



The American Republic

Since 1877

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STANDARDS		
Strand	Historical Understanding	
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history		
There are no benchmarks for this standard for this Grade/Course.		
Strand	Historical Understanding	
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms		
Topic	Historical Empathy	Page References
Benchmark SS.10.2.1	Use knowledge of historical periods to assess contemporary issues and decisions	Student Edition: 604-606, 612-617, 621, 911-917 <i>Reading Check</i> 916
Sample Performance Assessment (SPA)	The student: Compares the internal security measures adopted by the United States government after 9/11 with the measures taken after the attack on Pearl Harbor.	Teacher Wraparound Edition: C 617, 917; CF 916; E 917; ICA 604; RC 916

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use detailed knowledge of historical periods and specific evidence to analyze contemporary issues and decisions	Use knowledge of historical periods to assess contemporary issues and decisions	Use minimal knowledge of historical periods to explain contemporary issues and decisions	Identify contemporary issues and decisions
Topic	Historical Inquiry	Page References	
Benchmark SS.10.2.2	Determine the relevance of sources and assess their credibility	Student Edition: <i>SkillBuilder</i> 256, 385, 525, 818, 855, 880	
Sample Performance Assessment (SPA)	The student: Distinguishes information that is essential versus information that is incidental to research and examines the sources to determine their reliability based on the criteria of accuracy and bias.	Teacher Wraparound Edition: CTA 915; T 256, 385, 525, 818, 855, 880	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Determine the relevance of sources and assess their credibility, with clear and precise detail	Determine the relevance of sources and assess their credibility, with detail	Determine the relevance of sources and assess their credibility, with minimal detail	Ineffectively determine the relevance and credibility of sources
Topic	Historical Inquiry	Page References	
Benchmark SS.10.2.3	Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective	Student Edition: <i>Writing Activity #28</i> 921	
Sample Performance Assessment (SPA)	The student: Evaluates, takes, and defends a position on a current social issue (e.g., health insurance reform, recent immigration, illegal drugs, changing family structure, environmental conservation) using researched evidence.	Teacher Wraparound Edition: DI 904; DT 907; E 901, 909; ICA 899	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective, making significant connections, insights, and generalizations	Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective, making connections, insights, and generalizations	Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective, making weak connections, insights, and generalizations	Ineffectively formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective
Topic	Historical Perspectives and Interpretations	Page References	
Benchmark SS.10.2.4 Sample Performance Assessment (SPA)	Evaluate the quality of historical accounts based on the arguments they advance and the evidence they use	Student Edition: <i>SkillBuilder</i> 256, 385, 525, 818, 855, 880 Teacher Wraparound Edition: CTA 915; T 256, 385, 525, 818, 855, 880	
	The student: Judges the value of conflicting opinions, interpretations, value judgments, and sources used in historical writing (e.g., U.S. involvement in the Vietnam War).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate, with clear and precise detail, the quality of historical accounts based on the arguments they advance and the evidence they use	Evaluate, with detail, the quality of historical accounts based on the arguments they advance and the evidence they use	Evaluate, with minimal detail, the quality of historical accounts based on the arguments they advance and the evidence they use	Ineffectively evaluate the quality of historical accounts based on the arguments they advance and the evidence they use

