Standards Alignment (IM7)

United States History Honors (#2100320) · Land of Hope, Student Edition and Teacher's Edition · Grades 9–12

Standard	Covered by Bid	Organization Notes
SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.	Yes	Student Edition: Historians Interpret the Revolution, Ch. 4, p. 109; Evaluating the Reconstruction, Ch. 11, p. 368-369; Ch. 12, Assessing the Past, Ch. 12, p. 404; Introduction, "One Long Story," Ch. 1, p. xix–xxii. Teacher's Edition: Ch. 1 → Lesson 1.1 → Civic Discourse: Students distinguish the past from history, evaluate why history must be selective to be intelligible, and justify whether history is objective or subjective. Ch. 9 → Lesson 9.1 → Critical Thinking and Problem Solving: Students construct two competing characterizations of a single event and explain why participants saw it differently from hindsight. Develops the ability to describe the importance of historiography, including how historical knowledge is obtained and transmitted when interpreting events.
SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.	Yes	Teacher's Edition: Ch. 1 → Lesson 1.6 → Analytical Skills: Students identify the author, setting, content, and intended purpose of Columbus's letter to Santángel. Ch. 6 → Lesson 6.7 → Analytical Skills: Students identify the author, setting, events, and intended purpose of William Pinkney's speech to the House. Develops the ability to utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity.
SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.	Yes	Student Edition: Chapter timelines, p. 4, 31, 60, 97, 135, 166, 210, 242, 268, 304, 341, 373, 415, 443, 478, 514, 552, 588, 632, 679, 718, 758. Teacher's Edition: Ch. 10 → Lesson 10.7 → Critical Thinking and Problem Solving: Students construct a timeline of the war from Fort Sumter to Appomattox, identifying the dates of the major engagements and their commanders. Ch. 1 → Summative Assessment → Matching → Timeline: Students sequence the chapter's events from the chapter Timeline. Develops the ability to utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.	Yes	Teacher's Edition: Ch. 1 → Lesson 1.6 → Analyzing Figures: Students analyze de Bry's engraving of the landing of Columbus and The Allegory of America, identifying what each image was intended to persuade a European viewer to believe. Ch. 11 → Lesson 11.3 → Analyzing Figures: Students interpret a Frank Leslie's cartoon of the vetoed Freedmen's Bureau bill, finding the labels themselves before the caption is read. Develops the ability to analyze how images, cartoons, and artwork interpret the significance of events.
SS.912.A.1.5: Evaluate the validity, reliability, bias and authenticity of current events, and Internet resources.	Yes	Teacher's Edition: Ch. 22 → Lesson 22.6 → Analytical Skills: Students select a current news story connected to the chapter's material and locate two Internet accounts of it. For each they identify the author and their position to test for bias, the intended audience and purpose to test authenticity, and what can be independently verified to test validity, then judge which account is more reliable and defend the judgment. Develops the ability to evaluate the validity, reliability, bias and authenticity of current events and Internet resources.
SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.	Yes	Teacher's Edition: Ch. 1 → Lesson 1.5 → Civic Discourse: Students trace the emergence of a trade-based middle class in Europe and evaluate what long-distance commerce changed about social and economic relationships. Develops the ability to use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.	Yes	Student Edition: Advances in American Literature, Ch. 7, p. 226-239. Teacher's Edition: Ch. 1 → Lesson 1.5 → Artifacts: Students analyze the mariner's astrolabe as evidence of how navigational technology shaped exploration. Ch. 7 → Lesson 7.6 → Close Reading: Students interpret works of the American literary renaissance as expressions of a distinct national culture. Develops the ability to describe socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

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SS.912.A.2.1: Review causes and consequences of the Civil War.	Yes	Student Edition: The Missouri Compromise, Ch. 6, p. 189–192; The Nullification Crisis, Ch. 6, p. 197–199; The Wilmot Proviso and Compromise of 1850, Ch. 9, p. 276–282; The Kansas–Nebraska Act and "Bleeding Kansas," Ch. 9, p. 282–288; The Dred Scott Decision, Ch. 9, p. 288–292; The Lincoln-Douglas Debates and Election of 1860, Ch. 9, p. 292–301; The Emancipation Proclamation, Ch. 10, p. 316–320; Total War, Ch. 10, p. 326; Wartime Casualties, Ch. 10, p. 336-337; Economic Effects of the War, Ch. 11, p. 341–343; Conditions of freed slaves and civil rights p. 352, 360-361, 368-369; 1866 Civil Rights Act p. 353; The 14th Amendment, Ch. 11, p. 354; The 15th Amendment, Ch. 11, p. 358-359. Teacher's Edition: Ch. 10 → Lesson 10.1 → Geography: Students analyze Map 10.1, the secession voting results and dates of secession, and evaluate what the pattern of the vote reveals about the war's causes. Ch. 10 → Lesson 10.7 → Civic Discourse: Students reflect on the significance of the Civil War in a Socratic seminar. Develops the ability to review causes and consequences of the Civil War.
SS.912.A.2.2: Assess the influence of significant people or groups on Reconstruction.	Yes	Student Edition: Lincoln's Reconstruction Plan and the Wade-Davis Bill, Ch. 11, p. 346-347; Johnson's Reconstruction Plan and Conflict with Congress, Ch. 11, p. 350–353; The Radical Republicans and Congressional Reconstruction, Ch. 11, p. 354– top of 358; Carpetbaggers and Scalawags, Ch. 11, p. 359; Freedmen's Community-Building (schools, churches, political participation), Ch. 11, p. 361; The Ku Klux Klan and Grant's Enforcement Acts, Ch. 11, p. 361–362; The Compromise of 1877 and the End of Reconstruction, Ch. 11, p. 365–368; Frederick Douglass's Retrospective on Reconstruction, Ch. 11, p. 366. Teacher's Edition: Ch. 11 → Lesson 11.2 → Civic Discourse: Students evaluate Thaddeus Stevens's claim that the rebel states had to be made republican in spirit before readmission, and assess what that required of Congress. Ch. 11 → Lesson 11.4 → Critical Thinking and Problem Solving: Students assess why Grant was chosen as the Republican candidate in 1868. Develops the ability to assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3: Describe the issues that divided Republicans during the early Reconstruction era.	Yes	Student Edition: Wade-Davis Bill and Republicans' Rejection of Lincoln's Lenient Plan, Ch. 11, p. 346–347; Johnson's Impeachment, Ch. 11, p.358; Hayes v the Radical Republicans agenda, Ch 11. p. 363. Teacher's Edition: Ch. 11 → Lesson 11.2 → Speaking Skills: Students take the position of members of Congress in 1864 and argue the proper mechanism for readmitting Southern states, exposing the division between presidential and congressional plans. Develops the ability to describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.	Yes	Student Edition: The Thirteenth Amendment, Ch. 10, p. 320, and Ch. 11, p. 352; The Freedman's Reality, p. 341; The Fourteenth Amendment, Ch. 11, p. 354, 358; The Fifteenth Amendment and African Americans at the Polls, Ch. 11, p. 358, 361-362. Teacher's Edition: Ch. 11 → Lesson 11.4 → Reading Comprehension: Students read the text of the Fourteenth Amendment and identify how Section 1 defines citizenship and what it forbids the states to do. Ch. 11 → Lesson 11.4 → Critical Thinking and Problem Solving: Students chart the new laws and amendments and note the legal effect of each. Develops the ability to distinguish the freedoms guaranteed with the 13th, 14th, and 15th Amendments.
SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.	Yes	Student Edition: Jim Crow Laws and Plessy v. Ferguson, Ch. 11, p. 368. Teacher's Edition: Ch. 11 → Lesson 11.4 → Compare and Contrast: Students compare the Black Codes with sharecropping, drawing on Primary Source 11.4, Henry Blake's 1941 interview, and assess the constraints each placed on freed people. Ch. 20 → Lesson 20.5 → Key Concepts: Students examine segregation as the settled legal order the Civil Rights Movement confronted, and what dismantling it required. Develops the ability to assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people and analyze the sharecropping system and debt peonage as practiced in the United States.	Yes	Student Edition: The Black Codes, Ch. 11, p. 352; Land Distribution ("Forty Acres and a Mule") and Sharecropping/Debt Peonage, Ch. 11, p. 359–360. Teacher's Edition: Ch. 11 → Lesson 11.4 → Compare and Contrast: Students build a two-column comparison of the Black Codes and sharecropping, drawing on Primary Source 11.4, Henry Blake's 1941 interview. Develops the ability to compare the effects of the Black Codes and the Nadir on freed people's rights.
SS.912.A.2.7: Review the Native American experience.	Yes	Student Edition: Indian Removal Act, Trail of Tears, Ch. 6, p. 199–203; Tocqueville on Indian removal, Ch.6, p. 204; The Plains Indian Wars and the Dawes Severalty Act, Ch. 12, p. 406-407. Teacher's Edition: Ch. 12 → Lesson 12.9 → Formative Assessment: Students recall what the Dawes Severalty Act of 1887 did—broke up reservation lands into individual family allotments—and the roughly 250,000 Plains Indians the book counts, then explain what the 1890 Census Bulletin declared and why it mattered. Develops the ability to review the Native American experience.

