

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students will expand their knowledge of pre-Reconstruction America.

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| Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____% | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____% |
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| OBJECTIVES & INDICATORS | Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
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Objective 1.1: Examine the American colonial experience.

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| a. | Identify reasons for the establishment of colonies in America. | Student Edition: 8-13 <i>Critical Thinking</i> 13 #7 <i>Main Idea</i> 13 #5 <i>National Geographic</i> 12 <i>Primary Source</i> 9 Teacher Wraparound Edition: Ac 8, 11; RS 8; SP 9 | |
| b. | Examine the rise of American culture in the New England, Middle, and Southern colonies. | Student Edition: 9-13, 16-21, 22-27 <i>Debates in History</i> 26-27 <i>Main Idea</i> 21 #3 Teacher Wraparound Edition: C 21; CT 17; EC 20 | |

| OBJECTIVES & INDICATORS | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ | |
|--|---|--|--|--|
| Objective 1.2: Investigate the development of the United States government, its institutions, and its politics. | | | | |
| a. | Identify the philosophies which influenced the development of the Constitution, separation of powers, balance of power, and the elastic clause. | Student Edition: 37-39, 46-48 <i>Critical Thinking</i> 55 #5 <i>Ideographic</i> 38, 48-49 Teacher Wraparound Edition: VT 47; DI 48; RS 39 | | |
| b. | Analyze the Constitution's creation and impact on the new United States. | Student Edition: 37-41, 59-55, 57-75, 78 <i>Ideographic</i> 38, 79 Teacher Wraparound Edition: AC 40; EC 52; SP 79 | | |
| c. | Trace the development of American government and politics from the Federalist period through Jacksonian democracy. | Student Edition: 78-83, 96-98 <i>Critical Thinking</i> 83 #4, 103 #4 Teacher Wraparound Edition: Ac 80; C 83; EC 96, 98; RS 80, 98; WS 81 | | |

| OBJECTIVES & INDICATORS | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ | |
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| Objective 1.3: Analyze the growth and division of the United States from 1820 through 1877. | | | | |
| a. | Trace the United States' expansion and growth from the Atlantic to the Pacific. | Student Edition: 83, 87, 90, 104-108, 158-159, 164-165, 166-167 <i>National Geographic</i> 82, 105 Teacher Wraparound Edition: DI 106; HO 159; SP 82 | | |
| b. | Recognize the sectional differences that developed during the antebellum period. | Student Edition: 94-95, 108-113 <i>Critical Thinking</i> 113 #5 <i>Political Cartoon</i> 112 <i>Primary Source</i> 108-109 Teacher Wraparound Edition: CT 109; RS 113; SP 95, 108 | | |
| c. | Evaluate the causes, course, and consequences of the Civil War. | Student Edition: 122-129, 130-137 <i>Geography & History</i> 138-139 <i>National Geographic</i> 131 <i>Political Cartoon</i> 123 <i>Primary Source</i> 134-135 <i>Timeline</i> 124-125 Teacher Wraparound Edition: Ac 133; C 129, 137; HO 123, 132; T 138 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
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| d. | Analyze the successes and failures of the Reconstruction period following the Civil War. | Student Edition: 140-149 <i>Ideographic</i> 141 <i>National Geographic</i> 144 <i>Primary Source</i> 146, 148 <i>Turning Point</i> 142-143 Teacher Wraparound Edition: C 149; RS 141; SP 144, 146; TP 142 | | |
| e. | Examine the United States' policies relating to American Indians. | Student Edition: 99, 170-175 <i>Critical Thinking</i> 103 #6 <i>People in History</i> 174 <i>National Geographic</i> 98, 171 <i>Political Cartoon</i> 173 Teacher Wraparound Edition: Ac 99, 172; CT 174; T 171; WS 172 | | |

