 **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. | | *Yes* |  | *SE:1,2-3,12,13,14,18, 30*  *TE:2,3,12,13,14,15,16,18,30*  *Content Strands: C, E, G, H, P* |
| US.02 | Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act. | | *Yes* |  | *SE: 1,2,19,20-21,21-25,25-27,28*  *TE: 1,2,19-28*  *Content Strands: C, G, H, P, T* |
| 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) | | *Yes* |  | *SE: 6,8-10,72,74-76*  *TE: 6,8-10,72,74-76*  *Content Strands: C, G, H, P, T, TCA*  ***Note to Publisher:*** *Please correct the typo on S.E.Pg.10 intuitional should be “institutional.”* |
| 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: | | *Yes* |  | *SE:42,45-48,61-64,70-72,114*  *TE:42,45-48,61-64,69-72,114*  *Content Strands: C, E, G, H, P* |
| * Boss Tweed * Thomas Nast * Credit Mobilier | * Spoils system and President James A. Garfield’s assassination * Pendleton Act * Interstate Commerce Act |

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| **The Rise of Industrialization (1877-1900)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| 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: | | *Yes* |  | *SE: 36,38-39,41,45-48,61,131-132*  *TE:36,38-39,41,44-48,61,131-132*  *Content Strands: C, E*  **Note to Publisher:***On SE page 46 under the biography of Madam C. J. Walker the word experience should be changed to “experiencing.”* |
| * 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: | | *Yes* |  | *SE:34-35,61-63*  *TE: 34-35,61-63*  *Content Strands: C, E, G, H* |
| * 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: | | *Yes* |  | *SE:52-59,66-67,78,93,115-116,121,133*  *TE:52-59,66-67, 78,93,115-116,121,133*  *Content Strands: C, E, G, H, P* |
| * 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 |

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| **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. | | *Yes* |  | *SE:64-67*  *TE:64-67*  *Content Strands: C, E, H,* |
| 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) | | *Yes* |  | *SE:67,76-78,144-146,219,221*  *TE:67,76-78,144-146,219,221*  *Content Strands: C, H, P, TCA* |
| US.10 | Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads. | | *Yes* |  | *SE:69,70-74*  *TE:69,70-74*  *Content Strands: C, E, G, H, P* |
| 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. | | *Yes* |  | *SE:48-52,93, 124,165,180-183,269-270, 403-404*  *TE:48-52,93, 124,165,180-183,269-270, 403-404*  *Content Strands: C, E, H, P, T* |
| 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. | | *Yes* |  | *SE: 46,124,131-134,143*  *TE: 46,124,131-134,143*  *Content Strands: C, E, H, P* |
| US.13 | Describe working conditions in industries during this era, including the use of labor by women and children. | | *Yes* |  | *SE:48-52,60,62,120-122,130*  *TE:48-52,60,62,120-122,130*  *Content Strands: C, E, H* |
| **The Progressive Era (1890-1920)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| US.14 | Explain the roles played by muckrakers and progressive idealists, including: | | *Yes* |  | *SE: 114-129,131-135,139-140,143-145,230*  *TE: 114-129,131-135,139-140,143-145,230*  *Content Strands: C, H, P* |
| * 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 | | *Yes* |  | *SE: 115-125, 131, 141-142*  *TE: 115-125, 131, 141-142*  *Content Strands: E, H, P* |
| ***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: | | *Yes* |  | *SE:130-135*  *TE:130-135*  *Content Strands: C, E, H, P* |
| * Square Deal * “Trust-busting” * Pure Food and Drug Act | * Meat Inspection Act * Support for conservation |

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| **The Progressive Era (1890-1920)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 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. | *Yes* |  | *SE:135,138,140-143*  *TE:135,138,140-143*  *Content Strands: C, E, H, P, T* |
| 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”. | *Yes* |  | *SE:135,138,140-143*  *TE:135,138,140-143*  *Content Strands: C, H, P, T* |
| **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. | *Yes* |  | *SE: 84-95*  *TE: 84-95*  *Content Strands: C, E, G, H, P* |
| US.20 | Compare and contrast the arguments of interventionists and non-interventionists of the period. | *Yes* |  | *SE: 85-87, 91, 93-94,96-97*  *TE: 85-87, 91, 93-94,96-97*  *Content Strands: E, H, P* |

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| **Imperialism and World War I (1890-1920)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| ***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: | | *Yes* |  | *SE:86-105*  *TE:86-105*  *Content Strands: E, G, H, P* |
| * 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. | | *Yes* |  | *SE:101-105*  *TE:101-105*  *Content Strands: E, H, P* |
| US.23 | Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality. | | *Yes* |  | *SE:155-161*  *TE:155-161*  *Content Strands: C, E, G, H, P* |
| 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. | | *Yes* |  | *SE: 158-159, 163, 166-167, 169*  *TE: 158-159, 163, 166-167, 169*  *Content Strands: C, E, H, P, T* |
| US.25 | Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): | | *Yes* |  | *SE: 163,166-167,171-174, 228*  *TE: 163, 166-167,171-174,228*  *Content Strands: E, G H, P* |
| * Trench warfare * Use of new weapons and technology * Harlem Hell Fighters | * Herbert Hoover * John J. Pershing * Alvin C. York |