Standard	Covered by Bid	Organization Notes
SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.	Yes	Student Edition: Farmers' Economic Crisis and the Populist Party, Ch. 14, p. 446; William Jennings Bryan and the Free Silver/Gold Standard Debate, Ch. 14, p. 446, 448-449. Teacher's Edition: Ch. 14 → Lesson 14.1 → Classroom Experience: Students examine whether the movement for economic reform in the late nineteenth century was urban, rural, or both, identify the platform of the People's Party, and account for Bryan's monetary position and why it drew support and opposition. Develops the ability to analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.	Yes	Student Edition: The Rise of Big Business (new technologies, patents, railroads), Ch. 12, p. 376–380; Rockefeller, Carnegie (Bessemer Process), and Morgan ("Three Titans"), Ch. 12, p. 381–385; National Markets, Standard Time, and the Rise of Mail-Order Retail, Ch. 12, p. 385–386; The Conditions of Industrial Labor, Ch. 12, p. 387–389, 392–393; Socialism vs. Capitalism (Debs, Carnegie), Ch. 12, p. 390–391; The Sherman Antitrust Act and Interstate Commerce Act, Ch. 14, p. 458–459. Teacher's Edition: Ch. 12 → Lesson 12.4 → Guiding Classroom Questions: Students trace Rockefeller's Standard Oil to 90 percent of national refining capacity by 1879, Morgan's consolidation of U.S. Steel and General Electric, and Carnegie's use of the Bessemer process, examining how technology, finance and business practice together produced the second Industrial Revolution. Develops the ability to examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution.
SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.	Yes	Student Edition: Early Industrialization, Ch. 6, p. 187-188; The Rise of Big Business and Three Titans, Ch. 12, p. 376–387. Teacher's Edition: Ch. 6 → Lesson 6.6 → Classroom Experience: Students examine the early industrial economy of mills and textile manufacture. Ch. 12 → Lesson 12.4 → Guiding Classroom Questions: Students trace Rockefeller's control of ninety percent of refining capacity, Morgan's consolidation of U.S. Steel, and Carnegie's use of the Bessemer process, then set the scale, financing and organizational form of this economy against the earlier one. Develops the ability to compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.	Yes	Student Edition: Transportation (Railroads, National Markets, Standard Time Zones), Ch. 12, p. 376–381; Business Practices (Corporate Form, Trusts, Monopoly Formation, Mail-Order Retail, Chain Stores), Ch. 12, p. 378, 383, 385–387; Communication (Morse's Telegraph), Ch. 12, p. 381-382; Steel (Carnegie, Bessemer Process), Ch. 12, p. 382, 384; Oil (Rockefeller, Standard Oil, Vertical Integration), Ch. 12, p. 382-384. Teacher's Edition: Ch. 12 → Lesson 12.4 → Key Concepts: Students examine how steel manufacturing and oil refining expedited industrial expansion alongside the railroads, and how Carnegie, Rockefeller and Morgan achieved market dominance through consolidation and novel financial structures such as trusts and holding companies. Develops the ability to determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.	Yes	Student Edition: George Westinghouse and the Air Brake, Ch. 12, p. 381; Henry Ford and Mass Automobile Production, Ch. 16, p. 524. Teacher's Edition: Ch. 12 → Lesson 12.4 → Critical Thinking and Problem Solving: Beyond Edison, Westinghouse and Tesla, students use a teacher-provided reference source to identify two further inventors of the period, one African American and one woman, recording each invention, its date and one concrete way it changed how Americans worked or lived, and to research one entrepreneur whose enterprise this economy made possible. Develops the ability to identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.	Yes	Student Edition: The Rise of Big Business, Ch. 12, p. 376–381; Urbanization Statistics and the "Walking City," Ch. 12, p. 393–397. Teacher's Edition: Ch. 14 → Lesson 14.1 → Civic Discourse: Students recall Jefferson's vision of a republic of self-sufficient farmers and evaluate what an industrial, urban society had made of it. Develops the ability to analyze changes that occurred as the United States shifted from an agrarian to an industrial society.
SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).	Yes	Student Edition: European Immigration, Ch. 12, p. 395, p. bottom of 397–403; Chinese and Japanese Immigration, Ch. 12, p. 398, Map 12.2, p. 400; Samuel Gompers's Anti-Chinese Rhetoric, Ch. 13, p. 430; The Chinese Exclusion Act, Ch. 12 Timeline. Teacher's Edition: Ch. 12 → Lesson 12.7 → Formative Assessment: Students recall what the Chinese Exclusion Act of 1882 did, then explain how immigration after the Civil War differed from what came before — the shift from northern and western European Protestants to southern and eastern Europeans in the east, and toward East Asia on the Pacific coast. Develops the ability to compare the experience of European immigrants in the east to that of Asian immigrants in the west.

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SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (e.g., class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).	Yes	Student Edition: Urbanization and Farm-to-City Migration, Ch. 12, p. 393–394; The Social Gospel, Ch. 13, Primary Source 13.1, p. 422; The Social Gospel (Gladden, Rauschenbusch) and Jane Addams's Settlement Houses, Ch. 14, p. 445–447. Teacher's Edition: Ch. 14 → Lesson 14.2 → Argumentation: Students argue whether the tenets of Progressivism were compatible with its religious roots, supporting the position from the chapter. Ch. 14 → Lesson 14.2 → Civic Discourse: Students evaluate the tensions between Progressivism and the principles of the American Founding. Develops the ability to examine the importance of social change and reform in the late 19th and early 20th centuries.
SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.	Yes	Student Edition: The Conditions of Industrial Labor, Ch. 12, p. 387–389; Haymarket, the Homestead Strike, and the Pullman Strike, Ch. 12, p. 392-393; Eugene Debs, the American Railway Union, and the Socialist Party's Electoral Rise, Ch. 12, p. 393. Teacher's Edition: Ch. 12 → Lesson 12.6 → Guiding Classroom Questions: Students examine factory and coal-mine working conditions, then trace the Great Railroad Strike of 1877, the Homestead strike of 1892 and the Pullman Strike of 1894 alongside Gompers's founding of the American Federation of Labor, evaluating what organized labor achieved and what it cost. Develops the ability to examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
SS.912.A.3.10: Review different economic and philosophic ideologies.	Yes	Student Edition: Monopolistic Power, Ch. 12, p. 385; Socialism vs. Capitalism (Debs, Carnegie's "Gospel of Wealth"), Ch. 12, p. 390–391; Hoover on Rugged Individualism, Ch. 16, p. 545. Teacher's Edition: Ch. 14 → Lesson 14.5 → Formative Assessment → Explain: Students explain how the New Nationalism and the New Freedom answered the same problem differently, working from Roosevelt's Osawatomie speech (Primary Source 14.3) and Wilson's The New Freedom (Primary Source 14.4). Develops the ability to review different economic and philosophic ideologies.
SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.	Yes	Student Edition: Tammany Hall, "Boss" Tweed, and Urban Political Machines, Ch. 12, p. 396–397; George Washington Plunkitt's "Honest Graft," Ch. 12, p. 397.Counterracting the Effects of Political Machines, Ch. 14, p. 454-455. Teacher's Edition: Ch. 12 → Lesson 12.7 → Key Concepts: Students examine how the destitution of urban immigrants gave rise to machine politics, in which informal networks controlled by bosses dominated municipal government through patronage, and how machines such as Tammany Hall traded votes for city services in a way that made a mockery of the Founders' hope for civic virtue. Develops the ability to analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.	Yes	Student Edition: Henry George and Jane Addams and the Settlement House Movement, Ch. 14, p. 445–447; The Muckrakers (Ida Tarbell, Lincoln Steffens, Jacob Riis), Ch. 14, p. 451; Municipal Reformers (Samuel "Golden Rule" Jones, Tom Johnson), Ch. 14, p. 451; Theodore Roosevelt's "Square Deal" and Stewardship Theory (the 1902 coal strike), Ch. 14, p. 462-466; Upton Sinclair's The Jungle, Ch. 14, p. 463; Wilson's New Freedom and the Federal Reserve, Ch. 14, p. 469–471, 474. Teacher's Edition: Ch. 14 → Lesson 14.2 → Analytical Skills: Students identify the author, audience, and purpose of Jane Addams's “The Subjective Necessity for Social Settlements” (Primary Source 14.1) and assess how the settlement movement sought to shape public policy. Develops the ability to compare how nongovernmental organizations and progressives worked to shape public policy.
SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.	Yes	Student Edition: No developed Florida-specific content found anywhere in the reviewed chapters. Teacher's Edition: Ch. 21 → Lesson 21.7 → Classroom Experience: Students locate Miami and analyze Figure 21.15, Reagan meeting Pope John Paul II at Miami International Airport in 1987, asking why a meeting central to the chapter's Cold War argument took place in Florida and what the state's airports, harbors and Caribbean and Latin American ties made possible. Develops the ability to examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.4.1: Analyze the major factors that drove United States imperialism.	Yes	Student Edition:Adams's Anti-Interventionist Warning, Ch. 13, p. 415–416; Monroe Doctrine Hegemony vs. Anti-Interventionism, p. 417–418; Manifest Destiny's Extension Overseas, p. 418–419; Economic Need for New Markets and Raw Materials, p. 418; Global Imperial Competition, p. 419; Press Jingoism (Fig. 13.3), p. 420; Technology Enabling Distant Rule, p. 420; "Paternalistic Imperial Rule" as a Civilizing Mission, p. 421; Alfred Thayer Mahan and Naval Expansion, p. 421; Social Darwinism and Anglo-Saxon Racial Theology (Josiah Strong, Primary Source 13.1), p. 422. Teacher's Edition: Ch. 13 → Lesson 13.2 → Classroom Experience: Students examine what drove the nineteenth-century trend of imperialism, distinguish imperialism from colonialism, and weigh Strong's providential case against Mahan's strategic one as competing accounts of why a continental republic turned outward. Develops the ability to analyze the major factors that drove United States imperialism.