| STANDARD II: Students will understand how the growth of industry changed the United States. | | | | |
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| Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 2.1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries. | | | | |
| a. | Identify major American inventions and how they affected the United States; e.g., telephone, electricity, car, motion pictures. | Student Edition: 184-186 <i>Critical Thinking</i> 187 #6 <i>Main Idea</i> 187 #3 <i>Timeline</i> 184-185 Teacher Wraparound Edition: Ac 184; RS 184; SP 184; WS 184, 185, 186 | | |
| b. | Explain the expansion of transportation and communication in the United States following the Civil War. | Student Edition: 188-193 <i>History and Geography</i> 189 <i>Technology & History</i> 190 Teacher Wraparound Edition: C 193; SP 189 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
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| c. | Determine the impact of industrialization on the American economy and society. | Student Edition: 182-183, 186-187, 194-199 <i>Critical Thinking</i> 199 #4 <i>Ideographic</i> 196-197 <i>National Geographic</i> 183 Teacher Wraparound Edition: CT 198; SP 183; WS 195 | | |
| d. | Examine how the market revolution affected retail distribution of goods in the cities and in rural areas. | Student Edition: 199 | | |
| Objective 2.2: Evaluate the prominent business leaders and the business organizations that influenced the growth of industrialization in the United States. | | | | |
| a. | Examine the roles of American industrialists; e.g., Rockefeller, Morgan, Carnegie, Vanderbilt, Ford. | Student Edition: 196-198 <i>Critical Thinking</i> 199 #4-5 <i>Document Based Question</i> 211 <i>People in History</i> 198 <i>Primary Source</i> 231 Teacher Wraparound Edition: EC 198; WS 196, 197 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
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| b. | Evaluate the growth and influences of monopolies and trusts on capitalism. | Student Edition: 194-199 <i>Document Based Question</i> 211 <i>Ideographic</i> 196-197 <i>Main Idea</i> 199 #3 <i>Reviewing Main Ideas</i> 210 #10 Teacher Wraparound Edition: CT 198 | | |
| Objective 2.3: Assess how the growth of industry affected the movement of people into and within the United States. | | | | |
| a. | Determine the demographic changes in population from the 1890s to the present. | Student Edition: 214-217, 222-227 <i>Critical Thinking</i> 219 #5 <i>National Geographic</i> 215 <i>Primary Source</i> 216-217 Teacher Wraparound Edition: C 227; CT 224; SP 220 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
|--|--|---|---|--|
| b. | Investigate the influences that affected various immigrant groups entering the United States. | Student Edition: 214-219 <i>Analyzing Primary Sources</i> 220-221 <i>Critical Thinking</i> 219 #5 <i>Geography & History</i> 228-229 <i>National Geographic</i> 215 <i>Primary Source</i> 216-217 Teacher Wraparound Edition: C 227; DI 216; F 228; SP 215 | | |
| c. | Examine the working conditions of immigrant workers; e.g., factory, mine, agriculture, transportation. | Student Edition: 200-207 <i>Main Idea</i> 207 #6 <i>People in History</i> 206 Teacher Wraparound Edition: Ac 229; DI 201 | | |
| Objective 2.4: Investigate the challenges presented to urban inhabitants. | | | | |
| a. | Identify how American cities spawned American architecture. | Student Edition: 222-223 <i>Main Idea</i> 227 #2 <i>Technology & History</i> 223 Teacher Wraparound Edition: Ac 224; DI 224 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
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| b. | Examine living conditions in tenements. | Student Edition: 225, 226-227 <i>Main Idea 227 #3</i> <i>Primary Source 225</i> <i>Time Notebook 240</i> Teacher Wraparound Edition: DI 225; F 240 | | |
| c. | Compare the attitudes of Social Darwinism with those of Social Gospel believers. | Student Edition: 230-232, 236-239, 263, 300 <i>Debates in History 236-237</i> <i>Primary Source 231</i> <i>Writing About History 239</i> Teacher Wraparound Edition: Ac 231 | | |

