

| Standard ID | Standard Text | Edgenuity Lesson Name |
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| TX.113.41. | United States History Studies Since 1877 (One Credit), Adopted 2018 | |
| 113.41.(1) | History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to: | |
| 113.41.(1)(A) | analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights. | <ul style="list-style-type: none"> Civil Rights and Voting Rights Early Civil Rights Efforts Equal Education Foundations of American Democracy Religious Liberty in America Rights and Responsibilities of Citizens Roosevelt's Square Deal September 11, 2001 The Warren Court Utilizing Sources in Social Studies Women's Rights and Suffrage |
| 113.41.(1)(B) | analyze and evaluate the application of these founding principles to historical events in U.S. history. | <ul style="list-style-type: none"> Civil Rights and Voting Rights Early Civil Rights Efforts Early Civil Rights Movements Equal Education Extending Civil Rights Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights Religious Liberty in America Roosevelt's Square Deal Segregation and Accommodation September 11, 2001 The Warren Court Women's Rights and Suffrage |
| 113.41.(1)(C) | explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust." | <ul style="list-style-type: none"> Foundations of American Democracy |

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| 113.41.(2) | History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to: | |
| 113.41.(2)(A) | identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics. | <ul style="list-style-type: none"> A New Kind of Warfare A New Revolution A Political Turning Point A Roaring Economy A War on Many Fronts A Worker's Life America and the Global Economy America in the Bush Years America's Entry into the War American Indians on a Closing Frontier American Involvement in the War American Life in the Great Depression Americans at War An Iron Curtain Boom and Bust Brinkmanship in the Cold War Bush and Clinton Carter and the Middle East Civil Rights and Voting Rights Civil Rights for Americans with Disabilities Early Civil Rights Efforts Early Civil Rights Movements End of the War in Europe End of the War in the Pacific Equal Education Expanding Borders Expansion of the Vietnam War Extending Civil Rights Fall of Vietnam Farmers on a Closing Frontier Fascism and Aggression Foundations of American Democracy Freedom of Speech and the War |

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| 113.41.(2)(A) | identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics. <i>(Cont'd)</i> | Henry Ford and Mass Production Historical Research and Study: The <i>USS Maine</i> Homesteaders and the Transcontinental Railroad Immigration and Demographic Change Internment and the Constitution Johnson's Great Society Kennedy and the Cold War Labor and Unrest McCarthyism Military Intervention in the Middle East Mobilization on the Home Front Neutrality and the War in Europe New American Industries New Immigration Nixon's Presidency Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights Panama and Latin America Partisan Conflict in Government Political and Social Issues in Modern America Prohibition Reagan and the 1980s Reagan and the Evil Empire Reforming Business and Government Religious Liberty in America Roosevelt's Hundred Days Roosevelt's Square Deal Segregation and Accommodation September 11, 2001 Society in the 1920s Taft's Reforms Technology and its Effects on Modern America Technology and Society in the Industrial Age The Baby Boom |

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| 113.41.(2)(A) | identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics. | |
| | <i>(Cont'd)</i> | The Counterculture |
| | | The Economy in the 1970s |
| | | The End of the Cold War |
| | | The Great Migration |
| | | The Immigrant Experience |
| | | The Korean War |
| | | The Muckrakers |
| | | The New Deal |
| | | The New Frontier |
| | | The Obama Presidency |
| | | The Populist Party |
| | | The Spanish-American War |
| | | The Warren Court |
| | | Treaties and Blocs |
| | | Trusts and Big Business |
| | | Turning Points in Europe |
| | | Turning Points in the Pacific |
| | | Urban and Social Reforms |
| | | Urbanization in America |
| | | War Crimes and the Holocaust |
| | | Watergate and the Ford Years |
| | | Wilson and the War |
| | | Wilson's New Freedom |
| | | Women's Rights and Suffrage |
| | | Women's Rights Movement |
| | | Writing Workshop: Creating an Argumentative Essay |
| 113.41.(2)(B) | explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 | |
| | (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (<i>Sputnik</i> launch ignites U.S.- | |
| | Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War | |
| | ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black | |
| | president, Barack Obama). | |
| | | A New Kind of Warfare |
| | | A Political Turning Point |
| | | A War on Many Fronts |

