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STANDARDS	PAGE REFERENCES
<p>EALR 1: CIVICS – The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.</p> <p>Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.</p>	
<p>1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how arguments made in the Federalist Papers justify the principles of limited government, separation of powers, checks and balances, and federalism. Critiques how well Article I of the Constitution limits Congressional powers. Examines how the Preamble guides the application of the constitutional principles. Examines how the <i>Boldt</i> decision promotes justice as one of the goals of our nation. 	<p>Student Edition:</p> <p>20-21, 27, 30-33, 37-40, 46-55, 57, 624, 636-639, 666, R38-R45</p> <p><i>Analyzing Supreme Court Cases</i> 625</p> <p><i>Analyzing Visuals</i> 79</p> <p><i>Infographic</i> 48, 79</p> <p><i>Primary Source</i> 635</p> <p>Teacher Wraparound Edition:</p> <p>C 41; CT 33, 47, 60; DI 61; RS 37, 61; WS 39</p>

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<p>Continued from cell above.</p> <ul style="list-style-type: none"> Examines how the <i>Brown v. Board of Education</i> decision promotes equality as one of the goals of our nation. Examines how the Letter from a Birmingham Jail promotes equality as one of the goals of our nation. Examines how the Civil Rights Act sought to extend democratic ideals. Examines how the 26th Amendment sought to extend democratic ideals. 	<p>Student Edition: 20-21, 27, 30-33, 37-40, 46-55, 57, 624, 636-639, 666, R38-R45 <i>Analyzing Supreme Court Cases</i> 625 <i>Analyzing Visuals</i> 79 <i>Infographic</i> 48, 79 <i>Primary Source</i> 635</p> <p>Teacher Wraparound Edition: C 41; CT 33, 47, 60; DI 61; RS 37, 61; WS 39</p>
<p>1.1.2 Evaluates how well court decisions and government policies have upheld democratic ideals and principles in the United States (1890 – present).</p> <p>Examples:</p> <ul style="list-style-type: none"> Critiques how courts and government policies have supported or failed to support civil rights. Critiques how courts and government policies have supported or failed to support the constitutional right to freedom of speech. Critiques how well the Supreme Court decision in <i>Parents Involved in Community Schools v. Seattle School Dist. No. 1</i> upheld the right to equal protection. 	<p>Student Edition: 250, 330, 376-381, 624, 636-637, 639, 683-684, 724-729 <i>Analyzing Supreme Court Cases</i> 251, 331, 505, 551, 599, 625, 673, 715 <i>Analyzing Visuals</i> 725, 728 <i>Chart</i> 600 <i>Debates in History</i> 688-689</p> <p>Teacher Wraparound Edition: AS 378; C 729; RS 636; T 505, 599; WS 600</p>
<p>Component 1.2: Understands the purposes, organization, and function of governments, laws and political systems.</p>	
<p>1.2.2 Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature.</p> <p>Examples:</p> <ul style="list-style-type: none"> Critiques the effectiveness of checks and balances during President Franklin Delano Roosevelt’s attempt to implement his New Deal policies and efforts to increase the number of Supreme Court justices. Critiques the effectiveness of checks and balances during the Taft Court (1921— 1930). Critiques the effectiveness of checks and balances during the Rehnquist Court (1986— 2005). Critiques the effectiveness of checks and balances during Lyndon Johnson’s tenure as the Senate Majority Leader (1954—1961). 	<p>Student Edition: 142-145, 436, 442, 624, 629, 712-717, 784-785 <i>Analyzing Supreme Court Cases</i> 443, 551, 625, 715 <i>Reading Check</i> 629, 717</p> <p>Teacher Wraparound Edition: RC 629, 717; RS 671; SCC 715; T 443</p>

