

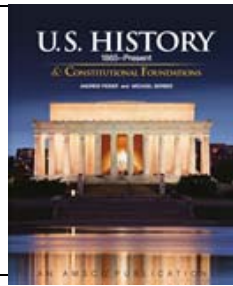
Publisher: Perfection Learning Corporation / AMSCO

Program Title: U.S. History (1865 to Present) and Constitutional Foundations

Components: Annotated Teacher Edition, Teacher Resource Binder (reproducibles), ExamView Test Generator

Grade Level(s): 10-12

Intended Audience: Grade Eleven, History and Geography

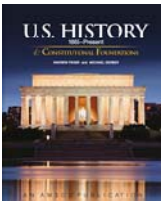


**Grade Eleven - History-Social Science**

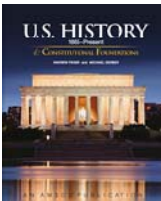
**United States History and Geography: Continuity and Change in the Twentieth Century**

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

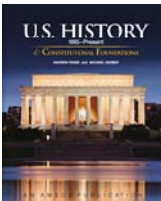
Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*		FOR LEA USE ONLY		
			Primary Citations	Secondary Citations	Meets Standard		Local Education Agency Evaluation Notes
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11	11.1	<b>Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</b>	45-47, 67-79, 82-84, 208-212, 223-225, 234-240, 243-244, 265-266	50-53, 80-83, 90-97, 100-103, 190-192, 214-222, 241-243, 246-257			
		<b>FRAMEWORK QUESTIONS</b>					
11		What are key tenets of American democracy?	52-53, 55, 59, 60, 66, 72, 83	60, 72			
11		How did the country change because of the Civil War and Reconstruction in the nineteenth	190,191, 192, 195, 197, 201	191			



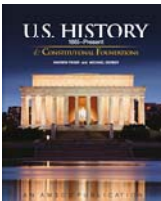
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		century?					
11		How have American freedom and slavery co-existed in the nation's past?	174-181, 182, 183, 184, 185, 217	175, 185			
11	(1)	Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.	45-47	51			
11	(2)	Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.	45-47, 67-79	50-53, 80-83			
11	(3)	Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	82-84	90-97, 100-103			
11	(4)	Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.	208-212, 223-225, 234-240, 243-244, 265-266	190-192, 214-222, 241-243, 246-257			
11	11.2	<b>Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</b>	240-244, 255-257, 265-269, 271-272, 282-285, 311-319, 323-328, 337-340,	246-250, 253-255, 278-284, 288-289, 309-310, 328			
		<b>FRAMEWORK QUESTIONS</b>					
		How did America's economy, industries, and population grow after the Civil War?	223, 225, 234, 235, 237-239, 264, 265-268	235, 265			



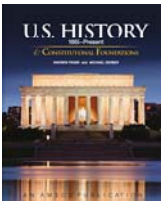
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		How did the federal government impact the country's growth in the years following the Civil War?	223, 237-239, 257, 243, 244	273,279			
		Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?	270, 274-283	151, 173, 191, 305, 307			
		Why did women want the right to vote and how did they convince men to grant it to them?	150, 151, 190, 225				
		How were farmers affected by industrialization? How did they respond to industrialization?	216, 251, 252, 253	251			
11	(1)	Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i> .	265-271, 310-313	280-284, 288-289			
11	(2)	Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.	265-269, 272	278-279, 289			
11	(3)	Trace the effect of the Americanization movement.	282-285	279			
11	(4)	Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.	271-272, 311-319	281, 309			
11	(5)	Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	243-245	246-250			



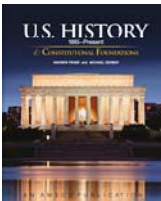
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11	(6)	Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.	240-244, 325, 337-340	309-310, 328			
11	(7)	Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).	268, 313				
11	(8)	Examine the effect of political programs and activities of Populists.	255-257	253-255			
11	(9)	Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).	323-328	217, 257,			
11	<b>11.3</b>	<b>Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</b>	77-78, 140-141, 160, 271-272, 313, 317-318, 390	318, 402, 617			
11	(1)	Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).	271-272, 313, 317-318	402			
11	(2)	Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian	313, 390	313, 397			