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| 113.41.(2)(B) | <p>explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (<i>Sputnik</i> launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).</p> <p>(Cont'd)</p> | |
| | | <p>America's Entry into the War American Involvement in the War American Life in the Great Depression Americans at War Boom and Bust Brinkmanship in the Cold War End of the War in Europe End of the War in the Pacific Fascism and Aggression Historical Research and Study: The <i>USS Maine</i> Internment and the Constitution Kennedy and the Cold War Mobilization on the Home Front Neutrality and the War in Europe September 11, 2001 The End of the Cold War The Obama Presidency The Spanish-American War Turning Points in Europe Turning Points in the Pacific War Crimes and the Holocaust Wilson and the War</p> |
| 113.41.(3) | <p>History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</p> | |
| 113.41.(3)(A) | <p>analyze political issues such as Indian policies, the growth of political machines, and civil service reform.</p> | <p>American Indians on a Closing Frontier Reforming Business and Government</p> |
| 113.41.(3)(B) | <p>analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business.</p> | <p>A New Revolution A Worker's Life</p> |

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| 113.41.(3)(B) | analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business. (Cont'd) | Farmers on a Closing Frontier Henry Ford and Mass Production Homesteaders and the Transcontinental Railroad Labor and Unrest New American Industries Trusts and Big Business |
| 113.41.(3)(C) | analyze social issues affecting women, minorities, children, immigrants, and urbanization. | American Indians on a Closing Frontier Early Civil Rights Movements New Immigration Segregation and Accommodation The Immigrant Experience Urbanization in America Women's Rights and Suffrage |
| 113.41.(4) | History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to: | |
| 113.41.(4)(A) | explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power. | Expanding Borders Historical Research and Study: The <i>USS Maine</i> Panama and Latin America The New Frontier The Spanish-American War |
| 113.41.(4)(B) | evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico. | Expanding Borders The New Frontier |
| 113.41.(4)(C) | identify the causes of World War I and reasons for U.S. entry. | Neutrality and the War in Europe |
| 113.41.(4)(D) | understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest. | A New Kind of Warfare |

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| 113.41.(4)(E) | analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front. | A New Kind of Warfare |
| 113.41.(4)(F) | analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles. | American Involvement in the War Neutrality and the War in Europe Wilson and the War |
| 113.41.(5) | History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to: | |
| 113.41.(5)(A) | analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments. | Prohibition Reforming Business and Government Taft's Reforms Women's Rights and Suffrage |
| 113.41.(5)(B) | evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W.E.B. DuBois on American society. | Early Civil Rights Movements The Muckrakers Urban and Social Reforms Urbanization in America Women's Rights and Suffrage |
| 113.41.(5)(C) | analyze the impact of third parties, including the Populist and Progressive parties. | Taft's Reforms The Populist Party |
| 113.41.(6) | History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to: | |
| 113.41.(6)(A) | analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women. | Early Civil Rights Movements Freedom of Speech and the War New Immigration Prohibition Segregation and Accommodation Society in the 1920s |

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| 113.41.(6)(A) | analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women. <i>(Cont'd)</i> | The Immigrant Experience Women's Rights and Suffrage |
| 113.41.(6)(B) | analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh. | Early Civil Rights Movements Henry Ford and Mass Production Society in the 1920s Technology and Society in the Industrial Age |
| 113.41.(7) | History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to: | |
| 113.41.(7)(A) | identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor. | America's Entry into the War Fascism and Aggression |
| 113.41.(7)(B) | evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies. | A War on Many Fronts America's Entry into the War Internment and the Constitution Turning Points in Europe Turning Points in the Pacific War Crimes and the Holocaust Writing Workshop: Creating an Argumentative Essay |
| 113.41.(7)(C) | analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons. | End of the War in the Pacific Internment and the Constitution Turning Points in the Pacific War Crimes and the Holocaust Writing Workshop: Creating an Argumentative Essay |

