

GRADE LEVEL EXPECTATIONS	OBJECTIVES	<b>AMERICAN HISTORY 1</b> Student edition and Annotated Teacher edition Student CD, Teacher CD
<b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>		
A. (1) Principles expressed in documents shaping constitutional democracy in the United States	Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed	Ch 8, pgs 126-128 Ch 9, pgs 139-140, 143-145, 147-150, 152 <i>Putting It All Together</i> , (ATE) pg 128 <i>Lesson vocabulary</i> , (ATE) pg 126 Black lines 62-63, 65, 67, 70
	Analyze important principles in the Constitution including: <ul style="list-style-type: none"> <li>• limited government</li> <li>• rule of law</li> <li>• majority rule and minority rights</li> <li>• separation of powers</li> <li>• checks and balances</li> <li>• amendment process</li> <li>• federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved)</li> <li>• popular sovereignty</li> <li>• due process of law (see Amendments V &amp; XIV)</li> <li>• voting by citizens, especially as later amendments were passed</li> </ul> Apply important principles of the Bill of Rights, such as: <ul style="list-style-type: none"> <li>• basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9)</li> <li>• protections against the government (fair trials, rights of accused, due process of law, etc.)</li> </ul>	Ch 9, pgs 147-150 Ch 10, pgs 154-164, 166 Ch 11, pgs 175, 177-178 <i>Skill builder</i> , pg 167 <i>Focus Your Reading</i> , (ATE) pgs 158, 162 <i>Primary Source</i> , pg 165 <i>Classroom Discussion</i> , (ATE) pg 167 Black lines 73-76, 78
B. (2) Role of citizens and governments in carrying out constitutional principles	Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights	Ch 7, pgs 114-116 Ch 10, pg 158-160 Ch 11, pgs 181-182 Ch 14, pgs 225-226, 231 Ch 15, pgs 240-241 Ch 16, pgs 250-256 <i>Extension</i> , (ATE) pg 159 <i>Table Extension</i> , (ATE) pg 163 Black lines 75-76, 78, 110, 113, 121, 123 Transparency 14
<b>2a. Knowledge of continuity and change in the history of Missouri, the United States and the world</b>		
A. (1) Native American cultures	Analyze the viability and diversity of Native American cultures before Europeans came	Ch 1, pgs 5-8, 10-13, 15-18 <i>Skill Builder</i> pg 10 <i>Primary Source</i> pg 14 Transparency 4 Black lines 1-2, 4-6
B. (2) Discovery, Exploration and Settlement of the United States	Evaluate the importance of the discovery, exploration and early settlement of America	Ch 2, pgs 20-25, 27-34 Ch 3, pg 36-51 Ch 4, pg 52-67 <i>Skill Builder</i> , pg 35 <i>Primary Source</i> pg 26 Transparencies 2, 6-9 Black lines 9-11, 14, 17-31
C. (3) Perspectives on The American Revolution	Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful	Ch 5, pgs 71-72 Ch 6, pgs 93, 97 Ch 7, pgs 104-112, 114-116, 118 Ch 8, pgs 120-125, 130-134 <i>Map Extension</i> , (ATE) pgs 109, 122, 131 <i>Picturing History</i> , (ATE) pgs 104, 108, 110, 122, 124, 131 <i>Biography</i> , pg 117 <i>Skill Builder</i> , pgs 119, 135 <i>Primary Source</i> , pg 113 Transparency 12 Black lines 49-50, 52-55, 61-62

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D. (4) Writing the United States Constitution	Justify the drafting of the Constitution, and examine its effects on the formation of a new nation	Ch 9, pgs 139-145, 147-150 Ch 10, pgs 155-160, 162-164 Ch 11, pgs 175-177 <i>Skill Builder</i> , pg 153 <i>Primary Source</i> , pgs 146, 165 Black lines 65, 67, 69-70, 73-74, 76, 78, 83
