 **UNITED STATES HISTORY AND GEOGRAPHY INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT**

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee Social Studies Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.*

*Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials.* Evaluatorsof materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards. Additionally, special attention should be made to the Social Studies Practices, which are specific skills that students should apply when learning about social studies. The Social Studies Practices should be applied regularly in the classroom and guide inquiry and critical thinking and are not to be done in isolation.

**UNITED STATES HISTORY AND GEOGRAPHY**

**Post-Reconstruction to the Present**

**Course Description**: Students will examine the causes and consequences of the Industrial Revolution and the United States’ growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to our nation’s entry into World War II, as well as the consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day U.S. resulting from the Civil Rights Movement, Cold War, and recent events and trends. Additionally, students will learn about the causes and consequences of contemporary issues impacting the world today.

Students will continue to use skills for historical and geographical analysis as they examine U.S. history after Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of U.S. history. The reading of primary source documents is a key feature of the U.S. history course. Specific primary sources have been embedded within the standards for depth and clarity. Finally, students will focus on current human and physical geographic issues important in the contemporary U.S. and global society.

This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in our nation’s history.

This course is the second of a two-year survey of U.S. history and geography, continuing from 8th grade’s study of U.S. history and geography.

This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*

***Including****: used to say that a person or thing is a part of a group*

***i.e.****: “that is” or “in other words”; specific examples that should be used*

***e.g.****: “for example”; examples that could be used, but examples are not limited to those listed*

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee State Social Studies Standards and therefore must meet 100% of the non-negotiable criteria of Section I prior to moving to Section II.*

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part A.*** The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | | |
| **The Rise of Industrialization (1877-1900)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| US.01 | Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West. | | x |  |  |
| US.02 | Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act. | | x |  |  |
| US.03 | Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin “Pap” Singleton and the Exodusters, and the *Plessy v. Ferguson* decision. (T.C.A. § 49-6-1006) | | x |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |
| US.04 | Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: | | x |  |  |
| * Boss Tweed * Thomas Nast * Credit Mobilier | * Spoils system and President James A. Garfield’s assassination * Pendleton Act * Interstate Commerce Act |
| US.05 | Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: | | x |  |  |
| * Alexander Graham Bell * Henry Bessemer * Andrew Carnegie * Thomas Edison * J.P. Morgan | * John D. Rockefeller * Nikola Tesla * Cornelius Vanderbilt * Madam C.J. Walker |
| US.06 | Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas: | | x |  |  |
| * Boston * Chicago * New York City | * Pittsburgh * San Francisco |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |
| US.07 | Describe the differences between “old” and “new” immigrants, analyze the assimilation process for “new” immigrants, and determine the impacts of increased migration on American society, including: | | x |  |  |
| * Angel Island * Ellis Island * Push and pull factors * Ethnic clusters * Jane Addams | * Competition for jobs * Rise of nativism * Jacob Riis * Chinese Exclusion Act and Gentleman’s Agreement |
| **The Progressive Era (1890-1920)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| US.08 | Explain the concepts of social Darwinism and the Social Gospel. | | x |  |  |
| US.09 | Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois. (T.C.A. § 49-6-1006) | | x |  |  |
| US.10 | Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads. | | x |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |
| US.11 | Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government. | | x |  |  |
| US.12 | Describe the rise of trusts and monopolies, their impact on consumers and workers, and the government’s response, including the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914. | | x |  |  |
| US.13 | Describe working conditions in industries during this era, including the use of labor by women and children. | | x |  |  |
| US.14 | Explain the roles played by muckrakers and progressive idealists, including: | | x |  |  |
| * Robert M. La Follette, Sr. * President Theodore Roosevelt * Upton Sinclair | * Lincoln Steffens * Ida Tarbell |
| US.15 | Analyze the goals and achievements of the Progressive movement, including:   * Adoption of the initiative, referendum, and recall * Adoption of the primary system * 16th Amendment * 17th Amendment * 18th Amendment | | x |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.*  ***e.g.****: “for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| US.16 | Analyze the significant progressive achievements during President Theodore Roosevelt’s administration, including: | | x |  |  |
| * Square Deal * “Trust-busting” * Pure Food and Drug Act | * Meat Inspection Act * Support for conservation |
| US.17 | Analyze the significant progressive achievements during President Woodrow Wilson’s administration, including: the New Freedom, the Federal Reserve Act, and the creation of the National Park Service. | | x |  |  |
| US.18 | Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the “Perfect 36”. | | x |  |  |
| **Imperialism and World War I (1890-1920)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| US.19 | Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism. | | x |  |  |
| US.20 | Compare and contrast the arguments of interventionists and non-interventionists of the period. | | x |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |
| US.21 | Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: | | x |  |  |
| * Annexation of Hawaii * Philippine Insurrection * Roosevelt Corollary | * Panama Canal * Access to Cuba |
| US.22 | Compare and contrast President Theodore Roosevelt’s Big Stick diplomacy, President William Howard Taft’s Dollar Diplomacy, and President Woodrow Wilson’s Moral Diplomacy. | | x |  |  |
| US.23 | Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality. | | x |  |  |
| US.24 | Explain the reasons for American entry into World War I, including: the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations. | | x |  |  |
| US.25 | Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): | | x |  |  |
| * Trench warfare * Use of new weapons and technology * Harlem Hell Fighters | * Herbert Hoover * John J. Pershing * Alvin C. York |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |

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| US.26 | Analyze the political, economic, and social ramifications of World War I on the home front, including:   * Role played by women and minorities * Voluntary rationing * Committee on Public Information * Opposition by conscientious objectors * *Schenck v. United States* decision | **x** |  |  |
| US.27 | Analyze the significance of President Woodrow Wilson’s Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics. | **x** |  |  |
| **The 1920s (1920-1929)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| US.28 | 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. (T.C.A. § 49-6-1006) | **x** |  |  |
| US.29 | Describe the growth and effects that radio and movies played in the emergence of popular culture as epitomized by celebrities such as Charlie Chaplin, Charles Lindbergh, and Babe Ruth. | **x** |  |  |
| US.30 | Examine the growth and popularity of country and blues music, including the rise of: the Grand Ole Opry, W.C. Handy, and Bessie Smith. (T.C.A. § 49-6-1006) | **x** |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.*  ***such as:*** *introduces an example or examples of something mentioned* | | | | |

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| US.31 | Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity. | | **x** |  |  |
| US.32 | Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society. | | **x** |  |  |
| US.33 | Describe the Harlem Renaissance, its impact, and important figures, including (T.C.A. § 49-6-1006):   * Louis Armstrong * Duke Ellington * Langston Hughes * Zora Neale Hurston | | **x** |  |  |
| US.34 | Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and office jobs, and the rise of women’s colleges. | | **x** |  |  |
| US.35 | Examine challenges related to civil liberties and racial/ethnic tensions during this era, including (T.C.A. § 49-6-1006): | | **x** |  |  |
| * First Red Scare * Immigration Quota Acts of the 1920s * Resurgence of the Ku Klux Klan | * Efforts of Ida B. Wells * Emergence of Garveyism * Rise of the NAACP |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |

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| US.36 | Describe the Scopes Trial of 1925, including: the major figures, two sides of the controversy, the outcome, and legacy. | | **x** |  |  |
| US,37 | Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies. | | **x** |  |  |
| US.38 | Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation. | | **x** |  |  |
| **The Great Depression and New Deal (1929-1941)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| US.39 | Analyze the causes of the Great Depression, including: | | **x** |  |  |
| * Bank failures * Buying on margin * Crash of the stock market * Excess consumerism * High tariffs | * Laissez-faire politics * Overextension of credit * Overproduction in agriculture and manufacturing * Rising unemployment |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |

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| US.40 | Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts. | | **x** |  |  |
| US.41 | Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles. | | **x** |  |  |
| US.42 | Describe the steps taken by President Herbert Hoover to address the depression, including his: philosophy of “Rugged Individualism”, public works projects, the Reconstruction Finance Corporation, and response to the “Bonus Army”. | | **x** |  |  |
| US.43 | Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including: | | **x** |  |  |
| * Agricultural Adjustment Act * Civilian Conservation Corps * Fair Labor Standards Act * Federal Deposit Insurance Corporation * National Recovery Administration | * Agricultural Adjustment Act * Civilian Conservation Corps * Fair Labor Standards Act * Federal Deposit Insurance Corporation * National Recovery Administration |
| US.44 | Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and President Franklin D. Roosevelt’s “court packing” attempt. | | **x** |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |

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| **World War II (1936-1945)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |

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| US.45 | Explain the rise and spread of fascism, communism, and totalitarianism internationally. | | **x** |  |  |
| US.46 | Explain President Franklin D. Roosevelt’s response to world crises, including: the Quarantine Speech, the Four Freedoms speech, the Atlantic Charter, and the Lend-Lease Act. | | **x** |  |  |
| US.47 | Analyze the response of the U.S. to the plight of European Jews before the start of the war, the U.S. liberation of concentration camps during the war, and the immigration of Holocaust survivors after the war. | | **x** |  |  |
| US.48 | Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. | | **x** |  |  |
| US.49 | Identify the roles and the significant actions of the following individuals in World War II: | | **x** |  |  |
| * Winston Churchill * Dwight D. Eisenhower * Adolf Hitler * Douglas MacArthur * George C. Marshall | * Benito Mussolini * President Franklin D. Roosevelt * Joseph Stalin * Hideki Tojo * President Harry S. Truman |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***Including****: used to say that a person or thing is a part of a group* | | | | | |
| US.50 | Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theaters of war, including the Battles of Midway, Iwo Jima, Okinawa, and D-Day. | | **x** |  |  |
| US.51 | 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. | | **x** |  |  |
| US.52 | Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society. | | **x** |  |  |
| US.53 | Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman. (T.C.A. § 49-6-1006) | | **x** |  |  |
| US.54 | Describe the constitutional issues and impact of the internment of Japanese Americans on the U.S., including the *Fred Korematsu v. United States of America* decision. | | **x** |  |  |
| US.55 | Describe the war’s impact on the home front, including: | | **x** |  |  |
| * Rationing * Bond drives * Propaganda * Movement to cities and industrial centers | * Bracero program * Conversion of factories for wartime production * Location of prisoner of war camps in Tennessee |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |

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| US.56 | Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war. | **x** |  |  |
| US.57 | Explain the major outcomes of the Yalta and Potsdam Conferences. | **x** |  |  |
| US.58 | Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. | **x** |  |  |
| **Cold War (1947-1991)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| US.59 | Describe the competition between the U.S. and the Soviet Union in arms development, economic dominance, and ideology, including the roles of NATO, SEATO, and the Warsaw Pact. | **x** |  |  |
| US.60 | Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift. | **x** |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group* | | | | |

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| US.61 | Analyze the causes and effects of the Second Red Scare, including: Americans’ attitudes toward McCarthyism, blacklisting, and Julius and Ethel Rosenberg. | | **x** |  |  |
| US.62 | Describe the causes, course, and consequences of the Korean War, including: | | **x** |  |  |
| * Domino theory * 38th parallel * Battle of Inchon | * Entry of the communist Chinese * Final disposition of the Koreas |
| US.63 | Explain Cold War policies during President Dwight D. Eisenhower’s administration, including brinksmanship and “peaceful coexistence”. | | **x** |  |  |
| US.64 | Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including: | | **x** |  |  |
| * Atomic testing * Civil defense * Fallout shelters | * Impact of *Sputnik* * Mutual assured destruction |
| US.65 | Describe the relationship between Cuba and the U.S., including the Bay of Pigs Invasion and Cuban Missile Crisis. | | **x** |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |

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| US.66 | Describe the causes, course, and consequences of the Vietnam War, including: | | **x** |  |  | |
| * Geneva Accords * Gulf of Tonkin Resolution * Tet Offensive * Vietnamization | * Ho Chi Minh * Bombing of Cambodia * Napalm and Agent Orange |
| US.67 | Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War. | | **x** |  |  | |
| US.68 | Evaluate the impact of the Vietnam War on the home front, including: the anti-war movement, draft by lottery, and the role of television and the media. | | **x** |  |  | |
| US.69 | Describe the competition between the U.S. and Soviet Union for superiority in space. | | **x** |  |  | |
| US.70 | Explain developments that eased tensions during the Cold War, including:   * President Richard Nixon’s detente * President Jimmy Carter’s SALT Treaties * President Ronald Reagan and Mikhail Gorbachev’s INF Treaty * The fall of the Berlin Wall | | **x** |  |  | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | | |
| **A Nation in Transition (1950s-1963)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | |
| Standard Number | Content Standard | |  |  |  | |
| US.71 | 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 the increased reliance on foreign oil. | | **x** |  |  | |
| US.72 | Explain the impact of the baby boomer generation on the American economy and culture. | | **x** |  |  | |
| US.73 | Describe domestic developments during President Dwight D. Eisenhower’s administration, including advances in medicine and the creation of the Interstate Highway System. | | **x** |  |  | |
| US.74 | Describe the growing influence of the automobile on American society, including the growth of: suburbia, fast food chains, and the hotel industry. | | **x** |  |  | |
| US.75 | Analyze the increasing impact of television and mass media on the American home, politics, and economy. | | **x** |  |  | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | | |
| US.76 | 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 impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio. (T.C.A. § 49-6-1006) | | **x** |  |  | |
| US.77 | Describe President John F. Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and put a man on the moon. | | **x** |  |  | |
| **Civil Rights Movement (1950s-1960s)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | |
| Standard Number | Content Standard | |  |  |  | |
| US.78 | Examine the decision and impact of *Brown v. Board of Education* on desegregation. (T.C.A. § 49-6-1006) | | **x** |  |  | |
| US.79 | Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other. (T.C.A. § 49-6-1006) | | **x** |  |  | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | | |
| US.80 | Describe the significant events in the struggle to secure civil rights for African Americans, including: (T.C.A. § 49-6-1006) | | **x** |  |  | |
| * Montgomery Bus Boycott * Integration of Clinton High School in Clinton, TN * Integration of Central High School in Little Rock, AR * Freedom Riders * Tent City in Fayette County, TN | * Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville) * March on Washington, D.C. * Birmingham bombings of 1963 * Assassination of Martin Luther King, Jr. * Highlander Folk School |
| US.81 | Analyze civil and voting rights legislation, including: the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (e.g., Fair Housing Act), and the 24th Amendment. (T.C.A. § 49-6- 1006) | | **x** |  |  | |
| US.82 | Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement are related to the Civil Rights Movement in advancing equality across the broader spectrum of American society during this time period. | | **x** |  |  | |
| **The Modern United States (1960s-present)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | |
| Standard Number | Content Standard | |  |  |  | |
| US.83 | Evaluate the impact of President Lyndon Johnson’s Great Society programs, including: Medicare, urban renewal, and the War on Poverty. | | **x** |  |  | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | | |
| US.84 | Analyze different points of view that reflect the rise of social activism and the growth of counterculture, including: generation gap, hippies, and Woodstock. | | **x** |  |  | |
| US.85 | Explain significant achievements of President Richard Nixon’s administration, including his appeal to the “silent majority” and his major foreign policy actions. | | **x** |  |  | |
| US.86 | Examine the Watergate scandal, including: | | **x** |  |  | |
| * Background of the break-in * Changing role of media and journalism * Controversy surrounding President Gerald Ford’s pardon | * Legacy of distrust * *United States v. Nixon* |
| US.87 | Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island. | | **x** |  |  | |
| US.88 | Identify and explain the significant events of President Jimmy Carter’s administration, including: | | **x** |  |  | |
| * Poor economy * Panama Canal Treaty * Camp David Accords | * Energy crisis * Iran Hostage Crisis |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | | |
| US.89 | Analyze the significance of President Ronald Reagan’s administration, including: | | **x** |  |  | |
| * Revitalization of national pride * Reaganomics * Iran-Contra affair | * “War on Drugs” * Strategic Defense Initiative * AIDS epidemic |
| US.90 | Describe the significant events of President George H.W. Bush’s administration, including the invasion of Panama and the Gulf War. | | **x** |  |  | |
| US.91 | Summarize the events of President Bill Clinton’s administration, including: | | **x** |  |  | |
| * Welfare-to-work * Balanced budget | * NAFTA * Scandals and subsequent impeachment hearings |
| US.92 | Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including: the response of President George W. Bush, wars in Afghanistan and Iraq, and continued efforts to combat terrorism globally. | | **x** |  |  | |
| US.93 | Describe the increasing role of women and minorities in the American military, politics, and economy, including (T.C.A. § 49-6-1006): | | **x** |  |  | |
| * Hillary Clinton * Sandra Day O’Connor * Nancy Pelosi | * Colin Powell * Condoleezza Rice |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | | |
| US.94 | Compare and contrast commonly used methods of communication from 1970 to today, and analyze the impact they have had on society. | | **x** |  |  | |
| US.94 | Describe the achievements and setbacks of President Barack Obama’s administration. | | **x** |  |  | |
| **SECTION IA:** | | | **Yes** | **No** | | **Notes (summary of notes from section IA)** |
| The instructional materials reviewed in section IA represents 100% alignment with the Tennessee Social Studies Standards and explicitly focuses teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. | | | **x** |  | |  |

