

| Evidence Outcomes, High School U.S. History*  | <i>Lands of Hope and Promise**</i> (numbers refer to the book's chapters)               |
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| United States history (Reconstruction to the Present).  | 20, 21, 22, 23, 25, 26, 27, 28, 29 (from Reconstruction to the early 1970s)             |
| Analyze continuity and change in ears over the course of United States history.   | data relevant to this standard found in 20, 21, 22, 23, 25, 26, 27, 28, 29              |
| Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War.  | data relevant to this standard found in 20, 21, 22, 23, 25, 26, 27, 28, 29              |
| Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement.  | data relevant to this standard found in 20, 21, 22, 23, 25, 26, 27, 28, 29              |
| Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.                                | data relevant to this standard found in 20, 21, 22, 23, 25, 26, 27, 28, 29              |
| Discuss the historical development and impact of major world religions and philosophies. Topics to include but limited to the Enlightenment and modern changes in Christianity, Islam, Judaism, Buddhism, and Hinduism.             | data relevant to the topic in its relation to North America found in 19, 22, 24, 26, 29 |
| Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution.   | 21, 22, 23, 25, 26, 27, 28, 29  |
| Evaluate the historical development and impact of political thought, theory and actions.  | 20, 21, 22, 23, 25, 26, 27, 28, 29  |
| Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topic to include but not limited to suffrage, Civil Rights and the role of government. | 20, 21, 22, 23, 25, 26, 27, 28, 29  |

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| Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.                 | 20, 21, 22, 23, 25, 26, 27, 28, 29                                   |
| Describe and analyze the historical development and impact of the arts and literature on the culture of the United States.  | partially aligned, 26, 29  |
| Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy. <b>(Civics Standard)</b>   | examples of the topic found in 20, 21, 22, 23, 25, 26, 27, 28, 29    |
| Describe the roles and influence of individuals, groups, and the press as checks on governmental practices. <b>(Civics Standard)</b>  | examples of the topic found in 20, 21, 22, 23, 25, 26, 27, 28, 29    |
| Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents. <b>(Civics Standard)</b>   | 8, 9, 10, 11, 22, 24, 27, 29   |
| Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights. <b>(Civics Standard)</b> | 10, 11, to the end of the book                                       |
| Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government. <b>(Civics Standard)</b>                                     | 10, 11, to the end of the book                                       |
| Evaluate the effectiveness of our justice system in protecting life, liberty, and property. <b>(Civics Standard)</b>  | data relevant to the topic in 10, 11, 13, 15, 16, 21, 22, 23, 27, 29 |
|   | * Standards selected are those relevant to a U.S. history textbook   |

\*\* Text currently available only as an e-book