E. (5) Westward expansion and settlement of the United States	Assess the significance of Westward Expansion including: <ul style="list-style-type: none"> <li>• Louisiana Purchase</li> <li>• Lewis and Clark Expedition</li> <li>• Missouri Compromise</li> <li>• Texas and the Mexican War</li> <li>• Oregon Territory</li> <li>• California Gold Rush</li> </ul>	Ch 9, pgs 141-142 Ch 12, pg 189 Ch 13, pg 208 Ch 14, pg 221 Ch 18, pgs 279-281, 283-288 <i>Map Extension</i> , (ATE) pgs 141-142, 188, 208, 221, 280 <i>Skill Builder</i> , pgs 199, 291 <i>Putting It All Together</i> , (ATE) pg 219 <i>Picturing History</i> , (ATE) pg 189 <i>Biography</i> , pg 191 <i>Primary Source</i> , pg 190 <i>Classroom Discussion</i> , (ATE) pgs 199, 291 Transparencies 2, 6-7, 10 Black lines 69, 108-109, 110, 141-142
F. (6) Cultural interactions among ethnic groups	Analyze cultural interactions among these groups: <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• Immigrants from Europe</li> <li>• Africans brought to America</li> </ul>	Ch 3, pgs 39-40, 50 Ch 5, pgs 76-79, 81-84 Ch 6, pgs 88-89, 95 Ch 7, pgs 107-108 Ch 11, pgs 177-178 Ch 15, pgs 236-240 Ch 17, pg 274 <i>Map Extension</i> , (ATE) pg 89 <i>Picturing History</i> , (ATE) pgs 39, 41, 83, 89 <i>Biography</i> , pg 42 <i>Focus Your Reading</i> , (ATE) pgs 76, 81 <i>Classroom Discussion</i> , (ATE) pgs 51, 85 <i>Primary Source</i> , pg 80 <i>Putting It All Together</i> , (ATE) pg 79 Transparencies 8-9 Black lines 17, 19, 21-23, 25, 33-34, 37-38, 43, 46, 113, 117-118
G. (7) Reform movements	Summarize reform movements such as: <ul style="list-style-type: none"> <li>• abolitionism</li> <li>• women's movement</li> <li>• Jacksonian Democracy</li> </ul>	Ch 14, pgs 222-223, 225-226, 228, 230 Ch 16, pgs 253-255, 260 <i>Putting It All Together</i> , (ATE) pg 255 <i>Novel Connection</i> , (ATE) pg 260 <i>Map Extension</i> , (ATE) pg 224 <i>Picturing History</i> , (ATE) pgs 228, 248, 252, 254, 255 <i>Skill Builder</i> , pgs 231, 261 <i>Classroom Discussion</i> , (ATE) pg 261 <i>Primary Source</i> , pg 252 <i>Biography</i> , pgs 224, 256 <i>Extension</i> , (ATE) pg 253 Transparency 14 Black lines 106, 110, 121-127
H. (8) Understanding the causes and consequences of the Civil War	Interpret political, economic and social causes and consequences of the Civil War and Reconstruction	Ch 9, pg 142 Ch 14, pg 221 Ch 15, pg 234-247 Ch 16, pg 253-260 Ch 18, pgs 286-288, 290 Ch 19, pgs 294-309 Ch 20, pgs 310-315, 317-324 Unit 10, pgs 292-293 <i>Timeline</i> , pgs 292-293; (ATE) pg 293 <i>Collage</i> , pg 293; (ATE) pg 293 <i>Map Extension</i> , (ATE) pgs 142, 296, 312, 314, 321, 323 <i>Biography</i> , pgs 289, 315 <i>Primary Source</i> , pgs 302, 316 <i>Novel Connection</i> , (ATE) pg 324 <i>Classroom Discussion</i> , (ATE) pg 309 <i>Skill Builder</i> , pg 325 <i>Picturing History</i> , (ATE) pgs 310, 313, 317, 322 <i>Extension</i> , (ATE) pg 322 Transparencies 3, 6 Black lines 69, 97, 108, 110, 113-126, 139, 142, 145-159

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		<b><i>American History 2</i></b> Ch 1, pgs 4-18 <i>Skill Builder</i> pg 19 Black lines 1-7
<b>3. Principles and processes of governance systems</b>		
