

United States History and Geography Social Studies Instructional Materials Scoring Rubric

Gateway: The publisher must provide a Tennessee standards alignment guide as a part of the scope and sequence for the material. If this gateway is not met, the materials will not be scored. All Tennessee standards must be addressed within the material. If this is not met, the material will not pass review by the Tennessee Textbook and Instructional Materials Quality Commission.

Introduction:

The following Instructional Materials Scoring Rubric for Social Studies is designed to score materials in the following categories:

- Alignment of Content
- Instructional Focus
- Social Studies Practices
- Accessibility Features

Scoring:

Each section is to be scored using a 0, 1, or 2. Use the following scoring guideline.

Tables 1-4:

- 0: The standard is not present within the material.
- 1: The standard is present within the material. The intent and /or frequency component of the standard is not fully met. •
- 2: A rating of 2 indicates the standard is present and all aspects of the standard are fully met.

Table 1: Alignment of Content

Directions:

- **0: The standard is not present within the material**
- **1: The standard is present within the material. The intent and/or frequency component of the standard is not fully met. •**
- 2: A rating of a 2 indicates the standard is present and all aspects of the standard are fully met.**

	0	1	2	Evidence
Conceptual Understanding: Materials support student engagement with the Tennessee Social Studies standards and model curriculum, providing educators with a clear, standards-based pathway to address content and skills in a coherent and sequenced manner.				
US.01 Summarize the major events of Reconstruction, and explain the impact of the Compromise of 1877, including the founding of the Ku Klux Klan and lynching.			X	Teacher Subscription: Presentation - Activity Reconstruction Reading - Explore - Reconstruction in Virginia

			<p>Reconstruction Reading – Profiles in History – Fannie Lou Hamer (1917–1977) The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Explore – The Reconstruction Era Redefines African American Identity</p> <p>Reconstruction Student Text – Introduction</p> <p>Reconstruction Student Text – Section 1 – Andrew Johnson Begins Presidential Reconstruction</p> <p>Reconstruction Student Text – Section 2 – Congress Takes Control of Reconstruction</p> <p>Reconstruction Student Text – Section 3 – Living Under Congressional Reconstruction</p> <p>Reconstruction Student Text – Section 4 – Reversing Reconstruction</p> <p>Reconstruction Establishing an American Republic (1492–1896) Unit Project – Timeline Challenge Establishing an American Republic (1492–1896)</p>
<p>US.02 Identify the rights provided by the 14th and 15th amendments, and analyze the efforts to resist them, including Jim Crow laws, disenfranchisement methods, and the Plessy v. Ferguson decision. (T.C.A. §49 -6-1006)</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity</p> <p>Reconstruction Reading – Explore – Extending Citizenship and Voting Rights Citizen Participation in a Democracy Reading – Explore – Reconstruction in Virginia</p> <p>Reconstruction Student Text – Amendments to the Constitution of the United States</p> <p>End-of-Course Student Text – Explore – The Reconstruction Era Redefines African American Identity</p> <p>Reconstruction Student Text – Section 1 – A Nation Divided: Segregation in American Life</p> <p>Segregation in the Post-World War II Period Student Text – Section 1 – Andrew Johnson Begins</p>

			<p>Presidential Reconstruction Reconstruction Student Text - Section 3 - Living Under Congressional Reconstruction Reconstruction Student Text - Section 4 - Reversing Reconstruction Reconstruction Student Text - Section 5 - Defending Democracy Moving Forward: Debating America's Founding Ideals</p>
US.03 Summarize the efforts of Benjamin "Pap" Singleton and the Exodusters.		X	<p>Teacher Subscription: Presentation - Activity Change and Conflict in the American West Student Text - Section 3 - Living Under Congressional Reconstruction Reconstruction Student Text - Section 4 - Settling the Great Plains Change and Conflict in the American West</p>
US.04 Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement and physical landscape of the West.		X	<p>Teacher Subscription: Presentation - Activity Change and Conflict in the American West Student Text - Explore - The Market Revolution Changes in a Young Nation Student Text - Explore - Women and Gender Roles in the Frontier West Change and Conflict in the American West Student Text - Section 4 - Settling the Great Plains Change and Conflict in the American West Unit Project - Timeline Challenge Industrialism and Reform (1840–1920)</p>
US.05 Examine federal policies toward American Indians, including the movement to reservations, assimilation, boarding schools, and the Dawes Act.		X	<p>Teacher Subscription: Presentation - Activity Change and Conflict in the American West Economic Discrimination in History Economics Library Reading - Explore - Extending Citizenship and Voting Rights Citizen Participation in a Democracy Reading - Explore - The Impact of State and Federal Actions on Indigenous People in Oregon</p>

			<p>Change and Conflict in the American West Student Text – Explore – Land Ordinances and the Settlement of the Northwest Territory Change and Conflict in the American West Student Text – Section 2 – Geographic Changes Changes in a Young Nation Student Text – Section 3 – Indian Wars Shatter Tribal Cultures Change and Conflict in the American West Student Text – Summary Change and Conflict in the American West Unit Project – Timeline Challenge Industrialism and Reform (1840–1920)</p>
<p>US.06 Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads (i.e., credit mobilier and Interstate Commerce Act).</p>		X	<p>Student Text – Explore – Industrialization and the Farmer’s Plight Change and Conflict in the American West Student Text – Section 5 – Farmers Rise Up in Protest Change and Conflict in the American West Student Text – Summary Change and Conflict in the American West Unit Project – Timeline Challenge Industrialism and Reform (1840–1920)</p>
<p>US.07 Describe the differences between “old” and “new” immigrants, including:</p> <ul style="list-style-type: none"> • Urbanization • Angel Island • Ellis Island • Push-pull factors • Ethnic clusters 		X	<p>Student Text – Current Connections – The Three Great Waves of Immigration Through Ellis Island and Angel Island: The Immigrant Experience Student Text – Explore – Asian Immigration During the Early 20th Century Through Ellis Island and Angel Island: The Immigrant Experience Student Text – Explore – From Immigrant to Citizen Through Ellis Island and Angel Island: The Immigrant Experience Student Text – Section 1 – Why Europeans Immigrated to the United States Through Ellis Island and Angel Island: The Immigrant Experience Student Text – Section 2 – To Ellis Island and Beyond</p>

			<p>Through Ellis Island and Angel Island: The Immigrant Experience Student Text - Section 3 - Responses to New European Immigrants</p> <p>Through Ellis Island and Angel Island: The Immigrant Experience Student Text - Section 4 - Increasing Social Tensions Understanding Postwar Tensions Student Text - Section 5 - Immigration from North and South</p> <p>Through Ellis Island and Angel Island: The Immigrant Experience Student Text - Section 5 - Social Tensions Uncovering Problems at the Turn of the Century Unit Project - Timeline Challenge Industrialism and Reform (1840–1920)</p>
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<p>US.08 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 wage earners and industrial capitalists, including the following:</p> <ul style="list-style-type: none"> • Spoils System • Boss Tweed • President Garfield’s Assassination • Thomas Nast • Pendleton Act 			X	<p>Teacher Subscription: Presentation – Activity Changes in a Young Nation Reading – Explore – The Byrd Machine Uncovering Problems at the Turn of the Century Reading – Explore – Industrialization and Immigration in Florida The Age of Innovation and Industry Reading – Primary Source – Thomas Nast Uncovering Problems at the Turn of the Century Student Text – Section 1 – Conditions of the Working Class Labor’s Response to Industrialism Student Text – Section 3 – Political Changes in an Emerging Democracy Changes in a Young Nation Student Text – Section 3 – Progressives Push for Political Reforms The Progressives Respond Student Text – Section 4 – The Gilded Age The Age of Innovation and Industry Student Text – Section 4 – The Politics of Fraud and Bribery Uncovering Problems at the Turn of the Century Reading – Biography – James Garfield Biography Library</p>
<p>US.09 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, and evaluate the business practices of:</p> <ul style="list-style-type: none"> • Alexander Graham Bell • Henry Bessemer • Andrew Carnegie • Thomas Edison • Lewis Latimer • J.P. Morgan • John D. Rockefeller • Nikola Tesla • Cornelius Vanderbilt • Madam C.J. Walker 			X	<p>Teacher Subscription: Presentation – Activity The Age of Innovation and Industry Reading – Profiles in History – Ida Tarbell (1857–1944) Uncovering Problems at the Turn of the Century Student Text – Introduction Progressivism on the National Stage Student Text – Introduction The Age of Innovation and Industry Student Text – Section 1 – New Inventions and Technologies The Age of Innovation and Industry Student Text – Section 2 – An Explosion of Industrial Growth The Age of Innovation and Industry Student Text – Section 3 – Big Business and the Government The Age of Innovation and Industry</p>

			<p>Student Text – Section 3 – Strikes Erupt Nationwide Labor's Response to Industrialism</p> <p>Student Text – Section 4 – The Gilded Age The Age of Innovation and Industry</p> <p>American Scientists and Inventors The Age of Innovation and Industry</p>
<p>US.10 Determine the impacts of increased immigration on American society, including:</p> <ul style="list-style-type: none"> • Competition for jobs • Rise of Nativism • Chinese Exclusion Act and Gentleman's Agreement 		<p>X</p>	<p>Teacher Subscription: Presentation – Activity Through Ellis Island and Angel Island: The Immigrant Experience</p> <p>Teacher Subscription: Presentation – Activity Change and Conflict in the American West</p> <p>Student Text – Current Connections – The Three Great Waves of Immigration Through Ellis Island and Angel Island: The Immigrant Experience</p> <p>Student Text – Explore – Asian Immigration During the Early 20th Century Through Ellis Island and Angel Island: The Immigrant Experience</p> <p>Student Text – Primary Source – The Chinese Exclusion Act (1882) Through Ellis Island and Angel Island: The Immigrant Experience</p> <p>Student Text – Section 2 – Railroads Open the West to Rapid Settlement Change and Conflict in the American West</p> <p>Student Text – Section 2 – The Labor Movement Labor's Response to Industrialism</p> <p>Student Text – Section 3 – Growing Political Tensions Understanding Postwar Tensions</p> <p>Student Text – Section 3 – Responses to New European Immigrants Through Ellis Island and Angel Island: The Immigrant Experience</p> <p>Student Text – Section 4 – Immigration from Asia Through Ellis Island and Angel Island: The Immigrant Experience</p> <p>Student Text – Section 4 – Increasing Social Tensions</p>

			Understanding Postwar Tensions Industrialism and Reform (1840-1920)
US.11 Compare and contrast the concepts of social Darwinism and the Social Gospel.		X	Teacher Subscription: Presentation - Activity The Age of Innovation and Industry Student Text - Section 1 - The Origins of Progressivism The Progressives Respond Teacher Subscription: Presentation - Activity The Age of Innovation and Industry Student Text - Section 3 - Big Business and the Government The Age of Innovation and Industry Student Text - Section 4 - The Gilded Age The Age of Innovation and Industry
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.		X	Student Text - Section 2 - Addressing the Effects of Industrialization Progressivism on the National Stage Student Text - Section 3 - Big Business and the Government The Age of Innovation and Industry Student Text - Summary The Age of Innovation and Industry Student Text - Summary Progressivism on the National Stage
US.13 Describe working conditions in industries during this era, including the use of women and children as a labor source		X	Reading - Explore - Children at Work Labor's Response to Industrialism Reading - Profiles in History - Ida Tarbell (1857-1944) Uncovering Problems at the Turn of the Century Student Text - Section 1 - Conditions of the Working Class Labor's Response to Industrialism Student Text - Section 2 - Poor Living and Working Conditions Uncovering Problems at the Turn of the Century Student Text - Section 2 - Progressives Fight for Social Reforms The Progressives Respond Student Text - Section 2 - The Labor Movement Labor's Response to Industrialism Student Text - Section 3 - Strikes Erupt Nationwide

