response item listed above will be scored for both content and literacy	
Total	1	12

*Not applicable for the 2015-2016 Extended Response. See below for exact standards that are included.

Part II (Selected Response) - 48 points total

	# of items	% of Part II
Content		
<ul style="list-style-type: none"> The Rise of Industrial America and the Progressive Era (1877–1920) 	14-16	28-34%
<ul style="list-style-type: none"> The 1920s and The Great Depression (1920–1940) 	11-13	23-29%
<ul style="list-style-type: none"> U.S. Policy between the Wars, World War II, and The Cold War (1921-1975) 	12-14	24-30%
<ul style="list-style-type: none"> The Post-War Years to Contemporary United States (1945–the Present) 	7-9	13-19%
Literacy		
<ul style="list-style-type: none"> Literacy in Social Studies 	0	0%
Total	48	100%

Overall (Part I and Part II) – 60 points total

	# of items	% of Test
Content		90-95%
<ul style="list-style-type: none"> The Rise of Industrial America and the Progressive Era (1877-1920) 	14-16	28-34%
<ul style="list-style-type: none"> The 1920s and The Great Depression (1920-1940) 	11-13	23-29%
<ul style="list-style-type: none"> U.S. Policy between the Wars, World War II, and The Cold War (1921-1975) 	12-14	24-30%
<ul style="list-style-type: none"> The Post-War Years to Contemporary United States (1945-the Present) 	7-9	13-19%
Literacy		
<ul style="list-style-type: none"> Literacy in Social Studies 	1	5-10%
Total	49	100%

Additional Notes:

*Part I will consist of two extended response items (1 operational, 1 field test) which will ask students to write an essay based on stimuli such as maps, primary source documents and informational texts. These items will be scored using the rubrics that were created by Tennessee teachers and content area experts, and based on scoring guidelines established by teachers during the rangefinding process. Only the operational item will be scored and included in student scores.

*Part II will consist of 58 selected response items. Selected response items for the 2015-2016 year will consist of multiple choice items, but in the future may include having multiple answers. 48 of these items will be operational items that will be scored, and will be worth 1 point each. 10 items will be field test items for use on future forms and will not be factored into student scores.

*The assessment will have 60 score points total. The Part I extended response operational item is worth 12 points (approx. 20%), with 8 based on content and 4 based on literacy. Part II consists of 48 operational selected response items that are worth 1 point each, for a total of 48 points (approx. 80%). Students will receive 1 comprehensive score that includes information about their performance on both parts of the assessment.

* Even if a standard is covered in the Extended Response section, it can still be covered in the Selected Response section.

U.S. History Blueprint for Part I
(1 Extended Response Item)

Note: In response to feedback from educators, extended response items for the 2015-16 assessment will be drawn from the first 50% of all U.S. History standards and will stop at standard US.56. A decision about including additional standards in future years will be made and communicated based on feedback and review of student performance.

Category	Standards		# of Items	# of Score Points
Content/Literacy: (For the 2015-16 operational assessment, Extended response items will align to one standard drawn from this list. In future years items may align to multiple standards, and this will be clearly indicated in all design documents)	US.11	Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois.	2 (1 operational, 1 field test. Only the operational item will be included in student scores)	12 (8 points from content, 4 points from literacy)
	US.16	Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair.		
	US.23	Evaluate the arguments of interventionists and non-interventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt.		
	US.25	Draw evidence from informational texts to compare and contrast Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy.		
	US.27	Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations.		
	US.33	Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society.		
	US.47	Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration, and Hoovervilles.		

	US.51	Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee's rural geography economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies.		
	US.52	Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover ("Rugged Individualism"), Franklin Roosevelt ("First Inaugural Address"), and John Steinbeck (The Grapes Wrath)		
	US.61	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers.		
	US.63	Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America).		
	US.65	Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman.		
	US.68	Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences, and Camp Forrest as a POW center.		
	US.69	Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war.		
	US.70	Examine the American reaction and response to the Holocaust.		
	US.71	Explain major outcomes of the Yalta and Potsdam Conferences.		
	US.75	Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response.		

	US.82	Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil.		
TOTALS			1	12

U.S. History-Blueprint for Part II

Category	Standards		# of Items
Reporting Category 1: The Rise of Industrial America and the Progressive Era (1877–1920)	US.1	Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel.	14-16
	US.3	Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, and the efforts of Pap Singleton and the Exodusters.	
	US.4	Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Boss Tweed, Thomas Nast, Credit Mobilier, Whiskey Ring, the Garfield assassination, the Pendleton Act, the Interstate Commerce Act.	
	US.6	Describe the changes in life in the United States that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: Henry Bessemer, George Pullman, Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Swift and Armour, and Cornelius Vanderbilt.	
	US.7	Analyze the movement of people from rural to urban areas as a result of industrialization.	
	US.9	Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen’s Agreement.	
	US.10	Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel.	
	US.11	Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B.	
	US.12	Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities.	
	US.13	Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government’s response, including the Sherman Anti-Trust Act of 1890.	