B.  (2) Principles and processes of governments in a democracy	Assess rights and responsibilities of individuals  Interpret how laws are made, interpreted and enforced  Interpret how leaders are selected  Interpret how power is distributed among individuals and branches of government  Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)	Ch 10, pgs 157-164 Ch 14, pgs 221, 225-226, 231 Ch 16, pgs 250-252 Ch 19, pgs 295-297, 299-301, 303-304, 306 <i>Extension, (ATE)</i> pg 159 <i>Skill Builder</i> , pg 167 <i>Map Extension, (ATE)</i> pgs 221, 296, 300 <i>Picturing History, (ATE)</i> pgs 304, 306 <i>Biography</i> , pgs 256, 307 <i>Primary Source</i> , pg 302 Transparency 14 Black lines 73, 75-76, 78, 110, 121, 123,145-150
C.  (3) Local, state and national governments in the United States	Give examples of how local, state and national governments impact people's lives  Analyze decision-making and conflict resolution in courts at local, state and national levels (roles of judge, jury, attorneys for prosecution, plaintiff and defense; civil vs. criminal law; court procedures)	Ch 10, pgs 155-157, 159, 163 Ch 11, pgs 178, 181-182 Ch 12, pgs 195-196 Ch 14, pgs 217-218, 227 Ch 19, pgs 297, 304 <i>Skill Builder</i> , pg 231 <i>Focus Your Reading</i> , pg 195; (ATE) pg 195 <i>Table Extension, (ATE)</i> pgs 157, 163 <i>Picturing History, (ATE)</i> pgs 216, 297 <i>Classroom Discussion, (ATE)</i> pg 231 <i>Extension, (ATE)</i> pg 156 Appendix, pgs 339-341 Black lines 81, 110
<b>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)</b>		
A.  (1) Economic concepts	Apply the following economic concepts: <ul style="list-style-type: none"> <li>• business cycle (expansion, recession, depression)</li> <li>• unemployment</li> <li>• market economy</li> </ul>	Ch 12, pgs 192-193, 220, 228 <i>Focus Your Reading</i> , pg 192; (ATE) pg 192 <i>Lesson Summary (ATE)</i> pg 192 <i>Classroom Discussion, (ATE)</i> pg 231
B.  (2) The role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy	Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy	Ch 12, pgs 192-193, 198 Ch 15, pgs 234-238, 246 Ch 17, pgs 266-267, 270-271 <i>Map Extension, (ATE)</i> pg 236 <i>Picturing History, (ATE)</i> pgs 193, 235 <i>Skill Builder</i> , pgs 247, 277 <i>Classroom Discussion, (ATE)</i> pg 231 <i>Putting It All Together, (ATE)</i> pg 271 <i>Extension, (ATE)</i> pg 193 <i>Collage, pg 263; (ATE)</i> pg 263
C.  (3) Interpreting the past, explain the present and predict future consequences of economic decisions	Interpret the past, explain the present and predict future consequences of economic decisions	Ch 9, pgs 140-146 Ch 11 pgs 172-173, 175-177 Ch 12, pgs 187-188, 193-194 Ch 14, pgs 217-220, 226-228 Ch 18, pgs 281, 285 Ch 20, pg 318 <i>Putting It All Together, (ATE)</i> pg 173 <i>Picturing History, (ATE)</i> pg 188 <i>Focus Your Reading</i> , pgs 187, 217; (ATE) pgs 187, 217 <i>Classroom Discussion, (ATE)</i> pg 199 Black lines 65-68, 70, 105-111, 138-139, 142-143, 158 Transparency 14
D.  (4) Understanding the consequences of personal and public economic decisions	Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy.	Ch 10, pg 157 Ch 14, pg 217-218 Ch 20, pg 318 <i>Focus Your Reading</i> , pg 217; (ATE) pg 217 <i>Skill Builder</i> , pg 67