			<p>Labor's Response to Industrialism Student Text – Section 4 – Economic Changes in a Developing Nation Changes in a Young Nation</p>
<p>US.14 Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), and the responses of management and government</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity Labor's Response to Industrialism Teacher Subscription: Presentation – Activity Uncovering Problems at the Turn of the Century Reading – Explore – Children at Work Labor's Response to Industrialism Student Text – Section 1 – Conditions of the Working Class Labor's Response to Industrialism Student Text – Section 2 – The Labor Movement Labor's Response to Industrialism Student Text – Section 3 – Strikes Erupt Nationwide Labor's Response to Industrialism Student Text – Section 4 – A New Power on the World Stage The Spanish–American War Student Text – Section 4 – Enforcing Loyalty Among All Americans The Home Front Student Text – Section 4 – Mixed Success for Unions Labor's Response to Industrialism</p>
<p>US.15 Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois. (T.C.A. § 49-6-1006)</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Progressives Respond Du Bois, W. E. B. (1868–1963) Biographies Student Text – Differing Viewpoints – Confronting Racism The Progressives Respond Student Text – Primary Source – Booker T. Washington’s “The Atlanta Compromise” Speech (1895) The Progressives Respond Student Text – Section 1 – A Nation Divided: Segregation in American Life Segregation in the Post–World War II Period Student Text – Section 1 – Andrew Johnson Begins Presidential Reconstruction</p>

			<p>Reconstruction Student Text – Section 3 – Fighting for Democracy on the Home Front The Home Front Student Text – Section 4 – Progressives Confront Social Inequality The Progressives Respond Unit Project – Timeline Challenge Industrialism and Reform (1840–1920)</p>
<p>US.16 Explain the roles played by muckrakers and progressive idealists, including:</p> <ul style="list-style-type: none"> • Jane Addams • Jacob Riis • Upton Sinclair • Lincoln Steffens • Ida Tarbell • Ida B. Wells-Barnett 		X	<p>Teacher Subscription: Presentation – Activity The Progressives Respond Teacher Subscription: Presentation – Activity Uncovering Problems at the Turn of the Century Reading – Profiles in History – Ida Tarbell (1857–1944) Uncovering Problems at the Turn of the Century Student Text – Section 1 – Conditions of the Working Class Labor’s Response to Industrialism Student Text – Section 2 – Addressing the Effects of Industrialization Progressivism on the National Stage Student Text – Section 2 – Poor Living and Working Conditions Uncovering Problems at the Turn of the Century Student Text – Section 2 – Progressives Fight for Social Reforms The Progressives Respond Student Text – Section 4 – Progressives Confront Social Inequality The Progressives Respond Student Text – Section 4 – The Politics of Fraud and Bribery Uncovering Problems at the Turn of the Century</p>
<p>US.17 Analyze the significant progressive achievements during Theodore Roosevelt’s administration, including:</p> <ul style="list-style-type: none"> • Square Deal • Meat Inspection Act • “Trust-busting” • Support for conservation • Pure Food and Drug Act 		X	<p>Teacher Subscription: Presentation – Activity Progressivism on the National Stage Student Text – Explore – Conservation in the United States Progressivism on the National Stage Student Text – Introduction Progressivism on the National Stage Student Text – Primary Source – Assemblyman Theodore</p>

			<p>Roosevelt’s “The Duties of American Citizenship” Speech (1883) Progressivism on the National Stage Student Text – Section 1 – Three Progressive Presidents Progressivism on the National Stage Student Text – Section 2 – Addressing the Effects of Industrialization Progressivism on the National Stage Student Text – Section 3 – Reforming the National Government Progressivism on the National Stage</p>
<p>US.18 Analyze the goals and achievements of the Progressive movement, including:</p> <ul style="list-style-type: none"> • Adoption of the initiative, referendum, and recall • Adoption of the primary system • 16th Amendment • 17th Amendment 		X	<p>Teacher Subscription: Presentation – Activity The Progressives Respond Teacher Subscription: Presentation – Activity Progressivism on the National Stage Reading – Explore – Amendments that Affected Congress Lawmakers and Legislatures Student Text – Explore – Education Around the Turn of the 20th Century The Progressives Respond Student Text – Section 1 – Three Progressive Presidents Progressivism on the National Stage Student Text – Section 2 – Progressives Fight for Social Reforms The Progressives Respond Student Text – Section 3 – Problems with the Environment Uncovering Problems at the Turn of the Century Student Text – Section 3 – Progressives Push for Political Reforms The Progressives Respond Student Text – Section 3 – Reforming the National Government Progressivism on the National Stage Unit Project – Timeline Challenge Industrialism and Reform (1840–1920)</p>
<p>US.19 Analyze the significant progressive achievements during President Woodrow Wilson’s administration,</p>		X	<p>Teacher Subscription: Presentation – Activity Progressivism on the National Stage</p>

<p>including:</p> <ul style="list-style-type: none"> • New Freedom • Federal Reserve Act • Creation of the National Park Service • Clayton Antitrust Act of 1914 			<p>Teacher Subscription: Presentation – Activity Reading – Primary Source – President Woodrow Wilson’s “Peace Without Victory” Speech (1917) From Neutrality to War Student Text – Explore – Conservation in the United States Progressivism on the National Stage Student Text – Section 1 – The Origins of Progressivism The Progressives Respond Student Text – Section 1 – Three Progressive Presidents Progressivism on the National Stage Student Text – Section 3 – Reforming the National Government Progressivism on the National Stage</p>
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<p>US.20 Describe the movement to achieve suffrage for women, including the significance of:</p> <ul style="list-style-type: none"> • Leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul • Activities of suffragists • Passage of the 19th Amendment, including the role of Tennessee • Legacy of Susan B. Anthony 		X	<p>Teacher Subscription: Presentation – Activity Progressivism on the National Stage Passing the Nineteenth Amendment Civics Library Reading – Explore – Extending Citizenship and Voting Rights Citizen Participation in a Democracy Student Text – Primary Source – The Declaration of Sentiments” Adopted by the Women’s Rights Convention in Seneca Falls, New York (1848) Changes in a Young Nation Student Text – Section 1 – Women Demand Equality The Widening Struggle The Progressives Respond Student Text – Section 4 – Women Move Toward Greater Equality Popular Culture in the Roaring Twenties Unit Project – Timeline Challenge The Roaring Twenties and the Great Depression (1914–1944) Student Text – Explore – Tennessee and the Nineteenth Amendment The Progressives Respond</p>
<p>US.21 Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials</p>		X	<p>Teacher Subscription: Presentation – Activity Foreign Policy: Setting a Course of Expansionism</p>

<p>and new markets, American nationalism, and yellow journalism.</p>			<p>Teacher Subscription: Presentation – Activity Acquiring and Managing Global Power Student Text – Differing Viewpoints – Should the U.S. Become an Imperialist Power? Foreign Policy: Setting a Course of Expansionism Student Text – Section 1 – The United States Tries to Stay Neutral From Neutrality to War Student Text – Section 2 – The United States Pursues a Policy of Territorial Expansion Foreign Policy: Setting a Course of Expansionism Student Text – Section 2 – U.S. Involvement in Latin America Acquiring and Managing Global Power Student Text – Section 3 – The United States Declares a "War to End All Wars" From Neutrality to War Student Text – Section 3 – U.S. Involvement in Asia and the Pacific Acquiring and Managing Global Power Student Text – Section 4 – A New Power on the World Stage The Spanish–American War Unit Project – Timeline Challenge Expanding American Global Influence (1796–1921)</p>
<p>US.22 Compare and contrast the arguments of imperialists and non-imperialists of the period.</p>		<p>X</p>	<p>Student Text – Section 2 – Engaging the World in an Era of Isolationism The Politics of Normalcy Student Text – Section 2 – Military Aggression Meets a Weak Response Origins of World War II Student Text – Section 3 – The Republican Boom Years The Politics of Normalcy Student Text – Section 4 – The United States Enters World War II Origins of World War II Student Text – Summary The Politics of Normalcy Student Text – Summary Origins of World War II</p>

			<p>Unit Project – Timeline Challenge World War II and the Cold War (1917–1960)</p> <p>Unit Project – Timeline Challenge The Roaring Twenties and the Great Depression (1914–1944)</p>
<p>US.23 Describe the effects of American imperialism, including:</p> <ul style="list-style-type: none"> • Spanish-American War • Annexation of Hawaii • Panama Canal • Philippine Insurrection • Access to Cuba • Roosevelt Corollary 		X	<p>Teacher Subscription: Presentation – Activity Acquiring and Managing Global Power</p> <p>Teacher Subscription: Presentation – Activity Foreign Policy: Setting a Course of Expansionism</p> <p>Reading – Primary Source – The Roosevelt Corollary (1904) Acquiring and Managing Global Power</p> <p>Student Text – Section 1 – Trouble Brewing in Cuba The Spanish–American War</p> <p>Student Text – Section 2 – Americans Call for War with Spain The Spanish–American War</p> <p>Student Text – Section 2 – The United States Pursues a Policy of Territorial Expansion Foreign Policy: Setting a Course of Expansionism</p> <p>Student Text – Section 2 – U.S. Involvement in Latin America Acquiring and Managing Global Power</p> <p>Student Text – Section 3 – U.S. Involvement in Asia and the Pacific Acquiring and Managing Global Power</p> <p>Student Text – Section 4 – A New Power on the World Stage The Spanish–American War</p> <p>Unit Project – Timeline Challenge Expanding American Global Influence (1796–1921)</p>
<p>US.24 Compare and contrast the motivations behind President Theodore Roosevelt’s Big Stick diplomacy (i.e., militarism/expansionism), President William Howard Taft’s Dollar Diplomacy (i.e., economics), and President Woodrow Wilson’s Moral Diplomacy (i.e., nationalism).</p>		X	<p>Teacher Subscription: Presentation – Activity Acquiring and Managing Global Power</p> <p>Teacher Subscription: Presentation – Activity Progressivism on the National Stage</p> <p>Reading – Primary Source – Dollar Diplomacy (1912) Acquiring and Managing Global Power</p> <p>Student Text – Primary Source – Assemblyman Theodore Roosevelt’s “The Duties of American Citizenship” Speech (1883) Progressivism on the National Stage</p> <p>Student Text – Section 1 – Three Presidents, Three Foreign</p>

			<p>Policies Acquiring and Managing Global Power Student Text – Section 1 – Three Progressive Presidents Progressivism on the National Stage Student Text – Section 2 – Addressing the Effects of Industrialization Progressivism on the National Stage Student Text – Section 3 – Reforming the National Government Progressivism on the National Stage Unit Project – Timeline Challenge Expanding American Global Influence (1796–1921)</p>
<p>US.25 Explain the causes of World War I, including militarism, alliances, nationalism, imperialism, assassination, and the reasons for the initial declaration of U.S. neutrality.</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity From Neutrality to War Student Text – Section 1 – The United States Tries to Stay Neutral From Neutrality to War Student Text – Summary From Neutrality to War</p>
<p>US.26 Explain the reasons for U.S. entry into World War I, including the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations.</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Course and Conduct of World War I Student Text – Section 1 – A War of Firsts for the United States The Course and Conduct of World War I Student Text – Section 1 – Mobilizing Public Opinion in Favor of War The Home Front Student Text – Section 1 – Wilson's Vision for World Peace The Treaty of Versailles: To Ratify or Reject? Student Text – Section 2 – Challenges to the U.S. Policy of Neutrality From Neutrality to War Student Text – Section 2 – New Technologies Change the Way War is Fought The Course and Conduct of World War I Student Text – Section 2 – Transforming the Economy for the War Effort The Home Front</p>