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Component 1.3: Understands the purposes, organization of international relationships and United States foreign policy.	
<p>1.3.1 Analyzes and evaluates the causes and effects of U.S. foreign policy on people in the United States and the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines why the United States policy of the Truman Doctrine was implemented and critiques the costs and benefits for Korea. Examines why the United States was involved in Vietnam between 1950 and 1975 and critiques the costs and benefits of this policy for the United States and the world. 	<p>Student Edition:</p> <p>262-267, 273-275, 538-545, 654-661, 664-669, 670-675, 811-813, 814-819, 822, 828</p> <p><i>Analyzing Visuals</i> 674</p> <p><i>Debates in History</i> 658-659</p> <p><i>Infographic</i> 542-543</p> <p><i>Primary Source</i> 539</p> <p>Teacher Wraparound Edition:</p> <p>AS 659; AV 674; C 669; DBQ 539; S1 260, 652; S2 260; S3 261, 653</p>
Component 1.4: Understands civic involvement.	
<p>1.4.1 Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.</p> <p>Examples:</p> <ul style="list-style-type: none"> Evaluates the effectiveness of states' initiative processes in preserving individual rights and promoting the common good. Evaluates the effectiveness of voting in recent presidential elections in promoting the common good and preserving individual rights. Evaluates the effectiveness of the campaigns of Mothers Against Drunk Driving in preserving individual rights and promoting the common good. Evaluates the effectiveness of the campaigns against "hate crimes" by gay-lesbian-bisexualtransgendered organizations in preserving individual rights and promoting the common good. Using examples of different groups of people in American society, analyzes instances in which unalienable rights were denied and evaluates the effectiveness of the struggles that ensued to guarantee those rights. 	<p>Student Edition:</p> <p>100-103, 200-207, 245, 294-299, 622-629, 630-639, 724-729, 758-759</p> <p><i>Analyzing Primary Sources</i> 640-641</p> <p><i>Analyzing Supreme Court Cases</i> 251, 443, 505, 599, 625</p> <p><i>Document-Based Questions</i> 101</p> <p><i>Primary Source</i> 293, 628, 631, 728</p> <p><i>Reading Check</i> 293</p> <p><i>Turning Point</i> 102, 626-627</p> <p>Teacher Wraparound Edition:</p> <p>AS 101, 102, 627, 634, 758; C 629, 729; CT 726; DI 624; RC 293; RS 293</p>

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Social Studies EALR 2: **ECONOMICS** – The student understands economic concepts and systems to comprehend the interactions between economy and individuals, households, businesses, governments, and societies.

2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

2.1.1 Analyzes the incentives for people’s economic choices in the United States in the past or present.

Examples:

- Examines what economic incentives caused people to join labor unions in large numbers during the Great Depression.
- Examines how the overproduction of agricultural products led farmers to destroy their supply to boost prices at the beginning of the Great Depression.
- Examines how automobile producers set prices in the 1920s to generate sustainable demand among middle-class Americans.
- Examines what economic incentives caused the U.S. government to institute the Bracero program.

Student Edition:

200-207, 368-373, 428-429, 437-439, 486-488, 502

Debates in History 236-237, 748-749

Infographic 202, 369

Primary Source 201

Reading Check 429, 488

Technology and History 370-371

Teacher Wraparound Edition:

AS 428; CT 502; IAE 203; RC 429, 488, 502; S2 420

2.2 Understands how economic systems function.

2.2.1 Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources.

Examples:

- Compares the economic systems of the United States to the U.S.S.R. during the Cold War.
- Compares the differing economic philosophies in the United States and Japan in the 1960s, 1970s, and 1980s.