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| **Imperialism and World War I (1890-1920)** | | | | | | | **Yes** | | **No** | | | **Evidence (e.g., page numbers and/or examples of inclusion)** | |
| Standard Number | Content Standard | | | | | |  | |  | | |  | |
| ***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.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 | | | | | | *Yes* | |  | *SE: 163-168, 182, 797*  *TE: 163-168, 182, 797*  *Content Strands: C, E, H, P* | | |
| 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. | | | | | | *Yes* | |  | *SE: 175-184, 194-195*  *TE: 175-184, 194-195*  *Content Strands: H, P* | | |
| **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) | | | | | | *Yes* | |  | *SE:164,217, 220*  *TE:164,217, 220*  *Content Strands: C, E, G, H, T, TCA* | | |
| 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. | | | | | | *Yes* | |  | *SE:198, 211-215*  *TE:198, 211-215*  *Content Strands: C, H* | | |
| 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) | | | | | | *Yes* | |  | *SE:212-213, 218-219*  *TE:212-213, 218-219*  *Content Strands: C, H, T, TCA* | | |
| **The 1920s (1920-1929)** | | | | | | | | **Yes** | | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | | |
| Standard Number | | Content Standard | | | | | |  | |  |  | | |
| ***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* | | | | | | | | | | | | | |
| US.31 | | Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity. | | | | | | *Yes* | |  | *SE:197-199*  *TE: 197-199*  *Content Strands: C, E, H* | | |
| US.32 | | Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society. | | | | | | *Yes* | |  | *SE:188,197-198*  *TE:188,197-198*  *Content Strands: C, E, H* | | |
| 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 | | | | | | *Yes* | |  | *SE:187, 216-219*  *TE:187, 216-219*  *Content Strands: C, H, TCA* | | |
| 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. | | | | | | *Yes* | |  | *SE:198-199, 202, 205-206, 212, 218*  *TE:198-199, 202, 205-206, 212, 218*  *Content Strands: C, E, H* | | |
| US.35 | | Examine challenges related to civil liberties and racial/ethnic tensions during this era, including (T.C.A. § 49-6-1006): | | | | | | *Yes* | |  | *SE:144-145,181-183,203-205,219-221*  *TE:144-145,181-183,203-205,219-221*  *Content Strands: C, E, G, H, P, T, TCA* | | |
| * 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 | | | | |
| **The 1920s (1920-1929)** | | | | | | | | **Yes** | | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** | | |
| Content Standard | | | |  |  |  | | | | | | |
| ***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.36 | | Describe the Scopes Trial of 1925, including: the major figures, two sides of the controversy, the outcome, and legacy. | | | | | | *Yes* | |  | *SE:206-207*  *TE:206-207*  *Content Strands: C, H, P, T* | | |
| US.37 | | Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies. | | | | | | *Yes* | |  | *SE:123-124, 207*  *TE:123-124, 207*  *Content Strands: C, E, H, P* | | |
| US.38 | | Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation. | | | | | | *Yes* | |  | *SE:199,229-230*  *TE:199,229-230*  *Content Strands: C, E, H* | | |
| **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: | | | | | | *Yes* | |  | *SE:199-201, 228-235*  *TE:199-201, 228-235*  *Content Strands: C, E, H, P* | | |
| * 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. | *Yes* |  | *SE:226-227,237, 240-241*  *TE:226-227,237, 240-241*  *Content Strands: C, E, G, H* |
| US.41 | Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles. | *Yes* |  | *SE:226-227,236-237, 240-241*  *TE:226-227,236-237, 240-241*  *Content Strands: C, E, G, H* |
| 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”. | *Yes* |  | *SE:242-247*  *TE:242-247*  *Content Strands: C, E, H, P, T* |

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| **The Great Depression and New Deal (1929-1941)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |

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| US.43 | Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including: | | *Yes* |  | *SE:254-276*  *TE:254-276*  *Content Strands: C, E, G, H, P, T* |
| * 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. | | *Yes* |  | *SE:267-268,273,275*  *TE:267-268,273,275*  *Content Strands: C, E, H, P* |
| ***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. | *Yes* |  | *SE: 173, 179, 285-286*  *TE: 173, 179, 285-286*  *Content Strands: C, G, H, P*  **Note to Publisher:** *Please define the term anti-Semitic on SE pg.285. Also, please see information regarding the spelling of this word at https://forward.com/culture/166092/should-anti-semitism-be-hyphenated/* |
| 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. | *Yes* |  | *SE:291, 293-297, 782*  *TE: 291, 293-297, 782*  *Content Strands: E, H, P*  **Note to Publisher:** *The Four Freedoms Speech is mentioned briefly on SE pg. 295. It would be helpful to teachers and students to reference that the actual speech is located on SE page 782. The TE recommends a writing activity regarding the speech but never mentions that it is located in the text and suggests that students search the Internet for the speech. Additionally, the index indicates that the speech is mentioned on page 294 but it is not it is mentioned on SE page 295.* |

