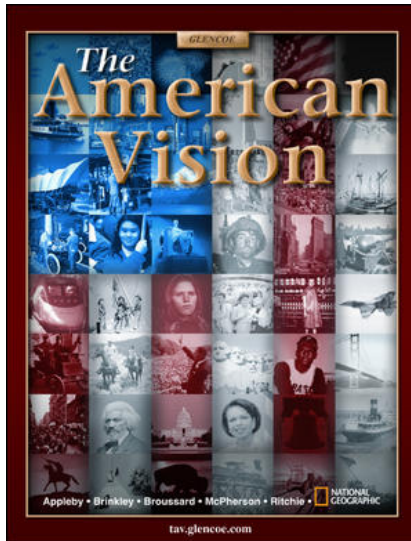




Glencoe

Social Studies
Academic Content Standards
Grade Ten



The American Vision

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STANDARDS	PAGE REFERENCES
History	
<i>Industrialization</i>	
1. Explain the effects of industrialization in the United States in the 19 th century including: <ol style="list-style-type: none"> Changes in work and the workplace; Immigration and child labor and their impact on the labor force; Modernization of agriculture; Urbanization; The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture. 	Student Edition: 436-440, 447-451, 454-459, 464-468, 469-473, 474-475, 476-480 Teacher Wraparound Edition: CTA 458; DI 456; E 459; ICA 457; RS 456
2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on: <ol style="list-style-type: none"> Laissez-faire policies; Monopolies; Standard of living. 	Student Edition: 436-440, 442-446, 447-451 <i>Chart Skills</i> 449 Teacher Wraparound Edition: C 440; CS 449; CT 438; DI 438; DT 449; E 446; RS 448; W 437

STANDARDS	PAGE REFERENCES
<p>3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including:</p> <ol style="list-style-type: none"> Unregulated working conditions; Laissez-faire policies toward big business; Violence toward supporters of organized labor. 	<p>Student Edition: 438, 456-459, 504-505, 935 <i>National Geographic</i> 457</p> <p>Teacher Wraparound Edition: CTA 458; DI 456; E 459; FYI 457; GS 457; R 459; W 458</p>
<p>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</p> <ol style="list-style-type: none"> Urban reforms; Conservation; Business regulation and antitrust legislation; The movement for public schooling; The regulation of child labor. 	<p>Student Edition: 500-507, 546-553 <i>National Geographic</i> 551</p> <p>Teacher Wraparound Edition: C 507, 553; CT 550; CTL 504; DD 501; ETC 505; ICA 503; LG 547; R 553; RS 501</p>
Imperialism	
<p>5. Trace the development of the United States as a world power with emphasis on:</p> <ol style="list-style-type: none"> The Spanish-American War; U.S. imperialism in the Far East, South Pacific, Caribbean and Central America. 	<p>Student Edition: 520-525, 527-533 <i>Picturing History</i> 522</p> <p>Teacher Wraparound Edition: C 525, 533; CTA 531; GO 519; ICA 523; PH 522; RS 521, 528</p>
20th Century Conflict	
<p>6. Trace the development of the United States as a world power with emphasis on:</p> <ol style="list-style-type: none"> The decision to enter into World War I; President Wilson's Fourteen Points; The Treaty of Versailles; The decision of the United States not to participate in the League of Nations. 	<p>Student Edition: 576-583, 584-589, 592-597</p> <p>Teacher Wraparound Edition: C 583, 597; CTA 580, 596; E 597; ICA 597; RS 582</p>
<p>7. Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.</p>	<p>Student Edition: 708-712, 713-718, 725-730 <i>National Geographic</i> 728-729</p> <p>Teacher Wraparound Edition: C 712, 730; EP 726; FYI 727; ICA 728; R 730; RS 727; W 710</p>