STANDARDS		History	
Strand		History	
Standard 3: History: UNITED STATES HISTORY-Understand important historical events during the 20th century			
Topic	Immigration	Page References	
Benchmark SS.10.3.1	Describe the "push" factors (e.g., escaping persecution and poverty) and "pull" factors (e.g., seeking freedom and economic opportunity) that brought immigrants to the United States in the late 19th century	Student Edition: 336-340 <i>Different Viewpoints</i> 338 <i>National Geographic</i> 337 <i>Reading Check</i> 339	
Sample Performance Assessment (SPA)	The student: Identifies the push and pull factors that brought an immigrant group to the United States (e.g., Italians, Jews, Poles, Chinese).	Teacher Wraparound Edition: CC 337; DV 338; GS 337; ICA 339; R 340; RC 339; RS 337	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century	Describe, with detail, the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century	Describe, with minimal detail, the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century	Ineffectively describe the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century
Topic	Urbanization	Page References	
Benchmark SS.10.3.2	Describe social, political, economic, and technological factors (e.g., governance, corruption, fiscal policies, wages, sanitation, class differences, health problems, transportation) of growth in 19th and 20th century American cities (e.g., New York, Chicago, St. Louis)	Student Edition: 341-345, 346-347 <i>National Geographic</i> 344 <i>Reading Check</i> 344	
Sample Performance Assessment (SPA)	The student: Explains how political, social, economic, and technological factors affected the settlement and/or growth of a particular city during the 19th and 20th centuries.	Teacher Wraparound Edition: CP 342; GO 335; ICA 339, 344; NG 344; R 345; RC 344	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, social, political, economic, and technological factors of growth in 19th and 20th century American cities	Describe, with detail, social, political, economic, and technological factors of growth in 19th and 20th century American cities	Describe, with minimal detail, social, political, economic, and technological factors of growth in 19th and 20th century American cities	Ineffectively describe social, political, economic, and technological factors of growth in 19th and 20th century American cities
Topic	The Gilded Age and the Progressive Era	Page References	
Benchmark SS.10.3.3	Describe how business magnates (i.e., Rockefeller, Morgan, Carnegie and Vanderbilt) dominated politics of the Gilded Age	Student Edition: 316, 319-323 <i>Chart Skills</i> 321 <i>You're the Historian</i> 324-325 Teacher Wraparound Edition: C 323; CS 321; DT 321; R 323; RS 320	
Sample Performance Assessment (SPA)	The student: Explains how government, dominated by business magnates, adopted pro-government policies such as providing subsidies, passing tariffs, and pursuing laissez faire policies that resulted in the growth of trusts.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how business magnates dominated politics of the Gilded Age	Describe, with detail, how business magnates dominated politics of the Gilded Age	Describe, with minimal detail, how business magnates dominated politics of the Gilded Age	Ineffectively describe how business magnates dominated politics of the Gilded Age
Topic	The Gilded Age and the Progressive Era	Page References	
Benchmark SS.10.3.4	Describe reform issues of the Progressive Era (including political reform, labor reform, and business regulation)	Student Edition: 418-425, 427-431, 437 <i>Picturing History</i> 419 Teacher Wraparound Edition: ACS 420; C 425; CP 423; DI 424; LG 419; PH 419; R 425; RS 419	
Sample Performance Assessment (SPA)	The student: Explains how progressives tried to reform government (e.g., La Follett, Lincoln Steffens), regulate business (e.g., Theodore Roosevelt, Ida Tarbell), and improve the workplace (e.g., Upton Sinclair) and conditions of the poor (e.g., Jane Addams).		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, reform issues of the Progressive Era	Describe, with detail, reform issues of the Progressive Era	Describe, with minimal detail, reform issues of the Progressive Era	Ineffectively describe reform issues of the Progressive Era
Topic	United States Imperialism	Page References	
Benchmark SS.10.3.5	Describe the causes of and major events associated with the United States becoming an imperial power in the late 19th century	Student Edition: 392-397, 401-404 <i>An American Story</i> 392 <i>Critical Thinking #6</i> 405 <i>Reading Check</i> 405	
Sample Performance Assessment (SPA)	The student: Explains how the annexation of Hawaii and the Philippines relate to the imperialist policies of the United States in the late 19th century.	Teacher Wraparound Edition: C 397; DI 394; RC 405	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the causes of and major events associated with the United States becoming an imperial power in the late 19th century	Describe, with detail, the causes of and major events associated with the United States becoming an imperial power in the late 19th century	Describe, with minimal detail, the causes of and major events associated with the United States becoming an imperial power in the late 19th century	Ineffectively describe the causes of and major events associated with the United States becoming an imperial power in the late 19th century
Topic	Early 20th Century Foreign Policy	Page References	
Benchmark SS.10.3.6	Analyze the scope and evolution of various United States foreign policies in the early part of the 20th century	Student Edition: 408-413, 434-437, 438-439, 448-455 <i>Analyzing Political Cartoons</i> 413 <i>Why It Matters</i> 410-411	
Sample Performance Assessment (SPA)	The student: Compares Roosevelt's Big Stick Diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy.	Teacher Wraparound Edition: APC 413; AQ 409; C 413; CLA 449	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, the scope and evolution of various U.S. foreign policies in the early part of the 20th century	Analyze, with detail, the scope and evolution of various U.S. foreign policies in the early part of the 20th century	Analyze, with minimal detail, the scope and evolution of various U.S. foreign policies in the early part of the 20th century	Ineffectively analyze the scope and evolution of various U.S. foreign policies in the early part of the 20th century
Topic	World War I	Page References	
Benchmark SS.10.3.7	Describe the events that led the United States into World War I	Student Edition: 448-455 <i>Picturing History</i> 454 <i>Reading Check</i> 455	
Sample Performance Assessment (SPA)	The student: Explains how Germany's submarine warfare, U.S. trade with England and France, and the success of British propaganda brought the United States into World War I.	Teacher Wraparound Edition: C 455; CLA 449; CTA 452; DT 453; E 455; ICA 451; PH 454; RC 455; RS 454; W 450	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the events that led the United States into World War I	Describe the events that led the United States into World War I	Name the events that led the United States into World War I	Recognize examples of specific events led the United States into World War I
Topic	World War I	Page References	
Benchmark SS.10.3.8	Describe how domestic policies were affected by American involvement in World War I	Student Edition: 456-461 <i>Picturing History</i> 457 <i>Reading Check</i> 458, 459	
Sample Performance Assessment (SPA)	The student: Explains how mobilization for the war changed America's labor force (e.g., the employment of African Americans in industrial cities triggers the Great Migration).	Teacher Wraparound Edition: C 461; DI 458; FA 459; PH 457; RC 458, 459	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how domestic policies were affected by American involvement in World War I	Describe, with detail, how domestic policies were affected by American involvement in World War I	Describe, with minimal detail, how domestic policies were affected by American involvement in World War I	Ineffectively describe how domestic policies were affected by American involvement in World War I
Topic	World War I	Page References	
Benchmark SS.10.3.9	Explain why the United States did not sign the Treaty of Versailles	Student Edition: 468-469	
Sample Performance Assessment (SPA)	The student: Describes the reasons the United States Senate refused to ratify the Versailles Treaty (e.g., disillusionment with wartime allies, concern that membership in the League of Nations would drag the U.S. into war, and partisan politics).	Teacher Wraparound Edition: C 469; CTA 468; E 469	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, why the United States did not sign the Treaty of Versailles	Explain, with detail, why the United States did not sign the Treaty of Versailles	Explain, with minimal detail, why the United States did not sign the Treaty of Versailles	Ineffectively explain why the United States did not sign the Treaty of Versailles
Topic	1920s: Conflicts and Transitions	Page References	
Benchmark SS.10.3.10	Describe changes in society and culture that led to conflicts in values in the 1920s	Student Edition: 424-425, 482-488 <i>Analyzing Political Cartoons</i> 483	
Sample Performance Assessment (SPA)	The student: Explains how the growing dominance of science resulted in the Scopes Trial, how the influx of immigrants led to rebirth of the KKK and the growth of the anti-immigration movement, and how Prohibition led to proliferation of speakeasies and the growth of organized crime.	Teacher Wraparound Edition: APC 483; C 488; CTA 486; DT 483; ETC 487; R 488; RS 483, 486	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe changes in society and culture that led to conflicts in values in the 1920s, using relevant and insightful examples	Describe changes in society and culture that led to conflicts in values in the 1920s, using relevant examples	Describe changes in society and culture that led to conflicts in values in the 1920s, using weakly connected examples	Ineffectively describe changes in society and culture that led to conflicts in values in the 1920s
Topic	1920s: Conflicts and Transitions	Page References	
Benchmark SS.10.3.11	Describe the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers	Student Edition: 492-495, 498-502, 504-505 <i>Picturing History</i> 499 <i>Reading Check</i> 500 <i>What Life Was Like</i> 486-487 Teacher Wraparound Edition: DI 500; ICA 501; PH 499; R 495; RC 500; RS 493, 499; W 486	
Sample Performance Assessment (SPA)	The student: Explains how the "Lost Generation" was a literary response to the disillusionment of writers to American society; the Harlem Renaissance was a flowering of African American literature, arts, and music; and how flappers represented a revolution in morals.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers	Describe, with detail, the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers	Describe, with minimal detail, the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers	Ineffectively describe the significance of the literature, arts, and feminism of the 1920s