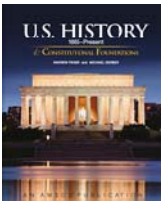
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		fundamentalism in current times.					
11	(3)	Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).	140-141, 160,271-272, 278	318			
11	(4)	Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.	59,140-141, 274-277				
11	(5)	Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.	77-78	617			
11	11.4	<b>Students trace the rise of the United States to its role as a world power in the twentieth century.</b>	340, 342-344, 347-350, 356, 379-384, 472-476	323, 358-365, 467-468, 691			
		<b>FRAMEWORK QUESTIONS</b>					
		How did America's role in the world change between the 1870s and 1910s?	225, 336, 337,340,342	225			
		Did the United States become an imperial power? Why or why not?	346, 348,350,351	351			
		How did America change because of World War I?	379-380, 384	379			
11	(1)	List the purpose and the effects of the Open Door policy.	340	691			
11	(2)	Describe the Spanish-American War and U.S. expansion in the South Pacific.	342-344				
11	(3)	Discuss America's role in the Panama Revolution and the building of the Panama Canal.	348-349				



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11	(4)	Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.	347-350	323			
11	(5)	Analyze the political, economic, and social ramifications of World War I on the home front.	356, 379-384	358-365			
11	(6)	Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.	472-476	467-468			
11	11.5	<b>Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</b>	212-215, 234, 285, 315-317, 359, 364, 381-396, 406-413	219, 318-319, 324, 356, 358, 377, 384, 401			
		<b>FRAMEWORK QUESTIONS</b>					
		How did culture change in the 1920s?	384,385,390390-394,	388			
		Were the 1920s a "return to normalcy? Why or why not?	380, 381, 384 387, 388	402, 403, 404			
		Why were the 1920s filled with political, social, and economic extremes?	390, 402	388, 403			
11	(1)	Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.	364, 381-383, 406, 409-413	324, 356, 358			
11	(2)	Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American	212, 215, 285, 316-317, 359, 388, 396	219, 377, 401			

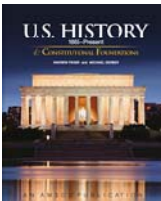


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		Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.					
11	(3)	Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).	389-390	318			
11	(4)	Analyze the passage of the Nineteenth Amendment and the changing role of women in society.	150-151, 290, 315, 328, 392				
11	(5)	Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).	394-396				
11	(6)	Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.	386-387	384			
11	(7)	Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.	234, 384-385	319			
11	11.6	<b>Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</b>	246-248, 326-327, 405-422, 554-555	411, 417, 455-458			
		<b>FRAMEWORK QUESTIONS</b>					
		Why was there a Great Depression?	405-422				
		How did the New Deal attempt to remedy problems from the Great Depression?	413, 414	413			

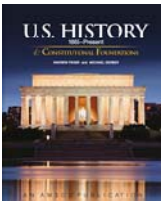


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		How did ordinary people respond to the Great Depression?	412, 414, 423				
		What areas of the U.S. society were addressed by the New Deal? What agencies were created? Were they effective? Why were many nullified? Which are still in place?	415,416, 417	415, 417			
		How are WPA and CCC artifacts (bridge, building, hiking trail) a reflection of the New Deal?	415, 416, 417	415			
11	(1)	Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.	326-327				
11	(2)	Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.	405-422				
11	(3)	Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.	410,412, 414	411, 412			
11	(4)	Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security,	413-415, 418-419	417			