Student Edition:

202, 534-535, 566-567, 742-743, 751, 754-755, 762-765, 794-796

Analyzing Geography 763

Analyzing Visuals 796

Debates in History 436-437, 534-535

Teacher Wraparound Edition:

AS 202; AV 796; CT 202; DH 535

STANDARDS	PAGE REFERENCES
<p>2.2.2 Analyzes how comparative advantage has affected U.S. imports and exports in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the effects of the United States perceived loss of comparative advantage in the manufacturing of textiles. Examines the effects of the United States comparative advantage in pharmaceutical research on the export of prescription drugs. Examines how transnational companies have shifted manufacturing in response to perceived changes in comparative advantage. Examine how perceived loss of comparative advantage led Ford Motor Company to shift automobile manufacturing outside of the United States. 	<p>The following references cover the costs and benefits of international trade. Comparative advantage can be defined through classroom instruction.</p> <p>Student Edition: 16, 405, 794-796 <i>Analyzing Geography</i> 17 <i>Analyzing Visuals</i> 796 <i>Primary Source</i> 796</p> <p>Teacher Wraparound Edition: AV 796; C 797</p>
<p>2.3 Understands the government’s role in the economy.</p>	
<p>2.3.1 Evaluates the role of the U.S. government in regulating a market economy in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Critiques the effectiveness of the Sherman Anti-Trust Act in ensuring competition in the market. Critiques the effectiveness of the Federal Reserve Board in helping to control inflation through the regulation of interest rates. 	<p>Student Edition: 300-302, 310-312, 405, 412-414, 425-431, 436-438, 720, 748-750 <i>Analyzing Supreme Court Cases</i> 303, 443 <i>Analyzing Time Lines</i> 426-427 <i>Analyzing Visuals</i> 311 <i>Debates in History</i> 748-749 <i>Infographic</i> 310-311 <i>Political Cartoons</i> 301</p> <p>Teacher Wraparound Edition: AS 310, 404; AV 311; CT 302; DI 303, 311, 443</p>

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2.4 Understands the economic issues and problems that all societies face.	
<p>2.4.1 Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Critiques how entitlement programs in the United States have affected the distribution of resources to people living below the poverty level. • Critiques how well dam development in the Pacific Northwest has contributed to sustainable economic growth. • Critiques the role of entrepreneurship in the United States in sustaining economic growth and raising the standard of living for its residents. 	<p>Student Edition:</p> <p>187, 425-431, 437-439, 444-445, 582-586, 611-615, 748-749</p> <p><i>Analyzing Time Lines</i> 426-427</p> <p><i>Analyzing Visuals</i> 195, 614</p> <p><i>Debates in History</i> 748-749</p> <p><i>Infographic</i> 614</p> <p><i>Making Connections</i> 613</p> <p><i>Political Cartoons</i> 186, 430</p> <p><i>Reading Check</i> 187, 439</p> <p>Teacher Wraparound Edition:</p> <p>ATL 427; AV 614; C 431, 615; CT 187, 429, 430; RC 187, 439; RS 445</p>
<p>EALR 3: GEOGRAPHY – The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.</p>	
<p>Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.</p>	
<p>3.1.1 Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Examines maps of the United States using a Geographic Information System (GIS) to draw conclusions on how the development of railroads led to Chicago’s industrialization. • Examines maps of the Puget Sound using a Geographic Information System (GIS) to draw conclusions on why Seattle became Washington State’s largest city and port. 	<p>Student Edition:</p> <p><i>Analyzing Geography</i> 5, 12, 23, 28, 40, 337, 513</p> <p><i>Geography and History</i> 14-15, 138-139, 760-761</p> <p><i>Geography Skills Handbook</i> GH1-GH13</p> <p><i>National Geographic</i> 92, 98</p> <p><i>Reference Atlas</i> A1-A19</p> <p><i>Skills Handbook</i> R15</p> <p>Teacher Wraparound Edition:</p> <p>AG 5, 337, 513; AS 760; SP 139; T 760</p>