| STANDARD III: Students will recognize how social reform occurred at the turn of the century. | | | | |
|---|--|---|---|--|
| Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 3.1: Investigate reform movements and their prominent leaders. | | | | |
| a. | Examine the problems faced by American farmers that were created by the new market economy and the rise of the Populist Party. | Student Edition: 242-247 <i>Critical Thinking</i> 247 #5 <i>Political Cartoon</i> 244 <i>Primary Source</i> 243 <i>Writing About History</i> 247 Teacher Wraparound Edition: CT 244; SP 243, 246 | | |
| b. | Analyze the growth and influence of political machines; e.g., muckrakers, Progressives. | Student Edition: 227, 292-295, 298-299, 312-313 <i>Critical Thinking</i> 227 #5 <i>Main Idea</i> 313 #4 <i>Primary Source</i> 293 <i>Writing About History</i> 299 Teacher Wraparound Edition: C 299; RS 294; WS 313 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
|--|--|---|---|--|
| c. | Investigate the emerging civil rights movements for women and African Americans. | Student Edition: 248-250, 252-253, 296-297 <i>Analyzing Supreme Court Cases</i> 251 <i>Main Idea</i> 253 #4 <i>Timeline</i> 296-297 Teacher Wraparound Edition: Ac 296; C 253; RS 249, 252; SP 297 | | |
| Objective 3.2: Assess the growth and development of labor unions and their key leaders. | | | | |
| a. | Trace the development of national labor unions. | Student Edition: 200-207, 298, 301 <i>National Geographic</i> 203 <i>Primary Source</i> 201 <i>Writing About History</i> 207 Teacher Wraparound Edition: HO 201; WS 201, 203, 204 | | |
| b. | Determine the impact of collective bargaining. | Student Edition: 204, 206 | | |
| c. | Analyze the development of socialism in the United States. | Student Edition: 202, 206-207, 238, 299 Teacher Wraparound Edition: CT 202, 203 | | |

| STANDARD IV: Students will understand how war affected the early 20th century. | | | | |
|--|--|--|---|--|
| Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 4.1: Investigate how the United States became involved in imperialism and the Spanish-American War. | | | | |
| a. | Determine the economic, social, and military affects of United States imperialism. | Student Edition: 262-267, 276-283 <i>Main Idea 267 #2</i> <i>National Geographic 277</i> <i>Primary Source 263, 264-265</i> Teacher Wraparound Edition: C 267, 283; EC 279; RS 277 | | |
| b. | Examine the cause, course, and consequences of the Spanish-American War. | Student Edition: 268-275 <i>Debate in History 272-273</i> <i>Primary Source 269, 270-271</i> <i>Writing About History 275</i> Teacher Wraparound Edition: C 275; CT 271, 272; RS 270 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
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| c. | Assess how America's imperialism altered relationships with the Far East and Latin America. | Student Edition: 265, 267, 275, 276-283 <i>Critical Thinking</i> 267 #6 <i>National Geographic</i> 277, 281 <i>Primary Source</i> 264-265 Teacher Wraparound Edition: CT 280; DI 278; EC 279 | | |
| Objective 4.2: Examine how World War I affected the military and the home front of the United States. | | | | |
| a. | Identify major causes of World War I and the United States' involvement and influence in the war; e.g., Wilson's Fourteen Points, the Versailles Treaty | Student Edition: 320-327, 336-345 <i>Debates in History</i> 324-325 <i>National Geographic</i> 321, 337 <i>Primary Source</i> 322-323 Teacher Wraparound Edition: C 327; CT 340, 344; HO 321; RS 322; SP 321 | | |
| b. | Determine the reasons the United States Senate refused to join the League of Nations. | Student Edition: 343-345, 366 <i>Ideographic</i> 342-343 Teacher Wraparound Edition: SP 345 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
|--|--|--|---|--|
| c. | Examine the impact World War I had on the United States; e.g., government policy, industrial might, civil liberties. | Student Edition: 328-330, 348-353 <i>Analyzing Supreme Court Cases</i> 331 <i>Primary Source</i> 332 Teacher Wraparound Edition: C 333; EC 331; HO 349; SP 330; WS 333 | | |
| STANDARD V: Students will understand how Americans reacted to rapid social change during the 1920s. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 5.1: Analyze how the United States coped with rapid economic and technological advances. | | | | |
| a. | Investigate how mass media affected American society. | Student Edition: 372, 384-385 <i>Critical Thinking</i> 385 #5 Teacher Wraparound Edition: DI 372, 373 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
|--|--|--|---|--|
| b. | Assess how new inventions and consumerism influenced daily life. | Student Edition: 368-373 <i>Main Idea</i> 375 #3 <i>Primary Source</i> 372-373 <i>Technology & History</i> 370-371 Teacher Wraparound Edition: CT 372; RS 371 | | |
| c. | Explain how the automobile affected the business and landscape of America. | Student Edition: 368-370 <i>Ideographic</i> 369 <i>Main Idea</i> 375 #2 Teacher Wraparound Edition: WS 369, 370 | | |
| Objective 5.2: Examine the experiences of black Americans and women in the early 20th century. | | | | |
| a. | Account for the sudden growth of black consciousness. | Student Edition: 388-393 <i>Critical Thinking</i> 393 #4 <i>National Geographic</i> 392 <i>Primary Source</i> 389 <i>Writing About History</i> 393 Teacher Wraparound Edition: C 393; CT 390, 391; RS 389 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
|--|---|--|---|--|
| b. | Describe the changes in women's attitudes and roles in society. | Student Edition: 378-379 <i>Critical Thinking</i> 396 #14 <i>Primary Source</i> 378-379 Teacher Wraparound Edition: Ac 379; DI 379; EC 378 | | |
| STANDARD VI: Students will understand how the Great Depression and the New Deal affected the United States. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 6.1: Investigate the impact of the Great Depression on the United States. | | | | |
| a. | Analyze the major causes of the Great Depression. | Student Edition: 400-405 <i>Critical Thinking</i> 405 #6 <i>Ideographic</i> 404 <i>Turning Point</i> 402-403 Teacher Wraparound Edition: Ac 402; C 405; DI 404; RS 402 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
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| b. | Examine the social effects of the Great Depression. | Student Edition: 406-409 <i>Critical Thinking</i> 409 #5 <i>Main Idea</i> 409 #3 <i>Primary Source</i> 407 Teacher Wraparound Edition: C 409; CT 407; HO 407; RS 408 | | |
| Objective 6.2: Analyze the long-term effects of the New Deal on the United States. | | | | |
| a. | Explore the purposes and effectiveness of the New Deal; e.g., presidency, economics, politics. | Student Edition: 422-431, 434-439 <i>Analyzing Primary Sources</i> 432-433 <i>Debates in History</i> 436-437 <i>Past & Present</i> 428 <i>Political Cartoon</i> 430 <i>Timeline</i> 426-427 Teacher Wraparound Edition: Ac 424; C 431; CT 424, 426, 429 | | |
| b. | Investigate the shift of power from state to federal government. | Student Edition: 439, 444-445 <i>Critical Thinking</i> 439 #4 <i>Debates in History</i> 436-437 Teacher Wraparound Edition: C 439, 445 | | |

