



History and Social Science  
Standards of Learning  
United States History 1865 to the Present



Discovering Our Past  
A History of the United States, Modern Times

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**STANDARDS**

**PAGE REFERENCES**

**United States History: 1865 to the Present**

Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes. The study of history must emphasize the historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. Students will apply these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

STANDARDS	PAGE REFERENCES
<p><b>Skills</b></p>	
<p>USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;</p>	<p><b>Student Edition:</b>  4-11, 12-21, 22-29, 33-35, 72-73  <i>Connections to Today</i> 34  <i>Economic Skill</i> 58  <i>Infographic</i> 5  <i>Letters and Visual Materials</i> 7  <i>Photograph</i> 13  <i>Progress Check</i> 5, 6  <i>Step Into the Place</i> 40-41  <i>Step Into the Time</i> 40-41  <i>Then Now</i> 73  <i>Thinking Like A Historian</i> 5, 10, 25, 26, 33, 45, 191</p> <p><b>Teacher Edition:</b>  CR 29; CTS 5, 6, 8, 19, 33, 41; RS 6, 23, 33; LS 7, 33; VS 14, 24</p>
<p>b) analyzing and interpreting geographic information to determine patterns and trends in United States history;</p>	<p><b>Student Edition:</b>  12-21  <i>Map</i> 15, 16, 17  <i>Reference Atlas</i> RA1-RA13  <i>Step Into the Place</i> 40-41, 66-67, 96-97, 122-123, 148-149</p> <p><b>Teacher Edition:</b>  CR 21; CTS 12, 15, 18, 123; I 18; LS 19; MAP 15, 16; RS 14, 20; TS 13, 20; VS 13, 14, 15, 16, 17, 66, 123;  WS 17</p>
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;</p>	<p><b>Student Edition:</b>  8-9  <i>Chart Skill</i> 8, 151  <i>Diagram Skill</i> 8  <i>Economics Skill</i> 25, 247, 383  <i>Graph Skill</i> 9, 69, 455  <i>Infographic</i> 81, 89, 197, 303  <i>Photograph</i> 311, 334, 375, 376, 377  <i>Thinking Like A Historian</i> 25</p> <p><b>Teacher Edition:</b>  CTS 8, 9; G 53; GO 17; I 8, 9; RS 9; SS 375; VS 8, 9, 69, 81, 455</p>

STANDARDS	PAGE REFERENCES
d) using evidence to draw conclusions and make generalizations;	<p><b>Student Edition:</b> 4-11 <i>Letters and Visual Materials</i> 7 <i>Thinking Like A Historian</i> 10, 317, 397 <i>What Do You Think?</i> 130-131, 274-275, 482-483</p> <p><b>Teacher Edition:</b> CR 275, 483; CTS 10; LS 130; OTO 504, 513; VS 7, 10</p>
e) comparing and contrasting historical, cultural, and political perspectives in United States history;	<p><b>Student Edition:</b> 10-11, 404 <i>Then and Now</i> 73, 325, 403 <i>Thinking Like A Historian</i> 33 <i>What Do You Think?</i> 130-131, 274-275, 482-483</p> <p><b>Teacher Edition:</b> CR 11, 131, 325; CTS 33, 274, 324, 404; I 10; RS 11, 73, 275</p>
f) determining relationships with multiple causes or effects in United States history;	<p><b>Student Edition:</b> 10-11, 267, 325 <i>Then and Now</i> 325, 403 <i>Thinking Like A Historian</i> 26 <i>What Do You Think?</i> 130-131, 274-275, 482-483</p> <p><b>Teacher Edition:</b> CR 325; CTS 10, 403; RS 267, 324; SS 131; VS 10</p>
g) explaining connections across time and place;	<p><b>Student Edition:</b> 5, 378-379 <i>Connections to Today</i> 34, 48, 161, 225, 297, 355, 438 <i>Infographic</i> 5 <i>Then and Now</i> 73, 325, 403 <i>Thinking Like A Historian</i> 5 <i>What Do You Think?</i> 130-131, 482-483</p> <p><b>Teacher Edition:</b> CTS 5, 35, 130; I 5; MC 39, 95, 197; RS 5, 73; VS 5, 379</p>
h) using a decision-making model to identify costs and benefits of a specific choice made;	<p><b>Student Edition:</b> 22-23, 27 <i>What Do You Think?</i> 130-131, 274-275, 482-483</p> <p><b>Teacher Edition:</b> CR 131; CTS 28, 20, 274; GO 274; RS 23, 27; SS 131; V 22</p>