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| 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. | *Yes* |  | *SE:299-307*  *TE:299-307*  *Content Strands: C, G, H, P, T*  **Note to Publisher:** *Please introduce and define the term antisemitism on SE page 145. Teachers should be encouraged to link the information on SE pages 145-147 which discusses the U.S. response with the information on TE pg. 301 explaining the history of antisemitism. This will help students better understand the U.S. response to the war and the plight of European Jews. Also, please see information regarding the spelling of this word at* [*https://forward.com/culture/166092/should-anti-semitism-be-hyphenated/*](https://forward.com/culture/166092/should-anti-semitism-be-hyphenated/) *On SE pg. 300 when discussing Kristallnacht the description makes the police sound like passive bystanders, however the police were in fact the main perpetrators/organizers of this event. In addition to the Frederic Morton eyewitness account, a good primary source to connect with this learning is Heydrich’s instructions to the SS so that students see that this was in fact a planned riot perpetrated by the Nazi Regime.*  [*http://www.jewishvirtuallibrary.org/heydrich-s-instructions-for-kristallnacht*](http://www.jewishvirtuallibrary.org/heydrich-s-instructions-for-kristallnacht) *(comparing the orders with the actual eyewitness accounts helps students to examine different perspectives during this event- i.e. Heydrich orders no looting but several eyewitness accounts mention looting.)*  *Eric Rosenfeld a Tennessee survivor’s eyewitness account of Kristallnacht can be found at* [*http://tnholocaustsurvivorsarchive.org/people/eric-rosenfeld/*](http://tnholocaustsurvivorsarchive.org/people/eric-rosenfeld/)  *A good activity for students involves analyzing and comparing*  *On SE pg. 301 in the 3rd paragraph when discussing the factors limiting Jewish Immigration it would be helpful for students to see the documentation required for emigration from Germany*  [*http://tnholocaustsurvivorsarchive.org/files/Documents-required-for-emigration.pdf*](http://tnholocaustsurvivorsarchive.org/files/Documents-required-for-emigration.pdf)  *and the documents required to obtain a Visa for the United States*  [*http://tnholocaustsurvivorsarchive.org/files/Documents-Required-to-Obtain-a-Visa-2.pdf*](http://tnholocaustsurvivorsarchive.org/files/Documents-Required-to-Obtain-a-Visa-2.pdf)  *On SE pg. 301 in the 3rd paragraph, when discussing the international conference on refugees in 1938 the title of the conference should be introduced using the conference’s name. The Evian Conference is considered a watershed event in Holocaust history.*  *On SE pg. 301 where the SS St. Louis is discussed students may read, listen to testimony, and view photographs of Clark Blatteis a Tennessee survivor of the SS St. Louis at:* [*http://tnholocaustsurvivorsarchive.org/people/clark-blatteis/*](http://tnholocaustsurvivorsarchive.org/people/clark-blatteis/)  *Tennessean Eva Rosenfeld’s testimony about her experiences as one of* *982 refugees from occupied Italy accepted into the United States as a “guest” of President Franklin Roosevelt.* *They were the only Jewish refugees* *allowed to enter the United States during wartime. See Eva’s testimony at:*  [*http://tnholocaustsurvivorsarchive.org/people/eva-rosenfeld/*](http://tnholocaustsurvivorsarchive.org/people/eva-rosenfeld/)  **Holocaust Testimony:***I found one instance of video testimony from a survivor in Chapter #9Lesson#3 in the digital resources.**The testimony of survivors is essential to teaching about this crisis in history effectively. The digital resources include eyewitness testimony and primary source documents with testimony. The TE and SE should reference these digital resources encouraging students to listen and learn from eyewitness accounts. Additionally, the testimony of TN survivors should be encouraged. These films can be accessed at:*  <http://tnholocaustsurvivorsarchive.org/> |

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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.48 | Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. | | *Yes* |  | *SE: 282-283, 291, 294-297*  *TE: 282-283, 291, 294-297*  *Content Strands: G, H, P, T* |
| US.49 | Identify the roles and the significant actions of the following individuals in World War II: | | *Yes* |  | *SE:282, 284, 285-297, 300-301, 305, 312, 315-324, 328, 331-357*  *TE:282, 284, 285-297, 300-301, 305, 312, 315-324, 328, 331-357*  *Content Strands: H, P* |
| * 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 |
| 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. | | *Yes* |  | *SE: 318, 330-357*  *TE: 318, 330-357*  *Content Strands: G, H, P* |
| 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. | | *Yes* |  | *SE: 315-317, 319-320*  *TE: 315-317, 319-320*  *Content Strands: C, H, T*  **Note to Publisher:** *Tennesseans who liberated the camps and were U.S. Army witnesses to the War would be nice primary source material for students working on this standard see:*  <http://tnholocaustsurvivorsarchive.org/index/?type_id=1#sort-options>  <http://tnholocaustsurvivorsarchive.org/index/?type_id=3#sort-options>  <http://tnholocaustsurvivorsarchive.org/index/?type_id=6#sort-options> |
| 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. | | *Yes* |  | *SE: 317, 319-320*  *TE: 317, 319-320*  *Content Strands: C, E, H* |
| 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) | | *Yes* |  | *SE: 316, 320-321*  *TE: 316, 320-321*  *Content Strands: C, E, H, P, TCA* |
| 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. | | *Yes* |  | *SE: 321, 324-329*  *TE: 321, 324-329*  *Content Strands: C, H, P* |
| US.55 | Describe the war’s impact on the home front, including:   |  |  | | --- | --- | | * Rationing | * Bracero program | | * Bond drives | * Conversion of factories for wartime production | | * Propaganda | * Location of prisoner of war camps in Tennessee | | * Movement to cities and industrial centers |  | | | *Yes* |  | *SE:314, 317-323*  *TE:314, 317-323*  *Content Strands: C, E, G, H, P, T* |
| ***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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| **World War II (1936-1945)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| US.56 | Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war. | *Yes* |  | *SE: 352-353, 356-357*  *TE: 352-353, 356-357*  *Content Strands: H, P, T* |
| US.57 | Explain the major outcomes of the Yalta and Potsdam Conferences. | *Yes* |  | *SE:367-370, 374, 382*  *TE:367-370, 374, 382*  *Content Strands: H, P* |
| US.58 | Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. | *Yes* |  | *SE:364-366*  *TE:364-366*  *Content Strands: H, P, T* |
| **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. | *Yes* |  | *SE: 363, 368-379, 385, 387, 390-393*  *TE: 363, 368-379, 385, 387, 390-393*  *Content Strands: E, G, H, P* |
| US.60 | Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift. | *Yes* |  | *SE: 373-375, 377, 392*  *TE: 373-375, 377, 392*  *Content Strands: E, G, H, P* |
| ***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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| **Cold War (1947-1991)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| US.61 | Analyze the causes and effects of the Second Red Scare, including: Americans’ attitudes toward McCarthyism, blacklisting, and Julius and Ethel Rosenberg. | | *Yes* |  | *SE: 381-384*  *TE: 381-384*  *Content Strands: C, E, H, P* |
| US.62 | Describe the causes, course, and consequences of the Korean War, including: | | *Yes* |  | *SE: 377-379*  *TE: 377-379*  *Content Strands: E, G, H, P* |
| * 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”. | | *Yes* |  | *SE: 362, 389-393*  *TE: 362, 389-393*  *Content Strands: C, E, H, P* |
| US.64 | Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including: | | *Yes* |  | *SE: 385, 388-392, 438, 442, 527, 599*  *TE: 385, 388-392, 438, 442, 527, 599*  *Content Strands: C, H, P* |
| * 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. | | *Yes* |  | *SE: 94, 429, 440-442*  *TE: 94, 429, 440-442*  *Content Strands: E, G, H, P* |
| ***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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| **Cold War (1947-1991)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| US.66 | Describe the causes, course, and consequences of the Vietnam War, including: | | *Yes* |  | *SE: 488, 491-513*  *TE: 488, 491-513*  *Content Strands: C, E, G, H, P* |
| * 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. | | *Yes* |  | *SE:488, 491-513*  *TE:488, 491-513*  *Content Strands: C, H, P* |
| 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. | | *Yes* |  | *SE: 500-513*  *TE: 500-513*  *Content Strands: C, H, P* |
| US.69 | Describe the competition between the U.S. and Soviet Union for superiority in space. | | *Yes* |  | *SE: 387, 391-392, 421, 439-440*  *TE: 387, 391-392, 421, 439-440*  *Content Strands: C, E, G, H, P* |
| 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 | | *Yes* |  | *SE: 552, 556-558, 603-604*  *TE: 552, 556-558, 603-604*  *Content Strands: C, G, H, P*  **Note to Publisher:** *Information on the fall of the Berlin Wall is very difficult to find and is presented with little depth. On SE pg. 600 Reagan’s “tear down this wall!” quote is referenced but the fall of the wall is not on the timeline on SE pg. 590 and on SE pg. 613 & 614 The End of the Cold War it is never mentioned. However, the construction of the Berlin Wall is examined thoroughly in chapter 11 through a film, maps, and guided practice student worksheets and projects. The fall is mentioned at the end of the film but not referenced anywhere else in great depth. However, the fall of the Berlin Wall is hardly addressed in the SE or TE. This event is considered one of the most historic and significant events of the 20th Century and should be covered in more depth! It would be helpful to students to see the film in Chapter 11 and then see Tom Brokaw’s report on the fall of the wall or include a quote from Brokaw on the experience.* [*https://www.nbcnews.com/video/25-years-later--tom-brokaw-remembers-fall-of-berlin-wall-355243587937*](https://www.nbcnews.com/video/25-years-later--tom-brokaw-remembers-fall-of-berlin-wall-355243587937)  *More advanced students might research the fall in more depth using historian, Mary Elise Sarotte’s book or an excerpt from The Collapse: The Accidental Opening of the Berlin Wall.* |