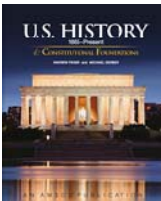




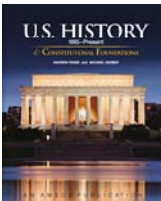
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		National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).					
11	(5)	Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.	246-248, 417-418, 554-555	455-458			
11	11.7	<b>Students analyze America's participation in World War II.</b>	445-458 474-475	442-446, 472-473			
		<b>FRAMEWORK QUESTIONS</b>					
		Why did Americans not want to join World War II before the bombing at Pearl Harbor?	438,439	439			
		How did the American government change because of World War II?	455, 456, 457, 458	457, 459			
		How was the war mobilized and fought differently in the Atlantic versus the Pacific? How did America win the war in the Pacific?	353, 449-450,464, 449, 450, 452	464, 451			
		How did World War II serve to advance movements for equality at home and abroad?	467,468, 469	467			



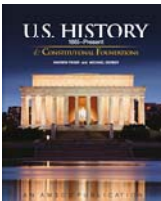
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11	(1)	Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	445-446	442-444			
11	(2)	Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	449-451				
11	(3)	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).	447-449				
11	(4)	Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).		445-446			
11	(5)	Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i> ) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.	447, 453-455, 457-458				
11	(6)	Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.	451-452				
11	(7)	Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	451-452				



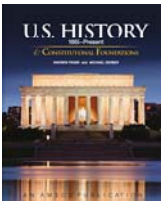
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11	(8)	Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.	474-475	472-473			
11	11.8	<b>Students analyze the economic boom and social transformation of post–World War II America.</b>	424-425, 455-457, 480-482, 502-506, 514-516, 647-652	485, 512-513, 515			
		<b>FRAMEWORK QUESTIONS</b>					
		How did American foreign policy shift after World War II?	467, 468, 479, 488	467, 479			
		What was Containment? How was it employed?	470-472, 477-479				
		How did anti-communism drive foreign policy?	470-472, 499	476			
		Why was the period between 1946 and 1990 known as the Cold War?	470-471, 629, 632, 667	490, 494, 495, 636, 638			
		How was the Cold War fought domestically?	480-484				
		How did the government work to combat the perceived threat of Communism domestically?	480-484				
		How was the war in Vietnam similar to and different from other Cold War struggles?	567, 568, 570	573			



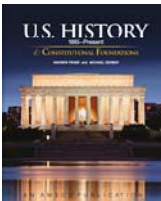
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		How did the war in Vietnam affect movements for equality?	570, 572	570, 572			
		How were American politics shaped by the Cold War?	479,484,586,611-616, 624, 625, 629-631,				
		How did the Cold War affect ordinary Americans?	480-483,632	480			
11	(1)	Trace the growth of service sector, white collar, and professional sector jobs in business and government.	505-506	512-513, 515			
11	(2)	Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.	514-515				
11	(3)	Examine Truman's labor policy and congressional reaction to it.	455-457				
11	(4)	Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.	456, 505-506	513			
11	(5)	Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.	480-482, 502-503	485			
11	(6)	Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.	514-516				
11	(7)	Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and	647-652				



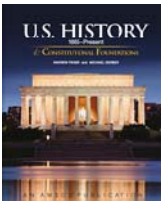
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		improvements in agricultural technology.					
11	(8)	Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).	424- 425				
11	<b>11.9</b>	<b>Students analyze U.S. foreign policy since World War II.</b>	350, 467-469, 472-473, 475-484, 501-503, 514, 528-530, 570-579, 591-592, 622, 627-632, 667-671, 679	504, 528-529, 532, 569-573, 624-628, 650-654, 696-697			
11	(1)	Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.	467-469, 627,679				
11	(2)	Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.	501-503	504,528-529			
11	(3)	Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:• The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting• The Truman Doctrine• The Berlin Blockade• The Korean War• The Bay of Pigs invasion and the Cuban Missile Crisis• Atomic testing in the	472-473, 475-478, 480-484, 528-530, 575-579, 591-592	532, 569-573			