STANDARDS			
Topic	1920s: Conflicts and Transitions		Page References
Benchmark SS.10.3.12	Describe the innovations in transportation and communication and the impact they had on American society		Student Edition: 515, 517, 518, 538 <i>National Geographic</i> 516 <i>Technology & History</i> 515 Teacher Wraparound Edition: CTA 518; DI 516; ETC 519; ICA 517; MC 516; NG 516; R 520; TH 515
Sample Performance Assessment (SPA)	The student: Explains how mass production (e.g., Model T) increased mobility and how mass communication (e.g., radios) contributed to the birth of a mass popular culture.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the innovations in transportation and communication and elaborate on the impact they had on American society	Describe, with detail, the innovations in transportation and communication and the impact they had on American society	Describe, with minimal detail, the innovations in transportation and communication and/or the impact they had on American society	Ineffectively describe the innovations in transportation and communication and the impact they had on American society
Topic	The Great Depression		Page References
Benchmark SS.10.3.13	Analyze the causes of the Great Depression		Student Edition: 530-534 <i>Graph Skills</i> 532 Teacher Wraparound Edition: C 534; CC 532; E 534; GO 529; GS 532; ICA 533
Sample Performance Assessment (SPA)	The student: Examines how the disparity of wealth, speculation, the plight of farmers, and bank failures led to the Great Depression.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, the causes of the Great Depression	Analyze, with detail, the causes of the Great Depression	Analyze, with minimal detail, the causes of the Great Depression	Ineffectively analyze the causes of the Great Depression

