Tennessee Social Studies

United States History and Geography

Social Studies Practices

1. **Collect data and information from a variety of primary and secondary sources, including:** SSP.01
    1. Printed materials SSP.01.1
    2. Graphic representations SSP.01.2
    3. Field observations/Landscape analysis SSP.01.3
    4. Artifacts SSP.01.4
    5. Media and technology sources SSP.01.5
    6. Oral History SSP.01.6

2. **Critically examine a primary or secondary source in order to:** SSP.02
    1. Extract, summarize, and paraphrase significant ideas and relevant information SSP.02.1
    2. Discern differences between evidence and assertion SSP.02.2
    3. Recognize the significance of author's purpose, point of view, and bias SSP.02.3
    4. Draw logical inferences and conclusions SSP.02.4
    5. Assess the strengths and limitations of arguments SSP.02.5

3. **Synthesize data from a variety of sources in order to:** SSP.03
    1. Establish accuracy and validity by comparing sources to each other SSP.03.1
    2. Recognize disparities among multiple accounts SSP.03.2
    3. Frame appropriate questions for further investigation SSP.03.3

4. **Construct and communicate arguments by citing supporting evidence to:** SSP.04
    1. Demonstrate and defend an understanding of ideas SSP.04.1
    2. Compare and contrast viewpoints SSP.04.2
    3. Illustrate cause and effect SSP.04.3
    4. Predict likely outcomes SSP.04.4
    5. Devise new outcomes or solutions SSP.04.5
    6. Engage in appropriate civic discourse SSP.04.6

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5 Develop historical awareness by: SSP.05

1. Recognizing how and why historical accounts change over time SSP.05.1
2. Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy vs. present-mindedness SSP.05.2
3. Evaluating how unique circumstances of time and place create context and contribute to action and reaction SSP.05.3
4. Identifying patterns of continuity and change over time, making connections to the present SSP.05.4

6 Develop geographic awareness by: SSP.06

1. Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity SSP.06.1
2. Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales SSP.06.2
3. Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena SSP.06.3
4. Examining how geographers use regions and how perceptions of regions are fluid across time and space SSP.06.4
5. Analyzing interaction between humans and the physical environment SSP.06.5

The Rise of Industrialization (1877-1900): Students will analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia.

Reconstruction

1. Summarize the major events of Reconstruction, and explain the impact of the Compromise of 1877, including the founding of the Ku Klux Klan and lynching. US.01
2. Identify the rights provided by the 14th and 15th amendments, and analyze the efforts to resist them, including Jim Crow laws, disenfranchisement methods, and the Plessy v. Ferguson decision. (T.C.A. § 49 -6-1006) US.02
3. Summarize the efforts of Benjamin "Pap" Singleton and the Exodusters. US.03

Westward Expansion

4. Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement and physical landscape of the West. US.04
5. Examine federal policies toward American Indians, including the movement to reservations, assimilation, boarding schools, and the Dawes Act. US.05
6. Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads (i.e., credit mobilier and Interstate Commerce Act). US.06

Gilded Age

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7 Describe the differences between “old” and “new” immigrants, including: US.07

1 Urbanization US.07.1

2 Angel Island US.07.2

3 Ellis Island US.07.3

4 Push-pull factors US.07.4

5 Ethnic clusters US.07.5

8 Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between wage earners and industrial capitalists, including the following: US.08

1 Spoils System US.08.1

2 Boss Tweed US.08.2

3 President Garfield’s Assassination US.08.3

4 Thomas Nast US.08.4

5 Pendleton Act US.08.5

9 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, and evaluate the business practices of: US.09

1 Alexander Graham Bell US.09.1

2 Henry Bessemer US.09.2

3 Andrew Carnegie US.09.3

4 Thomas Edison US.09.4

5 Lewis Latimer US.09.5

6 J.P. Morgan US.09.6

7 John D. Rockefeller US.09.7

8 Nikola Tesla US.09.8

9 Cornelius Vanderbilt US.09.9

10 Madam C.J. Walker US.09.10

10 Determine the impacts of increased immigration on American society, including: US.10

1 Competition for jobs US.10.1

2 Rise of Nativism US.10.2

3 Chinese Exclusion Act and Gentleman’s Agreement US.10.3

The Progressive Era (18 wi changing national

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The Progressive Era (1890-1920): Students will analyze the changing national ndscape, including the growth of cities and the demand for political, economic, nd social reforms, during the early 20th century.

landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century.	
Compare and contrast the concepts of social Darwinism and the Social Gospel. US.11	11 Compare and contrast the concepts of social Darwinism and the Social Gospel. US.11
Describe the rise of trusts and monopolies, their impact on consumers and workers, and the government's response, including the Sherman Antitrust Act of 1890. US.12	12 Describe the rise of trusts and monopolies, their impact on consumers and workers, and the government's response, including the Sherman Antitrust Act of 1890. US.12
Describe working conditions in industries during this era, including the use of women and children as a labor source. US.13	13 Describe working conditions in industries during this era, including the use of women and children as a labor source. US.13
Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), and the responses of management and government. US.14	14 Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), and the responses of management and government. US.14
Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois. (T.C.A. § 49-6-1006) US.15	15 Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois. (T.C.A. § 49-6-1006) US.15
Explain the roles played by pr including: US.16	1 Jane Addams US.16.1
	acob Riis US.16.2

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	3 Upton Sinclair US.16.3
	4 Lincoln Steffens US.16.4
	5 Ida Tarbell US.16.5
	6 Ida B. Wells-Barnett US.16.6
Analyze the significant progressive achievements during Theodore Roosevelt's administration, including: US.17	1 Square Deal US.17.1
	2 Meat Inspection Act US.17.2
	3 "Trust-busting" US.17.3
	4 Support for conservation US.17.4
	5 Pure Food and Drug Act US.17.5
Analyze the goals and achievements of the Progressive movement, including: US.18	1 Adoption of the initiative, referendum, and recall US.18.1
	2 Adoption of the primary system US.18.2
	3 16th Amendment US.18.3
	4 17th Amendment US.18.4
Analyze the significant progressive achievements during President Woodrow Wilson's administration, including: US.19	1 New Freedom US.19.1
	2 Federal Reserve Act US.19.2
	3 Creation of the National Park Service US.19.3
	4 Clayton Antitrust Act of 1914 US.19.4
Describe the movement to achieve suffrage for women, including the significance of: US.20	1 Leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul US.20.1
	2 Activities of suffragists US.20.2
	3 Passage of the 19th Amendment, including the role of Tennessee US.20.3
	4 Legacy of Susan B. Anthony US.20.4
Imperialism and World War I (1890-1920): Students will trace the rise of the United States as the	Imperialism and World War I (1890-1920): Students will trace the rise of the United States as a world power during the 20th century and examine the country's role in World War I.

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examine the country's role in World War I.	
Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, American nationalism, and yellow journalism. US.21	**21** **Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, American nationalism, and yellow journalism.** US.21
Compare and contrast the arguments of imperialists and non-imperialists of the period. US.22	**22** **Compare and contrast the arguments of imperialists and non-imperialists of the period.** US.22
Describe the effects of American imperialism, including: US.23	**1** **Spanish-American War** US.23.1
	2 **Annexation of Hawaii** US.23.2
	3 **Panama Canal** US.23.3
	4 **Philippine Insurrection** US.23.4
	5 **Access to Cuba** US.23.5
	6 **Roosevelt Corollary** US.23.6
Compare and contrast the motivations behind President Theodore Roosevelt's Big Stick diplomacy (i.e., militarism/expansionism), President William Howard Taft's Dollar Diplomacy (i.e., economics), and President Woodrow Wilson's Moral Diplomacy (i.e., nationalism). US.24	**24** **Compare and contrast the motivations behind President Theodore Roosevelt's Big Stick diplomacy (i.e., militarism/expansionism), President William Howard Taft's Dollar Diplomacy (i.e., economics), and President Woodrow Wilson's Moral Diplomacy (i.e., nationalism).** US.24