| STANDARD VII: Students will understand the causes, course, and consequences of the United States' role in World War II. | | | | |
|--|--|--|---|--|
| Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 7.1: Determine how America shifted from isolationism to intervention. | | | | |
| a. | Analyze the factors that led to militarism and fascist aggression in the world. | Student Edition: 454-457, 460-462 <i>Critical Thinking</i> 459 #4-5 <i>National Geographic</i> 455, 456-457 Teacher Wraparound Edition: C 459; CT 456, 457, 462; RS 456 | | |
| b. | Determine how the attack on Pearl Harbor forced the United States out of isolationism. | Student Edition: 477-479 <i>Critical Thinking</i> 479 #7 <i>Main Idea</i> 476 #4 Teacher Wraparound Edition: EC 478; WS 479 | | |

| OBJECTIVES & INDICATORS | Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) | Coverage in Ancillary Material (titles, pg #'s, etc.) | Not covered in TE, SE or ancillaries ✓ | |
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| c. | Examine how the alliance systems led the United States into World War II. | Student Edition: 458-459, 474-477 <i>Critical Thinking</i> 479 #5 <i>Main Idea</i> 479 #2 <i>Political Cartoon</i> 475 <i>Primary Source</i> 477 Teacher Wraparound Edition: C 479; DI 458 | | |
| d. | Investigate the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping, and the bombing of Japan. | Student Edition: 494-499, 508-515, 518-524 <i>Critical Thinking</i> 499 #5 <i>Geography & History</i> 516-517 <i>National Geographic</i> 496, 509 <i>Primary Source</i> 498 <i>Timeline</i> 510-511 Teacher Wraparound Edition: AC 511; C 499, 515; SP 496; WS 519 | | |

