

STANDARD	American History 2 Student and Annotated Teacher Editions
History 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
Industrialization	
1. Explain the effects of industrialization in the United States in the 19th century including: <ul style="list-style-type: none"> a. Changes in work and the workplace; b. Immigration and child labor and their impact on the labor force; c. Modernization of agriculture; d. Urbanization; e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture. 	Ch 2, pgs 23-25 Ch 3, pgs 39-46, 49-50 Ch 4, pgs 57-61 Blacklines 14, 17-23, 27-28 Transparency 4
2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on: <ul style="list-style-type: none"> a. Laissez-faire policies; b. Monopolies; c. Standard of living. 	Ch 3, pgs 43-46 Ch 13, pgs 207-208
3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including: <ul style="list-style-type: none"> a. Unregulated working conditions; b. Laissez-faire policies toward big business; c. Violence toward supporters of organized labor. 	Ch 3, pgs 47-53
4. Explain the goals and outcomes of the late 19 th and early 20 th century reform movements of Populism and Progressivism with emphasis on: <ul style="list-style-type: none"> a. Urban reforms; b. Conservation; c. Business regulation and antitrust legislation; d. The movement for public schooling; e. The regulation of child labor. 	Ch 4, pgs 65-67 Ch 6, pgs 88-103
Imperialism	
5. Trace the development of the United States as a world power with emphasis on: <ul style="list-style-type: none"> a. The Spanish-American War; U.S. imperialism in the Far East, b. South Pacific, Caribbean and Central America. 	Ch 5, pgs 70-80, 82-86 Blacklines 35-38 Transparency 5
20th Century Conflict	
6. Trace the development of the United States as a world power with emphasis on: <ul style="list-style-type: none"> a. The decision to enter into World War I; b. President Wilson's Fourteen Points; c. The Treaty of Versailles; d. The decision of the United States not to participate in the League of Nations. 	Ch 7, pgs 104-121 Blacklines 49-55 Transparencies 7-8

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7. Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.	Ch 9, pgs 149, 151 Ch 10, pgs 152-169 Transparency 16
8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on: <ul style="list-style-type: none"> a. The Marshall Plan; b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis; c. The Korean War and the Vietnam War. 	Ch 11, pgs 170-187 Ch 12, pgs 197-200 Ch 14, pgs 227-231 Ch 15, pgs 249-251
<i>The United States in the 20th Century</i>	
9. Analyze the major political, economic and social developments of the 1920s including: <ul style="list-style-type: none"> a. The Red Scare; b. Women's right to vote; c. African-American migrations from the South to the North; d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan; e. The Roaring Twenties and the Harlem Renaissance; f. Stock market speculation and the stock market crash of 1929. 	Ch 4, pgs 58-61 Ch 6, pgs 96-100 Ch 8, pgs 122-128, 130 Unit 4, pgs 104-105 Transparency 6
10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on: <ul style="list-style-type: none"> a. The Great Depression; b. The Dust Bowl; c. The New Deal. 	Ch 8, pgs 129, 131-135 Ch 9, pgs 138-150 Unit 4, pgs 104-105 Transparency 9
11. Analyze the impact of U.S. participation in World War II with emphasis on: <ul style="list-style-type: none"> a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce; b. The internment of Japanese-Americans. 	Ch 10, pgs 162-168
12. Explain major domestic developments after 1945 with emphasis on: <ul style="list-style-type: none"> a. Postwar prosperity in the United States; b. McCarthyism; c. The space race; d. Immigration patterns. 	Ch 11, pg 180 Ch 12, pgs 188-192 Ch 13, pgs 205-208, 212-215
13. Trace social unrest, protest and change in the United States including: <ul style="list-style-type: none"> a. Antiwar protest during the Vietnam War; b. The counterculture movement; c. The women's liberation movement. 	Ch 15, pgs 252-254 Ch 16, pgs 267-269
14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on: <ul style="list-style-type: none"> a. <i>Brown v. Board of Education</i>; b. Changes in goals and tactics of leading civil rights advocates and organizations; c. The linkages between the civil rights movement and movements to gain justice for other minority groups. 	Ch 12, pgs 193-196 Ch 14, pg 225 Ch 15, pgs 242-243, 246-247 Ch 16, pgs 256-266 Ch 17, pg 276 Unit 8, pgs 238-239