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<p>3.1.2 Analyzes how differences in regions and spatial patterns have emerged in the United States from natural processes and human activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains the cultural and political factors that distinguish the West Coast from East Coast. Explains why Massachusetts is considered politically liberal whereas Texas is considered politically conservative. Examines why most people in the United States live within fifty miles of a coast and how this settlement causes coastal regions to differ from the country's interior. 	<p>Student Edition:</p> <p>214-217, 330, 388, 502, 740-745</p> <p><i>Analyzing Geography</i> 392, 503, 742, 760</p> <p><i>Analyzing Visuals</i> 215, 217, 744</p> <p><i>National Geographic</i> 742</p> <p><i>Political Cartoons</i> 741</p> <p><i>Reading Check</i> 742, 745</p> <p>Teacher Wraparound Edition:</p> <p>AS 743; C 745; CT 392, 743; GH 761; RC 742, 745; SP 741</p>
Component 3.2: Understands human interaction with the environment..	
<p>3.2.1 Analyzes and evaluates human interaction with the environment in the United States in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Weighs the benefits and negative consequences of the damming of the Colorado and Columbia Rivers. Examines the conditions leading to the passage of the Clean Air Act. Examines the interaction between geographic factors and the social, economic, and cultural aspects of a historical question. 	<p>Student Edition:</p> <p>160-161, 304, 730-733, 797</p> <p><i>Analyzing Geography</i> 410</p> <p><i>Analyzing Visuals</i> 614, 731</p> <p><i>Debates in History</i> 304-305</p> <p><i>Geography and History</i> 410-411</p> <p><i>Making Connections</i> 161</p> <p><i>Past and Present</i> 160-161</p> <p><i>Primary Source</i> 731</p> <p>Teacher Wraparound Edition:</p> <p>AS 732; AV 614, 731; CT 732; DI 614; T 410; WS 304</p>

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<p>3.2.2 Analyzes cultural interactions.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the cultural interactions between Puerto Rican migrants and other ethnic groups of New York City. Explores the concept of model minority in the United States and how it affects the public's perceptions of race and class. Examines cultural interactions between residents in Los Angeles' Watts neighborhood and members of the Los Angeles Police Department before and after the 1965 riots. Examines cultural interactions in Washington State resulting from the arrival of Southeast Asian refugees in the 1970s and 1980s. 	<p>Student Edition:</p> <p>216-219, 250-253, 236-239, 582-585, 642-643</p> <p><i>Analyzing Primary Sources</i> 220-221, 792-793</p> <p><i>National Geographic</i> 215</p> <p><i>Political Cartoons</i> 218</p> <p><i>Primary Source</i> 583, 790</p> <p>Teacher Wraparound Edition:</p> <p>AS 585; C 381; CT 218, 378, 645; T 377</p>
<p>3.2.3 Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the factors leading to Italian immigration to the United States and its effects on U.S. society. Examines the factors leading to Japanese immigration to the United States and its effects on U.S. society. 	<p>Student Edition:</p> <p>214-219, 330, 376-378, 504-505, 788-791</p> <p><i>Analyzing Primary Sources</i> 220-221, 792-793</p> <p><i>Document-Based Questions</i> 793</p> <p><i>Geography and History</i> 228-229</p> <p><i>National Geographic</i> 215</p> <p><i>Political Cartoons</i> 218, 377</p> <p><i>Primary Source</i> 216-217, 790</p> <p>Teacher Wraparound Edition:</p> <p>C 381; CT 378; DBQ 793; T 377</p>
<p>Component 3.3: Understands the geographic context of global issues.</p>	
<p>3.3.1 Analyzes and evaluates elements of geography to trace the emergence of the United States as a global economic and political force in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how proximity between the United States and Central America led to U.S. economic dominance of the region. Examines how the passage of NAFTA affects the economic geography of Canada, the United States, and Mexico. 	<p>Student Edition:</p> <p>262-267, 280-283, 602-603, 605-607, 795</p> <p><i>Analyzing Geography</i> 606</p> <p><i>Analyzing Visuals</i> 281</p> <p><i>National Geographic</i> 795</p> <p><i>Primary Source</i> 270-271</p> <p>Teacher Wraparound Edition:</p> <p>AS 281; AV 281; C 283; CT 280, 281; DI 280</p>

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4: **HISTORY** – The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1 Understands historical chronology.