STANDARDS	PAGE REFERENCES
i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and	<b>Student Edition:</b> 6-7, 30-35 <i>Connections to Today</i> 34 <i>Progress Check</i> 6, 35 <i>What Do You Think?</i> 130-131, 274-275, 482-483 <b>Teacher Edition:</b> CTS 7, 31; LS 33; RS 6, 30; VS 7
j) investigating and researching to develop products orally and in writing	<b>Student Edition:</b> <i>America's Literature</i> 318-319 <i>Lesson 1 Review</i> 129 #5, 367 #5 <i>Lesson 2 Review</i> 79 #7, 441 #6 <i>Lesson 3 Review</i> 169 #6 <i>Lesson 4 Review</i> 35 #5, 287 #5 <i>Lesson 5 Review</i> 325 #5 <i>Thinking Like A Historian</i> 45 <i>What Do You Think?</i> 130-131 <b>Teacher Edition:</b> CR 131; CTS 143; RS 319; SS 318; TS 13, 35, 48, 100, 107, 162, 169, 325, 346, 406; WS 48, 61, 72, 163, 318, 385
<b>Geography</b>	
USII.2 The student will use maps, globes, photographs, pictures, or tables for a) explaining how physical features and climate influenced the movement of people westward;	<b>Student Edition:</b> 12-21, 106-107 <i>Geography Connection</i> 70 <i>Guiding Question</i> 14 <i>Map</i> 15, 16, 17 <i>Photograph</i> 18, 20, 107 <i>Progress Check</i> 21 <i>Step Into the Time</i> 66-67 <i>Step Into the Place</i> 66-67, 122-123 <b>Teacher Edition:</b> CBK 122; CTS 18, 123; HCP 66; MAP 15; RS 12, 19, 107; TS 13, 20; VS 14, 15, 16, 17, 20, 70, 123; WS 15

STANDARDS	PAGE REFERENCES
<p>b) explaining relationships among natural resources, transportation, and industrial development after 1865; and</p>	<p><b>Student Edition:</b> 19-21, 72-73, 74-79, 87-91, 98-101 <i>Geography Connection</i> 77, 100 <i>Progress Check</i> 73, 79 <i>Then and Now</i> 73</p> <p><b>Teacher Edition:</b> CR 73, 79; CTS 73, 76, 78, 99, 100; MAP 77, 100; RS 20, 73, 77; TS 20; VS 20, 77; WS 77, 101</p>
<p>c) locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant</p>	<p><b>Student Edition:</b> 132-136 <i>Geography Connection</i> 100 <i>Infographic</i> 136 <i>Photograph</i> 133 <i>Progress Check</i> 133, 134 <i>Step Into the Place</i> 66-67, 96-97, 122-123, 360-361, 466-467</p> <p><b>Teacher Edition:</b> CR 136; CTS 123, 132; MAP 97, 100; VS 67, 96, 100, 122, 466</p>
<b>Reconstruction: 1865 to 1877</b>	
<p>USII.3 The student will apply social science skills to understand the effects of Reconstruction on American life by</p> <p>a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship;</p>	<p><b>Student Edition:</b> 42-45, 46-51, 52-55 <i>Connections to Today</i> 48 <i>Guiding Question</i> 45 <i>Progress Check</i> 45 <i>Step Into the Place</i> 40-41 <i>Step Into the Time</i> 40-41</p> <p><b>Teacher Edition:</b> CR 45, 55; CTS 41, 47, 51, 54; GO 50; RS 44, 47, 48; TS 48</p>
<p>b) describing the impact of Reconstruction policies on the South and North; and</p>	<p><b>Student Edition:</b> 42-45, 46-51, 52-55, 56-61 <i>Connections to Today</i> 48 <i>Economics Skill</i> 58 <i>Progress Check</i> 51 <i>Thinking Like A Historian</i> 45</p> <p><b>Teacher Edition:</b> CR 45, 55; CTS 51, 54, 60; RS 48, 52, 55, 58, 60, 61; SS 58; TS 48; VS 58; WS 61</p>