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		American West, the “mutual assured destruction” doctrine, and disarmament policies• The Vietnam War• Latin American policy					
11	(4)	List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).	570-572, 576	650-654			
11	(5)	Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.	629-632	624-628			
11	(6)	Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.	667-671, 678	696-697			
11	(7)	Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.	350, 514, 622	637			
11	<b>11.10</b>	<b>Students analyze the development of federal civil rights and voting rights.</b>	150-152, 179-180, 221-223, 315, 423-424, 448, 454, 458, 506-509, 548-554	362, 379, 392, 423, 506-510, 540-545			
		<b>FRAMEWORK QUESTIONS</b>					
		Why was there a civil rights movement?	423-424, 448, 454, 458	379			
		What were the goals and strategies of the civil rights movement?	506-511, 526, 540-548	506, 509, 511			

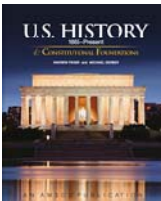


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		Did the civil rights movement succeed?		539			
		What does “equal rights” mean?	37,52, 572				
		How did various movements for equality build upon one another?	392,468 526, 534, 550-553				
		How was the government connected to the movements for equality?	423, 468, 509-511,526, 535,539,540-548	511			
		How did the war in Vietnam affect movements for equality?	570-572				
11	(1)	Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.	423-424, 448, 454, 458	379			
11	(2)	Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Regents of the University of California v. Bakke</i> , and California Proposition 209.	179-180, 221-223, 506-509, 548-549				

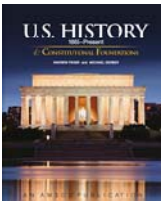


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11	(3)	Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.	548-549	506-510, 542-544			
11	(4)	Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.	508-509, 525-527, 543-546				
11	(5)	Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	554-558	506-510			
11	(6)	Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.	511, 546-548	540-545			
11	(7)	Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.	150-152, 315, 550-554	362, 392, 423			
11	<b>11.11</b>	<b>Students analyze the major social problems and domestic policy issues in contemporary American society.</b>	455, 540, 561, 592-595, 615, 620-623, 636, 651-655, 665,	385, 619-620, 695, 732			

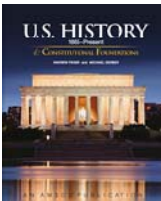




			PUBLISHER CITATIONS*		FOR LEA USE ONLY		
Grade	Standard #	Text of Standard	Primary Citations	Secondary Citations	Meets Standard		Local Education Agency Evaluation Notes
					Y	N	
			672-674, 678-679, 689, 707-708, 722, 739				
		<b>FRAMEWORK QUESTIONS</b>					
		How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times?	592,631, 663,664,703,730,732, 739				
		What does globalization mean and how has it affected the United States?	651, 678, 680-684	647, 650			
		How did the Cold War end and what foreign policy developments came out of it?	629, 632, 669, 671, 685, 693	638			
		Why is the United States more diverse now than it was in the middle of the twentieth century?	620,621, 622, 624, 739	618, 621			
		In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; the environment; and the status of women remained unchanged over time? In what ways have they changed?	109, 534-536, 538, 557, 673, 732, 736, 739				
		How did the wealth gap between top earners and the majority of Americans grow between the 1970s and 2010s?	619, 676, 704,710	619, 632, 638			
		How does the life of a new immigrant to the United States today compare with what it was in 1900?	44, 139, 141, 270, 319, 620-622, 739	140,319, 454, 644			



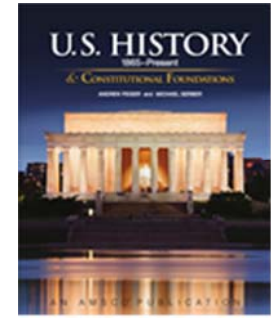
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Grade	Standard #	Text of Standard	Primary Citations	Secondary Citations	Meets Standard		Local Education Agency Evaluation Notes
					Y	N	
		How do policies from the second half of the twentieth century compare with those of the early twenty-first century?	620,621, 622,623, 624, 739	644			
11	(1)	Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.	620-623	695, 732			
11	(2)	Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).	455, 561, 595, 636, 689, 722				
11	(3)	Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.	665, 673, 739				
11	(4)	Explain the constitutional crisis originating from the Watergate scandal.	592-595				
11	(5)	Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.	540, 615, 651-655, 678-679, 707-708				
11	(6)	Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.	672-674, 730-731	619-620			
11	(7)	Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international	381, 514-516, 618-622	385			