STANDARDS			
Topic	The Great Depression		Page References
Benchmark SS.10.3.14	Describe the effects of the Great Depression		Student Edition: 530-534, 535-539 <i>Graph Skills</i> 532 <i>National Geographic</i> 536
Sample Performance Assessment (SPA)	The student: Explains how the Great Depression caused mass unemployment and homelessness.		Teacher Wraparound Edition: C 534; CC 532; DI 537; DT 536; E 534; GO 529; GS 532; ICA 533, 538; NG 536; R 539; RS 538
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the effects of the Great Depression, making significant connections, insights, and generalizations	Describe, with detail, the effects of the Great Depression	Describe, with minimal detail, the effects of the Great Depression	Ineffectively describe the effects of the Great Depression
Topic	Franklin D. Roosevelt and the New Deal		Page References
Benchmark SS.10.3.15	Explain how programs in FDR's New Deal, including the FDIC, AAA, WPA, and Social Security, attempted to resolve problems brought on by the Great Depression		Student Edition: 556-562, 564-569 <i>Chart Skills</i> 561, 567 <i>Why It Matters</i> 558-559
Sample Performance Assessment (SPA)	The student: Describes the problems addressed by New Deal agencies and the measures taken by them to solve the problem.		Teacher Wraparound Edition: CS 561, 567; DT 557; ETC 561; MP 561; R 562; RS 557; W 558
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare how programs in FDR's New Deal attempted to resolve problems brought on by the Great Depression	Explain how programs in FDR's New Deal attempted to resolve problems brought on by the Great Depression	Identify programs in FDR's New Deal that attempted to resolve problems brought on by the Great Depression	Recognize that programs in FDR's New Deal attempted to resolve problems brought on by the Great Depression

STANDARDS			
Topic	World War II		Page References
Benchmark SS.10.3.16	Analyze the causes of the bombing of Pearl Harbor		Student Edition: 604-606
Sample Performance Assessment (SPA)	The student: Examines Japan's military expansion in Asia and America's efforts to halt its aggression (e.g., trade embargoes).		Teacher Wraparound Edition: C 606; CTA 605; RS 604
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, the causes of the bombing of Pearl Harbor	Analyze, with detail, the causes of the bombing of Pearl Harbor	Analyze, with minimal detail, the causes of the bombing of Pearl Harbor	Ineffectively analyze the causes of the bombing of Pearl Harbor
Topic	World War II		Page References
Benchmark SS.10.3.17	Analyze the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans		Student Edition: 604-606, 612-613, 628-629 <i>An American Story</i> 612 <i>National Geographic</i> 628
Sample Performance Assessment (SPA)	The student: Examines how the bombing of Pearl Harbor led to America's entry into WW II and the internment of Japanese Americans.		Teacher Wraparound Edition: C 606; CTA 605, 629; NG 628; RS 604
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans	Analyze, with detail, the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans	Analyze, with minimal detail, the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans	Ineffectively analyze the effects of the bombing of Pearl Harbor
Topic	World War II		Page References
Benchmark SS.10.3.18	Explain the turning points in the European and Pacific theaters of World War II		Student Edition: 618-623 <i>National Geographic</i> 620-621
Sample Performance Assessment (SPA)	The student: Describes how the Battle of Midway and the D-Day Invasion were major turning points of World War II.		Teacher Wraparound Edition: C 623; E 623; GS 620; ICA 621; M 619; R 623; RS 622; W 620; WP 619