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SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.	Yes	Student Edition: Alaska's Purchase ("Seward's Folly"), Ch. 13, p. 423; Samoa's Naval Base, Ch. 13, p. 423; Hawaii Annexation (Queen Lili'uokalani's Quote), p. 423–424; The Philippines Annexation Debate, p. 429–433; The Platt Amendment and Guantánamo Bay (Cuba), p. 435–436; The Roosevelt Corollary and the Dominican Republic, p. 436; The Open Door Policy in China, p. 437, 441. Teacher's Edition: Ch. 13 → Lesson 13.4 → Guiding Classroom Questions: Students examine what the United States acquired from the Spanish-American War—the Philippines, Puerto Rico and Guam—and reconstruct the anti-imperialist arguments against annexation, weighing the motives advanced on each side. Develops the ability to explain the motives of the United States acquisition of the territories.
SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.	Yes	Student Edition: Cuban War of Independence, Spanish Atrocities, and Yellow Journalism, Ch. 13, p. 424-425; The Maine, p. 425-427; The War's Course (Manila Bay, Santiago), Ch. 13, p. 428-429; The Philippines Annexation Debate, Ch. 13, p. 429-433. Teacher's Edition: Ch. 13 → Lesson 13.3 → Formative Assessment: Students recall the explosion of the USS Maine in Havana harbor on 15 February 1898, then explain how yellow journalism shaped opinion before the war—mass-circulation papers treating the explosion as an attack before any cause was established, producing a public demand for war the government did not create and could not resist. Develops the ability to examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.	Yes	Student Edition: The Political and Economic Advantages of the Panama Canal, p. 438–439. Teacher's Edition: Ch. 13 → Lesson 13.4 → Critical Thinking and Problem Solving: Students analyze the economic, military and security motivations for the canal from Mahan's argument that commerce requires a navy and a navy requires bases, then use a teacher-provided account to analyze the major obstacles construction had to overcome — disease among the workforce, the engineering of the locks and the Culebra Cut, and the scale of labor required — and judge which obstacle most nearly stopped the project. Develops the ability to analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.	Yes	Student Edition: The Alliance System and Assassination of Franz Ferdinand, Ch. 15, p. 480; Wilson's Neutrality Proclamation, p. 481; The Lusitania, Primary Source 15.1, p. 483-484; Unrestricted Submarine Warfare and the Zimmermann Telegram, p. 486; Wilson's Request for War, Primary Source 15.2, p. 486-490; The AEF, the Meuse-Argonne Offensive, and the Armistice, p. 496-499; Final Casualty Figures, p. 499. Teacher's Edition: Ch. 15 → Lesson 15.1 → Reading Comprehension: Students build a graphic organizer identifying and describing the motives of the major initial belligerents. Ch. 15 → Lesson 15.3 → Critical Thinking and Problem Solving: Students compare how the war affected each participating country. Develops the ability to examine the causes, course, and consequences of United States involvement in World War I.
SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (i.e., Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).	Yes	Student Edition: Conscription and the War Industries Board (Bernard Baruch), Ch. 15, p. 491; The Food Administration (Hoover), Fuel Administration (Daylight Saving Time), Railroad Administration, and National War Labor Board (William Howard Taft), p. 491; The Committee on Public Information (George Creel) and Liberty Bonds, p. 492; The Espionage Act (1917) and Sedition Act (1918), Eugene Debs's Conviction and Schenck v. United States, p. 492-493. Teacher's Edition: Ch. 15 → Lesson 15.2 → Key Terms: Students examine the War Industries Board, which coordinated economic activity for the war effort and under which industrial production rose twenty percent, alongside the Espionage Act and the Sedition Act, establishing how the government prepared and disciplined the nation for war. Develops the ability to examine how the United States government prepared the nation for war with war measures.
SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (e.g., trench warfare, convoys).	Yes	Student Edition: New Weapons of Total War, Fig. 15.3, p. 481-482; Submarine tactics, p. 483, Mustard Gas ("Gassed," Sargent, Fig. 15.5), p. 488-489; The Convoy Escort System, p. 495. Teacher's Edition: Ch. 15 → Lesson 15.1 → Key Concepts: Students examine the character of the war that opened in 1914 — the trench stalemate, poison gas, the submarine campaign and the convoy response — together with the aircraft and naval power that reshaped strategy, and explain how each new weapon forced a new way of fighting. Develops the ability to examine the impact of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies.

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SS.912.A.4.8: Compare the experiences Americans (i.e., African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.	Yes	Student Edition: The 369th Infantry Regiment "Harlem Hellfighters" (Fig. 15.10), Ch. 15, p. 502. Teacher's Edition: Ch. 15 → Lesson 15.3 → Compare and Contrast: Working from Figure 15.10, 369th Infantry Troops Return Home, and teacher-provided excerpts, students compare the experiences of African American, Hispanic and Asian American servicemen, women in war service and conscientious objectors, recording for each what the war asked of them and what it granted in return. Develops the ability to compare the experiences Americans had while serving in Europe.
SS.912.A.4.9: Compare how the war impacted European Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women, and dissenters in the United States.	Yes	Student Edition: Fig. 15.7, Women's Wartime Factory Labor, p. 491-492; African American Wartime Migration, p. 492; Persecution of German Americans, p. 492; Dissenters (Eugene Debs, Schenck v. U.S.), p. 492-493. Teacher's Edition: Ch. 15 → Lesson 15.3 → Compare and Contrast: Extending the comparison from service in Europe to the home front, students examine how the war bore on European, Asian, African, Hispanic, Jewish and Native Americans, on women and on dissenters, using the Espionage and Sedition Acts as the measure of what dissent then cost. Develops the ability to compare how the war impacted different groups in the United States.
SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.	Yes	Student Edition: The Fourteen Points, Ch. 15, p. 504-505; The Paris Peace Conference and the Big Four, p. 505-506; Article 231 (the War Guilt Clause) and Reparations, p. 507; The League of Nations Debate - Wilson For (Primary Source 15.4) vs. Lodge Against, Article X (Primary Source 15.5), p. 508-510; The Senate's Rejection and the 1920 Election as Referendum (Harding's "Return to Normalcy"), p. 510-511. Teacher's Edition: Ch. 15 → Lesson 15.4 → Reading Comprehension: Students read Wilson's Fourteen Points in full and identify the political order he envisioned. Ch. 15 → Lesson 15.4 → Speaking Skills: Students take the part of a senator approached by Henry Cabot Lodge in 1920 and argue the case for or against ratification. Develops the ability to examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
SS.912.A.5.1: Discuss the economic outcomes of demobilization.	Yes	Student Edition: Rapid Army Demobilization and Veteran Unemployment, Ch. 16, p. 516-517; The End of Wartime Economic Controls (WIB Dissolution, Railroads Returned to Private Owners), Ch. 16, p. 517; Postwar Inflation and Labor Unrest (Seattle General Strike, U.S. Steel Strike), Ch. 16, p. 517; Housing Market Shortage, Ch. 16, p. 517; Rising Commodity Prices and Unemployment, Ch. 16, p. 520; Reduction of Wartime Taxes, Ch. 16, p. 520-521; Mellon Economic Policies for Growth, Ch 16, P. 520-521; The 1920-21 Depression, Ch. 16, p. 546-549. Teacher's Edition: Ch. 16 → Lesson 16.1 → Classroom Experience: Students examine what Harding meant by a return to normalcy and what Keynes predicted for the postwar economy, situating demobilization against the war and pandemic the country had just come through. Develops the ability to discuss the economic outcomes of demobilization.
SS.912.A.5.2: Explain the causes of the public reaction (e.g., Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.	Yes	Student Edition: Fear of Bolshevik Revolution and the 1919 Mail Bombings, Ch. 16, p. 518-519; The Palmer Raids (6,000 Arrests), Ch. 16, p. 519, Association of Communism with Immigrants, Ch. 16, p. 519, Race Riote, Ch. 16, p. 517. Teacher's Edition: Ch. 16 → Lesson 16.1 → Formative Assessment: Students recall that the Palmer Raids began in November 1919 and explain the postwar reaction that produced them—the association of radicalism with unassimilated immigrant populations after a bomber proved to be an Italian American radical, and Palmer's machinery for rapidly deporting radical aliens. Develops the ability to explain the causes of the public reaction associated with the Red Scare.
SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.	Yes	Student Edition: Raised Tariff's Following the 1921-21 Recession, Ch. 16, 520; Growth of the U.S. as a World Power, Ch.16, 520-521; Mellon Economic Policies, Ch. 16, P. 520-521; Federal Reserve Keeping Interest Rates Low, Ch. 16, 521; Ford's Model-T, Assembly Line, and Mass Production, Ch. 16, p. 522-526; Economic Growth Under Coolidge's Economic Policy, Ch. 16, p. 541-542; U.S. Unwilingness to Extend Credit to Germany, Ch. 16, p. 547; Hawley-Smoot Tarrif, Ch. 17, p. 555; U.S. Global Commercial Interests, Ch 18, p. 589; Acquired Rights to Panama Canal, Ch 18, p. 590. Teacher's Edition: Ch. 16 → Lesson 16.2 → Key Concepts: Students examine the Republican governing philosophy that displaced Progressive direction of the economy—Coolidge's claim that the chief business of the American people is business—and Mellon's argument that inherently excessive taxes are not paid but drive capital out of productive business. Develops the ability to examine the impact of United States foreign economic policy during the 1920s.