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Explain the causes of World War I, including militarism, alliances, nationalism, imperialism, assassination, and the reasons for the initial declaration of U.S. neutrality. US.25	**25** Explain the causes of World War I, including militarism, alliances, nationalism, imperialism, assassination, and the reasons for the initial declaration of U.S. neutrality. US.25
Explain the reasons for U.S. entry into World War I, including the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations. US.26	**26** Explain the reasons for U.S. entry into World War I, including the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations. US.26
Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): US.27	**1** Trench warfare US.27.1 **2** Use of new weapons and technology US.27.2 **3** John J. Pershing US.27.3 **4** Harlem Hell Fighters US.27.4 **5** Alvin C. York US.27.5
Analyze the political, economic, and social ramifications of World War I on the home front, including: US.28	**1** Role played by women and minorities US.28.1 **2** Voluntary rationing US.28.2 **3** Committee on Public Information (i.e., Creel Committee) US.28.3 **4** Opposition by conscientious objectors US.28.4 **5** Schenck v. United States decision US.28.5
Analyze the significance of President Woodrow Wilson's contributions to the Treaty of Versailles, including the Fourteen Points, the ca U.S League of Nations, and	**29** Analyze the significance of President Woodrow Wilson's contributions to the Treaty of Versailles, including the Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics. US.29

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the subsequent impact on world politics. US.29	
The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I.	**The 1920s (1920-1929): Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I.**
Analyze the impact of the Great Migration of African Americans that began in the post-World War I era from the rural South to the industrial regions of the Northeast and Midwest. (T.C.A. § 49-6-1006) US.30	**30** **Analyze the impact of the Great Migration of African Americans that began in the post-World War I era from the rural South to the industrial regions of the Northeast and Midwest. (T.C.A. § 49-6-1006)** US.30
Describe the growth and effects that radio and movies played in the emergence of popular culture, such as advertising, celebrities, news, and entertainment. US.31	**31** **Describe the growth and effects that radio and movies played in the emergence of popular culture, such as advertising, celebrities, news, and entertainment.** US.31
Examine how the use of the radio helped grow the popularity of country and blues music, including the rise of the Grand Ole Opry, W.C. Handy, and Bessie Smith. (T.C.A. § 49 -6-1006) US.32	**32** **Examine how the use of the radio helped grow the popularity of country and blues music, including the rise of the Grand Ole Opry, W.C. Handy, and Bessie Smith. (T.C.A. § 49 -6-1006)** US.32
Describe the impact of new technologies of the era, including the advent of air travel and spread of ele	**33** **Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity.** US.33

Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society. US.34	**34** Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society. US.34
Analyze the impact of the Harlem Renaissance and its important figures on American culture, including (T.C.A. § 49- 6-1006): US.35	**1** Louis Armstrong US.35.1 **2** Duke Ellington US.35.2 **3** Langston Hughes US.35.3 **4** Zora Neale Hurston US.35.4 **5** James Weldon Johnson US.35.5
Describe changes and limitations in the social and economic status of women during this era, including flappers, birth control, clerical and office jobs, and the rise of women's colleges. US.36	**36** Describe changes and limitations in the social and economic status of women during this era, including flappers, birth control, clerical and office jobs, and the rise of women's colleges. US.36
Examine challenges and advancements related to the push for civil liberties, including (T.C.A. § 49-6-1006): US.37	**1** First Red Scare US.37.1 **2** Immigration Quota Acts of the 1920s US.37.2 **3** Resurgence of the Ku Klux Klan US.37.3 **4** Black Wallstreet and Tulsa Massacre US.37.4 **5** Rise of the NAACP US.37.5 **6** Efforts of Ida B. Wells-Barnett US.37.6 **7** Emergence of Garveyism US.37.7
Describe the Scopes Trial of 1925, including the major figures (i.e., John Scopes, William Jennings Bryan, and Cla sid (i.e., fundamentalism	**38** Describe the Scopes Trial of 1925, including the major figures (i.e., John Scopes, William Jennings Bryan, and Clarence Darrow), two sides of the controversy (i.e., fundamentalism and modernism), the outcome, and the legacy. US.38

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and modernism), the outcome, and the legacy. US.38	
Describe the impacts of the 18th Amendment and Prohibition on American society, including the rise of organized crime, bootlegging, speakeasies, and the eventual repeal with the 21st Amendment. US.39	**39** **Describe the impacts of the 18th Amendment and Prohibition on American society, including the rise of organized crime, bootlegging, speakeasies, and the eventual repeal with the 21st Amendment.** US.39
Analyze the advantages and disadvantages of President Warren G. Harding's and President Calvin Coolidge's economic policies and their impact on culture of the United States as a result of credit expansion, consumerism, and financial speculation. US.40	**40** **Analyze the advantages and disadvantages of President Warren G. Harding's and President Calvin Coolidge's economic policies and their impact on culture of the United States as a result of credit expansion, consumerism, and financial speculation.** US.40
The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. government.	**The Great Depression and New Deal (1929-1941): Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. government.**
Analyze the causes of the Great Depression, including: US.41	**1** **Bank failures** US.41.1
	2 **Laissez-faire politics** US.41.2
	3 **Buying on margin** US.41.3
	4 **Overextension of credit** US.41.4
	:rash of the stock market US.41.5