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| **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. | *Yes* |  | *SE: 400, 402, 406, 409-412*  *TE: 400, 402, 406, 409-412*  *Content Strands: C, E, G, H, P* |
| US.72 | Explain the impact of the baby boomer generation on the American economy and culture. | *Yes* |  | *SE: 410-411, 527-530*  *TE: 410-411, 527-530*  *Content Strands: C, E, G, H* |
| US.73 | Describe domestic developments during President Dwight D. Eisenhower’s administration, including advances in medicine and the creation of the Interstate Highway System. | *Yes* |  | *SE: 400-401, 406-408, 412-415*  *TE: 400-401, 406-408, 412, 415*  *Content Strands: C, E, G, H, P, T* |
| US.74 | Describe the growing influence of the automobile on American society, including the growth of: suburbia, fast food chains, and the hotel industry. | *Yes* |  | *SE: 400-401, 407-408, 412, 415*  *TE: 400-401, 407-408, 412, 415*  *Content Strands: C, E, G, H, T* |
| US.75 | Analyze the increasing impact of television and mass media on the American home, politics, and economy. | *Yes* |  | *SE: 385-386, 413-416, 420-421, 431-431, 443*  *TE: 385-386, 413-416, 420-421, 431-431, 443*  *Content Strands: C, E, H, P* |
| ***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) | *Yes* |  | *SE: 399, 414-416, 420-421*  *TE: 399, 414-416, 420-421*  *Content Strands: C, E, H, T, TCA* |
| 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. | *Yes* |  | *SE: 428, 432-434, 437-440, 466, 469, 471*  *TE: 428, 432-434, 437-440, 466, 469, 471*  *Content Strands: C, E, G, H, P* |

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| **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) | | *Yes* |  | *SE: 423, 460-461, 574*  *TE: 423, 460-461, 574*  *Content Strands: C, E, G, H, P, T, TCA* |
| 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) | | *Yes* |  | *SE: 404, 455-483*  *TE: 404, 455-483*  *Content Strands: C, E, G, H, P, T, TCA* |
| US.80 | Describe the significant events in the struggle to secure civil rights for African Americans, including: (T.C.A. § 49-6-1006) | | *Yes* |  | *SE: 456-457, 462-463, 468-469, 480-481*  *TE: 456-457, 462-463, 468-469, 480-481*  *Content Strands: C, E, G, H, P, T, TCA*  **Note to Publisher:** *Information on Marches, demonstrations, boycotts, and sit-ins in TN are very difficult to locate. There is plenty of information regarding these events but not in depth regarding TN. The best example I was able to locate was in conjunction with SE pg. 468 using the ePresentation Resources under Image: Peaceful Protestors. There are captions starting with buttons #4,5&6 stating, “In April of 1960, in Nashville, Tennessee, African Americans declared a ‘no new clothes Easter.’ The boycott of the city’s clothing stores was a successful protest. On April 19, a civil rights attorney’s house was bombed. That same day, thousands of black and white residents of Nashville marched to City Hall, intent on confronting Mayor Ben West about stopping the violence.” The Tennessee connections regarding this standard are very weak and I really had to dig to locate anything. It must be much easier to locate these connections in both the SE and TE. Additionally, the image in the exercise does not match the caption. Since, the first campaigns to desegregate lunch counters took place in Nashville locating a more appropriate image would be beneficial. Also, within the captioning in this exercise, please identify the civil rights attorney as Z. Alexander Lobby.* |
| * 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 |