STANDARDS	PAGE REFERENCES
c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.	<b>Student Edition:</b> 42-45 <i>Step Into the Time</i> 40-41 <i>Thinking Like A Historian</i> 45 <b>Teacher Edition:</b> CBK 40; CR 41; RS 42, 44; WS 45
<b>Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s</b>	
USII.4 The student will apply social science skills to understand how life changed after the Civil War by a) examining the reasons for westward expansion, including its impact on American Indians;	<b>Student Edition:</b> 42-45, 46-51, 52-55, 56-61, 68-73, 74-79, 98-101, 102-107, 108-112, 113-117 <i>Chart Skill</i> 114 <i>Connections to Today</i> 48 <i>Economics Skill</i> 58 <i>Geography Connection</i> 70, 77, 116 <i>Guiding Question</i> 45 <i>Lesson 1 Review</i> 73 #6 <i>Progress Check</i> 45, 61 <i>Step Into the Place</i> 40-41 <i>Step Into the Time</i> 40-41 <b>Teacher Edition:</b> CR 45, 55, 61, 73, 101, 107, 117; CTS 41, 47, 51, 54, 58; GO 50; RS 44, 47, 48, 111; TS 48; VS 71
b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;	<b>Student Edition:</b> 68-73, 74-79, 80-86, 124-129 <i>Biography</i> 84 <i>Geography Connection</i> 70, 77, 85, 125 <i>Graph Skill</i> 69, 82 <i>Progress Check</i> 129 <i>Step Into the Place</i> 66-67 <i>Step Into the Time</i> 66-67 <i>What Do You Think?</i> 130-131 <b>Teacher Edition:</b> CR 79, 86, 129; CTS 66, 78, 82, 84, 85, 125, 126, 127; LS 130; MAP 70; RS 68, 69, 70, 71, 76, 77, 79, 84, 131; V 74; VS 69, 70

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<p>c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;</p>	<p><b>Student Edition:</b>  46-47, 59-61  <i>Guiding Question</i> 59  <i>Lesson 4 Review</i> 61 #6  <i>Progress Check</i> 61  <b>Teacher Edition:</b>  CR 61; CTS 46, 60; RS 60, 61; WS 61</p>
<p>d) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; and</p>	<p><b>Student Edition:</b>  100-101, 102-107, 108-112  <i>Lesson 2 Review</i> 107 #5  <i>Progress Check</i> 101, 103, 105  <b>Teacher Edition:</b>  B 111; CTS 102, 105, 108, 109, 110, 111; RS 102, 103, 104, 105, 111; TS 106, 107, 110; VS 100; WS 103</p>
<p>e) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.</p>	<p><b>Student Edition:</b>  113-117  <i>Biography</i> 115  <i>Chart Skill</i> 114  <i>Geography Connection</i> 116  <i>Progress Check</i> 113, 117  <b>Teacher Edition:</b>  CBK 117; CR 117; CTS 113, 114, 116, 117; RS 113, 114, 115; VS 116; WS 116</p>
<b>Turmoil and Change: 1890s to 1945</b>	
<p>USII.5 The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by</p> <p>a) explaining the reasons for and results of the Spanish-American War;</p>	<p><b>Student Edition:</b>  190-193, 197-199, 206-211, 212-217, 218-223, 228-231  <i>Geography Connection</i> 192, 209, 221, 229  <i>Graph Skill</i> 213  <i>Infographic</i> 210  <i>Progress Check</i> 193, 199, 208, 211, 223  <i>Thinking Like A Historian</i> 191, 211  <b>Teacher Edition:</b>  CR 217, 231; CTS 198, 207; RS 198, 206, 207, 208, 212; SS 193; TS 192; VS 192, 209, 221; WS 191</p>

STANDARDS	PAGE REFERENCES
b) describing Theodore Roosevelt's impact on the foreign policy of the United States; and	<b>Student Edition:</b> 182-185, 186-189, 190-194 <i>Progress Check</i> 193 <i>The Story Matters</i> 179 <b>Teacher Edition:</b> CR 185; CTS 189; RS 182; TS 192
c) evaluating and explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.	<b>Student Edition:</b> 212-217, 218-223, 224-227, 228-231 <i>Geography Connection</i> 221, 229 <i>Graph Skill</i> 213 <i>Guiding Question</i> 215 <i>Infographic</i> 226 <i>Progress Check</i> 215, 217, 222, 223 <b>Teacher Edition:</b> CR 223, 227, 231; CTS 215; RS 212, 213, 214, 220, 229, 230; V 212; VS 213, 221, 231; WS 226
USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;	<b>Student Edition:</b> 246-249, 250-255, 262-267, 268-273, 284-287 <i>Biography</i> 251, 270 <i>Chart Skill</i> 286 <i>Diagram Skill</i> 248 <i>Economics Skill</i> 247, 265 <i>Progress Check</i> 249 <i>Thinking Like A Historian</i> 271 <i>What Do You Think?</i> 274-275 <b>Teacher Edition:</b> CR 255, 267, 273, 275, 287; CTS 246, 252, 271, 272; GO 274; MC 246; RS 247, 263, 275; TS 249, 251, 253; VS 247, 265; WS 247, 266, 270, 285
b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;	<b>Student Edition:</b> 238-241, 242-245, 246-249, 252 <i>Diagram Skill</i> 248 <i>Economic Skill</i> 247 <i>Graph Skill</i> 249 <i>Progress Check</i> 244, 245 <i>Thinking Like A Historian</i> 239 <b>Teacher Edition:</b> CR 241, 245, 249; CTS 243, 247, 248; RS 242, 243, 244, 245, 252; WS 244, 247, 252