Standard	Covered by Bid	Organization Notes
SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.	Yes	Student Edition: Consumer Culture, Consumer Credit, Advertizing, and Women's Purchasing Power (Fig. 16.1, "Vogue Magazine Cover," p.512-513, Fig. 16.7 Frigidair Ad, p. 526, and Fig. 16.8 Record Ad, p.527), 526-527, 533; Ford's Assembly Line and Cheaper, Mass Produced Goods, Ch. 16, p. 522-525; Ford's Moving Assembly Line (Fig. 16.5), p. 522-523; The Automobile Industry as an Economic Multiplier, p. 523; Ford's Higher Wages and the Advent of Weekends Drive Consumption, Ch. 16, p. 524. Teacher's Edition: Ch. 16 → Lesson 16.4 → Key Concepts: Students examine the 1920s as the first great era of national advertising, tied to mass media and a national consumer economy, and weigh Allen's claim in Only Yesterday that the decade witnessed a revolution in manners and morals. Develops the ability to evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.	Yes	Student Edition: Fourteen Points and the League of Nations, Ch. 15, p. 504-511; The Washington Naval Conference and the Kellogg-Briand Pact, Ch. 18, p. 589-590. U.S. Improved Relations with Latin America, Ch. 18, p. 590; 1935 Neutrality Acts, Ch. 18, p. 593. Teacher's Edition: Ch. 18 → Lesson 18.1 → Guiding Classroom Questions: Students examine why it is misleading to call interwar American foreign policy isolationist, identifying the Washington Naval Conference of 1921 and the Kellogg-Briand Pact of 1928 as international initiatives to which the United States was a party. Develops the ability to describe efforts by the United States and other world powers to avoid future wars.
SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.	Yes	Student Edition: The Harlem Renaissance Ch. 16, p. 527, 530-531; Hollywood and Film, Ch. 16, p. 528, 531; The Scopes Trial and Fundamentalism, Ch. 16, p. 537-538; Prohibition and the Eighteenth Amendment, p. 538-540. Teacher's Edition: Ch. 16 → Lesson 16.4 → Classroom Experience: Students examine Prohibition, the Scopes Trial and immigration restriction as the decade's countercurrents, set against Hollywood, the radio and the recorded music of lesson 16.3, and assess how each changed American society. Develops the ability to analyze the influence that Hollywood, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.	Yes	Student Edition: Nineteenth Amendment, Ch. 16, p. 514, 538-539. Great Migration and Harlem Renaissance, Ch. 16, p. 527; Martin Luther King Jr's nonviolent Civil Rights movement, Ch. 20, p. 694-699; Civil Rights and Voting Acts, Ch.20, p. 703; Immigration Act of 1965, Ch. 20, p. 703; Black Power Movement, Ch. 20, p. 704-705; Feminist Movement, Ch. 20, p. 709. Teacher's Edition: Ch. 16 → Lesson 16.4 → Civic Discourse: Beginning from the Nineteenth Amendment and the League of Women Voters, students use teacher-provided sources to examine four freedom movements active in this period — for African Americans, for Latinos, for Asian Americans and for women — identifying for each what rights it claimed, what methods it used, and what resistance it met. Develops the ability to examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois and Marcus Garvey relating to the African American experience.	Yes	Student Edition: Booker T. Washington, Ch. 14, p. 475; W.E.B. Du Bois, Ch. 15, p. 475. Teacher's Edition: Ch. 15 → Lesson 15.2 → Compare and Contrast: Beginning from Du Bois's "Close Ranks" chapter epigraph and the chapter's account of Booker T. Washington, students use teacher-provided excerpts to build a three-column comparison of Washington's, Du Bois's and Marcus Garvey's answers to how African Americans should pursue advancement, recording for each what he asked of African Americans and what he asked of white America. Develops the ability to compare the views of Booker T. Washington, W.E.B. DuBois and Marcus Garvey relating to the African American experience.
SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti- women, and anti-union ideas.	Yes	Student Edition: Anti Immigrant, Catholic, Jewish, and Black, Ch. 16, p. 536-537. Teacher's Edition: Ch. 16 → Lesson 16.4 → Classroom Experience: Students analyze Figure 16.17, thirty thousand Klan members at a midnight rite in Illinois, and examine the book's account of the revived Klan as anti-immigrant, anti-Catholic and anti-Jewish in addition to its antiblack agenda, with a following reaching from Oregon to Maine. Develops the ability to explain why support for the Ku Klux Klan varied in the 1920s with respect to anti-immigration, anti-African American, anti-Catholic, and anti-Jewish ideas.

