 **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 |  | Examples where standard 1 is implemented  Chapter 1 Lesson 1 pgs 1-10  Analyzing Sources: Life In the West  Learning Resource  Beginnings of Western Settlement  Learning Resource  Chapter Assessment: A Changing Nation  Learning Resource  Chapter Opener: A Changing Nation |
| US.02 | Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act. | | x |  | Examples where standard 2 is implemented  Chapter 1 Lesson 3 pgs 19-27  Biography: Chief Joseph  Learning Resource  Biography: George Custer  Learning Resource  Biography: Helen Hunt Jackson  Learning Resource  Biography: Sitting Bull  Learning Resource  Chapter Assessment: A Changing Nation  Learning Resource  Chapter Opener: A Changing Nation  Learning Resource  Conflicts  Learning Resource  Drag and Drop: Major Native American Treaties, 1851-1934 |
| 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 |  | Examples where standard 3 is implemented  Chapter 2 pgs 33-77  Chapter Opener: A Changing Nation  Learning Resource  Graphic Organizer: The Impacts of Reconstruction  Learning Resource  Image: Exodusters  Learning Resource  Image: Tuskegee Institute  Learning Resource  Introducing the Impacts of Reconstruction  Learning Resource  Lesson Review: The Impacts of Reconstruction  Learning Resource  Lesson Review: The Segregated Gilded Age  Learning Resource  Reconstruction Ends  Learning Resource  Resistance and Repression  Learning Resource  Self-Check Quiz: The Segregated Gilded Age  Learning Resource  The African American Response |
| ***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 |  | Examples where standard 4 is implemented  Chapter 2 pgs 36-80  Lesson Review: The Roots of Progressivism  Learning Resource  Lesson Review: The Segregated Gilded Age  Learning Resource  Lesson Review: Urbanization and Social Reform  Learning Resource  Lesson Vocabulary Review: Industry and the Railroad  Learning Resource  Map: Natural Resource Sites of the United States  Learning Resource  Political Cartoon: Civil Service Reform  Learning Resource  Political Cartoon: Government and the Economy  Learning Resource  Political Cartoon: People's Party  Learning Resource  Political Cartoon: Political Machines  Learning Resource  Politics in Washington |
| * 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 |  | Examples where standard 5 is implemented  Chapter 2 pgs 44-52  Americans Migrate to the Cities  Learning Resource  Biography: Andrew Carnegie  Learning Resource  Biography: J.P. Morgan  Learning Resource  Biography: John D. Rockefeller  Learning Resource  Biography: Leland Stanford  Learning Resource  Biography: Madam C. J. Walker  Learning Resource  Biography: Orville and Wilbur Wright  Learning Resource  Chapter Assessment: Creating a Modern America  Learning Resource  Chapter Assessment: The Progressive Movement  Learning Resource  Chapter Opener: Creating a Modern America  Learning Resource  Free Enterprise  Learning Resource  Graphic Organizer: Industry in the United States  Learning Resource  Image: Steel Industry |
| * 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 |  | Examples where standard 6 is implemented  Chapter 2 pgs 53-77  Image: NYC Living Conditions  Learning Resource  Image: The Working Class  Learning Resource  Immigrants Flood into America  Learning Resource  Lesson Review: Immigration  Learning Resource  Lesson Review: Urbanization and Social Reform  Learning Resource  Lesson Vocabulary Review: Immigration  Learning Resource  Place & Time: United States 1865-1900  Learning Resource  Self-Check Quiz: Urbanization and Social Reform  Learning Resource  Slide Show: Separation by Class |
| * 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 |  | Examples where standard 7 is implemented  Chapter 2 pgs 53-77  Analyzing Sources: The Immigrant Experience  Learning Resource  Biography: Jacob Riis  Chart: Restrictions Passed on Immigration  Learning Resource  Graphic Organizer: Reasons for Immigrating to U.S.  Learning Resource  Image: Chinese Immigrants  Learning Resource  Image: Italian Immigrants  Learning Resource  Immigrants Flood into America  Learning Resource  Introducing Immigration |
| * 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 |  | Examples where standard 8 is implemented  Chapter 2 pgs 63-68  Gilded Age Ideas  Learning Resource  Lesson Review: Urbanization and Social Reform  Learning Resource  Self-Check Quiz: Urbanization and Social Reform  Learning Resource  The Rebirth of Reform |
| 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 |  | Examples where standard 9 is implemented  Chapter 2 pgs 69-77  Biography: Booker T. Washington  Learning Resource  Biography: W.E.B. DuBois  Learning Resource  Lesson Review: African American Culture and Politics  The African American Response |
| US.10 | Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads. | | x |  | Examples where standard 10 is implemented  Chapter 2 pgs 69-77  Introducing The Segregated Gilded Age  Unrest in Rural America |
| ***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 |  | Examples where standard 11 is implemented  Chapter 4 pgs 114-124  Biography: Eugene V. Debs  Learning Resource  Biography: J.P. Morgan  Learning Resource  Biography: Mother Jones  Learning Resource  Biography: Samuel Gompers |
| 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 |  | Examples where standard 12 is implemented  Chapter 4 pgs 120-124, 132  Lesson Review: Big Business and Unions  Learning Resource  Lesson Review: Roosevelt and Taft  Learning Resource  Lesson Review: The Roots of Progressivism |
| US.13 | Describe working conditions in industries during this era, including the use of labor by women and children. | | x |  | Examples where standard 13 is implemented  Chapter 4 pgs 120-122  [Introducing the Roots of Progressivism](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  [Image: Child Laborer](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  Learning Resource  [Image: Child Mill Worker](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV) |
| US.14 | Explain the roles played by muckrakers and progressive idealists, including: | | x |  | Examples where standard 14 is implemented  Chapter 4 pgs 130-135  Introducing Roosevelt and Taft  Learning Resource  Introducing the Roots of Progressivism |
| * 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 |  | Examples where standard 15 is implemented  Chapter 4 pgs 114-120  Reforming Government |
| ***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 |  | Examples where standard 16 is implemented  Chapter 4 pgs 130-135  Roosevelt Revives the Presidency |
| * 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 |  | Examples where standard 17 is implemented  Chapter 4 pgs 138-145  Drag and Drop: Wilson vs. Roosevelt  Learning Resource  Graphic Organizer: The Wilson Years  Learning Resource  Introducing The Wilson Years |