STANDARDS	PAGE REFERENCES
<p>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</p> <ul style="list-style-type: none"> a. The Marshall Plan; b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis; c. The Korean War and the Vietnam War. 	<p>Student Edition: 778-782, 783-789, 790-796, 799-802, 892-895 <i>Different Viewpoints</i> 789 <i>National Geographic</i> 787</p> <p>Teacher Wraparound Edition: AP 784; C 789; CC 785; DV 789; GS 787; ICA 786</p>
<p><i>The United States in the 20th Century</i></p>	
<p>9. Analyze the major political, economic and social developments of the 1920s including:</p> <ul style="list-style-type: none"> a. The Red Scare; b. Women's right to vote; c. African-American migrations from the South to the North; d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan; e. The Roaring Twenties and the Harlem Renaissance; f. Stock market speculation and the stock market crash of 1929. 	<p>Student Edition: 610-616, 620-623, 624-625, 626-630, 636-639, 656-660 <i>National Geographic</i> 613</p> <p>Teacher Wraparound Edition: C 616, 630; DT 611; E 616; IS 612; R 616; RS 611</p>
<p>10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:</p> <ul style="list-style-type: none"> a. The Great Depression; b. The Dust Bowl; c. The New Deal. 	<p>Student Edition: 656-660, 661-665, 668-672, 678-681, 682-688, 689-694 <i>Graph Skills</i> 658 <i>National Geographic</i> 662, 663</p> <p>Teacher Wraparound Edition: C 660; DT 662; E 660; GS 658, 663; ICA 659; R 650, 665; RS 662</p>
<p>11. Analyze the impact of U.S. participation in World War II with emphasis on:</p> <ul style="list-style-type: none"> a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce; b. The internment of Japanese-Americans. 	<p>Student Edition: 708-712, 713-718, 719-724, 725-730, 736-741, 749-754 <i>Analyzing Political Cartoons</i> 726 <i>Graph Skills</i> 739 <i>National Geographic</i> 752</p> <p>Teacher Wraparound Edition: APC 726; CTA 729; EP 726; GS 739; ICA 728; NG 752; R 730; RS 727, 737</p>

STANDARDS	PAGE REFERENCES
<p>12. Explain major domestic developments after 1945 with emphasis on:</p> <ol style="list-style-type: none"> Postwar prosperity in the United States; McCarthyism; The space race; Immigration patterns. 	<p>Student Edition: 790-796, 797-802, 818-819, 832 <i>Analyzing Political Cartoons</i> 799 <i>Picturing History</i> 794</p> <p>Teacher Wraparound Edition: APC 799; CRC 794; CT 794; DC 793; DI 792; ICA 793; R 796; RS 790; W 792</p>
<p>13. Trace social unrest, protest and change in the United States including:</p> <ol style="list-style-type: none"> Antiwar protest during the Vietnam War; The counterculture movement; The women's liberation movement. 	<p>Student Edition: 904-909, 920-925, 926-930 <i>National Geographic</i> 924 <i>Picturing History</i> 921, 922, 928</p> <p>Teacher Wraparound Edition: C 925, 939; ICA 923; NG 924; OI 922; PH 921, 922; R 925</p>
<p>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</p> <ol style="list-style-type: none"> <i>Brown v. Board of Education</i>; Changes in goals and tactics of leading civil rights advocates and organizations; The linkages between the civil rights movement and movements to gain justice for other minority groups. 	<p>Student Edition: 866-872, 873-880, 881-886, 932-937 <i>National Geographic</i> 867 <i>Picturing History</i> 871</p> <p>Teacher Wraparound Edition: AD 868; C 872; CD 870; CLA 933; CTA 870; ETC 868; GO 865; ICA 869; NG 867; PH 871</p>
<p>People in Societies</p>	
<p>Cultures</p>	
<p>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</p> <ol style="list-style-type: none"> The National Association for the Advancement of Colored People (NAACP); National Organization for Women (NOW); American Indian Movement (AIM); United Farm Workers. 	<p>Student Edition: 867-869, 872, 874, 875, 928, 929, 930, 935 <i>Picturing History</i> 875, 928 <i>Profiles</i> 870</p> <p>Teacher Wraparound Edition: AD 868; ETC 868; P 870; PH 875; R 872; YDS 869</p>
<p>2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.</p>	<p>Student Edition: 622-623, 820-825 <i>American Literature</i> 631 <i>Time</i> 624</p> <p>Teacher Wraparound Edition: C 825; T 624</p>