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E.  (5) Understanding various types of taxes and their purposes	Identify different forms of taxes, such as tariffs, sales taxes and income taxes, and their purposes	Ch 6, pgs 187-188 Ch 8, pg 126 Ch 11, pgs 172-173, 176 Ch 14, pgs 217-218, 220, 226 -227 Black lines 92, 110
<b>5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment</b>		
A.  (1) Geographic research sources (e.g., maps, satellite images, globes, charts, graphs and databases) and how to evaluate and use them	Use and evaluate geographic research sources to process and report information to solve problems and make predictions  Construct maps	Ch 1, pgs 5, 12 Ch 2, pgs 22, 25, 28 Ch 3, pg 44 Ch 4, pg 56 Ch 5, pgs 73, 78, 81 Ch 6, pg 89 Ch 7, pg 109 Ch 12, pg 196 Ch 13, pgs 205, 212 Ch 14, pg 221 Ch 18, pg 280 Ch 20, pgs 312, 314, 321, 323 <i>Skill builder</i> pgs 35, 67, 85, 101, 135, 215, 247, 277, 291, 309, 325 <i>Extension, (ATE)</i> pg 288 <i>Map Extension, (ATE)</i> pgs 5, 22, 25, 28, 32, 44, 73, 78, 109, 196, 205, 221, 280, 309, 312, 314, 321, 323 Black lines 5, 13, 21, 29, 37, 53, 93, 141, 155, 157 Transparencies 2- 4, 6-9, 11
B.  (2) Use of the geography of Missouri, the United States, the Americas, and world to make predictions and solve problems: Location	Locate states of the United States  Locate cities and topographic features of the United States  Locate and describe geographic <b>places</b> , using <b>absolute</b> and <b>relative location</b>	Ch 1, pgs 7, 12 Ch 2, pg 25 Ch 3, pg 44 Ch 4, pg 56 Ch 5, pgs 73, 81 Ch 6, pgs 89, 91 Ch 7, pg 109 Ch 8, pgs 122, 133 Ch 9, pgs 141-142 Ch 10, pg 164 Ch 12, pg 189 Ch 13, pgs 205, 212 Ch 20, pgs 318-319 <i>Skill builder</i> pgs 35, 215, 277 <i>Map Extension, (ATE)</i> pgs 7, 12, 25, 44, 56, 73, 91, 188, 205 Appendix, pgs 345-346 Black lines 5, 21, 29, 37, 45, 53, 61, 69, 77 Transparencies 1-3, 7, 9-10
C.  (3) Place	Analyze <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems  Analyze <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Ch 1, pgs 5-8, 10-13, 15-18 Ch 2, pgs 22, 28, 32 Ch 3, pgs 44-48 Ch 4, pgs 53-56, 59-65 Ch 5, pgs 71-74, 78-79, 81 Ch 6, pgs 88-89, 94 Ch 7, pg 109 Ch 9, pg 141 Ch 13, pgs 205, 211-213 Ch 14, pg 221 Ch 15, pg 236 Ch 16, pgs 250-251 Ch 18, pgs 280, 287-288 Ch 20, pg 312 <i>Primary source</i> , pg 14 <i>Skill builder</i> pgs 19, 35, 67, 85, 101, 215, 247 <i>Map Extension, (ATE)</i> pgs 5, 7, 22, 28, 32, 44, 56, 78, 80, 109, 205, 212, 221, 236, 312 <i>Picturing History, (ATE)</i> pgs 20, 250-251, 280 <i>Classroom Discussion (ATE)</i> pgs 19, 35, 51, 67, 101, 247, 277 <i>Chapter Review</i> , pg 66 <i>Stop and Think</i> , pg 73 Black lines 5, 13, 21, 29, 37, 53, 101, 117, 125, 141 Transparency 1, 2, 4, 6- 10

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E. (5) Human systems	Compare major patterns of population distribution, <b>demographics</b> , and migrations in the United States and the impact of those patterns on cultures and community life	Ch 1, pgs 5-8, 10-13, 15-18 Ch 3, pgs 44-45 Ch 4, pgs 53-56, 59-65 Ch 5, pgs 71-74, 78 Ch 6, pgs 88-89, 91, 94 Ch 7, pg 109 Ch 9, pg 141 Ch 11, pg 178 Ch 12, pg 189 Ch 13, pg 212 Ch 17, pgs 269-271, 274 Ch 18, pgs 279-280, 287-288 <i>Classroom Discussion</i> (ATE) pgs 19, 35, 51, 67, 101, 215, 247, 277 <i>Skill builder</i> pgs 19, 67, 85, 101, 199, 215, 247 <i>Stop and Think</i> , pg 73 <i>Extension</i> , (ATE) pg 274 <i>Primary source</i> , pg 14, 268 <i>Map Extension</i> , (ATE) pgs 5, 7, 12, 44, 56, 78, 91, 109, 212, 280 Black lines 1-2, 4-6, 12, 21, 29, 45, 53, 57, 101, 133-134, 141 Transparencies 1-2, 4, 6-10