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	6 Overproduction in agriculture US.41.6
	7 Excess consumerism in manufacturing US.41.7
	8 High tariffs US.41.8
	9 Rising unemployment US.41.9
Explain the causes of the Dust Bowl, and its social, geographic, and economic impacts. US.42	42 Explain the causes of the Dust Bowl, and its social, geographic, and economic impacts. US.42
Describe the impact of the Great Depression on the American people, including mass unemployment, migration, and Hoovervilles. US.43	43 Describe the impact of the Great Depression on the American people, including mass unemployment, migration, and Hoovervilles. US.43
Describe the steps taken by President Herbert Hoover to address the depression, including his philosophy of "Rugged Individualism," public works projects, the Reconstruction Finance Corporation, and response to the "Bonus Army." US.44	44 Describe the steps taken by President Herbert Hoover to address the depression, including his philosophy of "Rugged Individualism," public works projects, the Reconstruction Finance Corporation, and response to the "Bonus Army." US.44
Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: US.45	1 Agricultural Adjustment Act US.45.1
	2 Civilian Conservation Corps US.45.2
	3 Securities and Exchange Commission US.45.3
	4 Fair Labor Standards Act US.45.4
	5 Social Security US.45.5
	6 Federal Deposit Insurance US.45.6
	`ennessee Valley Authority US.45.7
	Vorks Progress Administration US.45.8

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	9 National Recovery Administration US.45.9
Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and President Franklin D. Roosevelt's "court packing" attempt. US.46	46 Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and President Franklin D. Roosevelt's "court packing" attempt. US.46
World War II (1936-1945): Students will analyze the United States' path to and participation in World War II and examine the implications for the nation at home and abroad.	World War II (1936-1945): Students will analyze the United States' path to and participation in World War II and examine the implications for the nation at home and abroad.
Explain the rise and spread of fascism, communism, and totalitarianism internationally, including the following leaders: US.47	1 Adolf Hitler US.47.1
	2 Benito Mussolini US.47.2
	3 Joseph Stalin US.47.3
	4 Hideki Tojo US.47.4
Explain the progression of key events and President Franklin D. Roosevelt's response to world crises that lead to U.S. entry into World War II, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, the Lend-Lease Act, and Pearl Harbor. US.48	48 Explain the progression of key events and President Franklin D. Roosevelt's response to world crises that lead to U.S. entry into World War II, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, the Lend-Lease Act, and Pearl Harbor. US.48
Analyze the response of the United States to the plight of European Jews be wa	49 Analyze the response of the United States to the plight of European Jews before the start of the war, the U.S. liberation of concentration camps during the war, and the immigration of Holocaust survivors after the war. US.49

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of concentration camps during the war, and the immigration of Holocaust survivors after the war. US.49	
Explain the role of key figures, geography and military factors on the outcomes of battles in the Pacific, European, and North African theaters of war, including: US.50	1 Winston Churchill US.50.1
	2 Dwight D. Eisenhower US.50.2
	3 Douglas MacArthur US.50.3
	4 George Patton US.50.4
	5 President Harry S. Truman US.50.5
	6 Battles of Midway, Iwo Jima, and Okinawa US.50.6
	7 Normandy US.50.7
	8 Battle of the Bulge US.50.8
	9 Invasion of Sicily US.50.9
	10 Actions of the 101st Airborne US.50.10
Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers. US.51	51 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers. US.51
Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed for Ha § 4	52 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman. (T.C.A. § 49-6-1006) US.52