			<p>Student Text – Section 3 – The United States Declares a "War to End All Wars" From Neutrality to War Unit Project – Timeline Challenge Expanding American Global Influence (1796–1921)</p>
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<p>US.27 Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006):</p> <ul style="list-style-type: none"> • Trench warfare • Use of new weapons and technology • John J. Pershing • Harlem Hell Fighters • Alvin C. York 		X	<p>Teacher Subscription: Presentation – Activity The Treaty of Versailles: To Ratify or Reject? Teacher Subscription: Presentation – Activity The Home Front Teacher Subscription: Presentation – Activity The Course and Conduct of World War I Student Text – Section 1 – A War of Firsts for the United States The Course and Conduct of World War I Student Text – Section 2 – New Technologies Change the Way War is Fought The Course and Conduct of World War I Student Text – Section 2 – Transforming the Economy for the War Effort The Home Front Student Text – Section 3 – Fighting for Democracy on the Home Front The Home Front Student Text – Section 4 – Enforcing Loyalty Among All Americans The Home Front Unit Project – Timeline Challenge Expanding American Global Influence (1796–1921) Reading – Alvin C. York Biography Library</p>
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<p>US.28 Analyze the political, economic, and social ramifications of World War I on the home front, including:</p> <ul style="list-style-type: none"> • Role played by women and minorities • Voluntary rationing • Committee on Public Information (i.e., Creel Committee) • Opposition by conscientious objectors • Schenck v. United States decision 		X	<p>Teacher Subscription: Presentation – Activity The Home Front Reading – Explore – Government Restrictions on Your Rights The Bill of Rights and Civil Liberties Reading – Perspectives – Wartime Experiences at Home and Abroad The Home Front</p>
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			<p>Student Text – Current Connections – Defining the Limits of Free Speech The Home Front</p> <p>Student Text – Section 1 – Mobilizing Public Opinion in Favor of War The Home Front</p> <p>Student Text – Section 2 – Transforming the Economy for the War Effort The Home Front</p> <p>Student Text – Section 3 – Fighting for Democracy on the Home Front The Home Front</p> <p>Student Text – Section 4 – Enforcing Loyalty Among All Americans The Home Front</p> <p>Unit Project – Timeline Challenge Expanding American Global Influence (1796–1921)</p>
<p>US.29 Analyze the significance of President Woodrow Wilson’s contributions to the Treaty of Versailles, including the Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics.</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Treaty of Versailles: To Ratify or Reject?</p> <p>Teacher Subscription: Presentation – Activity Understanding Postwar Tensions</p> <p>Student Text – Primary Source – Woodrow Wilson’s Fourteen Points The Treaty of Versailles: To Ratify or Reject?</p> <p>Student Text – Section 1 – Wilson’s Vision for World Peace The Treaty of Versailles: To Ratify or Reject?</p> <p>Student Text – Section 2 – Engaging the World in an Era of Isolationism The Politics of Normalcy</p> <p>Student Text – Section 2 – Ideals Versus Self-Interest at Versailles The Treaty of Versailles: To Ratify or Reject?</p> <p>Student Text – Section 3 – The Great Debate About Ratification The Treaty of Versailles: To Ratify or Reject?</p> <p>Student Text – Section 4 – A Divided Senate Decides the Treaty’s Fate The Treaty of Versailles: To Ratify or Reject?</p>

			<p>Unit Project - Timeline Challenge Expanding American Global Influence (1796–1921)</p>
<p>US.30 Analyze the impact of the Great Migration of African Americans that began in the post-World War I era from the rural South to the industrial regions of the Northeast and Midwest. (T.C.A. § 49-6-1006)</p>		X	<p>Student Text - Section 3 - Americans Adjust to Postwar Life The Aftermath of World War II Student Text - Section 3 - Fighting for Democracy on the Home Front The Home Front Student Text - Summary The Home Front Unit Project - Unit Introduction Industrialism and Reform (1840–1920)</p>
<p>US.31 Describe the growth and effects that radio and movies played in the emergence of popular culture, such as advertising, celebrities, news, and entertainment.</p>		X	<p>Teacher Subscription: Presentation - Activity The Clash Between Traditionalism and Modernism Teacher Subscription: Presentation - Activity Popular Culture in the Roaring Twenties Explore - Tennessee and the Music Industry The Emergence of a Counter Culture Reading - Explore - Florida in the 1920s Popular Culture in the Roaring Twenties Student Text - Section 1 - Americans Buy into a Consumer Culture Popular Culture in the Roaring Twenties Student Text - Section 2 - Generations Clash over the New Youth Culture The Clash Between Traditionalism and Modernism Student Text - Section 3 - Mass Media Shape American Popular Culture Popular Culture in the Roaring Twenties Student Text - Section 5 - African American Musicians Launch the Jazz Age Popular Culture in the Roaring Twenties Student Text - Section 5 - Enduring Racial and Religious Tensions Understanding Postwar Tensions Student Text - Section 6 - Writers and Artists in the 1920s Popular Culture in the Roaring Twenties Student Text - Section 7 - Sports Heroes Create a Country of</p>

				<p>Fans Popular Culture in the Roaring Twenties Unit Project - Timeline Challenge The Roaring Twenties and the Great Depression (1914–1944)</p>
<p>US.32 Examine how the use of the radio helped grow the 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)</p>			X	<p>Teacher Subscription: Presentation - Activity The Clash Between Traditionalism and Modernism Teacher Subscription: Presentation - Activity Popular Culture in the Roaring Twenties Student Text - Section 3 - Mass Media Shape American Popular Culture Popular Culture in the Roaring Twenties Student Text - Section 5 - African American Musicians Launch the Jazz Age Popular Culture in the Roaring Twenties Unit Project - Timeline Challenge The Roaring Twenties and the Great Depression (1914–1944) Student Text - Explore - Tennessee and the Music Industry The Emergence of a Counter Culture Explore - Tennessee and the Music Industry The Emergence of a Counter Culture</p>
<p>US.33 Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity.</p>			X	<p>Student Text - Biography - Inventions Improve Life for Many The Age of Innovation and Industry Student Text - Section 1 - New Inventions and Technologies The Age of Innovation and Industry Student Text - Section 2 - Americans Take to the Air and Roads Popular Culture in the Roaring Twenties</p>
<p>US.34 Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society.</p>			X	<p>Reading - Primary Source - "Factory Facts from Ford" (1915) The Politics of Normalcy Student Text - Biography - Inventions Improve Life for Many The Age of Innovation and Industry Student Text - Section 3 - The Republican Boom Years The Politics of Normalcy Student Text - Section 1 - New Inventions and Technologies The Age of Innovation and Industry Student Text - Section 2 - Americans Take to the Air and</p>

			<p>Roads Popular Culture in the Roaring Twenties Student Text – Section 2 – An Explosion of Industrial Growth The Age of Innovation and Industry Student Text – Section 2 – Why Study History? What Is History? Student Text – Section 3 – The Republican Boom Years The Politics of Normalcy Student Text – Section 5 – The Triumph of the Automobile Peace, Prosperity, and Progress Student Text – Summary Popular Culture in the Roaring Twenties Unit Project – Timeline Challenge The Roaring Twenties and the Great Depression (1914–1944)</p>
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<p>US.35 Analyze the impact of the Harlem Renaissance and its important figures on American culture, including (T.C.A. § 49-6- 1006):</p> <ul style="list-style-type: none"> • Louis Armstrong • Duke Ellington • Langston Hughes • Zora Neale Hurston • James Weldon Johnson 		X	<p>Teacher Subscription: Presentation – Activity Popular Culture in the Roaring Twenties Student Text – Section 5 – African American Musicians Launch the Jazz Age Popular Culture in the Roaring Twenties Student Text – Section 6 – Writers and Artists in the 1920s Popular Culture in the Roaring Twenties Student Text – Summary Popular Culture in the Roaring Twenties Unit Project – Timeline Challenge The Roaring Twenties and the Great Depression (1914–1944)</p>
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<p>US.36 Describe changes and limitations 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.</p>		X	<p>Teacher Subscription: Presentation – Activity Popular Culture in the Roaring Twenties Student Text – Section 1 – Americans Buy into a Consumer Culture Popular Culture in the Roaring Twenties Student Text – Section 3 – Mass Media Shape American Popular Culture Popular Culture in the Roaring Twenties Student Text – Section 3 – The Republican Boom Years The Politics of Normalcy Student Text – Section 3 – Wets and Dries Clash over</p>
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			<p>Prohibition The Clash Between Traditionalism and Modernism Student Text - Section 4 - Modernists and Traditionalists Clash over Evolution The Clash Between Traditionalism and Modernism Student Text - Section 4 - Women Move Toward Greater Equality Popular Culture in the Roaring Twenties Unit Project - Inquiry Project The Roaring Twenties and the Great Depression (1914–1944) Unit Project - Timeline Challenge The Roaring Twenties and the Great Depression (1914–1944)</p>
<p>US.37 Examine challenges and advancements related to the push for civil liberties, including (T.C.A. § 49-6-1006):</p> <ul style="list-style-type: none"> • First Red Scare • Immigration Quota Acts of the 1920s • Resurgence of the Ku Klux Klan • Black Wallstreet and Tulsa Massacre • Rise of the NAACP • Efforts of Ida B. Wells-Barnett • Emergence of Garveyism 		X	<p>Teacher Subscription: Presentation - Activity Segregation in the Post-World War II Period Teacher Subscription: Presentation - Activity Understanding Postwar Tensions Teacher Subscription: Presentation - Activity Changes in a Young Nation Perspective - Racial Tensions in Oklahoma - Understanding Post War Tensions Student Text - Section 1 - A Boycott in Montgomery Inspires a Movement The Civil Rights Revolution: "Like a Mighty Stream" Student Text - Section 4 - Increasing Social Tensions Understanding Postwar Tensions Student Text - Section 4 - Progressives Confront Social Inequality The Progressives Respond Student Text - Section 5 - Enduring Racial and Religious Tensions Understanding Postwar Tensions Student Text - Section 5 - Immigration from North and South Through Ellis Island and Angel Island: The Immigrant Experience Unit Project - Timeline Challenge Industrialism and Reform (1840–1920)</p>

<p>US.38 Describe the Scopes Trial of 1925, including the major figures (i.e., John Scopes, William Jennings Bryan, and Clarence Darrow), two sides of the controversy (i.e., fundamentalism and modernism), the outcome, and the legacy</p>			<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Clash Between Traditionalism and Modernism Student Text – Section 4 – Modernists and Traditionalists Clash over Evolution The Clash Between Traditionalism and Modernism Student Text – Summary The Clash Between Traditionalism and Modernism</p>
<p>US.39 Describe the impacts of the 18th Amendment and Prohibition on American society, including the rise of organized crime, bootlegging, speakeasies, and the eventual repeal with the 21st Amendment</p>			<p>X</p>	<p>Student Text – Section 3 – Reforming the National Government Progressivism on the National Stage Student Text – Section 3 – Wets and Drys Clash over Prohibition The Clash Between Traditionalism and Modernism Student Text – Section 5 – Social Tensions Uncovering Problems at the Turn of the Century Student Text – Summary The Clash Between Traditionalism and Modernism Student Text – Summary Progressivism on the National Stage</p>
<p>US.40 Analyze the advantages and disadvantages of President Warren G. Harding's and President Calvin Coolidge's economic policies and their impact on culture of the United States as a result of credit expansion, consumerism, and financial speculation.</p>			<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Politics of Normalcy Teacher Subscription: Presentation – Activity The Causes of the Great Depression Student Text – Section 1 – A Republican Era Begins The Politics of Normalcy Student Text – Section 1 – A Shaky Stock Market Triggers a Banking Crisis The Causes of the Great Depression Student Text – Section 1 – Americans Buy into a Consumer Culture Popular Culture in the Roaring Twenties Student Text – Section 1 – Emerging Economic Tensions Understanding Postwar Tensions Student Text – Section 2 – Rising Labor Tensions Understanding Postwar Tensions Student Text – Section 3 – The Republican Boom Years The Politics of Normalcy Unit Project – Timeline Challenge</p>

			The Roaring Twenties and the Great Depression (1914–1944)
<p>US.41 Analyze the causes of the Great Depression, including:</p> <ul style="list-style-type: none"> • Bank failures • Laissez-faire politics • Buying on margin • Overextension of credit • Crash of the stock market • Overproduction in agriculture • Excess consumerism in manufacturing • High tariffs • Rising unemployment 		X	<p>Teacher Subscription: Presentation – Activity The Response to the Economic Collapse</p> <p>Teacher Subscription: Presentation – Activity The Causes of the Great Depression</p> <p>Student Text – Current Connections – Speculative Bubbles: Past, Present, and Future The Causes of the Great Depression</p> <p>Student Text – Introduction The Causes of the Great Depression</p> <p>Student Text – Section 1 – A Shaky Stock Market Triggers a Banking Crisis The Causes of the Great Depression</p> <p>Student Text – Section 2 – Too Much for Sale, Too Little to Spend The Causes of the Great Depression</p> <p>Student Text – Section 3 – Government Actions Make a Bad Situation Worse The Causes of the Great Depression</p> <p>Student Text – Summary The Causes of the Great Depression</p> <p>Unit Project – Unit Introduction The Roaring Twenties and the Great Depression (1914–1944)</p>