Standard	Covered by Bid	Organization Notes
SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minority groups.	Yes	Student Edition: Harding's Pro African American Sentiment, Ch. 16, P. 521; KKK Resistance to Black, Immigrant, Catholic, and Jewish Rights, Ch. 16, p. 536-537; Democratic Party's Failure to Condemn KKK, Ch. 16, p. 542; Gunnar Myrdal on Civil Rights, Ch. 20, p. 674; Jim Crow Laws and Plessy v. Ferguson, Ch. 20, p. 675; The Civil Rights Movement and Voting Rights Act, Ch. 20, p. 695-704; Police Dogs and Firehoses at Birmingham, Ch. 20, p. 697. Teacher's Edition: Ch. 16 → Lesson 16.4 → Classroom Experience: Students place the Eighteenth and Nineteenth Amendments, the Johnson-Reed Act and the Scopes Trial on a line and mark which expanded liberty and which restricted it. Ch. 20 → Lesson 20.4 → Key Concepts: Students examine support for and resistance to civil rights across the movement's legal and popular fronts. Develops the ability to analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minority groups.
SS.912.A.5.11: Examine causes, course and consequences of the Great Depression and the New Deal.	Yes	Teacher's Edition: Ch. 17 → Lesson 17.2 → Classroom Experience: Students examine Hoover's initial response to the Depression and what became of it, then trace the New Deal's bank stabilization, relief programs and regulatory apparatus across Chapter Seventeen, assessing causes, course and consequences together. Develops the ability to examine causes, course and consequences of the Great Depression and the New Deal.
SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.	Yes	Student Edition: Versailles Treaty, Ch. 15, 506-507, Ch. 18, 590-591, 595; Rise of Authoritarian and Expansionist Regimes and Appeasement, Ch.18, p. 590-593; Beginning of the War (Poland, France, Britain), Ch. 18, p. 593-598; U.S. Battles with Neutrality, Ch. 18, p. 598-601; Pearl Harbor, Ch. 18, p. 601-605; U.S. Mobilization, Ch. 18, p. 605-609; War in the European Theater, Ch. 18, p. 609-617; War in the Pacific Theater, Ch. 18, p. 617-621, 624-628; Holocaust Analysis, Ch. 18, p. 621-623; The Atom Bomb, Deliberations and Consequences, Ch. 18, p. 624-627; Death Toll, Ch. 18, p. 628-629; Post-War Boom, Ch. 19, p. 635-638; Nuclear Anxiety and the Beginning of the Cold War, Ch. 18, p. 638-641. Teacher's Edition: Ch. 18 → Lesson 18.7 → Classroom Experience: Students examine how the war ended in the European theater, what the Allies discovered as Central Europe was liberated, and how the war's conclusion left the United States and Soviet Union as the world's foremost powers with Europe divided between them. Develops the ability to examine causes, course, and consequences of World War II on the United States and the world.
SS.912.A.6.2: Describe the United States' response in the early years of World War II (e.g., Neutrality Acts, Cash and Carry, Lend Lease Act).	Yes	Student Edition: The 1935 Neutrality Acts, Ch. 18, p. 593; The Destroyers-for-Bases Deal, America First Committee, and Committee to Defend America by Aiding the Allies, Ch. 18, p. 597-598; The Lend-Lease Act and Isolationist Opposition Ch. 18, p. 597-601; Four Freedom's Speech, Ch. 18, p. 600; Greer and "Shoot on sight" Command, Ch. 18, p. 601; Embargos and Freezes on Japan, Ch. 18, p. 601-602. Teacher's Edition: Ch. 18 → Lesson 18.2 → Classroom Experience: Students examine the stakes of the war as Churchill described them and what Hitler would have needed to prevail, tracing the American movement from neutrality legislation toward material support for Britain. Develops the ability to describe the United States' response in the early years of World War II.
SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.	Yes	Student Edition: The Horrors of the Camps, Ch. 18, p. 621-623; Einstein as Emblematic of Jewish Flight from Germany, Ch. 18, p. 624; Holocaust as a Failure of Mankind, Ch. 18, p. 628. Teacher's Edition: Ch. 18 → Lesson 18.7 → Key Concepts: Students examine the book's account that the Nazi government systematically killed millions of unarmed Jewish civilians—men, women and children—as well as many others, and the origin of the term Holocaust from the Greek for a burnt offering. Develops the ability to analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.	Yes	Student Edition: Women in Military and Labor Force, Ch. 18, p. 606-609; African Americans in Military and the "Double V" Campaign, Ch. 18, p. 608-609; Navajo "Code Talkers," Ch. 18, p. 608-609; Mexican Military and Bracero Program, Ch. 18, p. 609; The Internment of Japanese Americans, Ch. 18, p. 609. Teacher's Edition: Ch. 18 → Lesson 18.4 → Classroom Experience: Students examine in what particular ways Japanese Americans were disadvantaged by internment, set against the wartime industrial mobilization that opened economic opportunity to groups previously excluded, assessing rights contracted and expanded in the same war. Develops the ability to examine efforts to expand or contract rights for various populations during World War II.

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SS.912.A.6.5: Explain the impact of World War II on domestic government policy including, but not limited to, rationing and the forced internment of Japanese Americans.	Yes	Student Edition: War Management Agencies, Ch. 18, p. 606-607; Rationing of Scarce Commodities, Ch. 18, p. 606; The Internment of Japanese Americans, p. 609; Mexican Braceros, Ch. 18, p. 609. Teacher's Edition: Ch. 18 → Lesson 18.4 → Key Concepts: Students examine the wartime industrial transformation that produced two thirds of Allied equipment—280,000 airplanes, 86,000 tanks and 41 billion rounds of ammunition—and the domestic policies that accompanied it, including rationing and the forced internment of Japanese Americans. Develops the ability to explain the impact of World War II on domestic government policy including rationing and the forced internment of Japanese Americans.
SS.912.A.6.6: (Ch. 18, 19) Analyze the use of atomic weapons during World War II and the aftermath of the bombings.	Yes	Student Edition: The Manhattan Project and the Decision to Use the Atomic Bomb, Ch. 18, p. 624-628; Nuclear Fear and the Beginning of the Cold War, Ch. 19, p. 638-641; The USSR's First Atomic Bomb Test, Ch. 19, p. 660. Teacher's Edition: Ch. 18 → Lesson 18.7 → Key Concepts: Students examine the Manhattan Project begun in 1940, the physics of a uranium chain reaction releasing more energy than tens of thousands of tons of TNT, and the effect of the bombs dropped on Hiroshima and Nagasaki. Develops the ability to analyze the use of atomic weapons during World War II and the aftermath of the bombings.
SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.	Yes	Teacher's Edition: Ch. 19 → Lesson 19.1 → Civic Discourse: Working from a teacher-provided account, students describe what the Nuremberg tribunal was, who was tried and on what charges, and explain how trying leaders before an international court represented an attempt to promote international justice rather than impose summary punishment. Students then take up the contemporary objection that the court applied retroactive law and was staffed by the victors. Develops the ability to describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.	Yes	Student Edition: First Red Scare, Ch. 16, p. 518-519; McCarthyism and the Second Red Scare, Ch. 19, p. 661-662; Loyalty Program in the Federal Government, Ch. 19, p. 661; Smith Act of 1940, Ch. 19, p. 661; House Committee on Un-American Activities, Ch. 19, p. 661; Whittaker Chambers's HUAC Testimony and the Alger Hiss Case, Ch. 19, p. 662-663; The Rosenberg Spy Case, Ch. 19, p. 663. Teacher's Edition: Ch. 19 → Lesson 19.6 → Key Concepts: Students examine the domestic consequences of the postwar communist advance, including the loyalty apparatus and congressional investigations that followed, and assess how the second Red Scare shaped American policy and public life. Develops the ability to analyze the effects of the Red Scare on domestic United States policy.
SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.	Yes	Student Edition: The UN Charter's Founding and Purpose, Ch. 19, p. 640, U.N. as Peacekeeper, Ch. 19, p. 655, 664. Teacher's Edition: Ch. 19 → Lesson 19.7 → Guiding Classroom Questions: Students examine the postwar settlement and the rationale for founding the United Nations as a body intended to prevent a recurrence of the war, and, working from a teacher-provided source, describe Mary McLeod Bethune's contribution as a consultant to the founding conference and what her presence signified about whose voices the new organization would include. Develops the ability to describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (i.e., Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).	Yes	Student Edition: Nuclear Fear and the Beginning of the Cold War, Ch. 19, p. 638-641; George Kennan's Containment Doctrine, Ch. 19, p. 646, 648-649; The Truman Doctrine, p. 646-647; The Marshall Plan, Ch. 19, 650-651; The Berlin Blockade and Airlift, Ch. 19, p. 652-653; NATO's Formation, Ch. 19, p. 653; The Warsaw Pact, Ch. 19, p. 655. Teacher's Edition: Ch. 19 → Lesson 19.4 → Classroom Experience: Students read Kennan's analysis of a Soviet regime permeated with internal instability that fuelled a ceaseless drive toward expansion, then evaluate the Truman Doctrine against Washington's Farewell Address, working through containment, the Marshall Plan and the founding purpose of NATO. Develops the ability to examine causes, course, and consequences of the early years of the Cold War.
SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.	Yes	Student Edition: The USSR's First Atomic Bomb Test, Ch. 19, p. 660; Nuclear Deterrence and Mutual Assured Destruction, Ch. 19, p. 669-670; Resulting Proxy Wars, Ch. 19, p. 670; The Cuban Missile Crisis, Ch. 20, p. 675, 691; Nixon and Kissinger's Nuclear Talks with China, Ch. 21, p. 724; The Strategic Defense Initiative ("Star Wars") and the INF Treaty, Ch. 21, p. 751, 754. Teacher's Edition: Ch. 19 → Lesson 19.8 → Key Concepts: Students examine the nuclear arms race under Eisenhower and the doctrine of mutually assured destruction, assessing the controversy that attended the spread of nuclear technology. Develops the ability to examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