G. (7) Relationships between and among places	Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas	Ch 2, pgs 20-25, 27-34 Ch 4, pgs 52-57, 59-60, 62, 66 Ch 5, pgs 71-74 Ch 6, pgs 86-88, 93-94 Ch 12, pgs 189, 191-193, 198 Ch 13, pgs 203-208, 211-212, 214 Ch 14, pgs 218, 221 Ch 15, pgs 235-237 Ch 17, pgs 266-267, 269-271 Ch 18, pgs 278-281, 290 <i>Skill builder</i> pgs 35, 67, 101, 215, 277, 325 <i>Primary source</i> , pgs 26, 58, 190, 209 <i>Map Extension</i> , (ATE) pgs 22, 25, 205, 215 <i>Extension</i> , (ATE) pgs 22, 24, 271 <i>Putting it all Together</i> , pg 271 <i>Picturing History</i> , (ATE) pgs 266-267, 270, 273 <i>Classroom Discussion</i> (ATE) pgs 35, 101, 215, 277 Black lines 13, 41, 45, 89, 92, 94, 101-102, 116-118, 129, 131, 133-134

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H. (8) Regions	Explain how regions of the United States relate to one another and change over time	Ch 1, pg 12 Ch 6, pg 89 Ch 7, pg 109 Ch 8, pg 133 Ch 9, pg 142 Ch 13, pg 212 Ch 19, pgs 296-297, 300 Ch 20, pg 312 <i>Skill builder</i> pgs 277, 309 <i>Map Extension</i> , (ATE) pgs 296, 300, 312 <i>Classroom Discussion</i> (ATE) pgs 19, 309 Black lines 5, 53, 69 Transparency 1, 3, 6, 10
I. (9) Uses of geography	Use geography to interpret the past, explain the present and plan for the future	Ch 1, pg 7 Ch 2, pg 32 Ch 3, pg 44 Ch 4, pg 56 Ch 5, pg 73, 81 Ch 6, pg 91 Ch 7, pg 109 Ch 9, pg 141-142 Ch 10, pg 164 Ch 12, pg 189 Ch 13, pg 212 Ch 15, pg 236 Ch 18, pg 280-281 Ch 20, pg 312 <i>Skill builder</i> pg 291 <i>Classroom Discussion</i> (ATE) pg 325 <i>Map Extension</i> , (ATE) pg 7, 32, 44, 56, 73, 80, 91, 109, 164, 188, 236, 312 Black lines 21, 29, 37, 45, 53, 69, 77, 117, 141, 157 Transparencies 2-3, 6-7, 10
<b>6. Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>		
B. (2) Group membership	Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group	Ch 1, pg 7 Ch 3, pg 45 Ch 4, pgs 59-65 Ch 13, pgs 206-209 <i>Classroom Discussion</i> (ATE) pgs 19 <i>Stop and think</i> , (ATE) pg 7
D. (4) Effect of laws and events on relationships	Describe how laws and events affect members of groups and relationships among groups	Ch 2, pg 32 Ch 3, pgs 38, 43-48, 50 Ch 5, pgs 81-83 Ch 6, pgs 88-89, 95 Ch 7, pg 108 Ch 11, pgs 178-179 Ch 14, pgs 221, 227, 229 Ch 15, pgs 234-246 Ch 16, pgs 248-251, 253-260 Ch 19, pgs 292-309 <i>Primary Source</i> , pgs 49, 52 <i>Skill builder</i> , pgs 51, 261 Black lines 17, 22-23, 25, 33, 37-38, 43, 46, 81, 105, 108, 111, 113-119, 121-127, 145-150
E. (5) Effect of personal and group experiences on perceptions	Assess how personal and group experiences influence people's perceptions and judgments of events	Ch 1, pgs 15-17 Ch 15, pgs 236-237, 244 <i>Stop and think</i> , pg 88 <i>Extension</i> , (ATE) pgs 14, 16, 237, 244

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F.  (6) Changing ideas, concepts and traditions	Analyze how ideas, concepts, and traditions have changed over time (e.g., women's role in society)	Ch 6, pgs 89-91 Ch 15, pgs 232-246 Ch 16, pgs 253-255 Ch 17, pgs 266-267, 273 Ch 19, pgs 294-309 Ch 20, pg 319 <i>Picturing History</i> , (ATE) pgs 236, 248, 255 <i>Novel Connections</i> (ATE) pg 260 <i>Primary Source</i> , pg 252 <i>Biography</i> , pg 275 <i>Extension</i> , (ATE) pg 255 Black lines 113-119, 130-132, 134-135, 139-140, 142, 145-151 <i>Classroom discussion</i> (ATE) i.e. pgs 19, 261, 325