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| **x** | | | | |
|  | | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details). | | **x** |  |  |
| Materials are accurate and grade level appropriate. | | **x** |  |  |
| ***Part C. Content Strands***: Supports the use of the content topics found within the Tennessee State Standards through the integration of the content strands. The content strands are focused on the seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction at age-appropriate levels. The content strands should be used within instructional materials to show the interconnectedness of the content strands with each other. | | | | |
| **Content Strand** | **Targets for Content Strand** | **Yes** | **No** | **Evidence (include evidence of the integration of the content strands)** |
| **Culture** | Use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture. | ***x*** |  |  |
| Understand the role of culture in shaping lives and society. | ***x*** |  |  |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | ***x*** |  |  |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | ***x*** |  |  |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | ***x*** |  |  |
| Explain the interactions that occur in an increasingly interdependent world. | ***x*** |  |  |
| Use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings. | ***x*** |  |  |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | ***x*** |  |  |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | ***x*** |  |  |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | ***x*** |  |  |
| Use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system. | ***x*** |  |  |
| **Tennessee History** | Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and Tennessee.  *This course has embedded and implied Tennessee history content.* | ***x*** |  |  |
| **Additional comments on integration of the content strands into the materials:** | | | | |
| ***Part D. Social Studies Practices***: Social studies practices are specific skills that students should apply when learning social studies. They provide learning experiences that support a progression of student competencies and skills through active engagement and the continuous refinement of knowledge and ability through the content topics found in the grade or course level standards. Instructional materials should provide resources through which teachers engage in the SSP. This may include but are not limited to the following: graphics, artifacts, media sources, technology sources, and other Primary and Secondary sources. | | | | |
| **Social Studies Practices** | **Targets for the Social Studies Practices** | **Yes** | **No** | **Evidence (include evidence of knowledge and skill progression within units, grade level, and between grade levels)** |
| **SSP.01** | Gather information from a variety of primary and secondary sources. | ***x*** |  |  |
| **SSP.02** | Critically examine primary or secondary source(s). | ***x*** |  |  |
| **SSP.03** | Organize data from a variety of sources. | ***x*** |  |  |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***x*** |  |  |
| **SSP.05** | Develop historical awareness. | ***x*** |  |  |
| **SSP.06** | Develop geographic awareness. | ***x*** |  |  |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