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the turning points in the European Theaters of World War II	Explain the turning points in the European Theaters of World War II	Name the turning points in the European Theaters of World War II	Recognize the turning points in the European Theaters of World War II
Topic	World War II	Page References	
Benchmark SS.10.3.19	Describe how domestic policies were affected by United States involvement in World War II	Student Edition: 612-617, 625-630 <i>Reviewing Themes</i> 630	
Sample Performance Assessment (SPA)	The student: Explains how mobilization for the war changed America's labor force (e.g., women in the workforce).	Teacher Wraparound Edition: WL 626	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how domestic policies were affected by United States involvement in World War II	Describe, with detail, how domestic policies were affected by United States involvement in World War II	Describe, with minimal detail, how domestic policies were affected by United States involvement in World War II	Ineffectively describe how domestic policies were affected by United States involvement in World War II
Topic	The Cold War	Page References	
Benchmark SS.10.3.20	Explain the origins of the Cold War	Student Edition: 654-658, 659-665 <i>National Geographic</i> 658 <i>Reading Check</i> 655, 657	
Sample Performance Assessment (SPA)	The student: Describes how the conflicting political ideologies, Soviet domination of Eastern Europe, and America's containment policy brought on the Cold War.	Teacher Wraparound Edition: CT 656; DI 656, 658; E 658; GO 653; ICA 657, 662; NG 658; RC 655, 657; RS 655	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the origins of the Cold War	Explain, with detail, the origins of the Cold War	Explain, with minimal detail, the origins of the Cold War	Ineffectively explain the origins of the Cold War

STANDARDS			
Topic	The Cold War	Page References	
Benchmark SS.10.3.21	Explain how America's foreign policy during the Cold War led to conflicts in Asia and Latin America	Student Edition: 654-658, 659-665 <i>Different Viewpoints</i> 664 <i>Graphic Organizer</i> 660 <i>National Geographic</i> 663	
Sample Performance Assessment (SPA)	The student: Describes how America's containment policy led to U.S. involvement in the Korean War, the Bay of Pigs invasion, and the Vietnam War.	Teacher Wraparound Edition: AP 660; C 661, 665; DV 664; GO 660; GS 663; RS 660	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how America's foreign policy during the Cold War led to conflicts in Asia and Latin America	Explain, with detail, how America's foreign policy during the Cold War led to conflicts in Asia and Latin America	Explain, with minimal detail, how America's foreign policy during the Cold War led to conflicts in Asia and Latin America	Ineffectively explain how America's foreign policy during the Cold War led to conflicts in Asia and Latin America
Topic	The Cold War	Page References	
Benchmark SS.10.3.22	Explain how the events of the Cold War led to the McCarthy era	Student Edition: 662-665, 668-674 <i>National Geographic</i> 663 <i>Picturing History</i> 669	
Sample Performance Assessment (SPA)	The student: Describes how different events (e.g., fear of communism, sparked by the Soviet detonation of the atomic bomb, the "loss of China" to Mao Zedong and the communists, and the trials of suspected communist spies [e.g., the Rosenbergs]) led to the investigative campaigns of Joseph McCarthy and the House UnAmerican Activities Committee (HUAC).	Teacher Wraparound Edition: CTA 663; DI 670, DP 671; ETC 664, 673; GS 663; ICA 671; OI 669; PH 669; W 670	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the events of the Cold War led to the McCarthy era	Explain, with detail, how the events of the Cold War led to the McCarthy era	Explain, with minimal detail, how the events of the Cold War led to the McCarthy era	Ineffectively explain how the events of the Cold War led to the McCarthy era