| OBJECTIVES & INDICATORS | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ | |
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| Objective 7.3: Evaluate how the rules and weapons of war changed during World War II. | | | | |
| a. | Assess how the war expanded beyond military targets to civilian centers. | Student Edition: 462-465, 521-522, 523-524 <i>Critical Thinking</i> 465 #5 <i>Debates in History</i> 522-523 <i>Primary Source</i> 464 Teacher Wraparound Edition: CT 520 | | |
| b. | Evaluate how technology changed the weapons used in World War II and introduced the atomic age. | Student Edition: 521-522, 523-524 <i>Critical Thinking</i> 525 #5 <i>Debates in History</i> 522-523 Teacher Wraparound Edition: CT 520, 524 | | |

| OBJECTIVES & INDICATORS | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓ | |
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| Objective 7.2: Examine the impact World War II had on the American home front. | | | | |
| a. | Identify the impact of World War II on minority groups in America. | Student Edition: 491-493, 502, 503-504 <i>Analyzing Supreme Court Cases</i> 505 <i>Main Idea</i> 493 #4 <i>People in History</i> 514 <i>Primary Source</i> 491 Teacher Wraparound Edition: C 493; CT 492; RS 502; WS 492, 504 | | |
| b. | Examine the role women played in the wartime workforce. | Student Edition: 493, 501-502 <i>Main Idea</i> 507 #2 <i>Primary Source</i> 492 Teacher Wraparound Edition: CT 501; WS 501 | | |
| c. | Trace American mobilization for war. | Student Edition: 486-493 <i>Critical Thinking</i> 493 #6 <i>Primary Source</i> 488 <i>Writing About History</i> 493 Teacher Wraparound Edition: C 493; CT 487, 489; DI 788; RS 487, 490 | | |

| STANDARD VIII: Students will understand the United States' domestic and international position in the Cold War era. | | | | |
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| Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 8.1: Investigate how the postwar goals and action of the United States and the Soviet Union were manifested throughout the world. | | | | |
| a. | Analyze the organization and operation of the United Nations. | Student Edition: 524-525 <i>Main Idea</i> 525 #4 <i>Primary Source</i> 524 | | |
| b. | Evaluate the effectiveness of American post-war foreign policy in Europe and the Soviet Union's reaction. | Student Edition: 532-537, 538-541 <i>Critical Thinking</i> 537 #5 <i>Debates in History</i> 534-535 <i>Main Idea</i> 537 #3 <i>National Geographic</i> 536 <i>Primary Source</i> 533 Teacher Wraparound Edition: Ac 536; 545; CT 533, 534, 540; RS 536 | | |

| OBJECTIVES & INDICATORS | | Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) | Coverage in Ancillary Material (titles, pg #'s, etc.) | Not covered in TE, SE or ancillaries ✓ |
|--|---|---|--|---|
| c. | Examine the world's reaction to nuclear weapons. | Student Edition: 544, 545, 552-553, 554-555, 606-607 <i>Critical Thinking</i> 607 #5 <i>Primary Source</i> 552 Teacher Wraparound Edition: C 553; CT 585; DI 552; RS 553; SP 552 | | |
| Objective 8.2: Analyze the Cold War ideology of the United States' involvement in Asia. | | | | |
| a. | Explain America's reaction to the fall of China to Communism under Mao Zedong.\ | Student Edition: 542 Teacher Wraparound Edition: Ac 542; CT 542 | | |
| b. | Trace American and United Nations involvement in the Korean police action. | Student Edition: 543-545, 556 <i>Critical Thinking</i> 545 #6 <i>Ideographic</i> 542-543 <i>Political Cartoon</i> 544 <i>Writing About History</i> 545 Teacher Wraparound Edition: C 545; CT 544, 545, 556; RS 543 | | |