<b>7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)</b>		
A.  (1) Using primary and secondary sources	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters	Ch 2, pgs 20-25, 27-34 Ch 5, pgs 77-79 Ch 6, pgs 94, 100 Ch 8, pgs 126-128 Ch 9, pg 145 Ch 12, pgs 189, 191, 198 Ch 13, pgs 208, 211-212, 214 Ch 14, pgs 218, 220-221 <i>Skill builder</i> pgs 19, 35, 119, 146, 153, 199, 261 <i>Novel connections</i> (ATE) i.e. pgs 18, 100, 184 <i>Primary source</i> , pgs 14, 26, 49, 58, 80, 92, 113, 125, 146, 165, 174, 190, 209, 229, 245, 252, 268, 282, 302, 316 <i>Biography</i> , pgs 30, 42, 57, 75, 96, 117, 129, 151, 161, 179, 191, 210, 224, 241, 256, 275, 289, 307, 315 <i>Extension</i> , (ATE) pg 19, 258-259, 287, 300, 305 Black lines 9-11, 14, 26, 34, 38, 42, 46, 50, 58, 62, 66, 74, 82, 90-92, 94, 98, 102, 106, 110, 113-114
B.  (2) Using maps, graphs, statistics, timelines, charts and diagrams	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions	Ch 1, pgs 5, 7, 12 Ch 2, pgs 28, 32 Ch 3, pg 44 Ch 4, pg 56 Ch 5, pgs 73, 78, 81 Ch 7, pg 109 Ch 9, pg 150 Ch 10, pg 164 Ch 11, pg 178 Ch 13, pg 212 Ch 14, pgs 221, 225 Ch 15, pg 236 Ch 19, pgs 296, 300 Ch 20, pgs 312, 314, 321, 323 <i>Skill builder</i> pgs 35, 51, 67, 85, 101, 215, 247, 277, 291, 309, 325 Unit Timelines, pgs 2-3, 36-37, 68-69, 102-103, 136-137, 168-169, 200-201, 232-233, 262-263, 292-293 <i>Timeline Extension</i> , (ATE) pgs 3, 37, 69, 103, 137, 169, 201, 233, 263, 293 <i>Table Extension</i> , (ATE) pg 150 <i>Classroom Discussion</i> , (ATE) pg 215 <i>Chapter Review</i> , pg 66 <i>Extension</i> , (ATE) pg 274 <i>Map Extension</i> , (ATE) pgs 5, 7, 12, 28, 32, 44, 56, 73, 78, 80, 109, 164, 212, 221, 225, 236, 296, 300 Transparencies 3-4, 7-9 Black lines 5, 21, 29, 37, 53, 77, 93, 117, 155, 157
C.  (3) Creating maps and graphics	Create maps, graphs, timelines, charts and diagrams to communicate information	<i>Skill builder</i> pgs 51, 277, 291 <i>Putting it all Together</i> , i.e. pgs 74, 237 <i>Chapter Review</i> , i.e. pg 66 <i>Extension</i> , (ATE) i.e. pg 236, 274, 288 Black line 155

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D. (4) Using technological tools	Use technological tools for research and presentation	<i>Chapter Review</i> , i.e. pgs 230, 308 <i>Lesson Extension</i> , (ATE) i.e. pgs 112, 165, 172, 179, 210 <i>Map Extension (ATE)</i> i.e. pgs 80, 205, 227 <i>Novel Connections (ATE)</i> , i.e. pgs 166, 184, 198, 214 <i>Skill Builder</i> , pgs 19, 85, 113, 167, 199, 261 Black line 50
E. (5) Distinguishing fact and opinion	Distinguish between fact and opinion and recognize bias and points of view	Ch 16, pgs 257-258 <i>Focus Your Reading</i> , i.e. pg 257 <i>Picturing History</i> , (ATE) i.e. pgs 252, 258 <i>Skill Builder</i> , pgs 199, 231 Black lines 19, 123, 139 Transparency 14
F. (6) Supporting a point of view	Identify, research and defend a point of view/position	Ch 16, pgs 257-258 <i>Thinking on your Own</i> , I>E pg 253 <i>Picturing History</i> , (ATE) i.e. pg 252 Black line 123