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Grade	Standard #	Text of Standard	Primary Citations	Secondary Citations	Meets Standard		Local Education Agency Evaluation Notes
					Y	N	
		migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.					
Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):							



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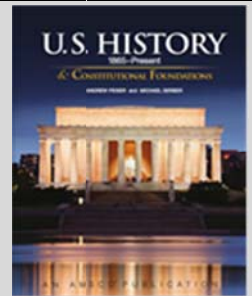


The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills:

GRADE	STANDARD	CALIFORNIA HSS ANALYSIS SKILLS	Student Edition	Teacher Edition
11	I	<b>CHRONOLOGICAL AND SPATIAL THINKING</b>		
11	A.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	183, 318, 372	300, TRB: 25
11	B.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	24-25, 232, 240	29
11	C.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	159, 274, 277, 653	266, 267
11	D.	Students relate current events to the physical and human characteristics of places and regions.	702, 748, 751	
11	II	<b>HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW</b>		
11	A.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	87, 202, 332	10
11	B.	Students identify bias and prejudice in historical interpretations.	65, 90, 115, 431	373, 521, 565
11	C.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	133, 201, 203	78, 80, TRB: 29
11	D.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	355, 365, 562	372, 503, 511

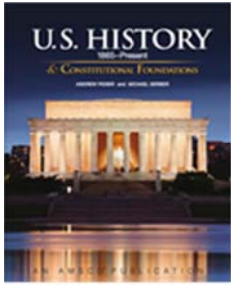
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GRADE	STANDARD	CALIFORNIA HSS ANALYSIS SKILLS	STUDENT EDITION	TEACHER EDITION
11	III	<b>HISTORICAL INTERPRETATION</b>		
11	A.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	203, 497, 655	143
11	B.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	301, 304, 587	263, 573
11	C.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	229, 261, 509, 520	231, 491, 502
11	D.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	56, 168, 453, 519	204, 540
11	E.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	320, 514-516, 540	
11	F.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	692, 721, 735	704

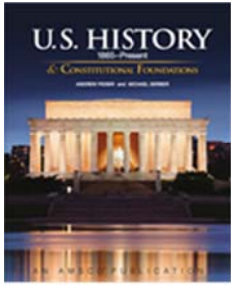
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	<b>Meets</b>		
	<b>Standard</b>		

Grade	Standard #	Text of Standard	Primary	Citations	Local Education Agency Evaluation Notes		
					Y	N	
11	<a href="#">ELD.PI. 11-12.1</a>	Exchanging information and ideas with others through oral collaborative discussions on range of social and academic topics	31, 45, 102, 146	5, 7, 17, 23, 25, 31, 45, 90, 99, 102, 114, 130			
11	<a href="#">ELD.PI. 11-12.2</a>	Interacting with others in written English in various communicative forms (print communicative technology and multimedia)	641, 759, 738, 579	153, 156, 694			
11	<a href="#">ELD.PI. 11-12.3</a>	Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	45, 88, 89, 121, 640,	12, 31, 74, 79, 89, 115, 384			
11	<a href="#">ELD.PI. 11-12.4</a>	Adapting language choices to various contexts (based on task, purpose, audience, and text type)	115, 80, 89, 750,	37, 71, 89, 481			
11	<a href="#">ELD.PI. 11-12.5</a>	Listening actively to spoken English in a range of social and academic contexts	31, 45, 121, 162, 544	45, 162, 544			
11	<a href="#">ELD.PI. 11-12.6</a>	Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	36, 64, 87, 113, 200, 201, 354, 355, 519, 735, 762, 766,	31, 34, 35, 115, 118, 123, 206, 207, 306, 307, 436, 437, 533, 644, 645, TRB 2.4, TRB 3.4, TRB 4.3,			