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SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.	Yes	Student Edition: Power Vacuum, (Soviet) North Korean Invasion, and Truman's Response, Ch. 19, p. 663-664, 666; The Inchon Landing and Chinese Intervention Ch. 19, p. 664-665; The MacArthur-Truman Dispute and MacArthur's Firing, p. 665-667; The Armistice and Stalemate, Ch. 19, p. 666-667. Teacher's Edition: Ch. 19 → Lesson 19.7 → Guiding Classroom Questions: Students examine the outcome of the Korean War—Soviet-supported North Korea's invasion of American-supported South Korea and the American and allied response—and assess what the war settled and what it left unresolved. Develops the ability to examine causes, course, and consequences of the Korean War.
SS.912.A.6.13: (Ch. 19, 20) Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.	Yes	Student Edition: Truman's Containment Doctrine, Ch. 19, p. 646-653; Truman's Israel Doctrine, Ch. 19, p. 653-657; Truman and Korean War, Ch. 19, P. 663-228; Eisenhower's Intervention in Iran, Ch. 19, p.670; Eisenhower's Intervention in Indochina, Ch. 19, p. 670-671; Eisenhower and the Suez Crisis, Ch. 19, p. 671; Eisenhower's Recognition of Castro in Cuba, Ch. 19, p. 672; Kennedy's Bay of Pigs, Ch. 20, p. 690; Kennedy and the Vienna Summit and Berlin Wall, Ch. 20, p. 690; Kennedy and the Cuban Missile Crisis, Ch. 20, p. 691; Kennedy in Vietnam, Ch. 20, p. 692; Johnson in Vietnam, Ch. 20, p. 705-711; Nixon Ends Vietnam War, Ch. 21, 722-723; Nixon and China, Ch. 21, p. 723-724; Nixon's Détente with Soviets, Ch. 21, P. 724. Teacher's Edition: Ch. 21 → Lesson 21.1 → Key Concepts: Students examine Nixon as a foreign-policy realist prioritizing American interests over ideological commitment, and set that against the approaches of Truman, Eisenhower, Kennedy and Johnson treated in Chapters 19 and 20. Develops the ability to analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
SS.912.A.6.14: (Ch. 20, 21) Analyze causes, course, and consequences of the Vietnam War.	Yes	Student Edition: Power Vacuum after French Defeat and Soviet Incursion, Ch. 19, p. 670-671; Kennedy Increases Involvement, Supports Coup, Ch. 20, p. 692; Gulf of Tonkin and U.S. Escalation, Ch. 20, p. 705, 708; Anti-War Sentiment, Ch. 20, p. 707, 710; Tet Offensive, Ch. 20, p. 711; Nixon's Vietnamization and the Paris Peace Accords, Ch. 21, p. 722-723; The Fall of Saigon, Ch. 21, p. 733. Teacher's Edition: Ch. 20 → Lesson 20.7 → Formative Assessment: Students recall what the Tet Offensive was and who won the 1968 presidential election and by what margin, then explain how a military engagement that failed on its own terms nonetheless changed the American position on the war. Develops the ability to analyze causes, course, and consequences of the Vietnam War.
SS.912.A.7.1: (Ch. 19) Identify causes for Post-World War II prosperity and its effects on American society.	Yes	Student Edition: Postwar Economic Recovery and Causes of the Boom, Ch. 19, p. 634–636; Consumer Spending, the Auto Industry, and Highway Construction, Ch. 19, p. 635–636; Suburbanization and the GI Bill, Ch. 19, p. 636–637; The Baby Boom, Ch. 19, p. 637–638. Teacher's Edition: Ch. 19 → Lesson 19.1 → Key Concepts: Students examine the fear that demobilizing over ten million servicemen would return the economy to its prewar struggles, and the educational and housing opportunities of the GI Bill that instead produced improved material conditions for returning veterans. Develops the ability to identify causes for Post-World War II prosperity and its effects on American society.
SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.	Yes	Student Edition: Prosperity's Limits: African Americans Excluded from the Boom, Ch. 19, p. 673–675. Teacher's Edition: Ch. 19 → Lesson 19.1 → Guiding Classroom Questions: Students examine the concerns Americans carried out of the war — jobs, housing, affordability — and the evidence of rising living standards that followed, including the GI Bill and suburban expansion, then assess who shared in that prosperity and who did not. Develops the ability to compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.	Yes	Student Edition: The Revived Feminist Movement (Betty Friedan's The Feminine Mystique), Ch. 20, p. 709. Teacher's Edition: Ch. 20 → Lesson 20.6 → Classroom Experience: Students read aloud the passage the chapter prints from Betty Friedan's The Feminine Mystique, ending in the question "Is this all?", and examine what it claimed about the position of women in postwar America and what followed from it. Develops the ability to examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.	Yes	Student Edition: Eisenhower's Legacy, Ch. 20, p. 679; Kennedy's Domestic and Foreign Policy, Ch. 20, p. 686–694; Johnson's Domestic and Foreign Policy, Ch. 20, p. 699–712. Teacher's Edition: Ch. 20 → Lesson 20.5 → Guiding Classroom Questions: Students compare Johnson with Kennedy in personality and policy ambition, then evaluate the domestic and foreign record of each against what they set out to achieve. Develops the ability to evaluate the success of 1960s era presidents' foreign and domestic policies.

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SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (e.g., African Americans, women, Native Americans, Hispanics) to achieve civil rights.	Yes	Student Edition: Montgomery Bus Boycott and Nonviolent Resistance Strategy, Ch. 20, p. 695; "Letter from Birmingham Jail," Ch. 20, p. 696; Birmingham Campaign — Nonviolent Protest Met with Police Violence, Ch. 20, p. 697; The March on Washington and "I Have a Dream," Ch. 20, p. 698; The Watts Riots and the Black Power Movement, Ch. 20, p. 704–705; Feminist, Hispanic, and Native American Rights Movements, Ch. 20, p. 709; 1968 Assassination Riots and the Chicago Convention Clashes, Ch. 20, p. 712-713. Teacher's Edition: Ch. 20 → Lesson 20.4 → Key Concepts: Students examine nonviolent resistance as pioneered by Gandhi and adopted by King—the Montgomery Bus Boycott, sit-ins, freedom riders, the response to police violence in Birmingham and the 1963 March on Washington—and weigh it against the movement's more confrontational currents. Develops the ability to compare nonviolent and violent approaches utilized by groups to achieve civil rights.
SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.	Yes	Student Edition: Gunnar and "An American Dilemma," Ch. 19, p. 674–675; The NAACP and Brown v. Board of Education, Ch. 20, p. 694; Martin Luther King Jr. and the Montgomery Bus Boycott, Ch. 20, p. 695; Gandhi's Influence on King's Nonviolent Philosophy, Ch. 20, p. 695; The Greensboro Sit-Ins and Freedom Riders, Ch. 20, p. 695; Robert Kennedy and Federal Protection of the Freedom Riders, Ch. 20, p. 697; John F. Kennedy and the Civil Rights Act, Ch. 20, p. 697–698; Lyndon B. Johnson and the Civil Rights and Voting Rights Acts, Ch. 20, p. 699; Signing of the Voting Rights Act (Figure 20.13 — King, Rosa Parks, John Lewis, and Ralph Abernathy), Ch. 20, p. 704; Malcolm X and the Black Power Movement, Ch. 20, p. 704–705. Teacher's Edition: Ch. 20 → Lesson 20.4 → Guiding Classroom Questions: Students trace how legal challenges beginning in the 1930s, led by the NAACP, set the stage for the activism of the 1950s and 1960s, assessing the organizations and figures who shaped the movement and the Black Power current that followed. Develops the ability to assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.	Yes	Student Edition: Federal Government Support — Brown v. Board, Robert Kennedy, and the Civil Rights/Voting Rights Acts, Ch. 20, p. 694, 697–699, 703; King Links the Movement to the American Dream and Christian Tradition, Ch. 20, p. 695; "I Have a Dream" and the Vision of Interracial Unity, Ch. 20, p. 698; Other Groups Adopt the Civil Rights Movement's Methods, Ch. 20, p. 709. Teacher's Edition: Ch. 20 → Lesson 20.4 → Key Concepts: Students assess the coalitions that carried the Civil Rights Act of 1964 and the Voting Rights Act of 1965, examining what integration required of African Americans, of white allies and of other groups, and judging what made the coalition effective where earlier efforts had failed. Develops the ability to assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused and reproductive rights.	Yes	Student Edition: Dennis v. United States / Smith Act Convictions, Ch. 19, p. 661; Plessy v. Ferguson, Ch. 19, p. 675; Brown v. Board of Education, Ch. 20, p. 694; Roe v. Wade, Ch. 21, p. 718. Teacher's Edition: Ch. 20 → Lesson 20.4 → Guiding Classroom Questions: Students examine the sequence of legal challenges from the 1930s through Brown and after, analyzing how Supreme Court decisions on integration reshaped what the law required and what remained contested. Develops the ability to analyze significant Supreme Court decisions relating to integration.
SS.912.A.7.9: Examine the similarities of social movements (e.g., Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.	Yes	Student Edition: Social Movements of the 1960s and Shared Origins in Civil Rights, Ch. 20, p. 709; March on the Pentagon (Figure 20.16), Ch. 20, p. 710. Teacher's Edition: Ch. 20 → Lesson 20.7 → Critical Thinking and Problem Solving: Alongside the anti-war movement the chapter teaches, students use teacher-provided accounts of the farm workers' movement, the American Indian Movement and the women's movement to identify what the social movements of the 1960s and 1970s shared in method — organization, publicity, non-violent confrontation — and where their aims diverged. Develops the ability to examine the similarities of social movements of the 1960s and 1970s.
SS.912.A.7.10: (Ch. 20, 21) Analyze the significance of Vietnam and Watergate on the government and people of the United States.	Yes	Student Edition: Vietnam Impact and Ending Ch. 20, p. 705–707, 709–713; Vietnamization and the Paris Peace Accords, Ch. 21, p. 722–723; Watergate and its Impact, Ch. 21, p. 727–732; Figure 21.7, p. 733; Lingering Effects, Ch. 21, p. 735. Teacher's Edition: Ch. 21 → Lesson 21.4 → Classroom Experience: Students examine what Watergate did to the presidency and how executive power by the 1970s compared with the original constitutional vision, working through Schlesinger's Imperial Presidency thesis, Ford's pardon of Nixon and the end of the Vietnam War in 1975. Develops the ability to analyze the significance of Vietnam and Watergate on the government and people of the United States.