STANDARDS	PAGE REFERENCES
Interaction	
3. Explain how Jim Crow laws legalized discrimination based on race.	Student Edition: 510-511 <i>Why It Matters</i> 392 Teacher Wraparound Edition: E 512; ICA 511; R 512
4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19 th century.	Student Edition: 867-869, 872, 873-880, 881-886, 928, 929, 930, 932-937 <i>National Geographic</i> 867 <i>Picturing History</i> 871, 875, 928 <i>Profiles</i> 870 Teacher Wraparound Edition: AD 868; C 872; CD 870; CLA 933; CTA 870; ETC 868; GO 865; ICA 869; NG 867; P 870; PH 875; R 872; YDS 869
Diffusion	
5. Explain the effects of immigration on society in the United States: a. Housing patterns; b. Political affiliation; c. Education system; d. Language; e. Labor practices; f. Religion.	Student Edition: 464-468, 470-473 <i>Different Viewpoints</i> 466 <i>National Geographic</i> 465, 474-475 Teacher Wraparound Edition: AI 474; CC 465; CP 470; DI 466; DV 466; E 468; GO 463; GS 465; ICA 467; R 468; RS 462, 465
Geography	
Places and Regions	
1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including: a. Urban areas; b. Wilderness; c. Farmland; d. Centers of industry and technology.	Student Edition: 420-423, 469-473, 558-559, 1012-1015 <i>National Geographic</i> 472, 474-475 Teacher Wraparound Edition: C 475, 559; CC 475; ETC 474; GT 462; ICA 472; NG 472; R 473

STANDARDS	PAGE REFERENCES
Human Environmental Interaction	
<p>2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.</p>	<p>Student Edition: 414-419, 420-423, 436-440, 442-444 <i>National Geographic</i> 417, 437 <i>Why It Matters</i> 812-813</p> <p>Teacher Wraparound Edition: C 440, 446; GS 417, 437</p>
Movement	
<p>3. Analyze the geographic processes that contributed to changes in American society including:</p> <ul style="list-style-type: none"> a. Industrialization and post-industrialization; b. Urbanization and suburbanization; c. Immigration. 	<p>Student Edition: 436-440, 442-444, 464-468, 469-473, 880 <i>Different Viewpoints</i> 466 <i>National Geographic</i> 465, 472, 474-475</p> <p>Teacher Wraparound Edition: AI 474; CC 465; CP 470; DI 466, 816; DV 466; E 468; GO 463; GS 465; ICA 467, 472; NG 472; R 440, 468; RS 462, 465</p>
Economics	
Markets	
<p>1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.</p>	<p>Student Edition: 84-90, 91-97, 245-250, 251-254, 1022-1024 <i>National Geographic</i> 85, 92, 96 <i>Picturing History</i> 1023</p> <p>Teacher Wraparound Edition: GS 85, 92, 96; PH 1023</p>
<p>2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.</p>	<p>Student Edition: 438, 456-459, 500-507, 935 <i>National Geographic</i> 457</p> <p>Teacher Wraparound Edition: CTA 458; DI 456; E 459; FYI 457; GS 457; R 459; W 458</p>
Government and the Economy	
<p>3. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations, affect individuals and businesses.</p>	<p>Student Edition: 211-212, 438-439, 496-497, 510, 568-569, 941, 987, 1006</p> <p>Teacher Wraparound Edition: CTA 496; E 497</p>