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| ***Part E. Tennessee Code Annotated***: Supports the various laws mandated by the Tennessee General Assembly and ensures that appropriate attention is given to these specific areas. | | | |
|  | **Yes** | **No** | **Evidence (include evidence of the use of T.C.A. related materials within units, grade level, and between grade levels)** |
| **T.C.A. § 49-6-1006** *The course of instruction in all public schools should include, at some appropriate grade level or levels, as determined by the local board of education, courses and content designed to educate children in black history and culture and the contribution of black people to the history and development of this country and of the world. The general assembly finds that the goal of curriculum shall include the history, heritage, culture, experience and ultimate destiny of all social, ethnic, gender and national groups and individuals, and that such are represented as interdependent, interactive and complementary. The state board of education shall include multicultural diversity when developing frameworks and curricula to be taught at appropriate grade levels kindergarten through grade twelve (K-12).* | **x** |  |  |
| **Additional comments on T.C.A. within materials:** | | | |

**UNITED STATES HISTORY AND GEOGRAPHY: POST-RECONSTRUCTION TO THE PRESENT  
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*All submissions must be aligned to the Tennessee State Social Studies Standards and therefore must meet 100% of the non-negotiable criteria of Section I prior to moving to Section II.*

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | |
|  | **Yes** | **No** | **Evidence** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | x |  | There are a variety of learning activities which are designed to create meaningful, real-world applications for students. |
| ***Coherence***: Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year. | x |  | The text is organized in a cohesive fashion and builds on the knowledge and skills students have gained in previous Social Studies courses. |
| ***Literacy***: Supports student communication within a historical context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening. | x |  | Text includes reading, writing, and vocabulary activities. There are also annotation tools, graphic organizers, and foldables included as reading supports. |
|  | **Evidence** | | |
| ***A Note on Bias and Sensitivity:*** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live.  *As you review materials, please note any possible bias/sensitivity issues for use at the local level.* |  | | |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part B. Student Engagement and Instructional Supports*.** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | x |  | This text is engaging for students and does not just act like a stand alone text that contains important, facts, and dates. The publisher has done an excellent job of including relevant activities that engage learners in problem solving and critical thinking. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | x |  | This text is equipped with a digital learning platform called LearnSmart which provides practice, and review to help support students who need additional help with reading comprehension. This tool allows students to go back to material they might have missed or customizes learning based on student need. |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | x |  | Activities are leveled to reach students that are approaching level, beyond level, or need English Language Development. These activities are appropriate for students of all abilities and allow the teacher to assign a modified version of an assignment/activity based on student need. |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part C. Monitoring Student Progress*** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Assessments collect data on all topics, content strands, and social studies practices within each grade level and allow students to show mastery in concert with each other (e.g., assessments are contextualized and serve to address specific events/topics or answer specific questions). | x |  | The online assessment tools that accompany these materials allow teachers to monitor individual student progress toward mastery of standards. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | x |  | The text provides modified assignments for to challenge learners at all levels. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | x |  | Project based learning is a valuable learning tool when students are given meaningful feedback. The rubrics and scoring guidelines assist teachers in assessing the depth of knowledge and mastery of each student. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | x |  | This text has numerous ways to assess students as they move through the material rather than waiting until the end of the section or chapter. There are a variety of assessment tools embedded into the text. Rather than just being asked to recall information, students are asked a variety of questions in order to stimulate critical thinking and in-depth knowledge. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | x |  | Rather than just providing chapter reviews, quizzes, and tests, this text has a variety of assessment tools targeted at various levels of learners. |
| 1. Assessments provide teachers with a range of data to inform instruction. | x |  | Teachers are able to track data for the class as a whole and for individual students. |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part D. Teacher Support Materials*** | | | |
|  | **Yes** | **No** | **Evidence** |
| 1. Provides grade-level background information and context to guide integration of all topics, content strands, and social studies practices within the lessons, units, and grade. | x |  |  |
| 1. Includes strategies that assist teachers in incorporating appropriate and integral connections between social studies and other subject areas (e.g., mathematics, ELA, science, visual and performing arts, CTE) | x |  |  |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | x |  |  |
| 1. Strategies included to assist teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the topics, content strands, and social studies practices within the standards. | x |  |  |
| 1. Includes strategies to help teachers identify ways in which activities or learning experiences can be contextualized to the school environment (e.g., place- based learning experiences). | x |  |  |