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SS.912.A.7.11: (Ch. 19, 21) Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.	Yes	Student Edition: Latin America - The Good Neighbor Policy, Ch. 18, p. 590; The Middle East — Israel, Suez, Camp David, and Iran, Ch. 19, p. 653–657, 669–671; Ch. 21, p. 736–739; Containment in Asia — China, Korea, and Vietnam, Ch. 19, p. 657–667; Ch. 20, p. 692, 705–712; Ch. 21, p. 722–725, 732; The Caribbean and Latin America — Cuba, the Cold War, and Reagan's Interventions, Ch. 19, p. 669–672; Ch. 20, p. 688–691; Ch. 21, p. 741, 751; Post-Cold War Realignment — Tiananmen, the Gulf War, and 9/11, Ch. 22, p. 761, 764–768, 774–777, 787. Teacher's Edition: Ch. 21 → Lesson 21.1 → Guiding Classroom Questions: Students examine Nixon's opening to China and his realist prioritization of American interests in Asia. Ch. 21 → Lesson 21.7 → Classroom Experience: Students analyze Reagan-era policy in the Caribbean and Latin America and the Cold War's closing phase. Develops the ability to analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.	Yes	Student Edition: Political Polarization, Ch. 22, p. 774, 789–791; The Great Recession and Institutional Distrust, Ch. 22, p. 777–779; Globalization and Trump's Political Rise, Ch. 22, p. 781–782; Declining Institutional Trust, Ch. 22, p. 789. Teacher's Edition: Ch. 22 → Lesson 22.6 → Guiding Classroom Questions: Students examine how the Great Recession shaped the 2008 election and why the Tea Party emerged, assessing the political, economic and social concerns carried from the end of the twentieth century into the twenty-first. Develops the ability to analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.13: (Ch. 20) Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.	Yes	Student Edition: Truman's Fair Deal, Ch. 19, p. 643; The Great Society's Successes and Failures, Ch. 20, p. 703–704; Nixon and Reagan's Rollback of Great Society Programs, Ch. 21, p. 726, 746–748; Clinton's 1996 Welfare Reform, Ch. 22, p. 773–774. Teacher's Edition: Ch. 20 → Lesson 20.6 → Guiding Classroom Questions: Students name Great Society programs enacted under Johnson—the expansion of food stamps, the National Endowments, Medicare and Medicaid—and assess them as an attempt to extend New Deal legislation, weighing successes against failures. Develops the ability to analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs.
SS.912.A.7.14: Review the role of the United States as a participant in the global economy (e.g., trade agreements, international competition, impact on American labor, environmental concerns).	Yes	Student Edition: The Marshall Plan and Postwar Trade Policy, Ch. 19, p. 650–652; The Nixon Shock and 1970s Environmental Legislation, Ch. 21, p. 725; Globalization and Free Trade in the Post-Cold War Era (NAFTA, Manufacturing Decline, Trump's Tariffs), Ch. 22, p. 768-770, 772–773, 782–783. Teacher's Edition: Ch. 22 → Lesson 22.6 → Critical Thinking and Problem Solving: Students review the American role in the global economy through the North American Free Trade Agreement, which created a free-trade zone with Canada and Mexico and passed chiefly on Republican votes, and the later argument that such agreements sent factory jobs abroad, weighing who gained and who bore the cost, then explain how one policy could be a president's proudest achievement and, twenty-two years later, a winning argument against the establishment. Develops the ability to review the role of the United States as a participant in the global economy including trade agreements, international competition and the impact on American labor.
SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.	Yes	Student Edition: Middle East Terrorism and Political Fallout (Sadat, Iran Hostage Crisis), Ch. 21, p. 737–739; Anticipating Global Terrorism, Ch. 22, p. 764; 9/11 and Its Aftermath, Ch. 22, p. 774–777; 9/11's Effect on American Identity and Patriotism, Epilogue, p. 798, 801. Teacher's Edition: Ch. 22 → Lesson 22.5 → Classroom Experience: Students identify which organization planned the September 11 attacks, what happened to the fourth hijacked plane, and the justification given for the invasion of Iraq, then analyze how those events reshaped American public life and politics. Develops the ability to analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16: (Ch. 20, 22) Examine changes in immigration policy and attitudes toward immigration since 1950.	Yes	Student Edition: Cold War Refugee Waves (Cuba, Vietnam, Cambodia), Ch. 19, p. 672; Ch. 21, p. 732; The Immigration Act of 1965, Ch. 20, p. 703; 21st-Century Immigration and Border Politics, Ch. 22, p. 781–782, 787. Teacher's Edition: Ch. 22 → Lesson 22.6 → Guiding Classroom Questions: Students examine immigration as a driver of political realignment from the Great Recession forward, assessing how policy and public attitudes toward immigration shifted across the period. Develops the ability to examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.CG.1.1: Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.	Yes	Teacher's Edition: Ch. 3 → Lesson 3.5 → Analytical Skills: Students identify the author, setting, and intended purpose of the Declaration of Independence (Primary Source 3.2) and of Jefferson's rough draft (Figure 3.12), comparing what the revisions changed. Develops the ability to examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence.

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SS.912.CG.1.2: Explain the influence of Enlightenment ideas on the Declaration of Independence.	Yes	Teacher's Edition: Ch. 3 → Lesson 3.5 → Analyzing Figures: Students analyze The Declaration of Independence, July 4, 1776 (Figure 3.14) and trace the document's claims about natural rights and consent back to their intellectual sources. Develops the ability to explain the influence of Enlightenment ideas on the Declaration of Independence.
SS.912.CG.1.3: Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.	Yes	Teacher's Edition: Ch. 5 → Lesson 5.1 → Close Reading: Students conduct a line-by-line reading of the block quotation from Federalist 1, working from questions set before the reading begins. Ch. 5 → Lesson 5.1 → Geography: Students analyze the Ratification of the Constitution map (Map 5.1) and evaluate where support and opposition concentrated. Develops the ability to explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution.
SS.912.CG.1.4: Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.	Yes	Teacher's Edition: Ch. 4 → Lesson 4.8 → Critical Thinking and Problem Solving: Students compare the Constitution and the Declaration of Independence in structure, content, and style, and justify which matters more to American identity. Develops the ability to analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
SS.912.CG.1.5: Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.	Yes	Teacher's Edition: Ch. 4 → Lesson 4.7 → Analytical Skills: Students work through the constitutional structure at book pp. 118–120 and identify where each constraint on government is located in the text, on the principle that the Constitution does not simply organize a government but constrains one. Develops the ability to explain how the U.S. Constitution upholds checks and balances, separation of powers, and limited government.
SS.912.CG.2.1: Explain the constitutional provisions that establish and affect citizenship.	Yes	Teacher's Edition: Ch. 11 → Lesson 11.4 → Reading Comprehension: Students read the text of the Fourteenth Amendment and identify how Section 1 defines United States citizenship and what it forbids the states to do. Develops the ability to explain the constitutional provisions that establish and affect citizenship.
SS.912.CG.2.2: Explain the importance of political and civic participation to the success of the United States' constitutional republic.	Yes	Teacher's Edition: Ch. 6 → Lesson 6.8 → Civic Discourse: Students evaluate why votes cast for president more than tripled between 1824 and 1828 as states dropped property qualifications, and assess what wider participation did to the system. Ch. 5 → Lesson 5.1 → Civic Discourse: Students examine why the 1801 transfer of power held when enough citizens accepted an outcome they had voted against. Develops the ability to explain the importance of political and civic participation to the success of the constitutional republic.
SS.912.CG.2.3: Explain the responsibilities of citizens at the local, state, and national levels.	Yes	Teacher's Edition: Ch. 4 → Lesson 4.2 → Civic Discourse: Students evaluate what ordinary people owed the cause in the winter of 1776, with enlistments expiring and Congress fled from Philadelphia. Develops the ability to explain the responsibilities of citizens at the local, state, and national levels.
SS.912.CG.2.7: Analyze the impact of civic engagement as a means of preserving or reforming institutions.	Yes	Teacher's Edition: Ch. 7 → Lesson 7.4 → Argumentation: Students debate the tactics of the antislavery movement, naming the lawful methods available to citizens seeking change and assessing which reformed the institution and which threatened it. Develops the ability to analyze the impact of civic engagement as a means of preserving or reforming institutions.
SS.912.CG.3.1: Analyze how certain political ideologies conflict with the principles of freedom and democracy.	Yes	Teacher's Edition: Ch. 6 → Lesson 6.8 → Analyzing Figures: Students analyze the cartoon Nullification … Despotism (Figure 6.16) and interpret how the artist casts the doctrine as a threat to self-government. Develops the ability to analyze how certain political ideologies conflict with the principles of freedom and democracy.
SS.912.CG.3.12: Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.	Yes	Teacher's Edition: Ch. 6 → Lesson 6.8 → Critical Thinking and Problem Solving: Students build a t-chart of the core arguments in the Nullification Crisis and list the case made on each side for the reach of federal and state authority. Develops the ability to analyze the concept of federalism and its role in establishing the relationship between the states and the national government.
SS.912.CG.3.15: Explain how citizens are affected by the local, state, and national governments.	Yes	Teacher's Edition: Ch. 22 → Lesson 22.7 → Civic Discourse: Students identify one local official, one state official and one national official or employee whose work affects daily life, describe the role of each, and explain how government at all three levels reaches the ordinary citizen — then assess which level they encounter most often and why. Develops the ability to explain how citizens are affected by the local, state, and national governments.