| OBJECTIVES & INDICATORS | | Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) | Coverage in Ancillary Material (titles, pg #'s, etc.) | Not covered in TE, SE or ancillaries ✓ |
|---|---|---|--|---|
| c. | Examine the various factors that drew the United States into conflict with North Vietnam and Ho Chi Minh. | Student Edition: 654-661 <i>Critical Thinking</i> 661 #5-6 <i>Debates in History</i> 658-659 <i>Geography & History</i> 662-663 <i>National Geographic</i> 655, 656, 660 Teacher Wraparound Edition: C 661; DI 660; EC 559 | | |
| d. | Investigate how the Vietnam War changed the nature of warfare. | Student Edition: 655-656, 661 Teacher Wraparound Edition: CT 663; DI 661 | | |
| Objective 8.3: Summarize the political, social, and economic reactions to the Cold War in the United States. | | | | |
| a. | Examine the successes and failures of the various political administrations; e.g., Kennedy, Johnson, Nixon. | Student Edition: 566-571, 596-598, 600-601, 605-607, 610-615, 709-711 <i>Primary Source</i> 567, 710 Teacher Wraparound Edition: Ac 598; C 601, 711; CT 615; SP 570; WS 569 | | |

| OBJECTIVES & INDICATORS | | Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) | Coverage in Ancillary Material (titles, pg #'s, etc.) | Not covered in TE, SE or ancillaries ✓ |
|------------------------------------|---|---|--|---|
| b. | Analyze the Great Society programs aimed at ending poverty. | Student Edition: 610-615 <i>Critical Thinking</i> 615 #5 <i>Ideographic</i> 614 <i>Past & Present</i> 612-613 <i>Primary Source</i> 611 Teacher Wraparound Edition: C 615; DI 614; SP 611; WS 612 | | |
| c. | Examine the impact of McCarthyism and Watergate on citizens' attitudes toward government. | Student Edition: 546-550, 712-714, 716-717 <i>Analyzing Supreme Court Cases</i> 551, 715 <i>Political Cartoon</i> 549, 716 <i>Primary Source</i> 547, 713 Teacher Wraparound Edition: C 717; CT 549; HO 535, 549; RS 547, 714 | | |
| d. | Trace the development of space exploration. | Student Edition: 559, 604 <i>Past & Present</i> 756-757 <i>Turning Point</i> 556 Teacher Wraparound Edition: DYK 604; RS 756; SP 757 | | |

| OBJECTIVES & INDICATORS | Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) | Coverage in Ancillary Material (titles, pg #'s, etc.) | Not covered in TE, SE or ancillaries ✓ | |
|---|--|--|---|--|
| Objective 4: Investigate the end of the Cold War and examine America's role in the changing world. | | | | |
| a. | Compare differing American reactions to overseas military involvement. | Student Edition: 722-723, 742-743, 751-753 <i>Critical Thinking</i> 723 #6 Teacher Wraparound Edition: C 723; WS 751 | | |
| b. | Trace the events that resulted in the breakup of the USSR. | Student Edition: 753, 762-764 <i>Extended Response</i> 771 <i>Main Idea</i> 767 #2 <i>National Geographic</i> 763 Teacher Wraparound Edition: DI 752; RS 763 | | |
| c. | Examine the superpower status of the United States in the World. | Student Edition: 765, 786-787, 816-819 <i>Main Idea</i> 767 #3 <i>Primary Source</i> 786 Teacher Wraparound Edition: Ac 765; C 819; RS 786; WS 818 | | |