4.1.2 Understand how the following themes and developments help to define eras in U.S. history:

- **Our foundations (1776-1791).**
- **Industrialization and the emergence of the United States as a world power (1890-1918).**
- **Reform, prosperity, and depression (1918–1939).**
- **WWII, the Cold War, and international relations (1939-1991).**
- **Movements and domestic Issues (1945-1991).**
- **Entering a new era (1991 to the Present).**

Examples:

- Explains how the ratification of the Bill of Rights defines the founding of the United States.
- Explains how the Roosevelt Corollary helps to define the early 20th century as a time when the United States was emerging as a world power.
- Explains how the 19th Amendment and the New Deal Policy defines U.S. history following World War I as period of reform.
- Explains how atomic weapons help to define the decades after World War II as the Cold War era.
- Explains how the United Farm Workers, Civil Rights Movement, and Feminist Movement help to define U.S. history after World War II as a time of social movements.
- Explains how the Oklahoma City bombing and 9/11 attacks have defined a new era in U.S. domestic and foreign policy.

Student Edition:

28-29, 37-41, 46-55, 78, 182-187, 260-261, 262-267, 280-281, 292-299, 368-373, 398-399, 400-405, 445, 484-485, 486-493, 518-525, 530-531, 532-537, 602-607, 620-621, 622-629, 630-639, 652-653, 674-675, 682-685, 686-691, 695-697, 724-729, 730-733, 808-813, 814-819, 820-827

Analyzing Time Lines 296-297, 632-633, 816-817

Debates in History 522-523, 534-535, 658-659

Infographic 79, 444

Turning Point 402, 478, 556, 626, 809

Teacher Wraparound Edition:

S1 260, 530, 653, 680; S2 802; S3 421, 595, 803; S5 485

STANDARDS	PAGE REFERENCES
Component 4.2: Understands and analyzes the causal factors that have shaped major events in history.	
<p>4.2.1 Evaluates how individuals and movements have shaped the United States (1890 – present).</p> <p>Examples:</p> <ul style="list-style-type: none"> • Weighs the costs and benefits of immigrant labor on the industrialization of the United States. • Weighs the costs and benefits of the Progressive Movement on the Labor Movement. 	<p>Student Edition: 200-207, 214-219, 222-223, 292-299, 376-379, 622-629, 636-639, 664-666, 682-685, 686-691, 692-697, 724-729</p> <p><i>Geography and History</i> 228-229</p> <p><i>Infographic</i> 202, 205, 310</p> <p><i>Primary Source</i> 201, 216-217, 306</p> <p>Teacher Wraparound Edition: AS 311; C 299; S1 212; WS 201, 204</p>
<p>4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890 – present).</p> <p>Examples:</p> <ul style="list-style-type: none"> • Examines how African Americans used the court system to influence civil rights legislation. • Examines the way that migrant workers impacted agricultural labor. • Examines how diverse cultures have influenced current popular culture as evidenced by the popularity of hip-hop, rap, and salsa. • Examines how the use of boycotts and demonstrations led by various ethnic groups has resulted in social change in the United States. • Examines how local tribes used the court system to regain their sovereign rights. 	<p>Student Edition: 388-391, 579, 622-624, 630-639, 695-697, 727-729</p> <p><i>Analyzing Primary Sources</i> 220-221, 640-641, 792-793</p> <p><i>Analyzing Supreme Court Cases</i> 625</p> <p><i>Geography and History</i> 228-229</p> <p><i>People in History</i> 623, 726</p> <p><i>Primary Source</i> 390-391, 578, 696</p> <p>Teacher Wraparound Edition: AS 625; C 393; CT 726; DBQ 625; F 640; RC 697</p>
<p>4.2.3 Analyzes and evaluates how technology and ideas have shaped U.S. history (1890 – present).</p> <p>Examples:</p> <ul style="list-style-type: none"> • Analyzes the costs, benefits, and long-term significance of the Green Revolution on U.S. foreign policy in Southeast Asia. • Analyzes the costs, benefits, and long-term significance of “fair trade” and “free trade” on workers, consumers, and investors in the United States. 	<p>Student Edition: 368-372, 574-577, 774-777, 794-797</p> <p><i>Analyzing Visuals</i> 775</p> <p><i>Primary Source</i> 776</p> <p><i>Technology and History</i> 168, 190, 223, 338, 370, 555, 604, 775</p> <p>Teacher Wraparound Edition: AV 775, 776; F 772; S1 772</p>