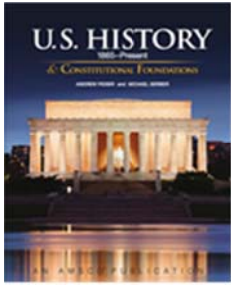


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	<b>Standard</b>		

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*		Y	N	Local Education Agency Evaluation Notes
			Primary	Citations			
11	<a href="#">ELD.PI. 11-12.7</a>	Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	58, 201, 202, 638	63, 70, 196, 197, 202, 203 TRB 2.4			
11	<a href="#">ELD.PI. 11-12.8</a>	Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	65, 89, 293	37, 63, 87, 89, 201			
11	<a href="#">ELD.PI. 11-12.9</a>	Expressing information and ideas in formal oral presentations on academic topics	173, 197, 201, 323	11, 93, 95, 203, 397, 511, 747			
11	<a href="#">ELD.PI. 11-12.10</a>	Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	201, 373, 432, 641	344, 403, 511, 615			
11	<a href="#">ELD.PI. 11-12.11</a>	Justifying own arguments and evaluating others' arguments in writing	121, 640, 641	201, 548, 641, 74			
11	<a href="#">ELD.PI. 11-12.12</a>	Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	203, 397, 432	7, 26, 45, , 61, 66, 203, 704, TRB 1.12, 719			
11	<a href="#">ELD.PII. 11-12.1</a>	Understanding text structure	121, 397, 432, 488, 519, 582	17, 87, 330, 519, TRB 10.8, 581,			



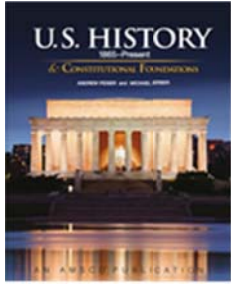


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			Primary	Citations	Y	N	
				719			
11	<a href="#">ELD.PII.11-12.2</a>	Understanding cohesion	115, 201, 432, 488, 519, 582	63, 64, 87, 113,			
11	<a href="#">ELD.PII.11-12.3</a>	Using verbs and verb phrases	201, 397, 582	63, 87, 113, 719			
11	<a href="#">ELD.PII.11-12.4</a>	Using nouns and noun phrases	115, 488, 582	17, 63, 87, 719			
11	<a href="#">ELD.PII.11-12.5</a>	Modifying to add details	301, 432, 492, 640, 760	112, 640, 760			
11	<a href="#">ELD.PII.11-12.6</a>	Connecting ideas	115, 488, 519, 582, 760	63, 64, 112, 113, 760			
11	<a href="#">ELD.PII.11-12.7</a>	Condensing ideas	303, 372, 760	223, 407, 492, 548			

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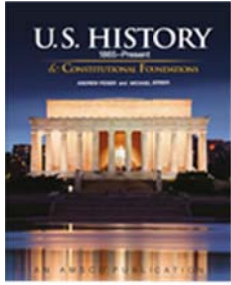
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	<b>Literacy Strand</b>	<b>Key Ideas and Details</b>					
11	<a href="#">CCSS.ELA-Literacy.RH.11-12.1</a>	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	65, 89, 115	70, 115, 256, 267			
11	<a href="#">CCSS.ELA-Literacy.RH.11-12.2</a>	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas.	133, 263, 301	118, 128, 131, 133			
11	CCSS.ELA-Literacy.RH.11-12.3	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	303, 335, 371	87, 100, 293			
	<b>Literacy Strand</b>	<b>Craft and Structure</b>					
11	CCSS.ELA-Literacy.RH.11-12.4	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines <i>faction</i> in Federalist No. 10)	233, 514, 591	309, 688, 692			
11	CCSS.ELA-Literacy.RH.11-12.5	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	267, 276, 378, 444	17, 267, 278			
11	CCSS.ELA-Literacy.RH	6. Evaluate author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and	7, 65, 89	65, 89, 171			