| STANDARD IX: The students will understand the emergence and development of the human rights and culture in the modern era. | | | | |
|---|---|--|---|--|
| Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 9.1: Analyze how the civil rights movement affected United States society. | | | | |
| a. | Identify the causes and consequences of civil rights legislation and court decisions. | Student Edition: 623-624, 629, 636, 639 <i>Analyzing Supreme Court Cases</i> 625 Teacher Wraparound Edition: RS 636; T 625; WS 628 | | |
| b. | Investigate the fight for the political, economic, and social equality of women. | Student Edition: 686-691 <i>Critical Thinking</i> 691 #4 <i>Debates in History</i> 688-689 <i>Primary Source</i> 687, 690 Teacher Wraparound Edition: C 690; CT 690; T 687; WS 688 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
|---|--|---|---|--|
| c. | Analyze how the black civil rights movement utilized both social and political actions to achieve its goals. | Student Edition: 622-624, 626-629, 630-639 <i>Analyzing Primary Sources</i> 640-641 <i>Primary Source</i> 628, 631 <i>Timeline</i> 632-633 <i>Turning Point</i> 626-627 Teacher Wraparound Edition: Ac 627; C 629; DI 624; RS 626; T 631 | | |
| d. | Investigate the gains in civil rights made by the American Indian nations, Mexican Americans, and other ethnic groups in the last half of the twentieth century. | Student Edition: 692-697, 727-728 <i>Primary Source</i> 693, 694-695, 696 Teacher Wraparound Edition: C 697; CT 694, 695; DYK 727; RS 696 | | |
| Objective 9.2: Analyze the impact of the counter- culture since the 1960s. | | | | |
| a. | Trace the development of the counter-culture from the anti-Vietnam movement. | Student Edition: 664-669, 682-685 <i>Critical Thinking</i> 669 \$5 <i>Political Cartoon</i> 665 <i>Primary Source</i> 666-667, 683, 684 <i>Writing About History</i> 669 Teacher Wraparound Edition: C 669, 685; RS 666; WS 667, 684 | | |

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
|---|---|---|--|---|
| b. | Assess the development of mass media as the voice of the counter-culture. | Student Edition: 664, 667 <i>Extended Response</i> 679 Teacher Wraparound Edition: WS 667 | | |
| c. | Examine the impact of drugs on the counter-culture and the United States. | Student Edition: 685, 758 <i>Main Idea</i> 759 #3 Teacher Wraparound Edition: Ac 758 | | |
| STANDARD X: The students will understand economic and political changes in contemporary America. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard X: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 10.1: Analyze the economy of the contemporary United States. | | | | |
| a. | Examine the effects of economics on modern society. | Student Edition: 748-749, 766-767, 794-796 <i>Critical Thinking</i> 767 #6 <i>Main Idea</i> 767 #4 Teacher Wraparound Edition: C 797; CT 748; SP 796; WS 748 | | |

| OBJECTIVES & INDICATORS | | Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) | Coverage in Ancillary Material (titles, pg #'s, etc.) | Not covered in TE, SE or ancillaries ✓ |
|---|--|--|--|---|
| b. | Trace the development of computers and the Internet and their impact on American business and globalization. | Student Edition: 774-777, 794-797 <i>Critical Thinking</i> 777 #4 <i>National Geographic</i> 795 <i>Primary Source</i> 776 <i>Technology & History</i> 775 Teacher Wraparound Edition: C 777, 797; CT 775, 795 | | |
| Objective 10.2: Determine how politics was changed by the end of the Cold War. | | | | |
| a. | Examine the “Reagan Revolution,” its goals, success, and failures. | Student Edition: 746-753 <i>Critical Thinking</i> 753 #6 <i>Debates in History</i> 748-749 <i>Document Bases Question</i> 77 <i>Primary Source</i> 753 <i>Writing About History</i> 753 Teacher Wraparound Edition: C 753; CT 741; SP 750; WS 748, 749 | | |

| OBJECTIVES & INDICATORS | | Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) | Coverage in Ancillary Material (titles, pg #'s, etc.) | Not covered in TE, SE or ancillaries ✓ |
|------------------------------------|--|--|--|---|
| b. | Determine the impact of environmentalism on the United States. | Student Edition: 730-733 <i>Critical Thinking</i> 733 #5 <i>Political Cartoon</i> 732 <i>Primary Source</i> 730 <i>Writing About History</i> 733 Teacher Wraparound Edition: C 733; CT 732; WS 731 | | |
| c. | Analyze the impact of international terrorism on the United States | Student Edition: 808-813, 814-819 <i>Critical Thinking</i> 813 #5 <i>National Geographic</i> 810 <i>Primary Source</i> 812, 815 <i>Timeline</i> 816-817 <i>Turning Point</i> 809 Teacher Wraparound Edition: Ac 809; C 813; CT 811; SP 810; WS 809, 818 | | |