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| **Civil Rights Movement (1950s-1960s)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 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) | *Yes* |  | *SE: 455, 460, 462-473, 477, 480-483*  *TE: 455, 460, 462-473, 477, 480-483*  *Content Strands: C, E, H, P, TCA*  **Note to Publisher:** *Please create a call-out box to define and display information on the 24th Amendment. The only place I could find where it is discussed is TE 457 in the Digital Teaching Options. Therefore, if a teacher does not choose to do that activity this portion of the standard will not be taught.* |
| **Civil Rights Movement (1950s-1960s)** | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard |  |  |  |
| 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. | *Yes* |  | *SE: 524-525, 532-537, 541-579*  *TE: 524-525, 532-537, 541-579*  *Content Strands: C, H, P* |
| **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. | *Yes* |  | *SE:428, 430, 444-461*  *TE:428, 430, 444-461*  *Content Strands: C, E, G, H, P, T* |
| 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. | *Yes* |  | *SE:415, 433, 527, 529-530*  *TE:415, 433, 527, 529-530*  *Content Strands: C, E, G, H, P* |
| US.85 | Explain significant achievements of President Richard Nixon’s administration, including his appeal to the “silent majority” and his major foreign policy actions. | *Yes* |  | *SE:550-558*  *TE:550-558*  *Content Strands: C, E, G, H, P* |

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| **The Modern United States (1960s-present)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| US.86 | Examine the Watergate scandal, including: | | *Yes* |  | *SE: 559-565*  *TE: 559-565*  *Content Strands: C, H, P* |
| * 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* |

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| **The Modern United States (1960s-present)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| 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. | | *Yes* |  | *SE: 550-551, 580-585*  *TE: 550-551, 580-585*  *Content Strands: C, G, H, P* |
| US.88 | Identify and explain the significant events of President Jimmy Carter’s administration, including: | | *Yes* |  | *SE: 566-572*  *TE: 566-572*  *Content Strands: C, E, G, H, P* |
| * 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: | | *Yes* |  | *SE: 589, 592, 595-600, 605-606, 608-611, 613*  *TE: 589, 592, 595-600, 605-606, 608-611, 613*  *Content Strands: C, E, G, H, P* |
| * 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. | | *Yes* |  | *SE: 590, 612-617*  *TE: 590, 612-617*  *Content Strands: E, G, H, P* |
| US.91 | Summarize the events of President Bill Clinton’s administration, including: | | *Yes* |  | *SE:622, 625-632, 645-646*  *TE:622, 625-632, 645-646*  *Content Strands: C, E, G, H, P* |
| * 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. | | *Yes* |  | *SE:654-655, 659-697*  *TE:654-655, 659-697*  *Content Strands: C, G, H, P* |

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| **The Modern United States (1960s-present)** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| US.93 | Describe the increasing role of women and minorities in the American military, politics, and economy, including (T.C.A. § 49-6-1006): | | *Yes* |  | *SE: 596, 598, 615, 625-627, 662, 667, 676, 685, 689, 712-716*  *TE: 596, 598, 615, 625-627, 662, 667, 676, 685, 689, 712-716*  *Content Strands: C, E, H, P, TCA* |
| * 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. | | *Yes* |  | *SE: 601, 603-605, 623, 642-648, 685, 689-696, 708-709*  *TE: 601, 603-605, 623, 642-648, 685, 689-696, 708-709*  *Content Strands: C, E, G, H, P* |
| US.95 | Describe the achievements and setbacks of President Barack Obama’s administration. | | *Yes* |  | *SE: 686-699, 705-710*  *TE: 686-699, 705-710*  *Content Strands: C, E, H, P* |

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| **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. | ***Yes*** |  | **Note to Publisher:** *It would be helpful to both the students and teachers if the major concepts and definitions required in the TN Standards were in bold, underlined, or placed in call-out boxes within the SE & TE.*  **Summary from Above:**  *-Please correct the typo on* *S.E.Pg.10 intuitional should be “institutional.”*  **-** *Please define the term anti-Semitic on SE pg.285.*  *-Please see information regarding the spelling of the word antisemitism for reference throughout the text at:*  [*https://forward.com/culture/166092/should-anti-semitism-be-hyphenated/*](https://forward.com/culture/166092/should-anti-semitism-be-hyphenated/)  **-***Please reference the fact that The Four Freedoms Speech is located on SE page 782. The TE recommends a writing activity regarding the speech but never mentions that it is located in the text and suggests that students search the Internet for the speech. Additionally, the index indicates that the speech is mentioned on page 294 but it is not it is mentioned on SE page 295.*  *- Suggestions for adding eyewitness testimony are included next to U.S.47 & US 51 additionally concerns regarding the manner in which Kristallnacht is introduced. Also, please name the Evian Conference in this section.*  *~US 70 requires a more prominent and more in-depth description of the fall of the Berlin Wall*  *~US 80 has very weak representations and backup primary sources to meet the standard -Describe Marches, demonstrations, boycotts, and, sit-ins in Nashville. Locating this information was extremely difficult and the primary source did not match the captions demonstrating the standard.*  *~US 81 requires a prominent definition for the 24th Amendment so that the student analysis required in the standard can be accomplished with more ease.* |