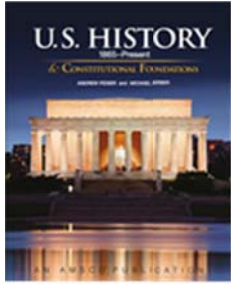
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					Y	N	
	.11-12.6	evidence.					
	<b>Literacy Strand</b>	<b>Integration of Knowledge and Ideas</b>					
11	CCSS.ELA-Literacy.RH.11-12.7	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.	162, 378, 400, 465				
11	CCSS.ELA-Literacy.RH.11-12.8	8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	202, 303, 335	303, 373, 491			
11	CCSS.ELA-Literacy.RH.11-12.9	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	303, 335, 373	303, 335, 373			
11	<b>Literacy Strand</b>	<b>Range of Reading and Level of Text Complexity</b>					
11	CCSS.ELA-Literacy.RH.11-12.10	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.	261-263, 488-490, 762-776	31, 140, 241			
11	<b>Literacy Strand</b>	<b>Conventions of Standard English</b>					
11	<u>CCSS.ELA-LITERACY.L.11-12.1</u>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. B. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of	233, 514, 591	26, 45, 55, 309, 735			



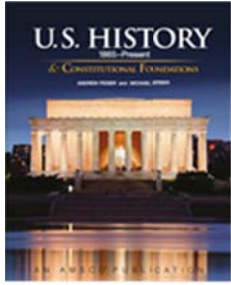
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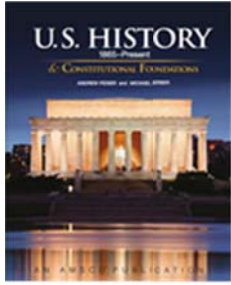
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		English Usage, Garner’s Modern American Usage) as needed.					
11	<a href="#">CCSS.ELA-LITERACY.L.11-12.2</a>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> a. Observe hyphenation conventions. b. Spell correctly.	302, 372	302, 372			
11	<b>Literacy Strand</b>	<b>Knowledge of Language</b>					
11	<a href="#">CCSS.ELA-LITERACY.L.11-12.3</a>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	203, 372, 432	77, 152, 295, 622			
11	<b>Literacy Strand</b>	<b>Vocabulary Acquisition and Use</b>					
11	<a href="#">CCSS.ELA-LITERACY.L.11-12.4</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by	61, 85, 111, 514	61, 77, 330, 460, 686			



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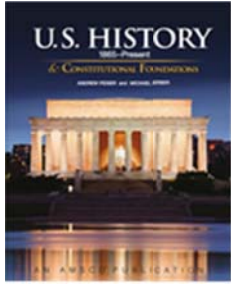
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		checking the inferred meaning in context or in a dictionary).					
11	<u>CCSS.ELA-LITERACY.L.11-12.5</u>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	233, 514, 591	309, 688, 692			
11	<u>CCSS.ELA-LITERACY.L.11-12.6</u>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	111, 169, 226, 760	589, 601, 624, 719, 735			
11	<b>Writing Strand</b>	<b>Text Types and Purposes</b>					
11	<u>CCSS.ELALiteracy.W.HST.11-12.1</u>  <u>CCSS.ELALiteracy.W.HST.11-12.1</u> <u>A-E</u>	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	88, 110, 344, 345	68, 89, 359			
11	<u>CCSS.ELAL</u>	2. Write informative/explanatory texts, including the narration of	24, 45, 80,	66, 115, 208			