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Explore the effects of the large-scale growth of women entering the work force and military during World War II and the subsequent impact on American society, including Rosie the Riveter, Cornelia Fort, and the Women's Army Corp. US.53	**53** **Explore the effects of the large-scale growth of women entering the work force and military during World War II and the subsequent impact on American society, including Rosie the Riveter, Cornelia Fort, and the Women's Army Corp.** US.53
Describe the constitutional issues, conditions, and impact of the internment of Japanese Americans on the United States, including the Fred Korematsu v. United States of America decision. US.54	**54** **Describe the constitutional issues, conditions, and impact of the internment of Japanese Americans on the United States, including the Fred Korematsu v. United States of America decision.** US.54
Describe the war's impact on the home front, including: US.55	**1** **Rationing** US.55.1 **2** **Bracero program** US.55.2 **3** **Zoot Suit Riots** US.55.3 **4** **Bond drives** US.55.4 **5** **Conversion of factories for wartime** US.55.5 **6** **Propaganda production** US.55.6 **7** **Movement to cities and industrial areas** US.55.7
Describe the Manhattan Project, including Oak Ridge, Los Alamos, and Hanford, and explain President Truman's rationale for using the atomic bomb to end the war. US.56	**56** **Describe the Manhattan Project, including Oak Ridge, Los Alamos, and Hanford, and explain President Truman's rationale for using the atomic bomb to end the war.** US.56
Ex ou and Potsdam	**Explain the major outcomes of the Yalta and Potsdam Conferences (e.g., the separation of Germany, emergence of the threat of the atomic bomb, dispersal of**

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Conferences (e.g., the separation of Germany, emergence of the threat of the atomic bomb, dispersal of Eastern European nations, and rising tensions between the United States and Soviet Union). US.57	**Eastern European nations, and rising tensions between the United States and Soviet Union).** US.57
Cold War (1947-1991): Students will analyze the response of the United States to communism after World War II.	**Cold War (1947-1991): Students will analyze the response of the United States to communism after World War II.**
Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. US.58	58 **Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.** US.58
Describe the competition between the United States and the Soviet Union in arms development, economic dominance, and ideology, including the roles of the United Nations, NATO, and the Warsaw Pact. US.59	59 **Describe the competition between the United States and the Soviet Union in arms development, economic dominance, and ideology, including the roles of the United Nations, NATO, and the Warsaw Pact.** US.59
Analyze the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift. US.60	60 **Analyze the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.** US.60
Describe the causes, course, and consequences of the Korean War, including: US.61	1 **Domino theory** US.61.1
	2 **Entry of communist China** US.61.2
	3 **38th parallel** US.61.3
	inal division of the Korean Peninsula US.61.4

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Explain how containment influenced Cold War policies during Dwight D. Eisenhower's administration, including brinksmanship, "peaceful coexistence," and the issue of the military-industrial complex. US.62	**62** **Explain how containment influenced Cold War policies during Dwight D. Eisenhower's administration, including brinksmanship, "peaceful coexistence," and the issue of the military-industrial complex.** US.62
1950s at Home (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II at home.	**1950s at Home (1950s-1963): Students will examine American cultural, economic, political, and societal developments following World War II at home.**
Analyze the causes and effects of the Second Red Scare, including Americans' attitudes toward McCarthyism, blacklisting, House Un-American Activities Committee (i.e., HUAC), and Julius and Ethel Rosenberg. US.63	**63** **Analyze the causes and effects of the Second Red Scare, including Americans' attitudes toward McCarthyism, blacklisting, House Un-American Activities Committee (i.e., HUAC), and Julius and Ethel Rosenberg.** US.63
Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the "suburban ideal," the impacts of and disproportionate access to the G.I. Bill, and the increased reliance on foreign oil. US.64	**64** **Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the "suburban ideal," the impacts of and disproportionate access to the G.I. Bill, and the increased reliance on foreign oil.** US.64
Explain the impact of the baby boomer generation on the U.S. economy and culture. US.65	**65** **Explain the impact of the baby boomer generation on the U.S. economy and culture.** US.65