Reporting Category 1: The Rise of Industrial America and the Progressive Era (1877-1920)	US.14	Describe working conditions in industries, including the use of labor by women and children.	14-16
	US.15	Analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government: Samuel Gompers, Eugene Debs, the Haymarket Affair, the Pullman Strike, the Coal Creek Labor Saga, collective bargaining, blacklisting, and open v. closed shops.)	
	US.16	Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair.	
	US.17	Analyze the goals and achievements of the Progressive movement, including the following: adoption of the initiative, referendum, and recall; adoption of the primary system; 16 th Amendment; 17 th Amendment; impact on the relationship between the citizen and the government.	
	US.18	Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19 th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, 'Perfect 36").	
	US.19	Analyze the significant progressive achievements during the administration of Theodore Roosevelt, including the Square Deal, "trust-busting," the passage of the Pure Food and Drug Act, the Meat Inspection Act, and support for conservation.	
	US.20	Analyze the significant progressive achievements during the administration of Woodrow Wilson, including his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act.	
	US.21	Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest.	
	US.22	Assess the causes of American imperialism in the late 19 th and early 20 th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals.	
	US.24	Describe the consequences of American imperialism of the period, including the following events: annexation of Hawaii, the Spanish-American War (Teller, Platt, and Foraker Acts), the Philippine Insurrection, the Roosevelt Corollary, and the Panama Canal.	
	US.25	Draw evidence from informational texts to compare and contrast Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy.	
	US.26	Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States' neutrality.	

Reporting Category 1: The Rise of Industrial America and the Progressive Era (1877-1920)	US.28	Identify and explain the impact of the following events and people during World War 1: Major turning points, Impact of trench warfare, use of new weapons and technologies, Herbert Hoover, John J. Pershing and the American Expeditionary Force, doughboys, and Alvin	14-16
	US.29	Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points and the causes and effects of the United States’ rejection of the League of Nations on world	
	US.30	Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of <i>Schenck v. United States</i> .	
Reporting Category 2: The 1920s and The Great Depression (1920–1940)	US.31	Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.	11-13
	US.32	Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, the spread of electricity, the popularity of labor-saving appliances, and innovations in food processing and food purchasing (Clarence Saunders).	
	US.34	Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation.	
	US.35	Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the “return to normalcy,” the Teapot Dome, and laissez-faire politics.	
	US.36	Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920’s, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and the rise of the NAACP.	
	US.37	Explain the background of the Temperance Movement, the passage of the 18 th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures, including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21 st Amendment.	
	US.38	Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy.	
	US.39	Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life.	
US.40	Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong.		

Reporting Category 2: The 1920s and The Great Depression (1920–1940)	US.41	Analyze the emergence of the "Lost Generation" in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald.	11-13
	US.42	Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women's colleges.	
	US.43	Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh.	
	US.44	Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy and WSM.	
	US.45	Analyze the causes of the Great Depression, including the following: the economic cycle driven by overextension of credit, overproduction in agriculture and manufacturing, laissez-faire politics, buying on margin, excess consumerism, rising unemployment, the crash of the stock market, and high tariffs.	
	US.46	Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of "rugged individualism," the Reconstruction Finance Corporation, and the response to the "Bonus Army."	
	US.48	Analyze the causes and consequences of the Dust Bowl of the 1930s.	
	US.49	Identify and explain the following New Deal programs and assess their past or present impact: Works Progress Administration, Social Security, Federal Deposit Insurance Corporation, Securities and Exchange Commission, Fair Labor Standards Act, Agricultural Adjustment Acts, Civilian Conservation Corps, National Recovery Administration and NIRA, Tennessee Valley Authority, Cumberland Homesteads, and Great Smoky Mountains National Park.	
	US.50	Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and FDR's "court packing" attempt.	
	US.51	Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee's rural geography, economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies.	
US.52	Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover ("Rugged Individualism"), Franklin Roosevelt ("First Inaugural Address"), and John Steinbeck (<i>The Grapes of Wrath</i>).		
US.53	Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal.		