STANDARDS	PAGE REFERENCES
c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance; and	<p><b>Student Edition:</b> 250-255 <i>Progress Check</i> 252</p> <p><b>Teacher Edition:</b> CR 255; CTS 250; RS 250, 251, 252; SS 252; TS 251</p>
d) analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.	<p><b>Student Edition:</b> 262-267, 268-273 <i>Biography</i> 270 <i>Economics Skill</i> 265 <i>Geography Connection</i> 272 <i>Photograph</i> 266, 267 <i>Thinking Like A Historian</i> 271</p> <p><b>Teacher Edition:</b> CR 273; CTS 264, 266, 271, 272; RS 262, 263, 265, 266, 267, 269, 270, 271, 273; VS 264, 271, 272; WS 266, 270</p>
<p>USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by</p> <p>a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;</p>	<p><b>Student Edition:</b> 294-297, 298-303, 304-309, 310-317, 320-325 <i>America’s Literature</i> 318-319 <i>Biography</i> 312 <i>Connections to Today</i> 324 <i>Geography Connection</i> 313, 314 <i>Infographic</i> 296, 299 <i>Photograph</i> 307, 308, 311, 315, 316 <i>Progress Check</i> 297, 303 <i>Thinking Like A Historian</i> 302</p> <p><b>Teacher Edition:</b> CR 297, 303, 309, 317, 319, 325; CTS 294, 296, 297, 309, 311, 312, 314, 316, 317; LS 302; RS 294, 299, 305, 306, 315; SS 308; TS 295, 303; VS 307; WS 301, 321</p>
b) locating and describing the major events and turning points of the war in Europe and the Pacific; and	<p><b>Student Edition:</b> 311-314, 320-325 <i>Biography</i> 312, 322 <i>Geography Connection</i> 313, 323 <i>Progress Check</i> 314, 322, 325</p> <p><b>Teacher Edition:</b> CTS 311, 312, 314; MAP 313; RS 311, 313, 323, 324; SS 312; VS 312, 313</p>

STANDARDS	PAGE REFERENCES
<p>c) explaining and evaluating the impact of the war on the home front.</p>	<p><b>Student Edition:</b>  304-309  <i>Guiding Question</i> 306  <i>Lesson 3 Review</i> 309 #6  <i>Photograph</i> 307, 308  <i>Progress Check</i> 305</p> <p><b>Teacher Edition:</b>  CR 309; CTS 305; RS 304, 305, 306; TS 308;  V 304; VS 306, 307; WS 308</p>
<b>The United States since World War II</b>	
<p>USII.8 The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p>a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations;</p>	<p><b>Student Edition:</b>  332-338, 339-343, 344-347, 348-355, 394-399, 400-405, 412-417, 484-486  <i>Chart Skill</i> 351, 413  <i>Connections to Today</i> 355  <i>Economics Skill</i> 336, 340  <i>Geography Connection</i> 335, 398, 401, 414  <i>Graph Skill</i> 485  <i>Progress Check</i> 337, 338, 353, 399  <i>Step Into the Place</i> 392-393  <i>Thinking Like A Historian</i> 397</p> <p><b>Teacher Edition:</b>  CR 355, 399, 405, 417; CTS 334, 339, 351, 353;  MC 347; RS 333, 334, 335, 337, 350, 352, 354, 413, 415, 484, 485; VS 351, 392, 401, 485</p>
<p>b) describing the conversion from a wartime to a peacetime economy;</p>	<p><b>Student Edition:</b>  332-338, 339-343  <i>Economics Skill</i> 340  <i>Geography Connection</i> 335  <i>Photograph</i> 333  <i>Progress Check</i> 334, 343</p> <p><b>Teacher Edition:</b>  CR 343; CTS 334, 339, 340, 343; RS 333, 334, 336, 339, 340, 341; VS 335</p>