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| 113.41.(7)(D) | analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps. | A War on Many Fronts End of the War in Europe End of the War in the Pacific Turning Points in Europe Turning Points in the Pacific War Crimes and the Holocaust |
| 113.41.(7)(E) | describe the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz. | A War on Many Fronts End of the War in Europe End of the War in the Pacific Turning Points in Europe Turning Points in the Pacific |
| 113.41.(7)(F) | explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities. | Americans at War Mobilization on the Home Front |
| 113.41.(7)(G) | explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers. | Internment and the Constitution Mobilization on the Home Front |
| 113.41.(8) | History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to: | |
| 113.41.(8)(A) | describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis. | An Iron Curtain Kennedy and the Cold War Treaties and Blocs |

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| 113.41.(8)(B) | describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race. | Brinkmanship in the Cold War Kennedy and the Cold War McCarthyism |
| 113.41.(8)(C) | explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy. | The Korean War |
| 113.41.(8)(D) | explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War. | An Iron Curtain Brinkmanship in the Cold War |
| 113.41.(8)(E) | analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon. | Brinkmanship in the Cold War Expansion of the Vietnam War Fall of Vietnam |
| 113.41.(8)(F) | describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement. | Expansion of the Vietnam War Fall of Vietnam The Counterculture |
| 113.41.(9) | History. The student understands the impact of the American civil rights movement. The student is expected to: | |
| 113.41.(9)(A) | trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments. | Civil Rights and Voting Rights Civil Rights for Americans with Disabilities Constitutional Amendments Early Civil Rights Efforts Early Civil Rights Movements Equal Education Extending Civil Rights Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights Political and Social Issues in Modern America |

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| 113.41.(9)(A) | trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments. <i>(Cont'd)</i> | Segregation and Accommodation Women's Rights and Suffrage Women's Rights Movement |
| 113.41.(9)(B) | explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting. | Freedom of Speech and the War Segregation and Accommodation |
| 113.41.(9)(C) | describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights. | Civil Rights and Voting Rights Early Civil Rights Efforts Equal Education Extending Civil Rights Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights Political and Social Issues in Modern America Women's Rights Movement |
| 113.41.(9)(D) | identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan. | A Political Turning Point Civil Rights and Voting Rights Extending Civil Rights Nonviolent Protest Organizing to Demand Rights Women's Rights Movement |
| 113.41.(9)(E) | compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr. | Other Perspectives on Civil Rights |
| 113.41.(9)(F) | discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement. | Civil Rights and Voting Rights Extending Civil Rights Nonviolent Protest |

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| 113.41.(9)(G) | describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965. | Civil Rights and Voting Rights Early Civil Rights Efforts |
| 113.41.(9)(H) | explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo. | Equal Education Nonviolent Protest |
| 113.41.(9)(I) | evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process. | Civil Rights and Voting Rights Extending Civil Rights |
| 113.41.(9)(J) | describe how <i>Sweatt v. Painter</i> and <i>Brown v. Board of Education</i> played a role in protecting the rights of the minority during the civil rights movement. | Early Civil Rights Efforts Equal Education |
| 113.41.(10) | History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to: | |
| 113.41.(10)(A) | describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of <i>détente</i> . | Nixon's Presidency |
| 113.41.(10)(B) | describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength. | Reagan and the 1980s Reagan and the Evil Empire |
| 113.41.(10)(C) | describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair. | Carter and the Middle East Reagan and the Evil Empire |
| 113.41.(10)(D) | describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority. | Political and Social Issues in Modern America |
| 113.41.(10)(E) | describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic. | Reagan and the 1980s |

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| 113.41.(11) | History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to: | |
| 113.41.(11)(A) | describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror. | Bush and Clinton Military Intervention in the Middle East Reagan and the Evil Empire September 11, 2001 The End of the Cold War |
| 113.41.(11)(B) | identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum. | America in the Bush Years Immigration and Demographic Change Political and Social Issues in Modern America The Obama Presidency |
| 113.41.(11)(C) | analyze the impact of third parties on the 1992 and 2000 presidential elections. | Taft's Reforms |
| 113.41.(11)(D) | identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy. | America and the Global Economy |
| 113.41.(12) | Geography. The student understands the impact of geographic factors on major events. The student is expected to analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina. | America in the Bush Years American Life in the Great Depression Expanding Borders Panama and Latin America |
| 113.41.(13) | Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to: | |
| 113.41.(13)(A) | analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt. | American Indians on a Closing Frontier Expanding Borders Farmers on a Closing Frontier Homesteaders and the Transcontinental Railroad |