| 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 |  | Examples where standard 18 is implemented  Chapter 4 pgs 118-123  Political Cartoon: Woman's Christian Temperance Union  Learning Resource  Self-Check Quiz: The Roots of Progressivism  Learning Resource  Time Line: The Woman Suffrage Movement |
| **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 |  | Examples where standard 19 is implemented  Chapter 3 pgs 82-88  Biography: Matthew C. Perry  Learning Resource  Biography: William Randolph Hearst  Learning Resource  Chapter Assessment: Becoming a World Power  Learning Resource  Chapter Opener: Becoming a World Power  Learning Resource  Graph: U.S. Foreign Policy at the Turn of the Century |
| US.20 | Compare and contrast the arguments of interventionists and non-interventionists of the period. | | x |  | Examples where standard 20 is implemented  Chapter 3 pgs 82-107  Chapter Assessment: Becoming a World Power  Learning Resource  Graphic Organizer: The Imperialist Vision  Learning Resource  Lesson Review: The Imperialist Vision  Learning Resource  Map: Major Imperial Powers, 1900  Learning Resource  Point of View: Should the United States Annex the Philippines or Grant it Independence? |
| ***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 |  | Examples where standard 21 is implemented  Chapter 3 pgs 82-105  Chapter Assessment: Becoming a World Power  Learning Resource  Graphic Organizer: The Imperialist Vision  Learning Resource  Lesson Review: The Imperialist Vision  Learning Resource |
| * 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 |  | Examples where standard 22 is implemented  Chapter 3 pgs 100-107  Lesson Review: New American Diplomacy  Learning Resource  Map: The Roosevelt Corollary and Dollar Diplomacy, 1903-1934  Learning Resource  Roosevelt and Taft’s Diplomacy |
| US.23 | Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality. | | x |  | Examples where standard 23 is implemented  Chapter 5 pgs 151-159  [Point of View: Should the United States Stay Neutral in World War I?](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  Learning Resource  [The Causes of World War I](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  [Graphic Organizer: World War I Factors](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV) |
| 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 |  | Examples where standard 24 is implemented  Chapter 5 pgs 151-159  Image: British Propaganda Poster  Learning Resource  Image: Franz Ferdinand  Learning Resource  Image: The Lusitania  Learning Resource  Image: U.S. Propaganda Poster  Learning Resource  The United States Enters the War |
| US.25 | Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): | | x |  | Examples where standard 25 is implemented  Chapter 5 pgs 162-167  [Building the Military](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  [Map: War in the Trenches, 1914-1916](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  [Image: Soldiers in Gas Masks](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  Learning Resource  [Slideshow: WWI Military Technology](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV) |
| * 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 |  | Examples where standard 26 is implemented  Chapter 5 pgs 162-167  [Organizing the Economy](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  Learning Resource  [Self-Check Quiz: The Home Front](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  Learning Resource  [Self-Check Quiz: The Politics of the 1920s](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  [Analyzing Sources: Propaganda vs. Reality in World War I](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV) |
| 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 |  | Examples where standard 27 is implemented  Chapter 5 pgs 175-178  A Flawed Peace |
| **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 |  | Examples where standard 28 is implemented  Chapter 6 pgs 219-221  Lesson Review: African American Culture and Politics  Learning Resource  Map: The Great Migration |
| 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 |  | Examples where standard 29 is implemented  Chapter 6 pgs 208-213  Analyzing Sources: Changes in American Life  Learning Resource  Art and Literature  Learning Resource  Biography: Charles Lindbergh (1902–1974)  Learning Resource |
| 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 |  | Examples where standard 30 is implemented  Chapter 6 pgs 208-221  Biography: W. C. Handy  Learning Resource  Chapter Assessment: The Jazz Age  Learning Resource  Lesson Review: African American Culture and Politics  Learning Resource  The Harlem Renaissance |
| ***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 |  | Examples where standard 31 is implemented  Chapter 6 pgs 196-201  Lesson Review: A Growing Economy  Learning Resource  Self-Check Quiz: A Growing Economy  Learning Resource  The Rise of New Industries |
| US.32 | Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society. | | **x** |  | Examples where standard 32 is implemented  Chapter 6 pgs 196-198  [Lesson Review: A Growing Economy](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  [Chapter Assessment: The Jazz Age](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV) |
| 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** |  | Examples where standard 33 is implemented  Chapter 6 pgs 216-219  Chapter Opener: The Jazz Age  Learning Resource  Graphic Organizer: African American Culture and Politics  Learning Resource  Image: Cotton Club |
| 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** |  | Examples where standard 34 is implemented  Chapter 6 pgs 205-207  Chapter Assessment: The Jazz Age  Learning Resource  A Clash of Cultures |
| US.35 | Examine challenges related to civil liberties and racial/ethnic tensions during this era, including (T.C.A. § 49-6-1006): | | **x** |  | Examples where standard 35 is imp6ented  Chapter 6 pgs 202-207  [Biography: Ida B. Wells-Barnett](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  [Biography: Sacco and Vanzetti](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  [African Americans and 1920s Politics](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  Learning Resource  Nativism and Immigration Policies  [An Economy in Turmoil](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  [Graphic Organizer: A Clash of Values](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV)  [Graph: European immigration, 1900-1924](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV) |
| * First Red Scare * Immigration Quota Acts of the 1920s * Resurgence of the Ku Klux Klan | * Efforts of Ida B. Wells * Emergence of Galvanism * 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** |  | Examples where standard 36 is implemented  Chapter 6 pgs 206-207  Biography: Clarence Darrow  Learning Resource  Biography: John Scopes  Learning Resource  Chapter Assessment: The Jazz Age  Learning Resource  Graphic Organizer: A Clash of Values |