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Describe domestic developments during Dwight D. Eisenhower's administration, including: US.66	1	**Polio vaccine** US.66.1
	2	**Interstate Highway System** US.66.2
	3	**Growth of suburbia** US.66.3
	4	**Hotel chains** US.66.4
	5	**Fast food chains** US.66.5
Analyze the increasing impact of television and mass media on American homes, politics, and the economy. US.67	67	**Analyze the increasing impact of television and mass media on American homes, politics, and the economy.** US.67
Describe the emergence of a youth culture, including beatniks and the progression of popular music (from swing to rhythm and blues to rock 'n' roll), and the impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio. (T.C.A. § 49-6-1006) US.68	68	**Describe the emergence of a youth culture, including beatniks and the progression of popular music (from swing to rhythm and blues to rock 'n' roll), and the impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio. (T.C.A. § 49-6-1006)** US.68
Explain the fears of Americans surrounding nuclear holocaust, debates over stockpiling, and the use of nuclear weapons, including: US.69	1	**Atomic testing** US.69.1
	2	**Civil defense** US.69.2
	3	**Mutual assured destruction** US.69.3
	4	**Fallout shelters** US.69.4
Kennedy and Johnson Years (1961-1969): Students will examine American cultural, economic, political, and so du ad		**Kennedy and Johnson Years (1961-1969): Students will examine American cultural, economic, political, and societal developments during the administrations of President John F. Kennedy and President Lyndon B. Johnson.**

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President John F. Kennedy and President Lyndon B. Johnson.	
Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and Cuban Missile Crisis. US.70	70 Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and Cuban Missile Crisis. US.70
Describe the competition between the United States and Soviet Union for superiority in space (i.e., Sputnik and the development of NASA, Operation Paperclip), including its effects on the American education system and industry. US.71	71 Describe the competition between the United States and Soviet Union for superiority in space (i.e., Sputnik and the development of NASA, Operation Paperclip), including its effects on the American education system and industry. US.71
Describe the goals of President John F. Kennedy's New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and put a man on the moon. US.72	72 Describe the goals of President John F. Kennedy's New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and put a man on the moon. US.72
Describe the goals of President Lyndon Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty. US.73	73 Describe the goals of President Lyndon Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty. US.73
Civil Rights Movement (1950s-1960s): Students will examine the origins, go ac Civ	Civil Rights Movement (1950s-1960s): Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the United States. (T.C.A. § 49-6-1006)

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the United States. (T.C.A. § 49-6-1006)	
Examine the decision and impacts of Brown v. Board of Education on the desegregation of schools, such as Scarboro 85, Clinton 12 and Little Rock 9. (T.C.A. § 49-6-1006) US.74	74 Examine the decision and impacts of Brown v. Board of Education on the desegregation of schools, such as Scarboro 85, Clinton 12 and Little Rock 9. (T.C.A. § 49-6-1006) US.74
Analyze the impact of Emmitt Till's murder and the use of mass media on the trajectory of the Civil Rights Movement. US.75	75 Analyze the impact of Emmitt Till's murder and the use of mass media on the trajectory of the Civil Rights Movement. US.75
Examine the roles and actions of civil rights advocates (e.g., Dr. Martin Luther King, Jr., Malcolm X, John Lewis, Diane Nash, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, George Wallace, Strom Thurmond). (T.C.A. § 49-6-1006) US.76	76 Examine the roles and actions of civil rights advocates (e.g., Dr. Martin Luther King, Jr., Malcolm X, John Lewis, Diane Nash, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, George Wallace, Strom Thurmond). (T.C.A. § 49-6-1006) US.76
Describe the significant events in the struggle to secure civil rights for African Americans, including: (T.C.A. § 49-6-1006) US.77	1 Highlander Folk School US.77.1 2 Montgomery Bus Boycott US.77.2 3 Tent City in Fayette County, TN US.77.3 4 Nashville sit-ins US.77.4 5 Freedom Riders US.77.5 6 Birmingham bombings of 1963 US.77.6 7 Freedom Summer US.77.7 8 March on Washington, D.C. US.77.8

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	9 March on Selma US.77.9
	10 Memphis sanitation strike and assassination of Dr. Martin Luther King, Jr. US.77.10
Analyze civil and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (i.e., Fair Housing Act), and the 24th Amendment. (T.C.A. § 49-6-1006) US.78	78 Analyze civil and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (i.e., Fair Housing Act), and the 24th Amendment. (T.C.A. § 49-6-1006) US.78
Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement are related to the Civil Rights Movement in advancing equality across the broader spectrum of American society during this time period. US.79	79 Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement are related to the Civil Rights Movement in advancing equality across the broader spectrum of American society during this time period. US.79
The Vietnam War (1950s-1970s): Students will analyze the path of the United States participation in the Vietnam War and examine the implications for the nation at home and abroad.	The Vietnam War (1950s-1970s): Students will analyze the path of the United States participation in the Vietnam War and examine the implications for the nation at home and abroad.
Describe the policies of Presidents' Kennedy, Johnson, and Nixon, and the causes, consequences, and progression of the Vietnam War, including: US	1 Escalation US.80.1
	2 Geneva Accords US.80.2
	3 Gulf of Tonkin Resolution US.80.3
	4 Ho Chi Minh US.80.4
	Iapalm and Agent Orange US.80.5