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| 113.41.(13)(A) | analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt. (Cont'd) | The Great Migration Urbanization in America |
| 113.41.(13)(B) | analyze the causes and effects of changing demographic patterns resulting from immigration to the United States. | Immigration and Demographic Change New Immigration The Immigrant Experience |
| 113.41.(14) | Geography. The student understands the relationship between population growth and the physical environment. The student is expected to: | |
| 113.41.(14)(A) | identify the effects of population growth and distribution on the physical environment. | Farmers on a Closing Frontier Homesteaders and the Transcontinental Railroad Immigration and Demographic Change Urbanization in America |
| 113.41.(14)(B) | identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act. | Nixon's Presidency Roosevelt's Square Deal |
| 113.41.(15) | Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to: | |
| 113.41.(15)(A) | describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century. | Farmers on a Closing Frontier Homesteaders and the Transcontinental Railroad |
| 113.41.(15)(B) | describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of <i>laissez-faire</i> , Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act. | A New Revolution A Worker's Life Labor and Unrest New American Industries Reforming Business and Government Roosevelt's Square Deal |

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| 113.41.(15)(B) | describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of <i>laissez-faire</i> , Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act. <i>(Cont'd)</i> | Taft's Reforms Trusts and Big Business Wilson's New Freedom |
| 113.41.(15)(C) | explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas. | Expanding Borders New Immigration Panama and Latin America The Immigrant Experience The New Frontier |
| 113.41.(15)(D) | describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States. | American Involvement in the War The Spanish-American War |
| 113.41.(16) | Economics. The student understands significant economic developments between World War I and World War II. The student is expected to: | |
| 113.41.(16)(A) | analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies. | A Roaring Economy |
| 113.41.(16)(B) | identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System. | American Life in the Great Depression Boom and Bust |
| 113.41.(16)(C) | analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage. | American Life in the Great Depression |
| 113.41.(16)(D) | compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression. | Roosevelt's Hundred Days The New Deal |

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| 113.41.(16)(E) | describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens. | Roosevelt's Hundred Days The New Deal |
| 113.41.(17) | Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to: | |
| 113.41.(17)(A) | describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment. | Americans at War Mobilization on the Home Front |
| 113.41.(17)(B) | identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business. | The Baby Boom |
| 113.41.(17)(C) | describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s. | Brinkmanship in the Cold War Reagan and the Evil Empire |
| 113.41.(17)(D) | identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX. | Johnson's Great Society Nixon's Presidency Political and Social Issues in Modern America Women's Rights Movement |
| 113.41.(17)(E) | describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA). | Bush and Clinton Nixon's Presidency The Economy in the 1970s |
| 113.41.(18) | Government. The student understands changes over time in the role of government. The student is expected to: | |
| 113.41.(18)(A) | evaluate the impact of New Deal legislation on the historical roles of state and federal government. | The New Deal |

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| 113.41.(18)(B) | explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001. | Civil Rights and Voting Rights Equal Education Freedom of Speech and the War Internment and the Constitution Nonviolent Protest September 11, 2001 The New Deal The Warren Court Writing Workshop: Creating an Argumentative Essay |
| 113.41.(18)(C) | describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders. | A Roaring Economy Nixon's Presidency Partisan Conflict in Government Watergate and the Ford Years |
| 113.41.(18)(D) | describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009. | September 11, 2001 The Economy in the 1970s The Obama Presidency |
| 113.41.(19) | Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to: | |
| 113.41.(19)(A) | describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government. | Expansion of the Vietnam War Fall of Vietnam |
| 113.41.(19)(B) | evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000. | America in the Bush Years The New Deal |