| US,37 | Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies. | | **x** |  | Examples where standard 37 is implemented  Chapter 6 pgs 207  A Clash of Cultures  Learning Resource  Graphic Organizer: A Clash of Values |
| 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** |  | Examples where standard 38 is implemented  Chapter 7 pgs 228-234  Lesson Review: The Causes of the Great Depression  Learning Resource  Self-Check Quiz: A Growing Economy  Learning Resource  Self-Check Quiz: The Causes of the Great Depression  Learning Resource  The Consumer Society  Learning Resource  The Long Bull Market |
| **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** |  | Examples where standard 39 is implemented  Chapter 7 pgs 228-234  [Lesson Review: The Causes of the Great Depression](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Self-Check Quiz: A Growing Economy](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Self-Check Quiz: The Causes of the Great Depression](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [The Consumer Society](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [The Long Bull Market](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) |
| * 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** |  | Examples where standard 40 is implemented  Chapter 7 pgs 236-237  Analyzing Sources: The Depression Experience  Learning Resource  Image: Dust Storm  Learning Resource  Lesson Review: Life During the Great Depression  Learning Resource  Place & Time: United States 1931–1939 |
| US.41 | Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles. | | **x** |  | Examples where standard 41 is implemented  Chapter 7 pgs 242-247  Analyzing Sources: The Depression Experience  Learning Resource  mage: Bonus Army Marchers  Learning Resource  Image: Milk Protest  Learning Resource  Lesson Review: Life During the Great Depression  Learning Resource  Promoting Recovery  Learning Resource  Self-Check Quiz: Hoover's Response to the Depression |
| 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** |  | Examples where standard 42 is implemented  Chapter 7 pgs 242-247  Lesson Review: Life During the Great Depression  Learning Resource  Self-Check Quiz: Hoover's Response to the Depression |
| US.43 | Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including: | | **x** |  | Examples where standard 43 is implemented  Chapter 8 pgs 254-263  [Analyzing Sources: The First New Deal](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Chapter Assessment: Roosevelt and the New Deal](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Chart: First and Second New Deals](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Drag and Drop: Relief, Recovery, and Reform](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Farming, Industry, and Power](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) |
| * 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** |  | Examples where standard 44 is implemented  Chapter 8 pgs 266-275  [Activity: Viewpoints on the New Deal](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Chapter Assessment: Roosevelt and the New Deal](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Political Cartoon: The Court Packing Plan](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Graphic Organizer: Second New Deal](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Launching the Second New Deal](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) |
| ***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** |  | Examples where standard 45 is implemented  Chapter 9 pgs 284-290  [Biography: Adolf Hitler](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Biography: Benito Mussolini](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Biography: Hideki Tojo](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Chapter Assessment: A World in Flames](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Graphic Organizer: The Origins of WWII](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Image: Chamberlain, Mussolini, and Hitler](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) |
| 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** |  | Examples where standard 46 is implemented  Chapter 9 pgs 291-297  Japan Attacks Pearl Harbor  Learning Resource  Lesson Review: From Neutrality to War  Learning Resource  Neutrality Tested  Learning Resource  Political Cartoon: Hands Across the Sea |
| 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** |  | Examples where standard 47 is implemented  Chapter 9 pgs 298-305  Graphic Organizer: Nazi Persecution  Learning Resource  Image: Touring Buchenwald  Learning Resource  Lesson Review: The Holocaust  Learning Resource  Map: Route of the St. Louis  Learning Resource  Self-Check Quiz: The Holocaust |
| US.48 | Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. | | **x** |  | Examples where standard 48 is implemented  Chapter 9 pgs 292-297  Image: Pearl Harbor Aftermath  Learning Resource  Introducing From Neutrality to War  Learning Resource  Lesson Review: From Neutrality to War  Learning Resource  Neutrality Tested  Learning Resource  Place and Time: United States, 1931-1941  Learning Resource  Political Cartoon: Hands Across the Sea |
| US.49 | Identify the roles and the significant actions of the following individuals in World War II: | | **x** |  | Examples where standard 49 is implemented  Chapter 10 pgs 284-297  Biography: Adolf Hitler  Learning Resource  Biography: Benito Mussolini  Learning Resource  Biography: George C. Marshall  Learning Resource  Biography: Hideki Tojo  Learning Resource  Building the Military  Learning Resource  Chapter Assessment: A World in Flames  Learning Resource  Chapter Assessment: America and World War II  Learning Resource  Daily Life in Wartime  Learning Resource  Decision Tree: Hitler and Appeasement  Learning Resource  Driving Back Japan  Learning Resource  Graphic Organizer: The Origins of WWII |