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | | |
|  | | **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). | | ***Yes*** |  | *The SE main text flows and transitions well in most areas, however the organization of the TE suggestions and digital materials was hard to follow.* |
| Materials are accurate and grade level appropriate. | | ***Yes*** |  | *The materials and primary sources available to educators and students are impressive. However, in an effort to provide all of these resources the TE can be cumbersome to navigate. There number of suggestions and teaching recommendations can be overwhelming and at times it is difficult to determine what learning is most important amid all the suggestions and resources.* |
| ***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. | ***Yes*** |  | *The text integrates a great deal of primary source materials to explain cultural differences and diversity. The short films were especially helpful. The use of excerpts from literature throughout the text is a nice feature for accomplishing this standard.* |
| Understand the role of culture in shaping lives and society. | ***Yes*** |  | *This was well done through the use of films, photos, maps, and interactive activities. The integration of music and arts and how it helped to shape the historical periods was nicely integrated. I liked the way the civil rights, counterculture, and feminist movement were explained. The Points of View sections located throughout the text were wonderful for helping students understand different perspectives.* |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | ***Yes*** |  | *Economics is integrated throughout the text. There is an excellent exercise on page 648 that asks the students to analyze economic theories using primary sources. Charts and graphs are used to help students better understand the changing economy.* |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | ***Yes*** |  | *Students are introduced to economic concepts historically and through the Citizenship: Taking Action prompts they are asked to apply these concepts to current events and to make personal connections.* |
| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | | |
|  | | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | ***Yes*** |  | *There are interactive maps available digitally and throughout the texts which illustrate this standard. There is an excellent Reference Atlas and Geography Skills handbook located at the end of the text.* |
| Explain the interactions that occur in an increasingly interdependent world. | ***Yes*** |  | *The maps and timeline that introduce each chapter do this well. Additionally, the digital materials available with the text animate this and have “ready-made” instructional slides to visually illustrate this.* |
| 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. | ***Yes*** |  | *The Points of View sections located throughout the text were wonderful for helping students understand different perspectives.* |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | ***Yes*** |  | *Yes, each historical event is presented through the lens of different groups and cultures to provide a wide variety of perspectives. The Point of View section is a nice feature for analyzing these perspectives.* |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | ***Yes*** |  | *The systems of government at the local, state, national, and international levels are explained throughout the text using graphic organizers to help students better grasp the concepts.* |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | ***Yes*** |  | *Yes, the systems of governance are explained along with the rationale for each system and how the people living under that governance are impacted.* |
| 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. | ***Yes*** |  | *The Reference Section in the back of the Student Edition from pages 730-836 includes a listing and vital statistics about Presidents of the United States, United States Facts, Major Documents of American History, Supreme Court Cases, and a Reference Atlas.* |
| **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.* | ***Yes*** |  | *Tennessee’s history is referenced within the context of the U.S. experience. The use of call-out boxes to emphasize the TN history was very effective in accomplishing this standard. There are a few examples as referenced above when Tennessee’s role in a national historical event might be emphasized.* |
| **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. | ***Yes*** |  | *The Table of Contents contains Primary Sources and integration suggestions for analyzing these sources. Sources available are excerpts from literary texts, newspapers, autobiographies, interviews, letters, and personal journals. Graphic representations are integrated throughout the text. Each chapter begins with a timeline of the historical period and interactive maps. Political cartoons, photographs, artifacts, media and technology sources, and artwork from the historical period are present throughout the SE and TE. Each text contains U.S. facts, Presidents, documents of American History, Supreme Court Cases, and Maps, Charts, and Graphs, along with their corresponding page numbers. Research project and “fieldwork” extension activities are integrated into each SE and TE.* |
| **SSP.02** | Critically examine primary or secondary source(s). | ***Yes*** |  | *Students are prompted throughout the text to critically read and analyze the sources to build a better understanding of the historical period. Students are asked to extract and paraphrase significant ideas using several guided reading strategies which are integrated into content instruction. The reader is prompted to discern differences between evidence and assertion, draw inferences and conclusions, recognize the author’s purpose, point of view, and potential bias, and assess the strengths and limitations of arguments. An example of this is in Chapter 4, Lesson #2 where students are prompted to read and excerpt from Upton Sinclair’s, The Jungle and analyze the information to better understand the human experience historically.* **Note to Publisher:** *The question on**page 300 of the SE and TE is not a good examination of primary and secondary source(s). The students are asked to analyze Frederic Morton’s eyewitness account of Kristallnacht with the question, “Do you believe Morton’s account is credible? Why or why not?” I object to the phrasing of the question and the answer the TE provides. The TE states, “Some students may say it is credible because it is an eyewitness account. Other students may argue that eyewitness accounts are not always accurate.” The question leads the reader to think that the eyewitness account may not be credible. Analyzing primary sources from the Holocaust and evaluating the evidence can be accomplished in many other ways that are more sensitive and methodologically sound. A discussion having students compare autobiographical, biographical, and memoirs as sources and the pros and cons of using each of these types of documents to study the Holocaust would be more appropriate. However, the phrasing of this question leads the reader to question the account. It is* *a very dangerous to ask high school students to question the reality of the Holocaust on their own, especially given the large volume of misinformation on denial websites. Specialists in Holocaust education explain that there is no academic value in having students debate whether the Holocaust happened, it only gives legitimacy to the hateful and anti-Semitic promoters of Holocaust Denial.*  *The task of evaluative analysis can be accomplished using primary source documents describing historical source accounts of this watershed event (i.e. Heydrich’s instructions to the SS, Klaus Langer’s diary account of Kristallnacht, New York Times article about Kristallnacht, account of the riot in Dinslaken). Asking the students to list the similarities and differences between the different accounts and to draw conclusions from the huge preponderance of evidence is a more rigorously aligned prompt and more pedagogically sound. This is also an issue of teaching good information literacy. According to a* *recent*[*global survey by the Anti-Defamation League*](https://email.vanderbilt.edu/owa/redir.aspx?C=KWBbpgRxO8YJZ2lNezuTKj_AuShNNtq6_bSP4VnTLnGMTlQxJcfVCA..&URL=http%3a%2f%2fwww.adl.org%2fpress-center%2fpress-releases%2fanti-semitism-international%2fadl-global-100-poll.html)*, two-thirds of respondents either had never heard of the Holocaust or believed historical accounts were exaggerated. And the ignorance is concentrated among the young. The text should not contribute to that issue!* |
| **SSP.03** | Organize data from a variety of sources. | ***Yes*** |  | *The text challenges students to synthesize data from a variety of sources in order to establish accuracy and validity by comparing sources to each other, recognize disparities among multiple accounts, and frame appropriate questions for further investigation. Maps, Charts, and Graphs, and their corresponding page numbers are listed in the Table of Contents and students are prompted to utilize this information as they read. A visual timeline is used to introduce each chapter.* |