STANDARDS			
Topic	The Cold War	Page References	
Benchmark SS.10.3.23	Explain how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world	Student Edition: 883-886, 911-917 <i>National Geographic</i> 914 <i>Why It Matters</i> 885	
Sample Performance Assessment (SPA)	The student: Describes global (e.g., terrorism, the uncertainty of where threats to national security come from) and economic (e.g., the expanding national debt, NAFTA) challenges in the post Cold War.	Teacher Wraparound Edition: CTA 885, 915; DI 913; E 886; ICA 914; W 885	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world	Explain, with detail, how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world	Explain, with minimal detail, how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world	Ineffectively explain how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world
Topic	Civil Rights Era: 1954-1968	Page References	
Benchmark SS.10.3.24	Analyze the key factors, including legislation and acts of civil disobedience, that brought on the African American Civil Rights movement after World War II	Student Edition: 746-752, 753-760, 761-767 <i>National Geographic</i> 747 <i>Reading Check</i> 748	
Sample Performance Assessment (SPA)	The student: Investigates how segregation laws, Plessy v. Ferguson being overturned by Brown v. Board of Education, and the Montgomery bus boycott led to the Civil Rights movement.	Teacher Wraparound Edition: AD 748; C 752; CTA 757; DI 755; DT 747; GO 745; ICA 749; NG 747; RC 748	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, the key factors that brought on the African American Civil Rights movement after World War II, making significant connections, insights, and generalizations	Analyze, with detail, the key factors that brought on the African American Civil Rights movement after World War II	Analyze, with minimal detail, the key factors that brought on the African American Civil Rights movement after World War II	Ineffectively analyze the key factors that brought on the African American Civil Rights movement after World War II
Topic	Civil Rights Era: 1954-1968	Page References	
Benchmark SS.10.3.25	Describe the significant events, individuals, and groups associated with the Civil Rights Era	Student Edition: 746-752, 753-760, 761-767 <i>National Geographic</i> 747 <i>Reading Check</i> 748	
Sample Performance Assessment (SPA)	The student: Explains how events, (e.g., sit-ins, marches, voter registration, the Civil Rights laws of the 1960s), individuals (e.g., Martin Luther King, Jr., George Wallace, Malcolm X), and groups (e.g., Student Non-Violent Coordinating Committee and Black Power organizations) affected the Civil Rights movement.	Teacher Wraparound Edition: AD 748; C 752; CTA 757; DI 755; DT 747; GO 745; ICA 749; NG 747; RC 748	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the significant events, individuals, and groups associated with the Civil Rights Era	Describe the significant events, individuals, and groups associated with the Civil Rights Era	Name the significant events, individuals, and groups associated with the Civil Rights Era	Recognize the significant events, individuals, and groups associated with the Civil Rights Era

STANDARDS			
Topic	Contemporary Culture and Society		Page References
Benchmark SS.10.3.26 Sample Performance Assessment (SPA)	Describe the expansion of the Civil Rights movement to other groups, including Native Americans and women		Student Edition: 806-810, 812-817 <i>Picturing History</i> 808 <i>Profiles</i> 816 <i>Reading Check</i> 810, 816 Teacher Wraparound Edition: C 810; CC 808; CLA 813; DT 807, 813; E 810; PH 808; R 810; RC 810, 816
	The student: Explains the civil rights issues brought forth by Native Americans (e.g., AIM) and women (e.g., NOW).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the expansion of the Civil Rights movement to other groups, including Native Americans and women	Describe, with detail, the expansion of the Civil Rights movement to other groups, including Native Americans and women	Describe, with minimal detail, the expansion of the Civil Rights movement to other groups, including Native Americans and women	Ineffectively describe the expansion of the Civil Rights movement to other groups, including Native Americans and women
Topic	Contemporary Culture and Society		Page References
Benchmark SS.10.3.27 Sample Performance Assessment (SPA)	Assess John F. Kennedy's handling of the Cuban Missile Crisis		Student Edition: 724-728 <i>Picturing History</i> 728 <i>Reading Check</i> 728 <i>Writing About History</i> 729 Teacher Wraparound Edition: PH 728
	The student: Critiques Kennedy's response to the discovery of Russian missiles in Cuba, the sending of U.S. warships to intercept Soviet ships headed for Cuba, and his correspondence with Khrushchev.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess John F. Kennedy's handling of the Cuban Missile Crisis, drawing relevant and insightful conclusions	Assess John F. Kennedy's handling of the Cuban Missile Crisis, drawing relevant conclusions	Assess John F. Kennedy's handling of the Cuban Missile Crisis, drawing unsupported or irrelevant conclusions	Ineffectively assess John F. Kennedy's handling of the Cuban Missile Crisis