| * 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** |  | Examples where standard 50 is implemented  Chapter 10 pgs 330-345  [Slideshow: Axis Expansion and Retreat](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Slideshow: V-J Day August 15, 1945](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Striking Germany and Italy](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Introducing The War Ends](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Introducing The War In Europe](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Introducing The War in the Pacific](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: The War Ends](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: The War in Europe](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: The War in the Pacific](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Map: Battle of Midway](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Map: Battle of Stalingrad](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Map: Invasion Points on D-Day](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Map: Island Hopping in the Pacific](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Map: Japanese Entrenchment on Iwo Jima](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Map: War in Europe and North Africa, 1942-1945](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Graphic Organizer: The War Ends](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: The War in Europe](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: The War in the Pacific](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Halting the Germans](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Holding the Line Against Japan](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) |
| 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** |  | Examples where standard 51 is implemented  Chapter 10 pgs 314-337  Chapter Opener: A World in Flames  Learning Resource  Holding the Line Against Japan  Learning Resource  Introducing The War in the Pacific  Learning Resource  Lesson Review: The War in Europe  Learning Resource  Lesson Review: The War in the Pacific |
| 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** |  | Examples where standard 52 is implemented  Chapter 10 pgs 314-323  Drag and Drop: Women in the Military  Learning Resource  Graphic Organizer: Wartime America  Learning Resource  Image: The Real Rosie  Learning Resource  Image: Women Working  Learning Resource  Lesson Review: Wartime America  Learning Resource  Life on the Homefront |
| 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** |  | Examples where standard 53 is implemented  Chapter 10 pgs 314-323  Building the Military  Learning Resource  Chapter Assessment: America and World War II  Learning Resource  Lesson Review: Wartime America  Learning Resource  Self-Check Quiz: Wartime America |
| 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** |  | Examples where standard 54 is implemented  Chapter 10 pgs 321-322  A Nation on the Move  Learning Resource  American Literature: Hawaii End of the Rainbow  Learning Resource  Chapter Assessment: America and World War II  Learning Resource  Lesson Review: Wartime America  Learning Resource  Map: Japanese Relocation Camps  Learning Resource  Self-Check Quiz: Wartime America  Learning Resource  Slideshow: Japanese Internment |
| US.55 | Describe the war’s impact on the home front, including: | | **x** |  | Examples where standard 55 is implemented  Chapter 10 pgs 314-323  [Introducing Wartime America](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: Wartime America](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Life on the Homefront](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Self-Check Quiz: Wartime America](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [A Nation on the Move](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [American Economy in Wartime](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) |
| * 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** |  | Examples where standard 56 is implemented  Chapter 10 pgs 352-355  Graphic Organizer: The War Ends  Learning Resource  Image: Hiroshima  Learning Resource  Lesson Review: The War Ends  Learning Resource  Map: The Atomic Bomb at Hiroshima  Learning Resource  Point of View: Should the United States Have Dropped the Atomic Bomb on Japan? |
| US.57 | Explain the major outcomes of the Yalta and Potsdam Conferences. | **X** |  | Examples where standard 57 is implemented  Chapter 11 pgs 364-371  Containing Communism  Learning Resource  Graphic Organizer: The Big Three  Learning Resource  Image: Churchill, Roosevelt, and Stalin  Learning Resource  Image: Post-War Poland  Learning Resource  Lesson Review: The Cold War and American Society  Learning Resource  Lesson Review: The Early Cold War Years  Learning Resource  Lesson Review: The Origins of the Cold War  Learning Resource  Map: The Division of Germany, 1945 |
| US.58 | Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. | **X** |  | Examples where standard 58 is implemented  Chapter 11 pgs 366  Introducing The Origins of the Cold War  Learning Resource  Lesson Review: The Early Cold War Years  Learning Resource  Lesson Review: The Origins of the Cold War  Learning Resource |
| **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** |  | Examples where standard 59 is implemented  Chapter 11 pgs 372-379  [Chapter Assessment: The Cold War Begins](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Containing Communism](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Developments in Asia and the Korean War](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: USSR and the US](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Introducing The Early Cold War Years](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: Eisenhower’s Cold War Policies](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: The Cold War and American Society](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) |
| US.60 | Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift. | **x** |  | Examples where standard 60 is implemented  Chapter 11 pgs 372-375  Containing Communism  Learning Resource  Covert Operations  Learning Resource  Developments in Asia and the Korean War  Learning Resource  Graph: Marshall Plan Aid, 1948-1951  Learning Resource  Graphic Organizer: USSR and the US  Learning Resource  Image: Berlin Airlift |
| ***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** |  | Examples where standard 61 is implemented  Chapter 11 pgs 380-386  Biography: Joseph McCarthy  Learning Resource  Biography: Julius. and Ethel Rosenberg  Learning Resource  Chapter Assessment: The Cold War Begins  Learning Resource  Graphic Organizer: Red Scare  Learning Resource  Image: Anti-Communist Investigations  Learning Resource  Lesson Review: The Cold War and American Society  Learning Resource  McCarthyism |
| US.62 | Describe the causes, course, and consequences of the Korean War, including: | | **x** |  | Examples where standard 62 is implemented  Chapter 11 pgs 376-379  Developments in Asia and the Korean War  Learning Resource  Image: Korean War Soldiers  Learning Resource  Lesson Review: The Early Cold War Years  Learning Resource  Map: Korea's Borders, 1950 and 1953  Learning Resource  Map: The Korean War, 1950-1953 |