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| ***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.04** | Construct and communicate arguments supported by evidence. | ***Yes*** |  | *The Point of View feature that is embedded into each chapter allows the student access to sources that demonstrate multiple perspectives on historical events. These exercises ask students to establish accuracy and validity by comparing sources to each other, recognize disparities among multiple accounts, and to frame appropriate questions for further investigation. Additionally, the reader is asked to demonstrate and defend an understanding of ideas, compare and contrast viewpoints, illustrate cause and effect, predict likely outcomes, and devise new outcomes or solutions. One example is an excerpt from Robert M. LaFollette’s Congressional Record and Robert Lansing’s Memoirs expressing opinions on whether the U.S. should stay neutral in World War I. A Skillbuilder handbook is available within each text to explicitly teach these skills. Educators should be encouraged to use the DBQ section in the Supreme Court Case Studies section of the text.* |
| **SSP.05** | Develop historical awareness. | ***Yes*** |  | *This text encourages students to develop historical awareness through recognition of how and why historical accounts change over time, by perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness, evaluating how unique circumstances of time and place create context and contribute to action and reaction, and identifying patterns of continuity and change over time, making connections to the present.* |
| **SSP.06** | Develop geographic awareness. | ***Yes*** |  | *This text develops geographic awareness by challenging students to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). Students are also asked to analyze and determine the use of diverse types of maps based on the origin, authority, structure, context, validity locations, conditions, and connections of places to use maps to investigate spatial associations among phenomena. Maps are used to examine how geographers use regions and how perceptions of regions are fluid across time and space. The text challenges students to analyze interactions between humans and the physical environment. The digital animated maps are very effective in helping educators accomplish this standard. One example is the interactive maps in Chapter 11 lesson 2 showing the Korean borders in 1950 and 1953 and the map of the Korean war. The interactive NATO maps were also very instructive.* |
| **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).* | ***Yes*** |  | **Chapter 1, Lesson #1- African Americans in Government &The Impact of Reconstruction**  **Chapter 2, Lesson #2- Biography of Madam C. J. Walker**  **Chapter 2, Lesson #5-The Segregated Gilded Age, Exodusters, Plessy v. Ferguson, 1986, Ida B. Wells video, W.E.B. DuBois**  **Chapter 4, Lesson #3-The Anti-Defamation League’s role expands, photo “The Crisis,” Analyzing Sources-Limits of Progressivism**  **Chapter 5, Lesson#2-The Harlem Hellfighters and WWI and African American Soldiers**  **Chapter 6, Lesson #2 & #3- Uneven Prosperity, The Rise of Jim Crow, The Jazz Age, Babe Ruth**  **Chapter 5, Lesson #5-African American Culture & Politics**  **Chapter 8, Lesson #3- Mary McLeod Bethune**  **Chapter 8, Lesson #1- Dorie Miller**  **Chapter 10, Lesson #1 & #3-African Americans Demand War Work, Racism Violence, Vernon Baker**  **Chapter 12, Lesson #2-Chuck Barry, African American Experiences-Analyzing Sources**  **Chapter 14-The Civil Rights Movement**  **Chapter 15, Lesson #1- Photo of soldier**  **Chapter 16, Lesson #1- Shirley Chisholm**  **Chapter 17, Lesson #4- New Approaches Civil Rights**  **Chapter 18, Lesson #2- Oprah Winfrey**  **Chapter 20, Lesson #1- Photo of election official**  **Chapter 21- Obama’s First Term, New Civil Rights Issues, Black Lives Matter** |
| **Additional comments on T.C.A. within materials: Note to Publisher:** *See information on bias below regarding the use of simulations and role play activities when educating students about slavery and other atrocities.* | | | |

**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. | ***Yes*** |  | *This text provides students with opportunities for thought, discourse, and practice in an interconnected and social context through embedded inquiry-based questions* *and activities through the lens of a geographer, economist, citizen, lawmaker, and historian. The Citizenship: Take Action sections encourage connecting the past to the present and communicating conclusions.* |
| ***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. | ***Yes*** |  | *The SE main text flows and transitions well, however the organization of the TE suggestions and digital materials was hard to follow. The materials and primary sources available to educators and students are impressive. However, in an effort to provide all of these resources the TE can be cumbersome to navigate. There number of suggestions and teaching recommendations can be overwhelming and at times it is difficult to determine what learning is most important amid all the suggestions and resources.* |
| ***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. | ***Yes*** |  | *The text integrates guided reading strategies throughout each chapter as well as annotating and note taking strategies and devises. Close Reading techniques are incorporated as well. Graphic organizers are included throughout the text to build comprehension. The Inquiry Journal Workbooks provides primary sources and tools to help students further explore an Essential Question of the chapter. The TE highlights Reading skills, Speaking and Listening Skills, Writing Skills, and English Language Development skills in each chapter. The incorporation of American literature and excerpts from literary texts, newspapers, autobiographies, interviews, letters, and personal journals are nice features which support this standard. Foldable activities for each chapter are ready-made activities that students can use to help with note taking and assessment preparation.* |