STANDARDS			
Topic	Contemporary Culture and Society	Page References	
Benchmark SS.10.3.28 Sample Performance Assessment (SPA)	Explain the emergence and impact of the student movements and the counterculture of the 1960s	Student Edition: 800-805 <i>National Geographic</i> 804 <i>Picturing History</i> 801, 802 <i>Reading Check</i> 802, 803 Teacher Wraparound Edition: C 805; ICA 803; NG 804; OI 802; PH 801, 802; R 805; RC 802, 803	
	The student: Describes how the activities of Students for a Democratic Society, the free speech movement of Berkley, the anti-Vietnam war movement, and the hippies challenged the prevailing status quo.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the emergence and impact of the student movements and the counterculture of the 1960s, and evaluate its impact	Explain, with detail, the emergence and impact of the student movements and the counterculture of the 1960s	Explain, with minimal detail, the emergence and impact of the student movements and the counterculture of the 1960s	Ineffectively explain the emergence and impact of the student movements and the counterculture of the 1960s
Topic	Contemporary Culture and Society	Page References	
Benchmark SS.10.3.29 Sample Performance Assessment (SPA)	Evaluate Lyndon Johnson's vision of the Great Society	Student Edition: 732-738 <i>Chart Skills</i> 736 <i>National Geographic</i> 737 <i>Picturing History</i> 734 <i>Reading Check</i> 737 Teacher Wraparound Edition: C 738; CP 733; CS 736; CTA 736; ES 736; ETC 737; ICA 735; NG 737; PH 734; R 738; RC 737	
	The student: Describes how the EEOC, Head Start, the war on poverty, the National Endowment for the Arts, and the creation of Medicare and Medicaid sought to transform society and assesses the extent to which those aims have been realized.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, using evidence, Lyndon Johnson's vision of the Great Society	Evaluates Lyndon Johnson's vision of the Great Society	Explain Lyndon Johnson's vision of the Great Society	Identify features of Lyndon Johnson's vision of the Great Society

STANDARDS			
Topic	Contemporary Culture and Society	Page References	
Benchmark SS.10.3.30	Explain how the Watergate affair led to a crisis of confidence in the government	Student Edition: 838-842 <i>Picturing History</i> 839, 840, 841	
Sample Performance Assessment (SPA)	The student: Describes how members of the Nixon administration took action against political opponents by engaging in illegal wiretaps, break-ins, and obstruction of justice, and how this led to a cynical view of government.	Teacher Wraparound Edition: C 842; DI 840; E 842; ICA 841; PH 839, 840, 841; PO 840; RS 839	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the Watergate affair led to a crisis of confidence in the government, and assess its impact	Explain, with detail, how the Watergate affair led to a crisis of confidence in the government	Explain, with minimal detail, how the Watergate affair led to a crisis of confidence in the government	Ineffectively explain how the Watergate affair led to a crisis of confidence in the government
Topic	Contemporary Culture and Society	Page References	
Benchmark SS.10.3.31	Explain how the election of Ronald Reagan marked a new era of conservatism in American politics	Student Edition: 860-864, 865-871 <i>Graph Skills</i> 870 <i>Profiles</i> 869 <i>Reading Check</i> 861, 871	
Sample Performance Assessment (SPA)	The student: Describes how Reagan's tax cuts, increase in defense spending (contributing to the collapse of the Soviet Union), cuts in social spending, and judicial appointments reflected the growing conservatism of America.	Teacher Wraparound Edition: C 871; CLA 866; DI 862; DT 868; GS 870; P 869; R 871; RC 861, 871; RP 861; RS 858, 861	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the election of Ronald Reagan marked a new era of conservatism in American politics, and assess its impact	Explain, with detail, how the election of Ronald Reagan marked a new era of conservatism in American politics	Explain, with minimal detail, how the election of Ronald Reagan marked a new era of conservatism in American politics	Ineffectively explain how the election of Ronald Reagan marked a new era of conservatism in American politics