| * 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** |  | Examples where standard 63 is implemented  Chapter 11 pgs 387-390  [Biography: Dwight D. Eisenhower](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Chapter Assessment: The Cold War Begins](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Covert Operations](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: Cold War Policies](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Image: Long-Range Bomber](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Image: U-2 Spy Plane](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: Eisenhower’s Cold War Policies](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Massive Retaliation](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) |
| US.64 | Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including: | | **x** |  | Examples where standard 64 is implemented  Chapter 11 pgs 385-393  [Image: Bomb Shelter](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: Eisenhower’s Cold War Policies](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: The Cold War and American Society](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Life During the Early Cold War](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Massive Retaliation](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) |
| * 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** |  | Examples where standard 65 is implemented  Chapter 12 pgs 437-443  Place & Time: United States 1960–1968  Learning Resource  Self-Check Quiz: JFK and the Cold War  Learning Resource  Time Line: Cuban Missile 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.* | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| US.66 | Describe the causes, course, and consequences of the Vietnam War, including: | | **x** |  | Examples where standard 66 is implemented  Chapter 15 pgs 490-497  [A Bloody Stalemate](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [American Involvement Deepens](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [American Involvement in Vietnam](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Analyzing Sources: Vietnam War Conflicts and Disagreements](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Analyzing Supreme Court Cases: New York Times v. United States](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Biography: Ho Chi Minh](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Biography: Ngo Dinh Diem](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Biography: Roy P. Benavidez](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Image: Agent Orange](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Image: Ho Chi Minh](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource | |
| * 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** |  | Examples where standard 67 is implemented  Chapter 15 pgs 493-511  1968: The Pivotal Year  Learning Resource  American Involvement Deepens  Learning Resource  Analyzing Sources: The Great Society & Vietnam  Learning Resource  Chapter Assessment: The New Frontier and the Great Society  Learning Resource  Chapter Assessment: The Vietnam War  Learning Resource  Graphic Organizer: Steps Nixon Took  Learning Resource  Graphic Organizer: Vietnam Opposition  Learning Resource  Introduction The War Winds Down  Learning Resource  Lesson Review: The War Winds Down  Learning Resource  Nixon Moves to End the War | |
| 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** |  | Examples where standard 68 is implemented  Chapter 15 pgs 500-513  [Chapter Assessment: The Vietnam War](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: Steps Nixon Took](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: Vietnam Opposition](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Image: Kent State Shooting](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Image: Protests at the Democratic National Convention](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Introducing Vietnam Divides the Nation](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: The War Winds Down](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Nixon Moves to End the War](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [The Antiwar Movement Emerges](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [The Legacy of Vietnam](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) | |
| US.69 | Describe the competition between the U.S. and Soviet Union for superiority in space. | | **x** |  | Examples where standard 69 is implemented  Chapter 15 pgs 439-440  [Biography: Buzz Aldrin](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Biography: John Glenn](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Biography: Neil Armstrong](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Chapter Assessment: The Cold War Begins](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Chapter Assessment: The New Frontier and the Great Society](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Lesson Review: JFK and the Cold War Slide Show: The Space Race](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) | |
| 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** |  | Examples where standard 70 is implemented  Chapter 17 pgs 556-558, 600, 613  Biography: Henry Kissinger  Learning Resource  Biography: Mikhail Gorbachev  Learning Resource  Chapter Assessment: Politics and Economics  Learning Resource  Chapter Assessment: The Resurgence of Conservatism  Learning Resource  Drag and Drop: End of the Cold War  Learning Resource  Graphic Organizer: Nixon's Domestic and Foreign Policies  Learning Resource  Graphic Organizer: Supply-Side Theory  [The Soviet Union Collapses](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Nixon's Foreign Policy](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Reagan Oversees a Military Buildup](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) | |
| ***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 |  | Examples where standard 71 is implemented  Chapter 12 & 17 pgs 402-403, 409-416, 566-568  Image: Suburban Housing  Learning Resource  Image: Television  Learning Resource  Introducing Truman and Eisenhower  Learning Resource  Introducing: The Affluent Society  Learning Resource  Lesson Review: The Affluent Society  Learning Resource  Lesson Review: Truman and Eisenhower  Learning Resource  Place & Time: United States 1945-1960  Learning Resource  Postwar America: Chapter Assessment  Learning Resource  Return to a Peacetime Economy | |
| US.72 | Explain the impact of the baby boomer generation on the American economy and culture. | | x |  | Examples where standard 72 is implemented  Chapter 16 pgs 526-530  Lesson Review: The Affluent Society  Self-Check Quiz: Life in the 1980s  The Counterculture  Learning Resource  The Rise of the Youth Movement | |
| 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 |  | Examples where standard 73 is implemented  Chapter 12 pgs 407-408  Lesson Review: The Affluent Society  Learning Resource  Lesson Review: Truman and Eisenhower  Learning Resource  New Science, Media, and Culture  Learning Resource  Place & Time: United States 1945-1960 | |