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Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.	
<p>4.3.1 Analyzes differing interpretations of events in U.S. history (1890 – present).</p> <p>Examples:</p> <ul style="list-style-type: none"> • Develops a position after examining competing historical interpretations of the effect Malcolm X had on the Civil Rights Movement. • Develops a position after examining competing historical interpretations of the long-term effects of the Feminist Movement. • Develops a position after examining competing historical interpretations of the causes of the Great Depression. • Develops a position after examining competing historical interpretations of the failed social and legislative attempt of Prohibition. • Develops a position after examining competing historical interpretations of the cultural contributions of the Harlem Renaissance. 	<p>Student Edition: 381, 388-391, 400-405, 644-647, 686-691</p> <p><i>Analyzing History</i> 402 <i>Analyzing Visuals</i> 380, 391 <i>Debates in History</i> 436-437, 522-523, 534-535, 658-659, 688-689 <i>Primary Source</i> 380, 390-391, 401, 645</p> <p>Teacher Wraparound Edition: AS 402; AV 380; DBQ 401, 645; DI 645; WS 688</p>
<p>4.3.2 Analyzes multiple causes of events in U.S. history distinguishing between proximate and long-term causal factors (1890 – present).</p> <p>Examples:</p> <ul style="list-style-type: none"> • Examines multiple interpretations of the causal factors of the Vietnam War. • Examines multiple interpretations of the causal factors of the Bay of Pigs Invasion. 	<p>Student Edition: 320-323, 400-401, 404-405, 532-537, 605, 654-659</p> <p><i>Debates in History</i> 272-273, 522-523, 534-535, 658-659 <i>Infographic</i> 404 <i>Primary Source</i> 322-323</p> <p>Teacher Wraparound Edition: AS 658, 659; C 661; CT 534, 605, 657, 658; DH 659; VS 828</p>
Component 4.4: Uses history to understand the present and plan for the future.	
<p>4.4.1 Analyzes how an understanding of United States history can help us prevent problems today.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Examines the United States ability to meet the challenge of global climate change based on responses to environmental challenges in the past. 	<p>Student Edition: 730-733, 797</p> <p><i>Analyzing Visuals</i> 731 <i>Infographic</i> 444 <i>Primary Sources</i> 731 <i>Reading Check</i> 445, 675, 717</p> <p>Teacher Wraparound Edition: AS 732; C 471, 615; RS 823</p>

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EALR 5: SOCIAL STUDIES SKILLS – The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 Analyzes the underlying assumptions of positions on an issue or event.

Examples:

- Examines underlying assumptions of U.S. involvement in Vietnam between 1950 and 1975.
- Examines underlying assumptions of U.S. involvement in the 1977 Egypt-Israel Peace Accords.
- Examines the underlying assumptions of President Franklin D. Roosevelt’s decision to incarcerate Japanese Americans during World War II.

