

STANDARDS	<i>American History 1</i> Student and Annotated Teacher Editions
History Standard: Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United State and the world.	Student CD Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timelines Teacher CD Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder
<i>Chronology</i>	
1. Select events and construct a multiple-tier time line to show relationships among events	<i>Timelines:</i> Unit 1, pg 2-3; Unit 2, pg 36-37; Unit 3, pg 68-69; Unit 4, pg 102-103; Unit 5, pg 136-137; Unit 6, pg 168-169; Unit 7, pg 200-201; Unit 8, pg 232-233; Unit 9, pg 262-263; Unit 10, pg 292-293 Student CD Interactive Timelines- Units 1-10
<i>The First Global Age</i>	
2. Describe the political, religious and economic aspects of North American colonization including: a. Reasons for colonization, including religion, desire for land and economic opportunity; b. Key differences among the Spanish, French and British colonies; c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts; d. Indentured servitude and the introduction and institutionalization of slavery; e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies; f. Conflicts among colonial powers for control of North America.	Ch 3, pg 36-51 Ch 4, pg 52-67 Ch 5, pg 70-85 Ch 6, pg 86-91, 93-95 Transparencies 7, 8, 9 Blacklines 17-48
<i>Revolution</i>	
3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts; b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament	Ch 7, pg 102-119 Blacklines 49-56
4. Explain the results of important developments of the American Revolution including: a. A declaration of American independence; b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779; c. Creation of state constitutions; d. Impacts on women, African-Americans and American Indians.	Ch 8, pg 120-135 Ch 9, pg 138-140 Transparency 12 Blacklines 57-64, 67, 69-72

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<i>A New Nation</i>	
<p>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</p> <ul style="list-style-type: none"> a. Maintaining national security; b. Creating a stable economic system; c. Dealing with war debts; d. Collecting revenue; e. Defining the authority of the central government. 	<p>Ch 9, pg 140-146 Blacklines 65-68, 70</p>
<p>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</p> <ul style="list-style-type: none"> a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade); b. The Federalist/Anti-Federalist debate c. The debate over a Bill of Rights. 	<p>Ch 9, pg 147-153 Ch 10, pg 153—167 Blacklines 65, 67-68, 70, 73, 75-76, 78-80, 83, 85</p>
<p>7. Describe the actions taken to build one country from 13 states including:</p> <ul style="list-style-type: none"> a. The precedents established by George Washington, including the cabinet and a two-term presidency; b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank; c. The establishment of an independent federal court system. 	<p>Ch 10, pg 158-160 Ch 11, pg 170-179 Ch 12, pg 187-188 Blacklines 73, 75-76, 80, 84, 86, 91</p>
<i>Civil War and Reconstruction</i>	
<p>8. Describe and analyze the territorial expansion of the United States including:</p> <ul style="list-style-type: none"> a. Northwest Ordinance; b. The Louisiana Purchase and the Lewis and Clark expedition; c. Westward movement including Manifest Destiny; d. The Texas War for Independence and the Mexican-American War. 	<p>Ch 9, pg 142 Ch 12, pg 189-191, 198 Ch 13, pg 202-215 Ch 17, pg 263 Ch 18, pg 278-285, 291 <i>Transparencies</i> 6, 10, 15 Blacklines 69, 91-92, 94, 100-102, 137-144</p>
<p>9. Explain causes of the Civil War with emphasis on:</p> <ul style="list-style-type: none"> a. Slavery; b. States' rights; c. The different economies of the North and South d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; e. The abolitionist movement and the roles of Frederick Douglass and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession. 	<p>Ch 14, pg 221 Ch 15, pg 234-247 Ch 16, pg 253-256 Ch 18, pg 286 -287 Ch 19, pg 294-309 Ch 20, pg 310-312 <i>Transparencies</i> 2, 6 Blacklines 97, 108, 110, 113-126, 139, 142, 145-152, 158</p>