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|  | **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.* | *On page 305 of the SE & TE students are asked to compare an example of modern genocide to the Holocaust. It is a great connection to have students study and make connections regarding current human rights atrocities and genocide however pedagogically it is not considered sound practice to make comparisons of pain when teaching about the Holocaust and genocide. See the United States Holocaust Memorial Museum’s Guidelines for Teaching about the Holocaust:*  *https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines*  *Role play and simulations should be discouraged as an educational strategy when* *teaching about historical atrocities (e.g. the Holocaust,* *slavery, Internment of Japanese-Americans, etc.). Although simulation-type activities are appropriate and engaging techniques for teaching history in other historical contexts and may appear to be a compelling way to engage students more deeply, build empathy and teach the topic in an interactive way. on topics and events involving genocide and oppression they are pedagogically unsound. See* [*https://www.adl.org/education/resources/tools-and-strategies/why-simulation-activities-should-not-be-used*](https://www.adl.org/education/resources/tools-and-strategies/why-simulation-activities-should-not-be-used)  *Although I did not see any evidence of simulation activities in these areas throughout the text, I would like to encourage the publisher to insert a note regarding the above information in the TE. We are seeing an increased number of these types of activities taking place across the U.S. and well-meaning educators having to defend what they thought were pedagogically sound practices. (In Tennessee, we have experienced at least 5 cases of this type during the past two years.)*  **Note to Publisher:** *The question on**page 300 of the SE and TE is not a good examination of primary and secondary source(s). The students are asked to analyze Frederic Morton’s eyewitness account of Kristallnacht with the question, “Do you believe Morton’s account is credible? Why or why not?” I object to the phrasing of the question and the answer the TE provides. The TE states, “Some students may say it is credible because it is an eyewitness account. Other students may argue that eyewitness accounts are not always accurate.” The question leads the reader to think that the eyewitness account may not be credible. Analyzing primary sources from the Holocaust and evaluating the evidence can be accomplished in many other ways that are more sensitive and methodologically sound. A discussion having students compare autobiographical, biographical, and memoirs as sources and the pros and cons of using each of these types of documents to study the Holocaust would be more appropriate. However, the phrasing of this question leads the reader to question the account. It is* *a very dangerous to ask high school students to question the reality of the Holocaust on their own, especially given the large volume of misinformation on denial websites. Specialists in Holocaust education explain that there is no academic value in having students debate whether the Holocaust happened, it only gives legitimacy to the hateful and anti-Semitic promoters of Holocaust Denial.The task of evaluative analysis can be accomplished using primary source documents describing historical source accounts of this watershed event (i.e. Heydrich’s instructions to the SS, Klaus Langer’s diary account of Kristallnacht, New York Times article about Kristallnacht, account of the riot in Dinslaken). Asking the students to list the similarities and differences between the different accounts and to draw conclusions from the huge preponderance of evidence is a more rigorously aligned prompt and more pedagogically sound. This is also an issue of teaching good information literacy. According to a* *recent*[*global survey by the Anti-Defamation League*](https://email.vanderbilt.edu/owa/redir.aspx?C=KWBbpgRxO8YJZ2lNezuTKj_AuShNNtq6_bSP4VnTLnGMTlQxJcfVCA..&URL=http%3a%2f%2fwww.adl.org%2fpress-center%2fpress-releases%2fanti-semitism-international%2fadl-global-100-poll.html)*, two-thirds of respondents either had never heard of the Holocaust or believed historical accounts were exaggerated. And the ignorance is concentrated among the young. The text should not contribute to that issue!* |

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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. | ***Yes*** |  | *Each chapter includes “Hands-On Chapter Projects,” and “Chapter Inquiry Projects” which are designed to meet this standard. Additionally, The Citizenship: Take Action sections encourage connecting the past to the present and communicating conclusions and the Inquiry Journal Workbooks provides primary sources and tools to help students further explore an Essential Question of the chapter.* |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | ***Yes*** |  | *Each chapter includes teaching suggestions for English Language Learners coded for the emerging, expanding, or bridging learner. Suggestions for differentiation scaffolding are coded as AP-Approaching Level Learning Activity, or BL-Beyond Level Learning Activity. Print and digital support materials are included and coded in this manner as well.* |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | ***Yes*** |  | *Suggestions for differentiation scaffolding are coded as AP-Approaching Level Learning Activity, or BL-Beyond Level Learning Activity. Print and digital support materials are included and coded in this manner as well.* |

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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). | ***Yes*** |  | *Data is collected on all topics, content strands, and social studies practices and allow students to show mastery in concert with each other. The teacher may select which assessments to use and data is collected on student performance on standards mastery as well as the content being tested.* |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | ***Yes*** |  | *Assessment methods are unbiased and available digitally as well as in paper/pencil format. For students with visual impairments the computer will read the assessment questions online. Ongoing formative checking for understanding suggestions are embedded within the text and inquiry-based evaluations as well as project-based evaluations are rubrics are available.* |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | ***Yes*** |  | *Each chapter ends with Assessment Answers. Suggestions for report, research, and extension activities are included in the Lesson Planner prior to each chapter. Rubric and scoring guidelines for interpreting student performance is very limited regarding project-based assignments.* |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | ***Yes*** |  | *Each chapter planner includes a listing of formative and summative assessment options. Curriculum embedded assessments include pretests, formative assessments, summative, and self-assessment measures. These are found in Chapter Test & Lesson Quizzes workbook, digitally, and in the Lesson Planner and Assessment Answers section as well as throughout the TE.* |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | ***Yes*** |  | *Curriculum embedded assessments include pretests, formative assessments, summative, and self-assessment measures. These are found in Chapter Test & Lesson Quizzes workbook, digitally, and in the Lesson Planner and Assessment Answers section as well as throughout the TE.* |
| 1. Assessments provide teachers with a range of data to inform instruction. | ***Yes*** |  | *Data is collected on all topics, content strands, and social studies practices and allow students to show mastery in concert with each other. The teacher may run reports digitally on student performance on standards mastery as well as the content being tested.* |

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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. | ***Yes*** |  | *Each chapter is introduced with a two page “Place & Time” map and timeline. Suggestions in the TE for developing content background knowledge when introducing the chapter are included. Teachers are encouraged to “Step into the Place” and “Step into the Time.”* |
| 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) | ***Yes*** |  | *Each chapter’s planner includes suggestions for connecting the content with other subject areas. Visual arts and digital connections are highlighted in each lesson planner. Economics and data analysis are integrated throughout the text. Scientific, technological, musical, and performing arts connections are highlighted within historical context throughout the text.* |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | ***Yes*** |  | *The Citizenship: Taking Action and Community Connection activity in each chapter accomplishes this indicator.* |
| 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. | ***Yes*** |  | *Teachers are prompted to check for understanding using the backward design of the Understanding by Design (UBD) methodology.* |
| 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). | ***Yes*** |  | *The Citizenship: Taking Action and the Community Connection activity in each chapter accomplishes this indicator.* |