<p>US.42 Explain the causes of the Dust Bowl, and its social, geographic, and economic impacts</p>		X	<p>Student Text – Literature – The Works of John Steinbeck The Human Impact of the Great Depression</p> <p>Student Text – Section 3 – Natural Disasters Intensify the Suffering The Human Impact of the Great Depression</p> <p>Student Text – Summary The Human Impact of the Great Depression</p> <p>Teacher Subscription: Presentation – Activity The Human Impact of the Great Depression</p>
<p>US.43 Describe the impact of the Great Depression on the American people, including mass unemployment, migration, and Hoovervilles</p>		X	<p>Teacher Subscription: Presentation – Activity The Human Impact of the Great Depression</p> <p>Teacher Subscription: Presentation – Activity</p>

			<p>The Response to the Economic Collapse Student Text – Explore – Social Effects of the Great Depression The Human Impact of the Great Depression Student Text – Literature – The Works of John Steinbeck The Human Impact of the Great Depression Student Text – Primary Source – FDR's First Inaugural Address The Response to the Economic Collapse Student Text – Section 2 – "Ill-Housed, Ill-Clad, Ill-Nourished" The Human Impact of the Great Depression Student Text – Section 2 – Hoover's Conservative Response to Hard Times The Response to the Economic Collapse Student Text – Section 3 – FDR Launches the New Deal's First Hundred Days The Response to the Economic Collapse Student Text – Section 3 – Natural Disasters Intensify the Suffering The Human Impact of the Great Depression Student Text – Section 4 – Coping with Hard Times The Human Impact of the Great Depression Unit Project – Timeline Challenge The Roaring Twenties and the Great Depression (1914–1944)</p>
<p>US.44 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."</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Response to the Economic Collapse Student Text – Section 2 – Hoover's Conservative Response to Hard Times The Response to the Economic Collapse Student Text – Summary The Response to the Economic Collapse</p>

<p>US.45 Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including:</p> <ul style="list-style-type: none"> • Agricultural Adjustment Act • Civilian Conservation Corps • Securities and Exchange Commission • Fair Labor Standards Act • Social Security • Federal Deposit Insurance • Tennessee Valley Authority • Works Progress Administration • National Recovery Administration 			<p>X</p>	<p>Student Text – Explore – The New Deal and Water The New Deal and Its Legacy</p> <p>Student Text – Introduction The New Deal and Its Legacy</p> <p>Student Text – Section 1 – The First New Deal The New Deal and Its Legacy</p> <p>Student Text – Section 2 – Protests and Political Challenges The New Deal and Its Legacy</p> <p>Student Text – Section 3 – FDR Launches the New Deal’s First Hundred Days The Response to the Economic Collapse</p> <p>Student Text – Section 3 – The Second New Deal The New Deal and Its Legacy</p> <p>Student Text – Section 4 – Social and Political Impacts The New Deal and Its Legacy</p> <p>Student Text – Section 5 – Legacy of the New Deal The New Deal and Its Legacy</p> <p>Unit Project – Timeline Challenge The Roaring Twenties and the Great Depression (1914–1944)</p>
<p>US.46 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.</p>			<p>X</p>	<p>Student Text – Explore – The New Deal and Water The New Deal and Its Legacy</p> <p>Student Text – Section 2 – The Labor Movement Labor’s Response to Industrialism</p> <p>Student Text – Section 3 – The Second New Deal The New Deal and Its Legacy</p> <p>Student Text – Section 4 – Social and Political Impacts The New Deal and Its Legacy</p> <p>Student Text – Section 5 – Legacy of the New Deal The New Deal and Its Legacy</p>
<p>US.47 Explain the rise and spread of fascism, communism, and totalitarianism internationally, including the following leaders:</p> <ul style="list-style-type: none"> • Adolf Hitler • Benito Mussolini • Joseph Stalin • Hideki Tojo 			<p>X</p>	<p>Teacher Subscription: Presentation – Activity Origins of World War II</p> <p>Reading – Explore – Case Studies in Communism Comparing Forms of Government</p> <p>Student Text – Explore – World War II in the Philippines Fighting World War II</p> <p>Student Text – Section 1 – Dictators and Militarists Rise to</p>

			<p>Power Origins of World War II Student Text - Section 1 - Preparing for War in Europe Fighting World War II Student Text - Section 2 - Military Aggression Meets a Weak Response Origins of World War II Student Text - Section 2 - War in Europe, 1942-1945 Fighting World War II Student Text - Section 3 - Hitler Plunges Europe into War Origins of World War II Student Text - Section 4 - The United States Enters World War II Origins of World War II The Holocaust (6-12) Civics Library The Holocaust (K-5) Civics Library</p>
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<p>US.48 Explain the progression of key events and President Franklin D. Roosevelt's response to world crises that lead to U.S. entry into World War II, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, the Lend-Lease Act, and Pearl Harbor.</p>		<p>X</p>	<p>Teacher Subscription: Presentation - Activity Origins of World War II Student Text - Explore - World War II in the Philippines Fighting World War II Student Text - Primary Source - Franklin D. Roosevelt's "Day Which Will Live in Infamy" Speech Origins of World War II Student Text - Primary Source - FDR's Communication with the Nation Fighting World War II Student Text - Primary Source - FDR's "Four Freedoms" Speech, 1941 The Impact of World War II on Americans Student Text - Section 1 - The End of Isolationism The Aftermath of World War II Student Text - Section 2 - American GIs Go to War The Impact of World War II on Americans Student Text - Section 2 - Military Aggression Meets a Weak Response</p>
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			<p>Origins of World War II Student Text – Section 4 – The United States Enters World War II Origins of World War II Unit Project – Timeline Challenge World War II and the Cold War (1917–1960) Lend-Lease Act (1941) Primary Source Library</p>
<p>US.49 Analyze the response of the United States 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.</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity U.S. Foreign Policy in a Global Age Teacher Subscription: Presentation – Activity Fighting World War II Student Text – Current Connections – Holding Leaders Accountable for Their Actions The Aftermath of World War II Student Text – Explore – Aghet: The Armenian Genocide The Course and Conduct of World War I Student Text – Section 1 – Preparing for War in Europe Fighting World War II Student Text – Section 2 – War in Europe, 1942–1945 Fighting World War II Student Text – Section 6 – Jewish Americans and the War The Impact of World War II on Americans Student Text – Summary Fighting World War II The Holocaust (6–12) Civics Library The Holocaust (K–5) Civics Library</p>

<p>US.50 Explain the role of key figures, geography and military factors on the outcomes of battles in the Pacific, European, and North African theaters of war, including:</p> <ul style="list-style-type: none"> • Winston Churchill • Dwight D. Eisenhower • Douglas MacArthur • George Patton • President Harry S. Truman • Battles of Midway, Iwo Jima, and Okinawa • Normandy • Battle of the Bulge • Invasion of Sicily • Actions of the 101st Airborne 			<p>X</p> <p>Teacher Subscription: Presentation – Activity Fighting World War II</p> <p>Student Text – Explore – World War II in the Philippines Fighting World War II</p> <p>Student Text – Introduction Fighting World War II</p> <p>Student Text – Section 1 – Postwar Politics: Readjustments and Challenges Peace, Prosperity, and Progress</p> <p>Student Text – Section 2 – War in Europe, 1942–1945 Fighting World War II</p> <p>Student Text – Section 3 – Confronting the Communist Threat Origins of the Cold War</p> <p>Student Text – Section 3 – Preparing for War in the Pacific Fighting World War II</p> <p>Student Text – Section 4 – The United States Enters World War II Origins of World War II</p> <p>Student Text – Section 4 – War in the Pacific, 1942–1945 Fighting World War II</p> <p>Unit Project – Timeline Challenge World War II and the Cold War (1917–1960)</p> <p>Student Text – Biographies – The 101st Airborne Biography Library</p>
<p>US.51 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers.</p>			<p>X</p> <p>Teacher Subscription: Presentation – Activity World War II and the Cold War</p> <p>Reading – Explore – Extending Citizenship and Voting Rights Citizen Participation in a Democracy</p> <p>Student Text – Section 2 – Small Steps Toward Equality Segregation in the Post–World War II Period</p> <p>Student Text – Section 5 – African Americans Fight for Two Victories The Impact of World War II on Americans</p> <p>Student Text – Summary Segregation in the Post–World War II Period</p> <p>Student Text – Summary The Impact of World War II on Americans</p>

<p>US.52 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)te</p>			<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Impact of World War II on Americans Reading – Explore – Extending Citizenship and Voting Rights Citizen Participation in a Democracy Student Text – Primary Source – Supreme Court Decisions: Enforcing Desegregation in Oklahoma Segregation in the Post–World War II Period Student Text – Section 1 – Postwar Politics: Readjustments and Challenges Peace, Prosperity, and Progress Student Text – Section 2 – Small Steps Toward Equality Segregation in the Post–World War II Period Student Text – Section 3 – The Courts Begin to Dismantle Segregation Segregation in the Post–World War II Period Student Text – Section 4 – Social and Political Impacts The New Deal and Its Legacy Student Text – Section 5 – African Americans Fight for Two Victories The Impact of World War II on Americans Student Text – Summary The Impact of World War II on Americans Student Text – Summary Segregation in the Post–World War II Period Student Text – Primary Source – Executive Order 8802 The Impact of World War II on Americans</p>
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<p>US.53 Explore the effects of the large-scale growth of women entering the work force and military during World War II and the subsequent impact on American society, including Rosie the Riveter, Cornelia Fort, and the Women's Army Corp.</p>			<p>X</p>	<p>Student Text – Section 1 – Women Demand Equality The Widening Struggle Student Text – Section 2 – Americans Take to the Air and Roads Popular Culture in the Roaring Twenties Student Text – Section 4 – Women Continue their Struggle for Equality Politics and Society in the "Me Decade" Student Text – Section 4 – Women Move Toward Greater Equality Popular Culture in the Roaring Twenties</p>
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			<p>Student Text – Section 4 – Women at War The Impact of World War II on Americans</p> <p>Student Text – Section 5 – The Contributions of Women to the War Effort The Civil War</p> <p>Unit Project – Timeline Challenge The Roaring Twenties and the Great Depression (1914–1944)</p> <p>Student Text – Biography – Cornelia Fort Biography Library</p>
<p>US.54 Describe the constitutional issues, conditions, and impact of the internment of Japanese Americans on the United States, including the <i>Fred Korematsu v. United States of America</i> decision.</p>		X	<p>Teacher Subscription: Presentation – Activity The Impact of World War II on Americans</p> <p>Reading – Explore – Government Restrictions on Your Rights The Bill of Rights and Civil Liberties</p> <p>Student Text – Section 3 – The Internment of Japanese Americans The Impact of World War II on Americans</p> <p>Student Text – Summary The Impact of World War II on Americans</p>
<p>US.55 Describe the war’s impact on the home front, including:</p> <ul style="list-style-type: none"> • Rationing • Bracero program • Zoot Suit Riots • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial areas 		X	<p>Teacher Subscription: Presentation – Activity The Impact of World War II on Americans</p> <p>Student Text – Section 2 – Transforming the Economy for the War Effort The Home Front</p> <p>Student Text – Section 3 – Mass Media Shape American Popular Culture The Home Front</p> <p>Student Text – Section 4 – Modernists and Traditionalists Clash over Evolution The Clash Between Traditionalism and Modernism</p> <p>Student Text – Section 7 – Mexican Americans Leave the Fields for War Work The Impact of World War II on Americans</p>
<p>US.56 Describe the Manhattan Project, including Oak Ridge, Los Alamos, and Hanford, and explain President Truman's rationale for using the atomic bomb to end the war.</p>		X	<p>Teacher Subscription: Presentation – Activity Fighting World War II</p> <p>Student Text – Section 4 – War in the Pacific, 1942–1945 Fighting World War II</p>