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	6 Tet Offensive US.80.6
	7 Vietnamization US.80.7
Describe the impact of the Vietnam War on the home front, including: US.81	1 Anti-war movement US.81.1
	2 Draft by lottery US.81.2
	3 Effects of Agent Orange US.81.3
	4 Post-Traumatic Stress Disorder US.81.4
	5 Role of television and the media US.81.5
Analyze different points of view that reflect the rise of social activism and the growth counterculture, including generation gap, hippies, and Woodstock. US.82	82 Analyze different points of view that reflect the rise of social activism and the growth counterculture, including generation gap, hippies, and Woodstock. US.82
The Modern United States (1970s-present): Students will examine important events and trendsfrom the 1970s to the present.	The Modern United States (1970s-present): Students will examine important events and trendsfrom the 1970s to the present.
Explain the events of President Richard Nixon's administration, including his appeal to the "silent majority," detente, SALT, and open relationship with China. US.83	83 Explain the events of President Richard Nixon's administration, including his appeal to the "silent majority," detente, SALT, and open relationship with China. US.83
Examine the Watergate scandal, including: US.84	1 Background of the break-in US.84.1
	2 Changing role of media and journalism US.84.2
	3 Legacy of distrust (e.g., government) US.84.3
	4 United States vs. Nixon US.84.4
	5 Controversy surrounding President Gerald Ford's pardon US.84.5

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Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island. US.85	**85** Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island. US.85
Identify and explain the events of Jimmy Carter's administration, including: US.86	**1** Crisis of Confidence speech US.86.1 **2** Poor economy US.86.2 **3** Energy crisis US.86.3 **4** Panama Canal Treaty US.86.4 **5** Iran Hostage Crisis US.86.5 **6** Camp David Accords US.86.6
Identify and explain the events of President Ronald Reagan's administration, including: US.87	**1** Resurgence of nationalism US.87.1 **2** "War on Drugs" US.87.2 **3** Reaganomics US.87.3 **4** Strategic Defense Initiative US.87.4 **5** Iran-Contra affair US.87.5 **6** AIDS epidemic US.87.6 **7** Challenger disaster US.87.7 **8** Appointment of Sandra Day O'Connor US.87.8
Identify and explain the events of President George H. W. Bush's administration, including: US.88	**1** The invasion of Panama US.88.1 **2** The Gulf War US.88.2 **3** Debates over the increasing budget and taxation US.88.3
Identify and explain the events of President Bill Clinton's ad inc	**1** NAFTA US.89.1 **2** Welfare-to-work US.89.2 **3** candals and subsequent impeachment US.89.3

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	4 Balanced budget hearings US.89.4
	5 Family Medical Leave Act US.89.5
	6 Humanitarian efforts in Bosnia-Herzegovina US.89.6
	7 The widespread use of the internet US.89.7
Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including the response of President George W. Bush and the USA PATRIOT Act. US.90	90 Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including the response of President George W. Bush and the USA PATRIOT Act. US.90
Identify and explain the events of President George W. Bush's administration, including: US.91	1 No Child Left Behind US.91.1
	2 Wars in Afghanistan and Iraq US.91.2
	3 Economic recession (i.e., housing market crisis) US.91.3
Describe the increasing role of women and minorities in American military, politics, and economy, including (T.C.A. § 49-6-1006): US.92	1 Hillary Clinton US.92.1
	2 Colin Powell US.92.2
	3 Condoleezza Rice US.92.3
	4 Nancy Pelosi US.92.4
	5 Sonia Sotomayor US.92.5
Explain how the legislative and judicial branches expanded the scope of the 14th amendment including: US.93	1 Individuals with Disabilities Education Act US.93.1
	2 Americans with Disabilities Act US.93.2
	3 Obergefell vs. Hodges US.93.3
Identify and explain the events of Barack Obama's administration including: US.94	1 The Affordable Care Act US.94.1
	2 Every Student Succeeds Act US.94.2
	3 American presense in the Middle East US.94.3