| 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 |  | Examples where standard 74 is implemented  Chapter 12 pgs 412-416  Lesson Review: The Affluent Society  Learning Resource  New Science, Media, and Culture  Learning Resource | |
| US.75 | Analyze the increasing impact of television and mass media on the American home, politics, and economy. | | x |  | Examples where standard 75 is implemented  Chapter 12 pgs 412-416  Graphic Organizer: The Other Side of America Life  Learning Resource  Image: 1960 Debate  Learning Resource  Image: Television  Learning Resource  Juvenile Delinquency  Learning Resource  Lesson Review: The Affluent Society | |
| ***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 |  | Examples where standard 76 is implemented  Chapter 2 pgs 415-416,  Image: American Bandstand  Learning Resource  Image: Chuck Berry  Chapter Opener: Postwar America  Biography: Elvis Presley | |
| 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. | |  |  | Examples where standard 77 is implemented  Chapter 13 pgs 430-443  Chapter Assessment: The New Frontier and the Great Society  Learning Resource  Containing Communism  Learning Resource  Graphic Organizer: Challenging Segregation  Learning Resource  Graphic Organizer: Kennedy's Successes and Setbacks  Learning Resource  Image: Kennedy's Inaugural Address  Learning Resource  Introducing Challenging Segregation  Learning Resource  Introduction to JFK and the Cold War  Learning Resource  Kennedy Takes Office | |
| **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 |  | Examples where standard 78 is implemented  Chapter 14 pgs 458-461  Self-Check Quiz: New Approaches to Civil Rights  Learning Resource  The Civil Rights Movement Begins  Learning Resource  The Origins of the Movement  [Drag and Drop: Civil Rights Cases and Legislation](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Drag and Drop: Important Supreme Court Decisions](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: Civil Rights Movements and Actions](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) | |
| 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 |  | Examples where standard 79 is implemented  Chapter 14 pgs 458-474  The Civil Rights Act of 1964  Learning Resource  The Civil Rights Movement Begins  Learning Resource  The Freedom Riders  Learning Resource  The Origins of the Movement  Learning Resource  The Struggle for Voting Rights  [Introducing Challenging Segregation](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: Challenging Segregation](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: New Civil Rights Issues](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Lesson Review: The Movement Begins](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Chapter Opener: The Civil Rights Movement](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Eisenhower Responds](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: Challenging Segregation](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: Civil Rights](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: Civil Rights Violence](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) | |
| ***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 |  | Examples where standard 80 is implemented  Chapter 14 pgs 458-474  The Civil Rights Act of 1964  Learning Resource  The Civil Rights Movement Begins  Learning Resource  The Freedom Riders  Learning Resource  The Origins of the Movement  Learning Resource  The Struggle for Voting Rights  Introducing Challenging Segregation  Learning Resource  Lesson Review: Challenging Segregation  Learning Resource  Lesson Review: New Civil Rights Issues  Learning Resource  Lesson Review: The Movement Begins  Chapter Opener: The Civil Rights Movement  Learning Resource  Eisenhower Responds  Learning Resource  Graphic Organizer: Challenging Segregation  Learning Resource  Graphic Organizer: Civil Rights  Learning Resource  Graphic Organizer: Civil Rights Violence | |
| * 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 |  | Examples where standard 81 is implemented  Chapter 2 pgs 36-80 | |
| 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 |  | Examples where standard 82 is implemented  Chapter 16 pgs 531-537, 541-545, 576-577  [Chapter Assessment: The Politics of Protest Introduction to The Feminist Movement](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Image: Protests at Wounded Knee](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Introduction to Latino Americans Organize](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Graphic Organizer: Latino Rights](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  [Graphic Organizer: Civil Rights Movements and Actions](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) | |
| **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 |  | Examples where standard 83 is implemented  Chapter 13 pgs 444-449  Johnson Takes the Reins  Learning Resource  Lesson Review: The Great Society  [Chapter Assessment: The New Frontier and the Great Society](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Chart: What Was the Great Society?](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Drag and Drop: Compare and Contrast--The Great Society and New Deal](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graph: Poverty Rate in America, 1960-2009](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: Social and Economic Programs](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Image: Poverty in America](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Introducing The Great Society](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) | |
| ***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 |  | Examples where standard 84 is implemented  Chapter 12 & 16 pgs 415, 526-530  Lesson Review: The Affluent Society  Learning Resource  New Science, Media, and Culture  [Chapter Assessment: The Politics of Protest](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Drag and Drop: Social Movements of the 1960s](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215)  Learning Resource  [Graphic Organizer: Students and the Counterculture](https://bento.mheducation.com/#/reviewer-correlation-tool?viewMethod=browse&searchAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&browseAuthority=A836285E-901A-11DF-A622-0C319DFF4B22&searchSubject=SOC&searchGrade=11&courseSourceId=course%2F65ff86c5-9de1-459d-8de3-beb647303e27_1524518215) | |