				<p>Student Text – Summary Fighting World War II</p>
<p>US.57 Explain the major outcomes of the Yalta and Potsdam Conferences (e.g., the separation of Germany, emergence of the threat of the atomic bomb, dispersal of Eastern European nations, and rising tensions between the United States and Soviet Union).</p>			X	<p>Teacher Subscription: Presentation – Activity Origins of the Cold War Reading – Primary Source – Yalta Conference Agreement (1945) Origins of the Cold War Student Text – Section 1 – Forming an Uneasy Peace Origins of the Cold War Student Text – Summary Origins of the Cold War</p>
<p>US.58 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.</p>			X	<p>Teacher Subscription: Presentation – Activity The Aftermath of World War II Student Text – Section 1 – The End of Isolationism The Aftermath of World War II Student Text – Summary The Aftermath of World War II Unit Project – Timeline Challenge World War II and the Cold War (1917–1960)</p>
<p>US.59 Describe the competition between the United States and the Soviet Union in arms development, economic dominance, and ideology, including the roles of the United Nations, NATO, and the Warsaw Pact.</p>			X	<p>Teacher Subscription: Presentation – Activity Origins of the Cold War Teacher Subscription: Presentation – Activity Fighting the Cold War at Home Teacher Subscription: Presentation – Activity The Cold War Expands Reading – Explore – The Cold War Impacts Florida Fighting the Cold War at Home Student Text – Current Connections – Looking at MAD Today The Cold War Expands Student Text – Section 1 – Europe Feels the Heat of the Cold War The Cold War Expands Student Text – Section 2 – Adjusting to a Postwar World Origins of the Cold War Student Text – Section 2 – Living with Nuclear Anxiety Fighting the Cold War at Home</p>

			<p>Student Text – Section 3 – The Cold War Winds Down Ending the Cold War</p> <p>Student Text – Section 4 – An Arms Race Threatens Global Destruction The Cold War Expands</p>
<p>US.60 Analyze the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.</p>		X	<p>Teacher Subscription: Presentation – Activity The Cold War Expands</p> <p>Teacher Subscription: Presentation – Activity Origins of the Cold War</p> <p>Reading – Primary Source – The Truman Doctrine (1947) Origins of the Cold War</p> <p>Student Text – Section 1 – Europe Feels the Heat of the Cold War The Cold War Expands</p> <p>Student Text – Section 3 – Confronting the Communist Threat Origins of the Cold War</p> <p>Student Text – Section 4 – Rebuilding European Economies Origins of the Cold War</p> <p>Student Text – Summary Origins of the Cold War</p> <p>Student Text – Summary The Cold War Expands</p> <p>Unit Project – Timeline Challenge World War II and the Cold War (1917–1960)</p>
<p>US.61 Describe the causes, course, and consequences of the Korean War, including:</p> <ul style="list-style-type: none"> • Domino theory • Entry of communist China • 38th parallel • Final division of the Korean Peninsula 		X	<p>Teacher Subscription: Presentation – Activity The Cold War Expands</p> <p>Student Text – Explore – Korea After the Korean War The Cold War Expands</p> <p>Student Text – Explore – North Korea and South Korea in the Modern World The Cold War Expands</p> <p>Student Text – Section 2 – Choosing Sides: The Cold War Turns Hot in Asia The Cold War Expands</p> <p>Student Text – Summary The Cold War Expands</p> <p>Unit Project – Timeline Challenge</p>

<p>US.62 Explain how containment influenced Cold War policies during Dwight D. Eisenhower’s administration, including brinkmanship, “peaceful coexistence,” and the issue of the military-industrial complex.</p>			X	<p>Teacher Subscription: Presentation – Activity The Cold War Expands</p> <p>Teacher Subscription: Presentation – Activity Origins of the Cold War</p> <p>Student Text – Explore – Korea After the Korean War The Cold War Expands</p> <p>Student Text – Section 1 – Europe Feels the Heat of the Cold War The Cold War Expands</p> <p>Student Text – Section 2 – Adjusting to a Postwar World Origins of the Cold War</p> <p>Student Text – Section 2 – Choosing Sides: The Cold War Turns Hot in Asia The Cold War Expands</p> <p>Student Text – Section 2 – Johnson Inherits the Vietnam Problem The United States Gets Involved in Vietnam</p> <p>Student Text – Section 3 – Confronting the Communist Threat Origins of the Cold War</p> <p>Student Text – Section 3 – Fighting the Cold War in Other Parts of the World The Cold War Expands</p> <p>Student Text – Section 4 – An Arms Race Threatens Global Destruction The Cold War Expands</p> <p>Reading – Current Connections: Looking at MAD Today The Cold War Expands</p>
<p>US.63 Analyze the causes and effects of the Second Red Scare, including Americans' attitudes toward McCarthyism, blacklisting, House Un-American Activities Committee (i.e., HUAC), and Julius and Ethel Rosenberg</p>			X	<p>Teacher Subscription: Presentation – Activity Fighting the Cold War at Home</p> <p>Student Text – Section 1 – Searching for Communists on the Home Front Fighting the Cold War at Home</p> <p>Student Text – Summary Fighting the Cold War at Home</p> <p>Unit Project – Timeline Challenge</p>

			World War II and the Cold War (1917–1960)
<p>US.64 Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the “suburban ideal,” the impacts of and disproportionate access to the G.I. Bill, and the increased reliance on foreign oil.</p>		X	<p>Teacher Subscription: Presentation – Activity Peace, Prosperity, and Progress</p> <p>Reading – Perspectives – Rebellious Against Conformity Peace, Prosperity, and Progress</p> <p>Student Text – Introduction Peace, Prosperity, and Progress</p> <p>Student Text – Section 2 – Economic Growth Creates an Age of Affluence Peace, Prosperity, and Progress</p> <p>Student Text – Section 4 – Population Shifts to Suburbs and Sunbelt States Peace, Prosperity, and Progress</p> <p>Student Text – Section 5 – The Triumph of the Automobile Peace, Prosperity, and Progress</p> <p>Student Text – Section 6 – Technological Advances Transform Everyday Life Peace, Prosperity, and Progress</p> <p>Student Text – Summary Peace, Prosperity, and Progress</p>
<p>US.65 Explain the impact of the baby boomer generation on the U.S. economy and culture.</p>		X	<p>Teacher Subscription: Presentation – Activity Peace, Prosperity, and Progress</p> <p>Student Text – Section 3 – Marriage, Families, and a Baby Boom Peace, Prosperity, and Progress</p> <p>Student Text – Summary Peace, Prosperity, and Progress</p>
<p>US.66 Describe domestic developments during Dwight D. Eisenhower's administration, including:</p> <ul style="list-style-type: none"> • Polio vaccine • Interstate Highway System • Growth of suburbia • Hotel chains • Fast food chains 		X	<p>Teacher Subscription: Presentation – Activity Peace, Prosperity, and Progress</p> <p>Reading – Perspectives – Rebellious Against Conformity Peace, Prosperity, and Progress</p> <p>Student Text – Biography – American Scientists and Inventors The Age of Innovation and Industry</p> <p>Student Text – Biography – Inventions Improve Life for Many The Age of Innovation and Industry</p>

			<p>Student Text – Section 1 – Postwar Politics: Readjustments and Challenges Peace, Prosperity, and Progress</p> <p>Student Text – Section 4 – Population Shifts to Suburbs and Sunbelt States Peace, Prosperity, and Progress</p> <p>Student Text – Section 5 – The Triumph of the Automobile Peace, Prosperity, and Progress</p> <p>Student Text – Section 6 – Technological Advances Transform Everyday Life Peace, Prosperity, and Progress</p> <p>Student Text – Summary Peace, Prosperity, and Progress</p>
<p>US.67 Analyze the increasing impact of television and mass media on American homes, politics, and the economy</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Aftermath of World War II</p> <p>Teacher Subscription: Presentation – Activity Peace, Prosperity, and Progress</p> <p>Student Text – Section 2 – Economic Growth Creates an Age of Affluence Peace, Prosperity, and Progress</p> <p>Student Text – Section 2 – The Landscape of Poverty in a "Land of Plenty" Two Americas</p> <p>Student Text – Section 3 – Americans Adjust to Postwar Life The Aftermath of World War II</p> <p>Student Text – Section 3 – Marriage, Families, and a Baby Boom Peace, Prosperity, and Progress</p> <p>Student Text – Section 4 – Population Shifts to Suburbs and Sunbelt States Peace, Prosperity, and Progress</p> <p>Student Text – Section 5 – The Triumph of the Automobile Peace, Prosperity, and Progress</p> <p>Student Text – Section 6 – Technological Advances Transform Everyday Life Peace, Prosperity, and Progress</p> <p>Unit Project – Timeline Challenge The Search for a Better Life (1945–1990)</p>

<p>US.68 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)</p>			<p>X</p>	<p>Teacher Subscription: Presentation - Activity The Emergence of a Counterculture Reading - Explore - Tennessee and the Music Industry The Emergence of a Counter Culture Reading - Perspectives - Rebelling Against Conformity Peace, Prosperity, and Progress Student Text - Introduction The Emergence of a Counterculture Student Text - Section 1 - Baby Boomers Launch a Cultural Revolution The Emergence of a Counterculture Student Text - Section 2 - A Culture Clash The Emergence of a Counterculture Student Text - Summary The Emergence of a Counterculture Unit Project - Timeline Challenge Tumultuous Times (1954–1980)</p>
<p>US.69 Explain the fears of Americans surrounding nuclear holocaust, debates over stockpiling, and the use of nuclear weapons, including:</p> <ul style="list-style-type: none"> • Atomic testing • Civil defense • Mutual assured destruction • Fallout shelters 			<p>X</p>	<p>Teacher Subscription: Presentation - Activity Fighting the Cold War at Home Student Text - Section 2 - Adjusting to a Postwar World Origins of the Cold War Student Text - Section 2 - Living with Nuclear Anxiety Fighting the Cold War at Home Student Text - Section 3 - The Cold War Winds Down Ending the Cold War Student Text - Section 4 - An Arms Race Threatens Global Destruction The Cold War Expands</p>
<p>US.70 Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and Cuban Missile Crisis</p>			<p>X</p>	<p>Teacher Subscription: Presentation - Activity The Cold War Expands Teacher Subscription: Presentation - Activity The Age of Camelot Reading - Explore - Case Studies in Communism Comparing Forms of Government Student Text - Section 2 - President Kennedy's Record in Foreign Affairs</p>

				<p>The Age of Camelot</p> <p>Student Text – Summary</p> <p>The Age of Camelot</p>
<p>US.71 Describe the competition between the United States and Soviet Union for superiority in space (i.e., Sputnik and the development of NASA, Operation Paperclip), including its effects on the American education system and industry.</p>			X	<p>Teacher Subscription: Presentation – Activity</p> <p>The Age of Camelot</p> <p>Reading – Explore – The Cold War Impacts Florida</p> <p>Fighting the Cold War at Home</p> <p>Student Text – Section 1 – President Kennedy's Domestic Record</p> <p>The Age of Camelot</p> <p>Student Text – Summary</p> <p>The Age of Camelot</p>
<p>US.72 Describe the goals of 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.</p>			X	<p>Teacher Subscription: Presentation – Activity</p> <p>The Age of Camelot</p> <p>Reading – Explore – The Cold War Impacts Florida</p> <p>Fighting the Cold War at Home</p> <p>Student Text – Section 1 – President Kennedy's Domestic Record</p> <p>The Age of Camelot</p> <p>Student Text – Section 2 – President Kennedy's Record in Foreign Affairs</p> <p>The Age of Camelot</p> <p>Student Text – Summary</p> <p>The Age of Camelot</p>
<p>US.73 Describe the goals of President Lyndon Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty</p>			X	<p>Teacher Subscription: Presentation – Activity</p> <p>The Great Society</p> <p>Student Text – Introduction</p> <p>The Great Society</p> <p>Student Text – Section 1 – The 1964 Election: Debating the Role of Government</p> <p>The Great Society</p> <p>Student Text – Section 1 – The Persistence of Poverty in an Affluent Society</p> <p>Two Americas</p> <p>Student Text – Section 2 – Implementing Johnson's Great Society</p>