STANDARDS	PAGE REFERENCES
<p>4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.</p>	<p>Student Edition: 568-569, 660, 670 <i>National Geographic</i> 568</p> <p>Teacher Wraparound Edition: GS 568</p>
<p>5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the federal government.</p>	<p>Student Edition: 656-660, 661-665, 736-741, 749-754 <i>Graph Skills</i> 658 <i>National Geographic</i> 751</p> <p>Teacher Wraparound Edition: C 660; E 660; GO 655; GS 658, 751; ICA 659; R 660</p>
<p>Government</p>	
<p>Rules and Laws</p>	
<p>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</p> <ul style="list-style-type: none"> a. <i>Plessy v. Ferguson</i>; b. <i>Brown v. Board of Education</i>; c. <i>Regents of the University of California v. Bakke</i>. 	<p>Student Edition: 179-187, 189-207, 511, 867, 868, 869, 871, 1077 <i>Chart Skills</i> 844 <i>Why It Matters</i> 392</p> <p>Teacher Wraparound Edition: CLA 186, 198; CS 844; CTA 183, 201; D 186; ETC 178, 202; R 184; T 198</p>
<p>2. Explain why the 19th and 26th Amendments were enacted and how they affected individuals and groups.</p>	<p>Student Edition: 204, 207, 906, 927 <i>National Geographic</i> 551</p> <p>Teacher Wraparound Edition: CT 550; ETC 551; GS 551; W 204; YDS 207</p>

STANDARDS	PAGE REFERENCES
Citizenship Rights and Responsibilities	
<i>Participation</i>	
<p>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <ol style="list-style-type: none"> Extension of suffrage; Labor legislation; Civil rights legislation; Military policy; Environmental legislation; Business regulation; Educational policy. 	<p>Student Edition: 867-869, 872, 873-880, 881-886, 928, 929, 930, 932-937 <i>National Geographic</i> 867 <i>Picturing History</i> 871, 875, 928 <i>Profiles</i> 870 Teacher Wraparound Edition: AD 868; ETC 868; P 870; PH 875; R 872; YDS 869</p>
<p>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</p> <ol style="list-style-type: none"> Women's suffrage movement of the late 1800s; Civil rights movement of the 1960s; Student protests during the Vietnam War. 	<p>Student Edition: 545, 546, 549-553, 866-872, 873-880, 881-886, 905-909 Teacher Wraparound Edition: AD 868; CP 551; DI 552; ETC 551, 868; ICA 869</p>
<i>Rights and Responsibilities</i>	
<p>3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:</p> <ol style="list-style-type: none"> Clear and present danger; Compelling government interest; National security; Libel or slander; Public safety; Equal opportunity. 	<p>Student Edition: 182, 185-186, 199-207 Teacher Wraparound Edition: CLA 186; CT 201; DL 186; ETC 202, 203</p>
<p>4. Analyze instances in which the rights of individuals were restricted including:</p> <ol style="list-style-type: none"> Conscientious objectors in World War I; Immigrants during the Red Scare; Intellectuals and artists during the McCarthy Era; African-Americans during the civil rights movement. 	<p>Student Edition: 601-602, 790-796, 866-872, 873-880, 881-886 Teacher Wraparound Edition: CR 794; CTA 794; DI 792; DP 793; E 796; FYI 602; ICA 793; OI 791; R 796; W 792</p>

STANDARDS	PAGE REFERENCES
Social Studies Skills and Methods	
<i>Thinking and Organizing</i>	
<p>1. Determine the credibility of sources by considering the following:</p> <ul style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes; d. Accuracy and consistency of sources; e. The circumstances in which the author prepared the source. 	<p>Student Edition: 1046-1057 <i>SkillBuilder</i> 513, 651, 938, 975</p> <p>Teacher Wraparound Edition: AA 1053; BI 1050; PR 1047; T 513, 651, 938, 975</p>
<p>2. Critique evidence used to support a thesis.</p>	<p>Student Edition: 1046-1057 <i>SkillBuilder</i> 163, 325, 441, 487, 513, 598, 617, 651, 938, 975, 1000</p> <p>Teacher Wraparound Edition: T 163, 325, 441, 487, 513, 598, 617, 651, 938, 975, 1000</p>
<i>Communicating Information</i>	
<p>3. Analyze one or more issues and present a persuasive argument to defend a position.</p>	<p>Teacher Wraparound Edition: CLA 206; CTA 201, 207, 361, 753, 801; EO 752</p>