Reporting Category 3: U.S. Policy between the Wars, World War II, and The Cold War (1921–1975)	US. 54	Examine the impact of American actions in foreign policy in the 1920's, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact.	12-14
	US. 56	Analyze the reasons for, and the consequences of, the rise of fascism and totalitarianism in Europe during the 1930's, including the actions of Hitler, Mussolini, and Stalin.	
	US. 57	Examine President Roosevelt's response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease.	
	US. 58	Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.	
	US. 59	Identify and locate on a map the Allied and Axis countries and the major theaters of the war.	
	US. 60	Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, "island hopping," Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge.	
	US. 61	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442 nd Regimental Combat team, the 101 st Airborne, and the Navajo Code Talkers.	
	US. 62	Identify the roles played and significant actions of the following individuals in World War II: Franklin Roosevelt, Winston Churchill, Joseph Stalin, Harry Truman, Adolph Hitler, Benito Mussolini, Hideki Tojo, Dwight Eisenhower, George C. Marshall, Douglas MacArthur.	
	US. 63	Describe the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America).	
	US. 64	Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on U.S. society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort.	
	US. 65	Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and in the workforce, and the eventual integration of the armed forces by President Truman.	
	US. 66	Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program.	
	US. 68	Explain the importance of the establishment and the impact of the Fort Campbell base, the Oak Ridge nuclear facilities, TVA, the Alcoa influences, and Camp Forrest as a POW center.	
US. 70	Examine the American reaction and response to the Holocaust.		

Reporting Category 3: U.S. Policy between the Wars, World War II, and The Cold War (1921–1975)	US. 71	Explain major outcomes of the Yalta and Potsdam Conferences.	12-14
	US. 72	Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.	
	US.73	Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact.	
	US.74	Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine.	
	US.76	Analyze the causes and effects of the Red Scare that followed World War II, including Americans’ attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs.	
	US.77	Describe the causes, course, and consequences of the Korean War, including the 38 th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreas.	
	US.79	Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis.	
	US.80	Describe the causes, course, and consequences of the Vietnam War, including the following: the Geneva Accords; the Gulf of Tonkin Resolution; the Tet Offensive; the roles played by Presidents Kennedy, Johnson, and Nixon; Vietnamization; Ho Chi Minh; the bombing of Cambodia; Henry Kissinger; napalm and Agent Orange.	
Reporting Category 4: The Post-War Years to Contemporary United States (1945–the Present)	US.82	Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil.	7-9
	US.85	Analyze the increasing impact of television and mass media on the U.S. home, U.S. politics, and the U.S. economy.	
	US.86	Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock ‘n’roll and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley.	
	US.87	Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa.	
	US.88	Describe President Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race.	
	US.89	Examine court cases in the evolution of civil rights, including Brown v. Board of Education and Regents of the University of California v. Bakke.	

<p>Reporting Category 4: The Post-War Years to Contemporary United States (1945–the Present)</p>	US.90	Examine the roles of civil rights advocates, including the following: Martin Luther King, Jr., Malcolm X, Thurgood Marshall, Rosa Parks, Stokely Carmichael, President John Kennedy, Robert Kennedy, President Lyndon Johnson, James Meredith, Jim Lawson.	7-9
	US.91	Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK.	
	US.92	Describe significant events in the struggle to secure civil rights for African Americans, including the following: Columbia Race Riots; tent cities of Haywood and Fayette Counties; influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE; integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee; Montgomery bus boycott; the Birmingham bombings of 1963; Freedom Rides, including the opposition of Bull Connor and George Wallace; March on Washington; Sit-ins, marches, demonstrations, boycotts, Nashville sit-ins, and Diane Nash; and the assassination of Martin Luther King, Jr.	
	US.94	Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24 th Amendment.	
	US.95	Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals.	
	US.96	Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty.	
	US.97	Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, the generation gap, and Woodstock.	
	US.98	Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent majority” and his successes in foreign affairs.	
	US.99	Analyze the Watergate scandal, including the background of the break-in, the importance of the court case <i>United States v. Nixon</i> , the changing role of media and journalism, the controversy surrounding Ford’s pardon of Nixon, and the legacy of distrust left in its wake.	
	US.100	Describe the causes and outcomes of the energy crisis of the 1970s.	
	US.101	Investigate the life and works of Alex Haley and his influence on American Cultureculture, including <i>The Autobiography of Malcolm X</i> and <i>Roots: The Saga of An American Family</i> .	
	US.102	Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson’s <i>Silent Spring</i> , and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez.	
	US.103	Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, the poor economy, the SALT treaties, and the Iran hostage crisis.	

Reporting Category 4: The Post-War Years to Contemporary United States (1945–the Present)	US.105	Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, the War on Drugs, the response to the Challenger disaster, the Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada.	7-9
	US.106	Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War.	
	US.107	Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust	
	US.108	Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, the Brady Law, the reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings.	
	US.109	Analyze the late 20 th -century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East.	
	US.111	Describe the impact of the September 11, 2001, terrorist attack on the World Trade Center and the Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to	
	US.112	Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama.	
TOTALS			48

Note: Following field testing and a review of student performance by Tennessee teachers in summer 2015, it was determined that the following standards at this grade level will not be assessed via selected response. As a result they are not included in the above Part II blueprint, but still represent important content for students to master. Standards in bold can be assessed via extended response on Part I :

US.2, US.5, US.8, **US.23, US.27, US.33, US.47**, US.55, US.67, **US.69, US.75**, US.78, US.81, US.83, US.84, US.93, US.104, US.110