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| 113.41.(20) | Government. The student understands the impact of constitutional issues on American society. The student is expected to: | |
| 113.41.(20)(A) | analyze the effects of landmark U.S. Supreme Court decisions, including <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Hernandez v. Texas</i> , <i>Tinker v. Des Moines</i> , and <i>Wisconsin v. Yoder</i> . | Equal Education Segregation and Accommodation The Warren Court |
| 113.41.(20)(B) | explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present. | Civil Rights and Voting Rights Fall of Vietnam Prohibition Taft's Reforms Women's Rights and Suffrage Women's Rights Movement |
| 113.41.(21) | Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to: | |
| 113.41.(21)(A) | discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire. | Foundations of American Democracy |
| 113.41.(21)(B) | describe how American values are different and unique from those of other nations. | Foundations of American Democracy |
| 113.41.(22) | Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to: | |
| 113.41.(22)(A) | identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution. | Civil Rights and Voting Rights Early Civil Rights Efforts Equal Education Extending Civil Rights Fall of Vietnam Freedom of Speech and the War Interest Groups and Lobbying Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights Political and Social Issues in Modern America |

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| 113.41.(22)(A) | identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution. <i>(Cont'd)</i> | Religious Liberty in America The Counterculture Voter ID Laws Women's Rights and Suffrage |
| 113.41.(22)(B) | evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924. | American Indians on a Closing Frontier Civil Rights and Voting Rights Fall of Vietnam Women's Rights and Suffrage |
| 113.41.(22)(C) | explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility. | Foundations of American Democracy Rights and Responsibilities of Citizens |
| 113.41.(22)(D) | summarize the criteria and explain the process for becoming a naturalized citizen of the United States. | Rights and Responsibilities of Citizens |
| 113.41.(23) | Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: | |
| 113.41.(23)(A) | evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton. | Early Civil Rights Efforts Equal Education Political and Social Issues in Modern America Reagan and the 1980s Religious Liberty in America Trusts and Big Business |
| 113.41.(23)(B) | explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez. | Political and Social Issues in Modern America Turning Points in Europe |

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| 113.41.(24) | Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: | |
| 113.41.(24)(A) | describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature. | Extending Civil Rights Society in the 1920s The Baby Boom The Counterculture The Great Migration |
| 113.41.(24)(B) | describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society. | Extending Civil Rights Society in the 1920s The Baby Boom The Counterculture The Great Migration |
| 113.41.(24)(C) | identify and analyze the global diffusion of American culture through various media. | Cultural Challenges |
| 113.41.(25) | Culture. The student understands how people from various groups contribute to our national identity. The student is expected to: | |
| 113.41.(25)(A) | explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society. | A Worker's Life American Indians on a Closing Frontier Civil Rights and Voting Rights Constitutional Amendments Early Civil Rights Efforts Early Civil Rights Movements Equal Education Extending Civil Rights Johnson's Great Society New Immigration Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights |

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| 113.41.(25)(A) | explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society. <i>(Cont'd)</i> | Political and Social Issues in Modern America Religious Liberty in America Segregation and Accommodation Society in the 1920s The Great Migration The Immigrant Experience The Muckrakers The Warren Court Women's Rights and Suffrage Women's Rights Movement |
| 113.41.(25)(B) | describe the Americanization movement to assimilate immigrants and American Indians into American culture. | American Indians on a Closing Frontier Urban and Social Reforms |
| 113.41.(25)(C) | explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture. | Americans at War Civil Rights and Voting Rights Early Civil Rights Efforts Early Civil Rights Movements Equal Education Extending Civil Rights Immigration and Demographic Change Internment and the Constitution New Immigration Nixon's Presidency Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights Political and Social Issues in Modern America Religious Liberty in America Segregation and Accommodation Society in the 1920s The Counterculture The Great Migration |

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| 113.41.(25)(C) | explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture. <i>(Cont'd)</i> | The Immigrant Experience The Muckrakers Urban and Social Reforms Women's Rights and Suffrage Women's Rights Movement |
| 113.41.(25)(D) | identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society. | Nixon's Presidency Organizing to Demand Rights The Muckrakers Urban and Social Reforms Women's Rights and Suffrage Women's Rights Movement |
| 113.41.(26) | Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to: | |
| 113.41.(26)(A) | explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States. | A New Revolution A Roaring Economy New American Industries Nixon's Presidency Technology and its Effects on Modern America Technology and Society in the Industrial Age The Economy in the 1970s Trusts and Big Business Urbanization in America |
| 113.41.(26)(B) | explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine. | A New Kind of Warfare End of the War in the Pacific Mobilization on the Home Front Technology and its Effects on Modern America Turning Points in the Pacific |