			<p>The Great Society Student Text – Section 2 – The Landscape of Poverty in a "Land of Plenty" Two Americas Student Text – Section 3 – The Activist Warren Court The Great Society Unit Project – Timeline Challenge Tumultuous Times (1954–1980)</p>
<p>US.74 Examine the decision and impacts of Brown v. Board of Education on the desegregation of schools, such as Scarborough 85, Clinton 12 and Little Rock 9. (T.C.A. § 49-6-1006)</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity Segregation in the Post-World War II Period Reading – Explore – The Civil Rights Movement in Tennessee The Civil Rights Revolution: "Like a Mighty Stream" Reading – Explore – The Byrd Machine Uncovering Problems at the Turn of the Century Reading – Explore – Extending Citizenship and Voting Rights Citizen Participation in a Democracy Reading – Primary Source – Brown v. Board of Education of Topeka (1955) (Brown II) Segregation in the Post-World War II Period Student Text – Section 1 – A Boycott in Montgomery Inspires a Movement The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Section 2 – School Desegregation The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Section 3 – Sit-Ins and Freedom Rides The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Section 3 – The Courts Begin to Dismantle Segregation Segregation in the Post-World War II Period Student Text – Section 3 – The Federal Government Confronts Racism Redefining Equality: From Black Power to Affirmative Action</p>
<p>US.75 Analyze the impact of Emmett Till's murder and the use of mass media on the trajectory of the Civil Rights Movement.</p>		<p>X</p>	<p>Reading – Explore – The Murders of Emmett Till and Medgar Evers The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Primary Source – The Civil Rights Act of 1964 The Civil Rights Revolution: "Like a Mighty Stream"</p>

			<p>Student Text – Section 3 – Sit-Ins and Freedom Rides The Civil Rights Revolution: "Like a Mighty Stream"</p> <p>Student Text – Section 4 – A Campaign in Birmingham The Civil Rights Revolution: "Like a Mighty Stream"</p> <p>Student Text – Section 5 – Achieving Landmark Civil Rights Legislation The Civil Rights Revolution: "Like a Mighty Stream"</p>
<p>US.76 Examine the roles and actions of civil rights advocates (e.g., Dr. Martin Luther King, Jr., Malcolm X, John Lewis, Diane Nash, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, George Wallace, Strom Thurmond). (T.C.A. § 49-6- 1006)</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity Redefining Equality: From Black Power to Affirmative Action</p> <p>Teacher Subscription: Presentation – Activity The Civil Rights Revolution: "Like a Mighty Stream"</p> <p>Student Text – Explore – Martin Luther King Jr.’s Impact on Society The Civil Rights Revolution: "Like a Mighty Stream"</p> <p>Student Text – Section 1 – A Boycott in Montgomery Inspires a Movement The Civil Rights Revolution: "Like a Mighty Stream"</p> <p>Student Text – Section 1 – The Nation’s Black Ghettos Explode Redefining Equality: From Black Power to Affirmative Action</p> <p>Student Text – Section 2 – Small Steps Toward Equality Segregation in the Post-World War II Period</p> <p>Student Text – Section 2 – The Rise of Black Power and Black Pride Redefining Equality: From Black Power to Affirmative Action</p> <p>Student Text – Section 3 – The Courts Begin to Dismantle Segregation Segregation in the Post-World War II Period</p> <p>Student Text – Section 3 – The Federal Government Confronts Racism Redefining Equality: From Black Power to Affirmative Action</p> <p>Student Text – Section 4 – A Campaign in Birmingham The Civil Rights Revolution: "Like a Mighty Stream"</p> <p>Student Text – Section 5 – Achieving Landmark Civil Rights Legislation The Civil Rights Revolution: "Like a Mighty Stream"</p> <p>Student Text – Section 6 – Regaining Voting Rights The Civil Rights Revolution: "Like a Mighty Stream"</p> <p>Unit Project – Timeline Challenge</p>

			<p>The Search for a Better Life (1945–1990) Reading – Lewis, John (1940–2020) Biography Library</p>
<p>US.77 Describe the significant events in the struggle to secure civil rights for African Americans, including: (T.C.A. § 49-6-1006)</p> <ul style="list-style-type: none"> • Highlander Folk School <ul style="list-style-type: none"> • Montgomery Bus Boycott • Tent City in Fayette County, TN • Nashville sit-ins • Freedom Riders • Birmingham bombings of 1963 • Freedom Summer • March on Washington, D.C. • March on Selma • Memphis sanitation strike and assassination of Dr. Martin Luther King, Jr. 		<p>X</p>	<p>Teacher Subscription: Presentation – Activity Redefining Equality: From Black Power to Affirmative Action Teacher Subscription: Presentation – Activity The Civil Rights Revolution: "Like a Mighty Stream" Reading – Explore – The Civil Rights Movement in Tennessee The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Explore – Oklahoma City Sit-Ins The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Explore – Racial Tensions in Oklahoma Understanding Postwar Tensions Student Text – Section 1 – A Boycott in Montgomery Inspires a Movement The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Section 2 – Small Steps Toward Equality Segregation in the Post-World War II Period Student Text – Section 2 – The Rise of Black Power and Black Pride Redefining Equality: From Black Power to Affirmative Action Student Text – Section 3 – Sit-Ins and Freedom Rides The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Section 4 – A Campaign in Birmingham The Civil Rights Revolution: "Like a Mighty Stream" Unit Project – Timeline Challenge The Search for a Better Life (1945–1990)</p>
<p>US.78 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 (i.e., Fair Housing Act), and the 24th Amendment. (T.C.A. § 49-6-1006)</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Civil Rights Revolution: "Like a Mighty Stream" Reading – Current Connections – Progress and Challenges: African Americans 1970 to Present The Civil Rights Revolution: "Like a Mighty Stream" Reading – Explore – Extending Citizenship and Voting Rights Citizen Participation in a Democracy Student Text – Amendments to the Constitution of the United States</p>

			<p>End-of-Course Student Text – Primary Source – The Civil Rights Act of 1964 The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Section 2 – Implementing Johnson's Great Society The Great Society Student Text – Section 3 – The Federal Government Confronts Racism Redefining Equality: From Black Power to Affirmative Action Student Text – Section 5 – Achieving Landmark Civil Rights Legislation The Civil Rights Revolution: "Like a Mighty Stream" Student Text – Section 6 – Regaining Voting Rights The Civil Rights Revolution: "Like a Mighty Stream"</p>
<p>US.79 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.</p>		<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Widening Struggle Economic Discrimination in History Economics Library Reading – Explore – Historical Examples of Civic Engagement Parties, Interest Groups, and Public Policy Student Text – Introduction The Widening Struggle Student Text – Section 1 – Women Demand Equality The Widening Struggle Student Text – Section 2 – Latinos Organize to be Heard The Widening Struggle Student Text – Section 3 – American Indians Seek Justice The Widening Struggle Student Text – Section 4 – Women Continue their Struggle for Equality Politics and Society in the "Me Decade"</p>

<p>US.80 Describe the policies of Presidents' Kennedy, Johnson, and Nixon, and the causes, consequences, and progression of the Vietnam War, including:</p> <ul style="list-style-type: none"> • Escalation • Geneva Accords • Gulf of Tonkin Resolution • Ho Chi Minh • Napalm and Agent Orange • Tet Offensive • Vietnamization 			<p>X</p>	<p>Teacher Subscription: Presentation – Activity Facing Frustration in Vietnam</p> <p>Teacher Subscription: Presentation – Activity The United States Gets Involved in Vietnam</p> <p>Reading – Primary Source – The Gulf of Tonkin Resolution (1964) The United States Gets Involved in Vietnam</p> <p>Student Text – Section 1 – Nixon’s Dilemma: Achieving "Peace with Honor" Getting Out of Vietnam</p> <p>Student Text – Section 1 – U.S. Troops Face Difficult Conditions Facing Frustration in Vietnam</p> <p>Student Text – Section 1 – Three Presidents Increase Involvement in Vietnam The United States Gets Involved in Vietnam</p> <p>Student Text – Section 2 – The Expanded War Sparks Increased Protest Getting Out of Vietnam</p> <p>Student Text – Section 3 – American Involvement in the War Ends Getting Out of Vietnam</p> <p>Student Text – Section 4 – 1968: A Year of Crisis Facing Frustration in Vietnam</p> <p>Unit Project – Timeline Challenge Tumultuous Times (1954–1980)</p>
<p>US.81 Describe the impact of the Vietnam War on the home front, including:</p> <ul style="list-style-type: none"> • Anti-war movement • Draft by lottery • Effects of Agent Orange • Post-Traumatic Stress Disorder • Role of television and the media 			<p>X</p>	<p>Teacher Subscription: Presentation – Activity Facing Frustration in Vietnam</p> <p>Teacher Subscription: Presentation – Activity/ The Emergence of a Counterculture</p> <p>Teacher Subscription: Presentation – Activity Getting Out of Vietnam</p> <p>Student Text – Section 1 – U.S. Troops Face Difficult Conditions Facing Frustration in Vietnam</p> <p>Student Text – Section 3 – American Involvement in the War Ends Getting Out of Vietnam</p> <p>Student Text – Section 2 – A Culture Clash The Emergence of a Counterculture</p>

			<p>Student Text – Section 2 – The Expanded War Sparks Increased Protest Getting Out of Vietnam</p> <p>Student Text – Section 3 – Growing Opposition to the War Facing Frustration in Vietnam</p> <p>Student Text – Section 4 – 1968: A Year of Crisis Facing Frustration in Vietnam</p> <p>Unit Project – Timeline Challenge Tumultuous Times (1954–1980)</p>
<p>US.82 Analyze different points of view that reflect the rise of social activism and the growth counterculture, including generation gap, hippies, and Woodstock.</p>		X	<p>Teacher Subscription: Presentation – Activity The Emergence of a Counterculture</p> <p>Reading – Perspectives – Rebellious Against Conformity Peace, Prosperity, and Progress</p> <p>Student Text – Introduction The Emergence of a Counterculture</p> <p>Student Text – Section 1 – Baby Boomers Launch a Cultural Revolution The Emergence of a Counterculture</p> <p>Student Text – Section 2 – A Culture Clash The Emergence of a Counterculture</p> <p>Unit Project – Timeline Challenge Tumultuous Times (1954–1980)</p>
<p>US.83 Explain the events of President Richard Nixon’s administration, including his appeal to the “silent majority,” detente, SALT, and open relationship with China.</p>		X	<p>Teacher Subscription: Presentation – Activity The Rise and Fall of Richard Nixon</p> <p>Teacher Subscription: Presentation – Activity The Cold War Expands</p> <p>Reading – Explore – Case Studies in Communism Comparing Forms of Government</p> <p>Student Text – Section 2 – Choosing Sides: The Cold War Turns Hot in Asia The Cold War Expands</p> <p>Student Text – Section 2 – President Nixon’s Foreign Policy Record The Rise and Fall of Richard Nixon</p>