| 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 |  | Examples where standard 85 is implemented  Chapter 17 pgs 552-558  Appealing to Middle America  Learning Resource  Biography: Henry Kissinger  Learning Resource  Chapter Assessment: Politics and Economics  Learning Resource  Drag and Drop: New Federalism  Learning Resource  Graphic Organizer: Nixon's Domestic and Foreign Policies  Learning Resource  Image: Nixon and Kissinger  Learning Resource  Introduction to The Nixon Administration  Learning Resource  Lesson Review: The Nixon Administration  Learning Resource  Map: Presidential Election of 1968 | |
| US.86 | Examine the Watergate scandal, including: | | x |  | Examples where standard 86 is implemented  Chapter 17 pgs 559-563  Analyzing Sources: The Watergate Scandal  Learning Resource  Analyzing Supreme Court Case: United States v. Nixon  Learning Resource  Biography: Bob Woodward and Carl Bernstein  Learning Resource  Biography: John Dean  Learning Resource  Chapter Assessment: Politics and Economics  Learning Resource  Drag and Drop: The Watergate Scandal  The Cover-Up Unravels  Learning Resource  The Roots of Watergate | |
| * 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 |  | Examples where standard 87 is implemented  Chapter 17 pgs 580-585  Biography: Rachel Carson  Learning Resource  Chapter Assessment: Politics and Economics  Learning Resource  Drag and Drop: Beginnings of the Environmental Movement  Learning Resource  Graphic Organizer: Environmentalism  The Environmental Movement Blossoms  Learning Resource  The Origins of Environmentalism | |
| US.88 | Identify and explain the significant events of President Jimmy Carter’s administration, including: | | x |  | Examples where standard 88 is implemented  Chapter 17 pgs 570-572  Graphic Organizer: Economic Problems of the 1970s  Learning Resource  Image: Camp David Accords  [Image: Ayatollah Khomeini](https://bento.mheducation.com/#/reviewer-correlation-tool?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJSUzI1NiIsImtpZCI6ImViOTdjNDFiY2JkYmZkM2QyNTNiY2I4N2RjYTM1NzQzOGY5MzNjNmEifQ.eyJqdGkiOiI5MTg0MGI2NzM3NzI3NjZmZTk3ZDhiZTU2ZDkxZDdjMjViYjVmMmQ3IiwiaXNzIjoiYmVudG8iLCJzdWIiOm51bGwsImF1ZCI6InJjdCIsImV) | |
| * 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 |  | Examples where standard 89 is implemented  Chapter 18 pgs 592-600  Image: Protest Against Higher Taxes  Learning Resource  Introduction to The Reagan Years  Learning Resource  Lesson Review: Life in the 1980s | |
| * 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 |  | Examples where standard 90 is implemented  Chapter 19 pgs 36-80  Image: Tiananmen Square Protest  Learning Resource  Introduction to The End of the Cold War  Learning Resource  Map: Persian Gulf War | |
| US.91 | Summarize the events of President Bill Clinton’s administration, including: | | x |  | Examples where standard 91 is implemented  Chapter 19 pgs 621-637  A New Wave of Immigration  Learning Resource  American Literature: How the Garcia Girls Lost Their Accent  Learning Resource  Biography: Hillary Rodham Clinton (1947-)  Learning Resource  Biography: Janet Reno (1938–2016)  Learning Resource  Biography: Newt Gingrich (1943–)  Learning Resource  Biography: Ruth Bader Ginsburg (1933–)  Learning Resource  Changes in Immigration Law  Learning Resource  Chapter Assessment: A Time of Change  Learning Resource  Clinton’s Agenda  Learning Resource  Clinton’s Foreign Policy  Learning Resource  Clinton’s Second Term | |
| * 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 |  | Examples where standard 92 is implemented  Chapter 20 pgs 656-669  Analyzing Sources: The USA PATRIOT Act  Learning Resource  Biography: Hamid Karzai (1957– )  Learning Resource  Chapter Assessment: The War on Terrorism  Learning Resource  Chapter Opener: The War on Terrorism  Learning Resource  Confronting Iraq  Image: The Pentagon  Learning Resource  Image: Twin Towers | |
| 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 |  | Examples where standard 93 is implemented  Chapter 20 pgs 653-680  Biography: Condoleezza Rice (1954– )  Learning Resource  Chapter Assessment: The Resurgence of Conservatism  Learning Resource  The War on Terrorism Begins | |
| * 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 |  | Examples where standard 94 is implemented  Chapter 19 pgs 642-647  Drag and Drop: New Technologies  Learning Resource  Introducing Technology and Globalization  Learning Resource  Introduction to Life in the 1980s  Learning Resource  Lesson Review: Technology and Globalization  Learning Resource  Self-Check Quiz: Technology and Globalization  Learning Resource  The Computer Changes Society | |
| US.95 | Describe the achievements and setbacks of President Barack Obama’s administration. | | x |  | Examples where standard 94 is implemented  Chapter 21 pgs 681-718  Lesson Review: Obama's Domestic Policy Challenges  Learning Resource  Lesson Review: Obama's First Term  Learning Resource  Map: Presidential Election of 2008  Learning Resource  Map: Presidential Election of 2012  Learning Resource  Map: Voter ID Laws, 2016  Learning Resource  Polarized Politics  Learning Resource  Political and Economic Issues | |
| **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 |  | | All instructional materials reviewed in section IA represent 100% alignment with the Tennessee Social Studies Standards and explicitly focus on teaching and learning on the grade level standards at a level of rigor necessary for students to reach master through audio, visuals, videos and close reading that will continually challenge and increase their higher level thinking skills. |

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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). | | 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 |  | In every section and standard covered there is a detailed explanation of the culture during that time period that conveys reactions to historical events and their interpretations to those historical events. |
| Understand the role of culture in shaping lives and society. | x |  | In every section and standard covered, there is an in-depth explanation of the role of culture and how the culture played a part in society and the government. |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | x |  | With the content provided, students are able to reason through the various economic concepts, issues and systems of various time periods. |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | x |  | From the content covered, there are lessons that can be retained by student in order to make them informed producers, consumers, savers, investors, workers, and citizens in an interdependent world. |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity. | x |  | In every section and standard covered there is a detailed explanation of geographic locations, patterns and processes with provided maps in order to show the interrelationships between the physical environment and human activity. |