STANDARDS		Page References	
Topic	Contemporary Culture and Society		
Benchmark SS.10.3.32	Explain how the administrations from Reagan to the current president dealt with major domestic issues	Student Edition: 860-864, 865-871, 885-886, 896-900, 909	
Sample Performance Assessment (SPA)	The student: Explains the policies of different administrations from Reagan to the current president on major domestic issues (e.g., education, environmental policy, federal deficit, welfare reform).	Teacher Wraparound Edition: C 871, 886, 909; ETC 870; ICA 899; RS 897	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze how the administrations from Reagan to the current president dealt with major domestic issues	Explain how the administrations from Reagan to the current president dealt with major domestic issues	Describe the major domestic issues from the administrations of Reagan to the current president	Ineffectively describe the major domestic issues from the administrations of Reagan to the current president
Strand		Political Science/Civics	
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION- Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives			
There are no benchmarks for this standard for this Grade/Course.			
Strand		Political Science/Civics	
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action			
There are no benchmarks for this standard for this Grade/Course.			
Strand		Cultural Anthropology	
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time			
There are no benchmarks for this standard for this Grade/Course.			

STANDARDS			
Strand		Geography	
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world			
Topic	Human Systems	Page References	
Benchmark SS.10.7.1	Explain the causes of urbanization (i.e., job opportunities, immigration patterns, technological innovations)	Student Edition: 341-345, 346-347 <i>National Geographic</i> 344 <i>Reading Check</i> 344	
Sample Performance Assessment (SPA)	The student: Describes the causes of urbanization in a selected area (e.g., New York or Chicago), including its growth in terms of population, buildings, transportation systems, and job opportunities.	Teacher Wraparound Edition: CP 342; GO 335; ICA 339, 344; NG 344; R 345; RC 344	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the causes of urbanization	Explain, with detail, the causes of urbanization	Explain, with minimal detail, the causes of urbanization	Ineffectively explain the causes of urbanization
Topic	Human Systems	Page References	
Benchmark SS.10.7.2	Explain the consequences of urbanization	Student Edition: 341-345, 346-347 <i>National Geographic</i> 344 <i>Reading Check</i> 344	
Sample Performance Assessment (SPA)	The student: Describes the consequences of rapid urbanization in a selected urban area (e.g., New York or Chicago) including overcrowding, crime, pollution, and machine politics.	Teacher Wraparound Edition: CP 342; GO 335; ICA 339, 344; NG 344; R 345; RC 344	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the consequences of urbanization	Explain, with detail, the consequences of urbanization	Explain, with minimal detail, the consequences of urbanization	Ineffectively explain the consequences of urbanization

STANDARDS			
Strand		Economics	
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems			
Topic	Role and Function of Markets	Page References	
Benchmark SS.10.8.1	Explain the characteristics of the different market structures (i.e., monopoly, oligopoly, monopolistic competition, and pure competition) and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace	Student Edition: 319-323, 324-325, 439 <i>An American Story</i> 319 <i>Chart Skills</i> 321 Teacher Wraparound Edition: C 323; CS 321; DI 440; DT 321; E 323; ETC 324; FYI 321; RS 320	
Sample Performance Assessment (SPA)	The student: Gives an example of an industry (e.g., automobile, agriculture, airplanes, and utilities) and describes how its market structure affects market efficiency and lower prices.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the characteristics of the different market structures and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace	Explain the characteristics of the different market structures and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace	Identify the characteristics of the different market structures and/or give examples of their influence on product differentiation, price, barriers for entry, or market efficiency in a competitive marketplace	Identify the characteristics of the different market structures
Topic	Role of Government	Page References	
Benchmark SS.10.8.2	Describe the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy	Student Edition: 440-441, 522 <i>National Geographic</i> 440 Teacher Wraparound Edition: NG 440	
Sample Performance Assessment (SPA)	The student: Explains how the tools used by the Federal Reserve System to control monetary policy affect consumer spending and saving.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy	Describe, with detail, the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy	Describe, with minimal detail, the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy	Ineffectively describe the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy
Topic	Role of Government	Page References	
Benchmark SS.10.8.3	Explain the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation's economy	Student Edition: 688-689, 690-691, 720-721, 867-868, 878, 909 Teacher Wraparound Edition: ICA 689	
Sample Performance Assessment (SPA)	The student: Describes the benefits and costs of unemployment, minimum wage and Social Security to individuals and society.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation's economy	Explain, with detail, the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation's economy	Explain, with minimal detail, the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation's economy	Ineffectively explain the purpose and/or role of government programs and policies