<p>US.84 Examine the Watergate scandal, including:</p> <ul style="list-style-type: none"> • Background of the break-in • Changing role of media and journalism • Legacy of distrust (e.g., government) • United States vs. Nixon • Controversy surrounding President Gerald Ford’s pardon 			<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Rise and Fall of Richard Nixon Student Text – Differing Viewpoints – What Was Watergate’s Most Important Legacy? The Rise and Fall of Richard Nixon Student Text – Primary Source – The Presidency in Contemporary America U.S. Foreign Policy in a Global Age Student Text – Section 1 – A Time of Economic and Political Malaise Politics and Society in the "Me Decade" Student Text – Section 1 – The Triumph of the Conservative Coalition A Shift to the Right Under Reagan Student Text – Section 3 – Watergate Ends Nixon's Career The Rise and Fall of Richard Nixon Student Text – Summary The Rise and Fall of Richard Nixon Unit Project – Timeline Challenge Tumultuous Times (1954–1980)</p>
<p>US.85 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island.</p>			<p>X</p>	<p>Teacher Subscription: Presentation – Activity Politics and Society in the "Me Decade" Carson, Rachel (1907–1964) Biographies Student Text – Biography – American Scientists and Inventors The Age of Innovation and Industry Student Text – Section 3 – Protecting the Environment Politics and Society in the "Me Decade" Student Text – Summary Politics and Society in the "Me Decade"</p>

<p>US.86 Identify and explain the events of Jimmy Carter's administration, including:</p> <ul style="list-style-type: none"> • Crisis of Confidence speech • Poor economy • Energy crisis • Panama Canal Treaty • Iran Hostage Crisis • Camp David Accords 			<p>X</p> <p>Teacher Subscription: Presentation – Activity Politics and Society in the "Me Decade"</p> <p>Reading – Primary Source – The Camp David Accords (1978) Politics and Society in the "Me Decade"</p> <p>Student Text – Primary Source – The Presidency in Contemporary America U.S. Foreign Policy in a Global Age</p> <p>Student Text – Section 1 – A Time of Economic and Political Malaise Politics and Society in the "Me Decade"</p> <p>Student Text – Section 2 – President Carter's Approach to Foreign Policy Politics and Society in the "Me Decade"</p> <p>Student Text – Summary Politics and Society in the "Me Decade"</p> <p>Unit Project – Timeline Challenge Tumultuous Times (1954–1980)</p>
<p>US.87 Identify and explain the events of President Ronald Reagan's administration, including:</p> <ul style="list-style-type: none"> • Resurgence of nationalism • "War on Drugs" • Reaganomics • Strategic Defense Initiative • Iran-Contra affair • AIDS epidemic • Challenger disaster • Appointment of Sandra Day O'Connor 			<p>X</p> <p>Teacher Subscription: Presentation – Activity A Shift to the Right Under Reagan</p> <p>Reading – Current Connections – The 2020 Presidential Student Text – Section 1 – Anticommunism Guides Reagan's Foreign Policy Ending the Cold War</p> <p>Student Text – Section 1 – The Triumph of the Conservative Coalition A Shift to the Right Under Reagan</p> <p>Student Text – Section 2 – On Shaky Ground in the Middle East Ending the Cold War</p> <p>Student Text – Section 2 – Reagan's Economic Policies A Shift to the Right Under Reagan</p> <p>Student Text – Section 3 – Reagan's Social Policies A Shift to the Right Under Reagan</p> <p>Student Text – Section 3 – The Cold War Winds Down Ending the Cold War</p> <p>Student Text – Section 4 – Confronting Dictators Ending the Cold War</p> <p>Unit Project – Timeline Challenge The Making of Modern America (1980–Present)</p>

<p>US.88 Identify and explain the events of President George H. W. Bush’s administration, including:</p> <ul style="list-style-type: none"> • The invasion of Panama • The Gulf War • Debates over the increasing budget and taxation 			<p>X</p>	<p>Teacher Subscription: Presentation – Activity Ending the Cold War Student Text – Primary Source – The Presidency in Contemporary America U.S. Foreign Policy in a Global Age Student Text – Section 4 – Confronting Dictators Ending the Cold War Student Text – Section 4 – George H. W. Bush: Continuing Reagan’s Policies A Shift to the Right Under Reagan Student Text – Summary A Shift to the Right Under Reagan Student Text – Summary Ending the Cold War Unit Project – Timeline Challenge The Making of Modern America (1980–Present)</p>
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<p>US.89 Identify and explain the events of President Bill Clinton’s administration, including:</p> <ul style="list-style-type: none"> • NAFTA • Welfare-to-work • Scandals and subsequent impeachment • Balanced budget hearings • Family Medical Leave Act • Humanitarian efforts in Bosnia Herzegovina • The widespread use of the internet 			<p>X</p>	<p>Teacher Subscription: Presentation – Activity U.S. Domestic Politics at the Turn of the 21st Century Student Text – Explore – Globalization and Latin America Moving Forward: Debating America’s Founding Ideals Student Text – Introduction U.S. Domestic Politics at the Turn of the 21st Century Student Text – Primary Source – The Presidency in Contemporary America U.S. Foreign Policy in a Global Age Student Text – Section 1 – Parties and Politics at the Turn of the Century U.S. Domestic Politics at the Turn of the 21st Century Student Text – Section 2 – Bill Clinton: A New Democrat in the White House U.S. Domestic Politics at the Turn of the 21st Century Student Text – Section 2 – Responding to Ethnic Conflicts and Genocide U.S. Foreign Policy in a Global Age Student Text – Section 4 – Competing in a Global Economy U.S. Foreign Policy in a Global Age Unit Project – Timeline Challenge</p>
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			The Making of Modern America (1980–Present)
<p>US.90 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 and the USA PATRIOT Act.</p>		X	<p>Teacher Subscription: Presentation – Activity U.S. Domestic Politics at the Turn of the 21st Century Student Text – Primary Source – President George W. Bush’s Address to the Nation on the September 11 Attacks (2001) U.S. Foreign Policy in a Global Age Student Text – Section 3 – George W. Bush: Conservatism in Action U.S. Domestic Politics at the Turn of the 21st Century Student Text – Section 5 – Fighting Terrorism U.S. Foreign Policy in a Global Age Student Text – Section 6 – Improving National Security U.S. Foreign Policy in a Global Age Student Text – Section 7 – Challenges and Progress U.S. Foreign Policy in a Global Age</p>
<p>US.91 Identify and explain the events of President George W. Bush’s administration, including:</p> <ul style="list-style-type: none"> • No Child Left Behind • Wars in Afghanistan and Iraq • Economic recession (i.e., housing market crisis) 		X	<p>Teacher Subscription: Presentation – Activity U.S. Domestic Politics at the Turn of the 21st Century The Making of Modern America (1980–Present) Student Text – Primary Source – President George W. Bush’s Address to the Nation on the September 11 Attacks (2001) U.S. Foreign Policy in a Global Age Student Text – Primary Source – The Presidency in Contemporary America U.S. Foreign Policy in a Global Age Student Text – Section 1 – Parties and Politics at the Turn of the Century U.S. Domestic Politics at the Turn of the 21st Century Student Text – Section 3 – George W. Bush: Conservatism in Action U.S. Domestic Politics at the Turn of the 21st Century Student Text – Section 5 – Fighting Terrorism U.S. Foreign Policy in a Global Age Student Text – Section 6 – Improving National Security U.S. Foreign Policy in a Global Age Student Text – Section 7 – Challenges and Progress U.S. Foreign Policy in a Global Age</p>

<p>US.92 Describe the increasing role of women and minorities in American military, politics, and economy, including (T.C.A. § 49-6- 1006):</p> <ul style="list-style-type: none"> • Hillary Clinton • Colin Powell • Condoleezza Rice • Nancy Pelosi • Sonia Sotomayor 			<p>X</p>	<p>Student Text – Biography – Women Speak Out for Equal Rights The Progressives Respond Student Text – Section 1 – Women Demand Equality The Widening Struggle Student Text – Section 4 – Women Continue their Struggle for Equality Politics and Society in the "Me Decade" Student Text – Section 5 – The Contributions of Women to the War Effort The Civil War Reading – Profiles in History – Influential Women in the Early 2000s U.S. Domestic Politics at the Turn of the 21st Century</p>
<p>US.93 Explain how the legislative and judicial branches expanded the scope of the 14th amendment including:</p> <ul style="list-style-type: none"> • Individuals with Disabilities Education Act • Americans with Disabilities Act • Obergefell vs. Hodges 			<p>X</p>	<p>Teacher Subscription: Presentation – Activity The Widening Struggle Heumann, Judy (1947–2023) Biographies Student Text – Amendments to the Constitution of the United States End-of-Course Student Text – Section 1 – Safeguarding Equality Moving Forward: Debating America's Founding Ideals Student Text – Section 4 – George H. W. Bush: Continuing Reagan’s Policies A Shift to the Right Under Reagan Student Text – Section 5 – More Groups Seek Civil Rights The Widening Struggle Student Text – Summary The Widening Struggle Student Text – Summary A Shift to the Right Under Reagan Americans With Disabilities Act of 1990 Primary Source Library Obergefell v. Hodges (2015) Supreme Court Cases</p>
<p>US.94 Identify and explain the events of Barack Obama’s administration including:</p>			<p>X</p>	<p>Teacher Subscription: Presentation – Activity U.S. Domestic Politics at the Turn of the 21st Century</p>

<ul style="list-style-type: none"> • The Affordable Care Act • Every Student Succeeds Act • American presence in the Middle East 			<p>Student Text – Primary Source – President Barack Obama’s First Inaugural Address (2009) U.S. Foreign Policy in a Global Age</p> <p>Student Text – Primary Source – The Presidency in Contemporary America U.S. Foreign Policy in a Global Age</p> <p>Student Text – Section 1 – Parties and Politics at the Turn of the Century U.S. Domestic Politics at the Turn of the 21st Century</p> <p>Student Text – Section 4 – Barack Obama: Working for Change U.S. Domestic Politics at the Turn of the 21st Century</p> <p>Student Text – Section 5 – Fighting Terrorism U.S. Foreign Policy in a Global Age</p> <p>Student Text – Section 6 – Improving National Security U.S. Foreign Policy in a Global Age</p> <p>Student Text – Section 7 – Challenges and Progress U.S. Foreign Policy in a Global Age</p> <p>Unit Project – Timeline Challenge The Making of Modern America (1980–Present)</p> <p>Current Connections – Deferred Action for Childhood Arrivals U.S. Domestic Politics at the Turn of the 21st Century</p>
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Total 188	
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Table 2: Instructional Focus

Directions:
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Essential Questions	Lacks essential questions present, or questions are fact-based and closed-ended.	Essential questions are present but lack depth, relevance, or alignment to standards.	Text includes open-ended, thought provoking questions that encourage inquiry and align with the big ideas.	2	Each TCI lesson centers on an open-ended Essential Question aligned with unit goals, prompting students to analyze information, evaluate perspectives, and construct explanations. Reading Introduction From Neutrality to War Teacher Subscription: Presentation - Activity Politics and Society in the "Me Decade"
Supporting Questions	Lacks supporting questions or those included are unrelated to compelling questions.	Supporting questions are present but only partially develop key concepts or inquiry.	Clear, scaffolded supporting questions build toward answering the compelling question.	2	Unit Inquiry Projects include (or guide students to generate) scaffolded Supporting Questions that build concept by concept toward answering the Compelling Question. These questions organize lessons and sources so students can investigate, revise their thinking, and synthesize learning into an evidence-based response. Inquiry Project Expanding American Global Influence Inquiry Project Establishing an American Republic