| Explain the interactions that occur in an increasingly interdependent world. | x |  | In every section and standard covered there is a detailed explanation of geographic locations, patterns and processes with provided maps in order to show the interrelationships between the physical environment and human activity. |
| 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 |  | In every section and standard covered there is a detailed explanation of geographic locations, patterns and processes with provided maps in order to show the interrelationships between the physical environment and human activity. |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history. | x |  | The information presented in this content draw from every aspect of diversity of the human experience that is focused on in each segment. With that showcase of diversity, students are able to analyze and interpret significant events, patterns, and themes in history. |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | x |  | The content presented in this text supplies multiple opportunities to use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | x |  | The content presented throughout this text helps students understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. |
| 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 |  | The content presented throughout this texts helps students 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. |
| **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 |  | Although this particular resource did not identify TN specific standards in a specific location in the text, the student will be able to 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. |
| **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 |  | Primary and secondary sources are able to be compared, contrasted, analyzed and evaluated in every section of learning in this text. |
| **SSP.02** | Critically examine primary or secondary source(s). | x |  | Primary and secondary sources are able to be compared, contrasted, analyzed and evaluated in every section of learning in this text. |
| **SSP.03** | Organize data from a variety of sources. | x |  | Primary and secondary sources are able to be compared, contrasted, analyzed and evaluated in every section of learning in this text. |
| **SSP.04** | Construct and communicate arguments supported by evidence. | x |  | Primary and secondary sources are able to be compared, contrasted, analyzed, debated on, and evaluated in every section of learning in this text. |
| **SSP.05** | Develop historical awareness. | x |  | Throughout the innovative delivery of this content, students are able to develop historical awareness. |
| **SSP.06** | Develop geographic awareness. | x |  | Throughout the innovative delivery of this content, students are able to develop geographic awareness, using the provided maps. |
| **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 |  | All of the reviewed units, for US History grades 9-12 include evidence of the use of T.C.A. related materials |
| **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 |  | The content presented in this text has several activities, whole-group, paired and individually in order to provide opportunities for thought, discourse, and practice in an interconnected and social context. |
| ***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 units and instructional sequences are in order and numerically correlate with the 95 standards and are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year. |
| ***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 |  | In every segment of this unit, the content supports student communication within a historical context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening through group work, presentations, debates and discussions. |
|  | **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 |  | The content presented provided learning experience that incorporated the content strands in the context of each topic. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | x |  | Each segment has either visuals, audio or video, if not all three that help engage students through real-world, relevant, thought-provoking, questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. In the last adoption cycle, McGraw-Hill offered a link within the digital text that allowed students to engage the class textbook in various languages. This served as a major assist to both students and educators, as it provided the student an opportunity to engage the lesson in their native language but also include participation with engaging the English vocabulary through their responses. On the new platform, this option to change the language of the digital textbook is unavailable. |
| 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 |  | Each segment provides specifically labeled materials that provide support for ELL Students, Students with disabilities, struggling learners or accelerated learners, there are a variety of Lexile Reading levels that will prepare instructors for the necessary modifications needed for those categories of students. The prominence and location of the ELL material is an exceptional resource. |

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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 |  | There are associated quizzes, short answers, DBQs and TDQs throughout the content. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | x |  | There are associated quizzes, short answers, DBQs and TDQs throughout the content. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | x |  | The teacher guides for each unit include aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | x |  | There are associated quizzes, short answers, DBQs and TDQs throughout the content. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | x |  | There are associated quizzes, short answers, DBQs and TDQs throughout the content. |
| 1. Assessments provide teachers with a range of data to inform instruction. | x |  | There are associated quizzes, short answers, DBQs and TDQs throughout the content. |

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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 |  | The teacher guide 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. |
| 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 |  | The teacher guides include 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) |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | x |  | The teacher guides for each unit provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). |
| 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 |  | The teacher guides for each unit include strategies 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. |
| 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 |  | The teacher guides for each unit include 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). |