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<p>10. Explain the course and consequences of the Civil War with emphasis on</p> <ol style="list-style-type: none"> Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant; The Emancipation Proclamation; The Battle of Gettysburg. 	<p>Ch 20, pg 313-314, 320-324 <i>Transparency 3</i> Blacklines 153-159</p>
<p>11. Analyze the consequences of Reconstruction with emphasis on:</p> <ol style="list-style-type: none"> President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson; Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution The Ku Klux Klan and the enactment of black codes. 	<p>American History 2 Student and Annotated Teacher Editions Ch 1, pg 5-19 Blacklines 1-7</p>
<p>People in Societies Standard Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.</p>	<p>American History 1 Student and Annotated Teacher Editions Student CD Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timelines Teacher CD Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder</p>
<i>Interaction</i>	
<p>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.</p>	<p>Ch 4, pg 55, 59-62, 64-65 Ch 6, pg 90-91, 93-94 Ch 16, pg 249-251 Blacklines 27-28, 30, 44, 123</p>
<p>2. Describe and explain the social, economic and political effects of:</p> <ol style="list-style-type: none"> Stereotyping and prejudice; Racism and discrimination; Institutionalized racism and institutionalized discrimination. 	<p>Ch 6, pg 90 Ch 12 pg 190 Ch 15, pg 237 Ch 19, pg 298 <i>Skill Builders: Diaries as Primary Sources</i>, pg 199; <i>Critically reading Primary Sources</i>, pg 261 Blacklines 113, 122, 145</p>
<p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</p>	<p>Ch 5, pg 81-83 Ch 6, pg 88-89 Ch 7, pg 108 Ch 11, pg 178-179 Ch 14, pg 227, 229 Blacklines 33, 37-38, 43, 46, 81, 105, 108, 111</p>
<p>4. Analyze the economic, geographic, religious and political factors that contributed to:</p> <ol style="list-style-type: none"> The enslavement of Africans in North America; Resistance to slavery. 	<p>Ch 5, pg 78-79, 85 Ch 9, pg 142, 148-149 Ch 15, pg 232, 236-240, 243, 245, 247 Ch 19, pg 292, 297-301 Blacklines 36, 38, 66, 113-120, 145-147, 150</p>

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5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.	Ch 8, pg 129, 132 Ch 13, pg 207 Ch 15, pg 233 Ch 16, pg 253-255, 261 Ch 17, pg 266-267 Ch 20, pg 319, 325 Blacklines 122-123, 125-127, 135, 153
<i>Diffusion</i>	
6. Explain how the diverse peoples of the United States developed a common national identity.	Ch 6, pg 94, 100 Blackline 46
Geography Standard: Students use knowledge of geographic locations, patterns and process to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.	Student CD Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timelines Teacher CD Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder
<i>Places and Regions</i>	
1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.	Ch 6, pg 91 Ch 13, pg 212 Ch 18, pg 280 Ch 20, pg 312 <i>Transparencies</i> 2, 6 Blackline 141
<i>Human Environmental Interaction</i>	
2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18 th and 19 th centuries.	Ch 17, pg 270-271 Ch 18, pg 279-280 <i>Skill Builders:</i> Comparing Tables, pg 85; Reading Graphs, pg 247 Blacklines 133-134, 141
<i>Movement</i>	
3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.	Ch 13, pg 203-205, 212 Ch 17, pg 271 Ch 18, pg 278-279, 290 <i>Skill Builders:</i> Reading a Map, pg 215; Mapping Change over Time, pg 277 <i>Transparencies</i> 2, 6 Blacklines 100-102, 133-134, 140, 142-143

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Economics Standard Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.	Student CD Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timelines Teacher CD Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder
<i>Scarcity and Resource Allocation</i>	
1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.	Ch 20, pg 318 <i>Skill Builder:</i> Interpreting Multiple Graphs, pg 325 Blackline 158
<i>Markets</i>	
2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17 th and 18 th centuries.	<i>Skill Builder:</i> Reading a Table, pg 67 <i>Timeline:</i> Unit 2, pg 36-37 Blackline 29
3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.	Ch 8, pg 126 Ch 12, pg 194 Ch 14, pg 217-218, 220, 226-227 Blacklines 92, 110
<i>Government and the Economy</i>	
4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.	Ch 9, pg 140, 143-145 Blacklines 65, 67, 70
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.	Ch 10, pg 157 Ch 14, pg 217-218
Government Standard Students use knowledge of the purposes, structures and processes of political systems at the local, state, national, and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.	Student CD Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timelines Teacher CD Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder
<i>Role of Government</i>	
1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.	Ch 8, pg 126-128 Blackline 63
2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including: a. Payment of debt; b. Establishment of a national bank; c. Strict or loose interpretation of the Constitution; d. Support for England or France.	Ch 8, pg 132,134 Ch 9, pg 143-144, 149-150 Ch 11, pg 173, 175-177, 180-183 Blacklines 58, 84-87
<i>Rules and Laws</i>	
3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States: a. Shays's Rebellion b. Economic instability; c. Government under the Articles of Confederation.	Ch 9, pg 140, 143-146 Ch 10, pg 156 Blacklines 65-67, 70