Student Centered Learning	Materials are teacher-directed with no student autonomy or exploration.	Materials include occasional student centered activities.	Materials promote a student centered approach that promotes inquiry, choice, and collaboration, with materials designed to support exploration, critical thinking, and real-world problem-solving.	2	<p>TCI's programs follow The TCI Approach, prioritizing active learning through structured collaboration, simulations, and inquiry routines that require students to do the intellectual work. Classroom Activities and Inquiry Projects provide meaningful choice in how students discuss, write, and demonstrate understanding. Video Activities add flexibility, allowing students to control the pace of their learning with sequenced short videos, interactive tasks, and built-in assessments.</p> <p>Teacher Subscription: Presentation - Activity The Causes of the Great Depression</p> <p>Teacher Subscription: Presentation - Activity Progressivism on the National Stage</p> <p>Video Activity Causes of the Great Depression</p>
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Disciplinary Literacy	Lacks meaningful engagement with disciplinary literacy; focus is on rote memorization.	Few opportunities for disciplinary thinking; tasks are often recall based or procedural.	Students consistently engage in authentic disciplinary practices through inquiry, primary source analysis, and evidence-based writing.	2	<p>Students regularly read, write, speak, and reason like historians by analyzing maps, images, and primary and secondary sources and using evidence in discussion and writing. TCI lessons include source-based prompts and writing tasks (e.g., Processing and Writing for Understanding) that require claims supported by textual and visual evidence. Students analyze and compare artifacts, documents, and data through Investigating Primary Sources activities and the Unit Inquiry Project to answer investigative questions.</p> <p>Primary Source Enrichment Reading The Treaty of Versailles: To Ratify or Reject?</p> <p>Unit Project Expanding American Global Influence</p> <p>Teacher Subscription: Presentation - Activity Uncovering Problems at the Turn of the Century</p>
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Multiple Perspectives and Narratives	Materials lack diverse perspectives and experiences.	Attempts to include diverse voices, but representation	Meaningful inclusion of multiple perspectives is	2	<p>TCI integrates multiple perspectives through diverse sources and narratives (e.g., biographies, literature, primary sources) and asks students to compare viewpoints and consider context. Teacher guidance supports facilitating discussion of complex topics in respectful, evidence-based ways.</p>
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		is limited.	integrated into narratives		<p>Classroom Activity The Civil Rights Revolution “Like a Mighty Stream”</p> <p>Reading Baby Boomers Launch a Cultural Revolution</p> <p>Classroom Activity Slideshow The Impact of World War II on Americans</p> <p>Classroom Activity Slideshow The Human Impact of the Great Depression</p> <p>Classroom Activity Slideshow Popular Culture in the Roaring Twenties</p>
Concepts before Vocabulary	Emphasis on vocabulary memorization over conceptual understanding.	In some instances, materials develop conceptual meaning first.	In all instances, conceptual understanding is prioritized; vocabulary is introduced after students explore ideas.	2	<p>Each lesson begins with a Preview that builds background knowledge and conceptual understanding before the formal introduction of key terms. Vocabulary is then reinforced through purposeful practice (e.g., Vocabulary Activities and application during Reading and Processing) so students use terms in context. During Classroom Activities like Visual Discovery and Response Groups, students analyze images and sources and discuss concepts before learning related vocabulary.</p> <p>Classroom Activity Slideshow The Age of Innovation and Industry</p> <p>Reading - Introduction Change and Conflict in the American West</p> <p>Classroom Activity Slideshow Origins of the Cold War</p>

<p>Connections across content ideas</p>	<p>Content is presented in isolated segments and lacks connections across time, themes, or disciplines.</p>	<p>Students are occasionally prompted to relate new content to prior knowledge or other disciplines, but support for making these connections is limited.</p>	<p>The material consistently and intentionally connects key concepts across time periods, geographic regions, and building on prior knowledge allowing students to deepen their understanding.</p>	<p>2</p>	<p>TCI's programs use a coherent spiral design that intentionally revisits and deepens key concepts across units, so students make connections across time periods and geographic regions. <i>History Alive! Pursuing American Ideals</i> centers around five founding ideals—Liberty, Rights, Equality, Opportunity, and Democracy—giving students a consistent framework they revisit each unit through the Analyzing American Ideals unit project. Units intentionally foreground geography and spatial thinking so students can analyze how location, resources, and environment shape societies and historical developments, then apply those ideas when studying new regions and eras. Recurring routines—such as Analyzing American Ideals and end-of-lesson Processing—ask students to compare patterns, trace continuity and change, and apply previously learned concepts (e.g., cause and effect, civics concepts, cultural diffusion) to new contexts, supporting deeper understanding over time.</p> <p>Analyzing American Ideals Expanding American Global Influence Processing Activity From Neutrality to War Classroom Activity Slideshow Defining and Debating America's Founding Ideals</p>
<p>Connects across disciplines</p>	<p>Lacks connections with other subject areas.</p>	<p>Basic or infrequent interdisciplinary connections.</p>	<p>Strong, intentional connections to ELA, math, science, arts, etc., enhancing understanding.</p>	<p>2</p>	<p>TCI lessons intentionally connect history to ELA through frequent reading, evidence-based writing, and structured speaking/listening routines. Connections to math are built through analysis of charts, graphs, and timelines, while connections to the arts are developed by using art and architecture as historical evidence of cultural values and change over time. TCI also integrates science concepts by exploring how technology, natural resources, and human-environment interactions have shaped societies.</p> <p>Classroom Activity Moving Forward: Debating America's Founding Ideals Reading Section 1 Acquiring and Managing Global Power</p>

					<p>Reading – Current Connections – African Americans in the Arts and Beyond: 1970s to Present Redefining Equality: From Black Power to Affirmative Action</p> <p>Reading – Section 6 – Writers and Artists in the 1920s Popular Culture in the 1920s</p> <p>Reading – Profiles in History – American Scientists and Inventors The Age of Innovation and Industry</p>
Review Opportunities	Lacks built-in opportunities to review or reinforce concepts.	Some reviews included but lacks variety or alignment with learning goals.	Frequent and varied opportunities to review and reinforce key ideas and skills.	2	<p>TCI’s programs build frequent, standards-aligned review into lessons and units through Reading Checks, lesson games, and Processing tasks that require students to retrieve and apply learning (not just reread). Video Activities also reinforce key ideas through guided viewing with embedded questions. Units also include summative opportunities—such as the Unit Inquiry Project and unit assessments—that ask students to synthesize learning and demonstrate mastery using evidence.</p> <p>Lesson Review Game The Causes of the Great Depression</p> <p>Processing Activity The Treaty of Versailles: To Ratify or Reject?</p> <p>Video Activity The Course and Conduct of World War I</p>
Total: 18					

Table 3: Attending to the Social Studies Practices (SSPs)

Directions:
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Collect information from various primary and secondary sources	Relies of a single source or lacks source integration.	Uses multiple sources inconsistently or with limited relevance.	Effectively integrates a diverse range of relevant sources (e.g., texts, media, data, artifacts).	2	<p>Lessons routinely incorporate multiple source types (e.g., primary sources, maps, images, secondary readings, and multimedia) so students gather information from more than one perspective. Digital Reading supports make these sources accessible while keeping students anchored in grade-level content.</p> <p>Classroom Activity Slideshow The Civil War</p> <p>Classroom Activity Slideshow Changes in a Young Nation</p> <p>Classroom Activity Slideshow Segregation in the Post-World War II Period</p>
Critically examine primary & secondary sources	No examination or reference to source types.	Some attempt to differentiate or analyze sources but lacks depth or clarity.	Provides clear opportunities to analyze, compare, and evaluate both primary and secondary sources.	2	<p>Students analyze source content and reliability through recurring routines (e.g., Investigating Primary Sources) and close-reading prompts that address both primary and secondary sources. Tasks require students to compare accounts, evaluate the author's perspective or bias, and use evidence from multiple sources to justify conclusions and support claims.</p> <p>Student Text - Primary Source Abraham Lincoln's "A House Divided Speech"</p> <p>Teacher Subscription: Presentation - Activity The Course and Conduct of World War I</p>

<p>Synthesize data from multiple sources</p>	<p>Materials do not include opportunities for synthesis, comparison, or integration of ideas.</p>	<p>The materials provide data or information from multiple sources, but students are only asked to observe or reference it without meaningful analysis or synthesis.</p>	<p>Students are actively engaged in tasks that require students to integrate information meaningfully and evaluate relationships across sources.</p>	<p>2</p>	<p>TCI's inquiry structure requires students to integrate information across texts, visuals, and activities to answer Essential Questions and unit Compelling Questions. Processing tasks and Inquiry Projects explicitly prompt students to connect evidence across sources and explain relationships (e.g., cause/effect, comparison, change over time).</p> <p>Inquiry Project Establishing an American Republic</p> <p>Classroom Activity Defining and Debating America's Ideals</p> <p>Classroom Activity The United States Gets Involved in Vietnam</p>
<p>Construct and communicate ideas supported by evidence</p>	<p>Students are not expected to justify their ideas with evidence or claims.</p>	<p>Students are occasionally asked to use evidence to support their ideas, but tasks may be formulaic, limited in rigor, or lacking in source diversity.</p>	<p>The material consistently engages students in developing claims, arguments, or interpretations using relevant and credible evidence from primary and secondary sources.</p>	<p>2</p>	<p>Students regularly develop claims in discussions and in written responses using evidence from readings, including primary and secondary sources. Unit Inquiry Projects require students to communicate conclusions through a product or presentation grounded in evidence derived from the unit lessons.</p> <p>Response Group Classroom Activity Slideshow The Colonial Roots of America's Founding Ideals</p> <p>Investigating Primary Sources Creating the Constitution</p>

Develop historical awareness	Lacks connection to historical context, change, or continuity.	The material includes some elements of historical thinking (e.g., timelines, multiple accounts), but these are inconsistently used or shallowly explored.	Students consistently engage with historical content in ways that develop deep historical awareness.	2	<p>TCI strengthens historical thinking through timelines, sequencing, and analysis of change and continuity across eras. Units close with a Timeline Challenge, and historical thinking is embedded throughout lesson activities and readings as students place events in context and explain causes and consequences using evidence from multiple sources.</p> <p>Timeline Challenge Expanding American Global Influence (1796–1921) Teacher Subscription: Presentation - Activity The Home Front</p>
Develop geographic awareness	Materials lack geographic thinking or map based analysis.	Students occasionally engage in geographic analysis, such as reading maps or discussing location, but activities are limited in scope or depth	Students consistently use geographic tools and perspectives to investigate spatial patterns, relationships, and processes across different scales.	2	<p>Students use geographic tools (maps, spatial visuals, and place-based questions) to analyze how physical and human geography shape settlement, trade, conflict, and culture. Geographic thinking is also embedded throughout lesson activities and readings, so students repeatedly apply location and spatial patterns to historical explanations.</p> <p>Classroom Activity Slideshow Setting the Geographic Stage Teacher Subscription: Presentation - Activity Fighting World War II</p>
Support for a focus SSP	Lacks clear focus on any SSP	Mentions or touches on an SSP but lacks consistent support.	Clearly identifies and consistently supports a central SSP throughout the lesson or materials.	2	<p>Each lesson’s Essential Question and core tasks concentrate student work around one or more targeted practices (e.g., source analysis, argumentation, or synthesis), rather than isolated skill drills. Unit Inquiry Projects sustain this focus over multiple lessons by repeatedly returning to supporting questions and evidence-building. Our Critical Thinking Skills Toolkit and TCI Vertical Skills Framework provide teachers with planning and SSP implementation support throughout all our programs.</p> <p>Inquiry Project</p>

					Establishing an American Republic (1492–1896) Classroom Activity Slideshow Through Ellis Island and Angel Island: The Immigration Experience
Total: 14					

Table 4: Accessibility Features

Directions:

- **0: The standard is not present within the material**
- **1: The standard is present within the material. The intent and/or frequency component of the standard is not fully met.**
- **2: A rating of a 2 indicates the standard is present and all aspects of the standard are fully met.**

Digital Materials	0	1	2	Evidence
All lessons within the materials are available in digital form and include a printable option.			2	<p>TCI’s programs provide all lesson components digitally (readings, slideshows, activities, and assessments) and include print options for offline use. Teachers can print lesson materials and student resources to support varied classroom settings.</p> <p>Classroom Activity Slideshow The Spanish–American War</p> <p>Introduction The Spanish–American War</p> <p>PDF of Interactive Student Notebook The Spanish–American War</p>
In every lesson, materials include recommended supports, accommodations, and modifications for Students with Disabilities and English language learners that will support their regular and active participation on grade level material (e.g., modifying vocabulary words within word problems, sentence starters, etc.).			2	<p>Every lesson includes lesson-specific differentiated Instruction strategies for multilingual learners, students reading below grade level, students with special learning needs, and advanced learners. Digital supports (e.g., text-to-speech and reading/annotation supports where available) and flexible activity formats help ensure students can participate in grade-level inquiry and tasks.</p> <p>Introduction Americans Revolt</p> <p>PDF Teacher’s Guide Americans Revolt</p> <p>Access Points for Differentiation Americans Revolt</p>
Total: 4				