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| 113.41.(26)(C) | describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics. | <ul style="list-style-type: none"> A Roaring Economy A Worker's Life Labor and Unrest Technology and its Effects on Modern America |
| 113.41.(27) | Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to: | |
| 113.41.(27)(A) | analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication. | <ul style="list-style-type: none"> A New Revolution A Roaring Economy Mobilization on the Home Front New American Industries Society in the 1920s Technology and its Effects on Modern America Technology and Society in the Industrial Age The Baby Boom Trusts and Big Business |
| 113.41.(27)(B) | describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products. | <ul style="list-style-type: none"> Technology and its Effects on Modern America Trusts and Big Business |
| 113.41.(28) | Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: | |
| 113.41.(28)(A) | analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions. | <ul style="list-style-type: none"> A Roaring Economy A War on Many Fronts America and the Global Economy An Iron Curtain Boom and Bust Civil Rights and Voting Rights |

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| 113.41.(28)(A) | analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions. <i>(Cont'd)</i> | Cultural Challenges Early Civil Rights Movements End of the War in the Pacific Expanding Borders Extending Civil Rights Foundations of American Democracy Freedom of Speech and the War Historical Research and Study: The <i>USS Maine</i> Immigration and Demographic Change Internment and the Constitution Johnson's Great Society Kennedy and the Cold War Mobilization on the Home Front Nonviolent Protest Organizing to Demand Rights Panama and Latin America Political and Social Issues in Modern America Religious Liberty in America Roosevelt's Square Deal September 11, 2001 Taft's Reforms The Immigrant Experience Turning Points in the Pacific Using Maps in Social Studies Utilizing Sources in Social Studies Voter ID Laws Women's Rights and Suffrage Writing Workshop: Creating an Argumentative Essay |
| 113.41.(28)(B) | analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions. | A Roaring Economy A War on Many Fronts |

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| 113.41.(28)(B) | analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions. (Cont'd) | America and the Global Economy An Iron Curtain Boom and Bust Brinkmanship in the Cold War Civil Rights and Voting Rights Cultural Challenges Early Civil Rights Movements End of the War in the Pacific Expanding Borders Extending Civil Rights Foundations of American Democracy Freedom of Speech and the War Historical Research and Study: The <i>USS Maine</i> Homesteaders and the Transcontinental Railroad Immigration and Demographic Change Internment and the Constitution Johnson's Great Society Kennedy and the Cold War Mobilization on the Home Front Nonviolent Protest Organizing to Demand Rights Panama and Latin America Political and Social Issues in Modern America Reagan and the 1980s Religious Liberty in America Rights and Responsibilities of Citizens Roosevelt's Square Deal September 11, 2001 Taft's Reforms Technology and its Effects on Modern America The Great Migration The Immigrant Experience The New Deal |

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| 113.41.(28)(B) | analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions. <i>(Cont'd)</i> | Turning Points in Europe Turning Points in the Pacific Urban and Social Reforms Utilizing Sources in Social Studies Women's Rights and Suffrage Women's Rights Movement |
| 113.41.(28)(C) | apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence. | Historical Research and Study: The <i>USS Maine</i> September 11, 2001 Utilizing Sources in Social Studies |
| 113.41.(28)(D) | evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context. | Historical Research and Study: The <i>USS Maine</i> Political and Social Issues in Modern America September 11, 2001 Utilizing Sources in Social Studies |
| 113.41.(28)(E) | identify bias and support with historical evidence a point of view on a social studies issue or event. | Historical Research and Study: The <i>USS Maine</i> Political and Social Issues in Modern America September 11, 2001 Utilizing Sources in Social Studies |
| 113.41.(29) | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | |
| 113.41.(29)(A) | create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism. | Voter ID Laws Writing Workshop: Creating an Argumentative Essay |
| 113.41.(29)(B) | use social studies terminology correctly. | An Iron Curtain Cultural Challenges Political and Social Issues in Modern America Roosevelt's Square Deal Using Maps in Social Studies |

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| 113.41.(30) | Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: | |
| 113.41.(30)(A) | create a visual representation of historical information such as thematic maps, graphs, and charts. | |
| 113.41.(30)(B) | pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases. | America and the Global Economy Using Maps in Social Studies |
| 113.41.(31) | Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. | Using Maps in Social Studies |
| | | Problem Solving in Social Studies |