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<p>4. Explain the political concepts expressed in the U.S. Constitution:</p> <ul style="list-style-type: none"> a. Representative democracy; b. Federalism; c. Bicameralism; d. Separation of powers; e. Checks and balances. 	<p>Ch 10, pg 154-160 <i>Skill Builder:</i> Reading a Historical Document- The Constitution of the United States, pg 167 Blacklines 73, 75-76</p>
<p>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.</p>	<p>Ch 10, pg 157, 163-164 Blackline 78</p>
<p>6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</p> <ul style="list-style-type: none"> a. Freedom of religion, speech, press, assembly and petition; b. Right to trial by jury and the right to counsel; c. Due process and equal protection of the laws. 	<p>Ch 10, pg 162-164 Blacklines 75-76</p>
<p>7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.</p>	<p>Ch 9, pg 142 Blackline 69</p>
<p>8. Describe the process by which a bill becomes a law.</p>	<p>Ch 10, pg 158-160 Blackline 76</p>
<p>Citizenship Rights and Responsibilities Standard Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.</p>	<p>Student CD Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timelines Teacher CD Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder</p>
<i>Participation</i>	
<p>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</p> <ul style="list-style-type: none"> a. The Sons of Liberty and Committees of Correspondence/American independence; b. The Underground Railroad and the abolitionist movement/Abolition of slavery. 	<p>Ch 7, pg 114-116 Ch 15, pg 240-241 Ch 16, pg 256 Ch 19, pg 305 Blacklines 49, 113, 121, 145</p>
<p>2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:</p> <ul style="list-style-type: none"> a. Nominating conventions; b. Expansion of the franchise; c. Active campaigning. 	<p>Ch 14, pg 225-226, 231 <i>Transparency</i> 14 Blackline 110</p>
<i>Rights and Responsibilities</i>	
<p>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:</p> <ul style="list-style-type: none"> a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner; b. State constitutional conventions and the disenfranchisement of free blacks; c. Jackson and his role in Indian removal; d. Frederick Douglass and the abolitionist movement; e. Elizabeth Cady Stanton and women's rights. 	<p>Ch 8, pg 127 Unit 5, pg 136-137 Ch 9, pg 139-140 Ch 14, pg 227 Ch 16, pg 252-256 <i>Transparency</i> 14 Blacklines 69, 110-111, 123, 126-127</p>

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4. Show connections between the rights and responsibilities of citizenship including: <ol style="list-style-type: none"> a. Voting and staying informed on issues; b. Being tried by a jury and serving on juries; c. Having rights and respecting the rights of others. 	Ch 10, pg 163 Ch16, pg 250-252 Blackline 123
Social Studies Skills and Methods Standard Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.	Student CD Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timelines Teacher CD Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder
<i>Obtaining Information</i>	
1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.	Ch 16, pg 257-258 Blackline 123
<i>Communicating Information</i>	
2. Construct a historical narrative using primary and secondary sources.	Ch 9, pg 145 Ch 16, pg 256 <i>Skill Builders:</i> Read a Primary Source, pg 146, Critically Reading a primary Source, p. 261 Blacklines 66, 122
3. Write a position paper or give an oral presentation that includes citation of sources.	Ch 7, pg 112 <i>Skill Builders:</i> Read a Primary Source, pg 113 Blackline 50
<i>Problem Solving</i>	
4. Organize and lead a discussion.	Blacklines 39, 79, 151
5. Identify ways to manage conflict within a group.	Blacklines 79, 151