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SS.912.CG.4.1: Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.	Yes	Teacher's Edition: Ch. 6 → Lesson 6.10 → Reading Comprehension: Students read Tocqueville's “Why the Americans are so Restless in the Midst of their Prosperity” and discuss in seminar what he attributes to open opportunity. Develops the ability to analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various demographic backgrounds in the development of the United States.	Yes	Teacher's Edition: Ch. 12 → Lesson 12.4 → Critical Thinking and Problem Solving: Students examine how Carnegie, Rockefeller and Morgan achieved market dominance through consolidation, trusts and holding companies, then research two further inventors of the period, one African American and one woman, and one entrepreneur whose enterprise this economy made possible, recording each contribution and its effect on American life. Develops the ability to research contributions of entrepreneurs, inventors, and other key individuals from various demographic backgrounds in the development of the United States.
SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.	Yes	Teacher's Edition: Ch. 22 → Lesson 22.7 → Analytical Skills: In the chapter's closing lesson on America's present condition, students use current figures from a reputable statistical source supplied by the teacher to compare the United States with one other developed nation and one developing nation across output per person, share of employment in manufacturing and one measure of living standards, tabulate the three comparisons, and explain what the differences show about where the American economy now sits in the world. Develops the ability to compare the current United States economy with other developed and developing nations.
SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.	Yes	Teacher's Edition: Ch. 2 → Lesson 2.7 → Geography: Students analyze the Thirteen Colonies map (Map 2.4), establish what it depicts, and compare the New England, Middle, and Southern colonies by geographic setting. Develops the ability to use spatial perspective and appropriate geographic terms and tools as organizational schema.
SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps, and globes.	Yes	Teacher's Edition: Ch. 4 → Summative Assessment → Geography: Students match named places to their locations on a blank map, solving each locational problem from the map alone. Ch. 8 → Lesson 8.4 → Geography: Students use the 1861 census data to identify southern states on Map 8.1. Develops the ability to employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.	Yes	Teacher's Edition: Ch. 6 → Lesson 6.2 → Geography: Students shade on a modern map the area the United States comprised through 1803 and then the Louisiana Purchase, distinguishing the two by the physical and human characteristics of each. Develops the ability to identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.4.2: Use geographic terms and tools to analyze the push, and pull factors contributing to human migration within and among places.	Yes	Teacher's Edition: Ch. 1 → Lesson 1.2 → Geography: Students analyze the Two Theories of the Peopling of the Americas map (Map 1.1) and evaluate what each route implies about why people moved. Ch. 7 → Lesson 7.2 → Geography: Students trace the Mormon Route to Utah (Map 7.1) and identify what drove the migration and what drew it west. Develops the ability to use geographic terms and tools to analyze the push and pull factors contributing to human migration.
SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.	Yes	Teacher's Edition: Ch. 2 → Lesson 2.5 → Geography: Students analyze the Colonial Holdings in the New World map (Map 2.2), compare the reach of each imperial power, and assess what settlement did to both the places settled and the powers that sent the settlers. Develops the ability to analyze the effects of migration on the place of origin and the destination.
MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.	Yes	Teacher's Edition: Ch. 8 → Lesson 8.4 → Geography: Students work from the 1861 Coast Survey census data to identify southern states on Map 8.1 by their enslaved population, sustaining the task across the full data set. Develops the ability to actively participate in effortful learning both individually and collectively.
MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.	Yes	Teacher's Edition: Ch. 10 → Lesson 10.2 → Critical Thinking and Problem Solving: Students construct a chart comparing the relative strengths and weaknesses of the Union and Confederacy at the war's outset, representing the same comparison as tabulated data and as a judgment about which mattered most. Develops the ability to demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.3.1: Complete tasks with mathematical fluency.	Yes	Teacher's Edition: Ch. 6 → Lesson 6.8 → Civic Discourse: Students calculate by what multiple the votes cast for president increased between 1824 and 1828, state the multiple, and assess what a change of that magnitude signifies about the widening of the franchise. Develops the ability to complete tasks with mathematical fluency by selecting an efficient method and applying it accurately within a historical context.

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MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.	Yes	Teacher's Edition: Ch. 1 → Lesson 1.2 → Critical Thinking and Problem Solving: Students estimate the challenges of a North Atlantic crossing from distance, vessel capability, and seasonal conditions, then compare their reasoning with classmates'. Develops the ability to engage in discussions that reflect on the thinking of self and others.
MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.	Yes	Teacher's Edition: Ch. 8 → Lesson 8.2 → Analyzing Figures: Students study the Coast Survey's 1861 map of the enslaved population and identify the geographic pattern in the distribution, connecting density to soil, river systems, and the structure of the plantation economy. Develops the ability to use patterns and structure to understand and connect concepts.
MA.K12.MTR.6.1: Assess the reasonableness of solutions.	Yes	Teacher's Edition: Ch. 1 → Lesson 1.2 → Analyzing Figures: Examining Figure 1.3 and a world map, students estimate from the map scale the distance of each leg of the Erikson voyage — Iceland to Greenland, Greenland to Vinland, Vinland to the contiguous United States — then test each estimate against a benchmark distance the teacher supplies, explain how they checked it, and judge whether the result is reasonable given what an open vessel of the period could do. Develops the ability to assess the reasonableness of solutions.
MA.K12.MTR.7.1: Apply mathematics to real-world contexts.	Yes	Teacher's Edition: Ch. 6 → Lesson 6.6 → Critical Thinking and Problem Solving: Students build a graphic organizer of the components of economic growth in the era and rank the top four by their effect, justifying the ordering. Develops the ability to apply mathematics to real-world contexts.
ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.	Yes	Teacher's Edition: Ch. 2 → Lesson 2.5 → Argumentation: Students write a one-page persuasive argument stating a claim and supporting it with at least two pieces of evidence drawn from the chapter. Develops the ability to cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.	Yes	Teacher's Edition: Ch. 3 → Lesson 3.3 → Analytical Skills: Students read aloud and explain Benjamin Franklin's description of George Whitefield (Primary Source 3.1), then answer questions on it in discussion or written short answer. Ch. 7 → Lesson 7.6 → Close Reading: Students read two lengthy Emerson excerpts and compare them. Develops the ability to read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1: Make inferences to support comprehension.	Yes	Teacher's Edition: Ch. 2 → Lesson 2.4 → Analyzing Figures: Students examine Discovery of the Mississippi by De Soto (Figure 2.5), establish what is depicted and who made it, and infer what the painter wanted a viewer to conclude about the encounter. Develops the ability to make inferences to support comprehension.
ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Yes	Teacher's Edition: Ch. 1 → Lesson 1.2 → Writing Skills: Students work in pairs to read and critique each other's written responses, identifying in two sentences what each response does well. Develops the ability to use appropriate collaborative techniques and active listening skills when engaging in discussions.
ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.	Yes	Teacher's Edition: Ch. 2 → Lesson 2.7 → Writing Skills: Students write an essay on the extent to which colonies were founded in pursuit of ideals and the extent to which they answered material need, observing the conventions of the form. Develops the ability to use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.	Yes	Teacher's Edition: Ch. 6 → Lesson 6.2 → Writing Skills: Students compose a letter in the voice of President Jefferson persuading Lewis and Clark to lead the expedition, matching register and address to the writer and the recipient. Develops the ability to use appropriate voice and tone when speaking or writing.
ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.	Yes	Teacher's Edition: Ch. 1 → Lesson 1.1 → Language Support: Students building academic English rehearse the lesson's reasoning aloud before writing, using frames supplied for the purpose, and are offered a way to show understanding without producing a paragraph. Develops the ability to communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	Yes	Teacher's Edition: Ch. 1 → Lesson 1.1 → Language Support: Students receive the lesson's central terms paired with a plain instance before the abstract term, with sentence frames that carry the reasoning, in every lesson of the chapter. Develops the ability to communicate the information, ideas, and concepts necessary for academic success in social studies.