Student Edition:

504, 654-661, 664-667, 722-723

Analyzing Supreme Court Cases 505

Analyzing Visuals 722

Debates in History 522-523, 534-535, 658-659, 748-749

Teacher Wraparound Edition:

AS 658; AV 722; CT 655, 657; DH 659; DI 667; T 505

5.1.2 Evaluates the depth of a position on an issue or event.

Examples:

- Critiques how well a position on U.S. involvement in Vietnam addresses the complexities of this conflict.
- Critiques how well a position on U.S. involvement in the 1977 Egypt-Israel Peace Accords addresses the complexities of relations in the Middle East.

Student Edition:

654-661, 664-667, 674-675, 723, 808-813, 814-819

Debates in History 522-523, 658-659, 688-689

Primary Source 722

Teacher Wraparound Edition:

AS 658; C 819; CT 655, 657; DH 659; SP 817

Component 5.2: Uses inquiry-based research.

5.2.1 Evaluates and revises research questions to refine inquiry on an issue or event.

Examples:

- After completing initial research on the role of the Supreme Court during the Civil Rights Movement, critiques and revises a research question on the importance of the judicial branch.
- After completing initial research on the Bay of Pigs Invasion, critiques and revises a research question on the power of the United States in Latin America.

Student Edition:

52-53, 280-282, 602-603, 605, 623-624, 628

Analyzing Supreme Court Cases 625

Analyzing Time Lines 633

National Geographic 281

People in History 623

Primary Source 635

Turning Point 142-143

Teacher Wraparound Edition:

AV 281; C 639; T 625

STANDARDS	PAGE REFERENCES
<p>5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or historical event in the United States.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Critiques the validity, reliability, and credibility of documents from the Franklin Roosevelt Administration when researching the justification of New Deal programs. • Critiques the validity, reliability, and credibility of documents from the Franklin Roosevelt Administration when researching the justification of the Good Neighbor Policy. 	<p>Student Edition:</p> <p>R53</p> <p><i>Analyzing Primary Sources</i> 432-433</p> <p><i>Analyzing Visuals</i> 430</p> <p><i>Debates in History</i> 436-437</p> <p><i>Document-Based Questions</i> 423, 433, 437</p> <p><i>Political Cartoons</i> 430</p> <p><i>Primary Source</i> 423, 438</p> <p><i>Skills Handbook</i> R5, R7, R8, R11, R12, R19, R20</p> <p>Teacher Wraparound Edition:</p> <p>AS 444; AV 430; DBQ 423, 433, 437; RS 444; T 432</p>
<p>Component 5.3: Deliberates public issues.</p>	
<p>5.3.1 Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Engages in a small group dialogue where each student presents two or more possible resolutions to the United States use of the atomic bomb in World War II and evaluates others' alternative resolutions. • Engages in a small group dialogue where each student presents two or more possible resolutions to the threat of climate change and evaluates others' alternative resolutions. • Evaluates in a Socratic seminar possible alternatives to U.S. involvement in Vietnam. 	<p>The following references provide information and discussion questions related to the examples in this objective. Where discussion is not specific to the assignment, discussion can be facilitated by the classroom instructor.</p> <p>Student Edition:</p> <p>522-524, 654-661, 674-675, 797</p> <p><i>Debates in History</i> 522-523, 658-659</p> <p><i>Document-Based Questions</i> 523, 659, 673</p> <p><i>Skills Handbook</i> R7, R8, R10</p> <p>Teacher Wraparound Edition:</p> <p>AS 522, 523, 524, 658; C 661; DH 523, 659; DI 797; S1 652; S2 652; S3 653</p>

STANDARDS**PAGE REFERENCES**

Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 Evaluates and interprets other points of view on an issue within a paper or presentation.

Examples:

- Evaluates and interprets other points of view on America's role in developing the Panama Canal.
- Evaluates and interprets other points of view on why the women's suffrage movement succeeded.

Student Edition:

279-280, 296-297

Analyzing Time Lines 296-297

Debates in History 688-689, 748-749

Teacher Wraparound Edition:

ACL 749; AS 296, 658; CT 280, 281; HO 535, 597, 648, 707; SP 297; WS 296, 688, 748, 749