STANDARDS	PAGE REFERENCES
<p>c) examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;</p>	<p><b>Student Edition:</b>  344-347, 348-355, 370-373, 394-399, 400-405, 406-411, 412-417  <i>Chart Skill</i> 413  <i>Connections to Today</i> 372  <i>Geography Connection</i> 345, 398, 401, 414  <i>Guiding Question</i> 348, 394  <i>Infographic</i> 370  <i>Photograph</i> 397  <i>Progress Check</i> 411  <i>Step Into the Place</i> 392-393  <i>Thinking Like A Historian</i> 397, 408</p> <p><b>Teacher Edition:</b>  CR 347, 393, 399, 405, 411, 417; CTS 346, 349, 372, 373, 394, 402, 403, 404, 414; MC 347; PS 396; RS 344, 345, 346, 372, 373, 413; TS 346, 397, 405; VS 345, 396, 398, 414; WS 372, 405, 416</p>
<p>d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities; and</p>	<p><b>Student Edition:</b>  348-355, 362-367, 374-381, 382-387  <i>Biography</i> 366, 367  <i>Connections to Today</i> 365  <i>Economics Skill</i> 383  <i>Geography Connection</i> 364  <i>Guiding Question</i> 350  <i>Photograph</i> 352  <i>Progress Check</i> 353, 367, 381  <i>Step Into the Place</i> 360-361  <i>Step Into the Time</i> 360-361</p> <p><b>Teacher Edition:</b>  CBK 361, 367; CR 387; CTS 352, 353, 361, 362, 363, 375, 385; LS 379; PS 376; RS 350, 352, 353, 364, 366, 377, 383, 387; TS 366; VS 379; WS 366</p>
<p>e) evaluating and explaining the impact of international trade and globalization on American life.</p>	<p><b>Student Edition:</b>  484-489  <i>Graph Skill</i> 485  <i>Progress Check</i> 486, 488, 489  <i>Thinking Like A Historian</i> 485</p> <p><b>Teacher Edition:</b>  CTS 484, 486, 487, 488, 489; RS 484, 485; TS 488; VS 485; WS 485</p>

STANDARDS	PAGE REFERENCES
<p>USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by</p> <p>a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;</p>	<p><b>Student Edition:</b>  362-367, 370-373, 374-381, 382-387, 454-461, 468-474, 475-481, 486-489  <i>America's Literature</i> 368-369  <i>Biography</i> 366, 367  <i>Connections to Today</i> 365, 372  <i>Economics Skill</i> 383  <i>Geography Connection</i> 364  <i>Photograph</i> 365, 375, 377  <i>Primary Source</i> 376, 377  <i>Progress Check</i> 367, 380  <i>Step Into the Place</i> 360-361  <i>Step Into the Time</i> 360-361  <i>The Story Matters...</i> 359  <i>Time Line</i> 378-379</p> <p><b>Teacher Edition:</b>  CR 361, 367, 369, 373, 461, 481, 489; CTS 361, 362, 363, 365, 375, 378, 379, 380, 381, 468, 472; MC 359; PS 376; RS 363, 364, 366, 375, 377, 383, 387; TS 366, 488; VS 364, 365, 379; WS 366</p>
<p>b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;</p>	<p><b>Student Edition:</b>  484-489  <i>Graph Skill</i> 485  <i>Photograph</i> 487  <i>Progress Check</i> 486, 488, 489  <i>Thinking Like A Historian</i> 485</p> <p><b>Teacher Edition:</b>  CTS 484, 486, 487, 488, 489; E 484; RS 484, 485; TS 488; VS 485, 487; WS 485</p>
<p>c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and</p>	<p><b>Student Edition:</b>  366-367, 427-428, 444, 460-461, 477-478  <i>Biography</i> 366, 367, 385, 409, 427, 434, 444, 461  <i>Photograph</i> 439, 441, 477, 478  <i>Progress Check</i> 461</p> <p><b>Teacher Edition:</b>  B 366, 384, 385, 478; CBK 367, 444; CTS 367, 427; RS 461, 477; VS 409, 478; WS 366</p>

STANDARDS	PAGE REFERENCES
<p>d) evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.</p>	<p><b>Student Edition:</b>            424-431, 432-441, 442-447, 448-453, 454-461  <i>Connections to Today</i> 438  <i>Geography Connection</i> 450  <i>Graph Skill</i> 445  <i>Photograph</i> 425  <i>Progress Check</i> 441, 447  <i>Thinking Like A Historian</i> 446</p> <p><b>Teacher Edition:</b>            CR 431, 453; CTS 425, 428, 432, 434, 440, 442, 449, 457; RS 424, 425, 426, 427, 433, 439; PS 425; TS 429, 445; VS 445, 450</p>