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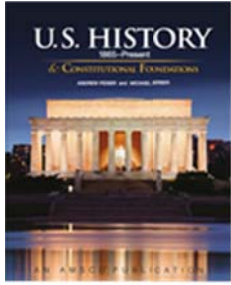
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	<u>iteracy.W</u> <u>HST.11-12.2</u>  <u>CCSS.ELALiteracy.W</u> <u>HST.11-12.2A-E</u>	historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	114				
11	<b>Writing Strand</b>	<b>Production and Distribution of Writing</b>					
11	CCSS.ELA-Literacy.W HST.11-12.3	(not applicable as a separate requirement)					
11	<u>CCSS.ELA-Literacy.W</u>	4. Produce clear and coherent writing in which the development,	640, 685,	640, 685,			



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	<b>Standard</b>		

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	<a href="#">HST.11-12.4</a>	organization, and style are appropriate to task, purpose, and audience.	760	760			
11	<a href="#">CCSS.ELA-Literacy.W</a> <a href="#">HST.11-12.5</a>	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	493, 640, 760	493, 640, 760			
11	<a href="#">CCSS.ELA-Literacy.W</a> <a href="#">HST.11-12.6</a>	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	549, 579, 738	28, 33, 36, 66, 90, 116, 174, 276, 277, 301, 336, 424, 533, 579, 580			
11	<b>Writing Strand</b>	<b>Research to Build and Present Knowledge</b>					
11	<a href="#">CCSS.ELA-Literacy.W</a> <a href="#">HST.11-12.7</a>	7. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	374, 537, 760	359, 537, 540			
11	CCSS.ELA-Literacy.W HST.11-12.8	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	383, 520, 658	525, 540, 760			



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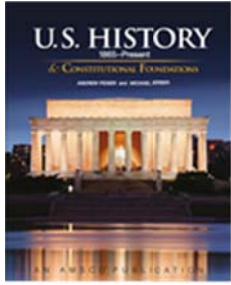
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					Y	N	
11	CCSS.ELA-Literacy.W HST.11-12.9	9. Draw evidence from informational texts to support analysis, reflection, and research.	383, 532, 755	532, 564, 755			
11	<b>Writing Strand</b>	<b>Range Of Writing</b>					
11	CCSS.ELA-Literacy.W HST.11-12.10	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	685, 738, 760	564, 755, 760			
11	<b>Speaking and Listening Strand</b>	<b>Comprehension and Collaboration:</b>					
11	CCSS.ELA-LITERACY.S L.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	31, 203, 296 303, 433, 493	11, 28, 245			
11	CCSS.ELA-LITERACY.S L.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	89, 202, 383, 397, 403, 493	11, 37, 81, 89, 90, 95, 135, 255, 390			
11	CCSS.ELA-LITERACY.S	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as	432, 640, 760	11, 372, 640			

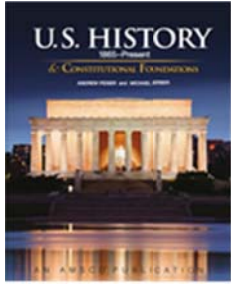




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	L.11-12.1.B	needed.					
11	CCSS.ELA-LITERACY.S L.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives	45, 75, 102, 231	231, 300, 312, 335			
11	CCSS.ELA-LITERACY.S L.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	303, 358, 372, 383,	19, 267, 292			
11	CCSS.ELA-LITERACY.S L.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	12, 142, 173, 203, 432, 641	16, 41, 42, 373, 380			
11	CCSS.ELA-LITERACY.S L.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	65, 89, 110, 171, 228, 301, 457,	11, 229, 307 TRB: 17			
11	<b>Speaking and Listening Strand</b>	<b>Presentation of Knowledge and Ideas:</b>					
11	CCSS.ELA-LITERACY.S L.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	203, 615, 641	292, 301, 615			



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11	CCSS.ELA-LITERACY.S L.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	28, 203,639, 641, 654	33, 98, 595, 747			
11	CCSS.ELA-LITERACY.S L.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)	99, 346, 350,383, 391, 654	11, 603, 664, 733,745,746 747			
Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):							