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People in Societies 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.	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>Cultures</i> 1. Describe how the perspectives of cultural groups helped to create political action groups such as: a. The National Association for the Advancement of Colored People (NAACP); b. National Organization for Women (NOW); c. American Indian Movement (AIM); d. United Farm Workers.	Ch 6, pg 98 Ch 16, pgs 264-268
2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.	Ch 8, pg 125 Ch 13, pgs 216-217 Ch 16, pgs 262, 264, 269
<i>Interaction</i> 3. Explain how Jim Crow laws legalized discrimination based on race.	Ch 1, pg 16 Ch 15, pgs 242-243, 246-247
4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19 th century.	Ch 6, pgs 96, 98-99 Ch 15, pgs 242-243, 247 Ch 16, pgs 259-260, 267-269 Transparency 6
<i>Diffusion</i> 5. Explain the effects of immigration on society in the United States: a. Housing patterns; b. Political affiliation; c. Education system; d. Language; e. Labor practices; f. Religion.	Ch 4, pgs 54-62 Ch 6, pgs 96, 99 Ch 16, pgs 262-264 Blacklines 25-31 Transparency 4
Geography 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. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including: a. Urban areas; b. Wilderness; c. Farmland; d. Centers of industry and technology.	Ch 2, pgs 20-28 Ch 4, pgs 63-67 <i>Skill Builder</i> : pgs 221, 305 Blacklines 10-14, 23, 27-28, 30

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<p><i>Human Environmental Interaction</i> 2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.</p>	<p>Ch 2, pgs 27-28 Ch 3, pgs 38-44 Ch 4, pgs 63-66 Ch 8, pgs 124-125 Ch 13, pg 208 Unit 2, pgs 36-37 Unit 10, pg 307 Blacklines 57, 60, 62 Transparency 3</p>
<p><i>Movement</i> 3. Analyze the geographic processes that contributed to changes in American society including: a. Industrialization and post-industrialization; b. Urbanization and suburbanization; c. Immigration.</p>	<p>Ch 3, pgs 43-46 Ch 4, pgs 55-61 Ch 6, pg 99 Ch 11, pgs 173-175 Ch 12, pgs 189-192 Ch 13, pgs 207-210, 216-218 Blacklines 26-30, 46, 81, 83, 86, 89, 92, 94, 102 Transparency 4</p>
<p>Economics 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.</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>
<p><i>Markets</i> 1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.</p>	<p>Ch 3, pgs 43-44, 47-50 Ch 5, pgs 73-74 Blacklines 20, 22 Transparency 3</p>
<p>2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.</p>	<p>Ch 2, pgs 47-53 Ch 4, pgs 64-65, 67 Ch 11, pg 174 Blacklines 18, 20, 22, 42-44, 46</p>
<p><i>Government and the Economy</i> 3. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.</p>	<p>Ch 4, pg 65 Ch 6, pgs 93-95 Ch 19, pgs 310-311, 321 Ch 20, pgs 325-326, 331-332</p>
<p>4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.</p>	<p>Ch 6, pg 95</p>
<p>5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the federal government.</p>	<p>Ch 9, pgs 140-145 Ch 10, pgs 162-165</p>

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<p>Government 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</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>
<p><i>Rules and Laws</i> 1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including: a. <i>Plessy v. Ferguson</i>; b. <i>Brown v. Board of Education</i>; c. <i>Regents of the University of California v. Bakke</i>.</p>	<p>Ch 1, pg 16 Ch 12, pgs 193-194 Ch 16, pg 260 Ch 17, pg 276</p>
<p>2. Explain why the 19th and 26th Amendments were enacted and how they affected individuals and groups.</p>	<p>Ch 6, pgs 97, 100 Appendix, pgs 358, 360</p>
<p>Citizenship Rights and Responsibilities 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>
<p><i>Participation</i> 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on: a. Extension of suffrage; b. Labor legislation; c. Civil rights legislation; d. Military policy; e. Environmental legislation; f. Business regulation; g. Educational policy.</p>	<p>Ch 12, pgs 193-196 Ch 13, pg 214 Ch 14, pg 225 Ch 15, pgs 242-247 Ch 16, pgs 257-269 Blacklines 89-90, 92, 94-95, 105, 118, 121-126, 145</p>
<p>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including: a. Women's suffrage movement of the late 1800s; b. Civil rights movement of the 1960s; c. Student protests during the Vietnam War.</p>	<p>Ch 6, pgs 96-97 Ch 15, pgs 239, 252-253 Ch 16, pgs 256-260</p>
<p><i>Rights and Responsibilities</i> 3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including: a. Clear and present danger; b. Compelling government interest; c. National security; d. Libel or slander; e. Public safety; f. Equal opportunity.</p>	<p>Ch 11, pg 174</p>

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<p>4. Analyze instances in which the rights of individuals were restricted including:</p> <ul style="list-style-type: none"> a. Conscientious objectors in World War I; b. Immigrants during the Red Scare; c. Intellectuals and artists during the McCarthy Era; d. African-Americans during the civil rights movement. 	<p>Ch 8, pgs 123-124 Ch 9, pg 149 Ch 10, pgs 156, 165-166 Ch 11, pg 180 Ch 12, pgs 193-195 Ch 14, pg 225</p>
<p>Social Studies Skills and Methods 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.</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>
<p><i>Thinking and Organizing</i></p> <p>1. Determine the credibility of sources by considering the following:</p> <ul style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes; d. Accuracy and consistency of sources; e. The circumstances in which the author prepared the source. 	<p><i>Skill Builder.</i> pgs 151, 167, 289, 341 Ch 10, pgs 165-166 Transparency 16</p>
<p>2. Critique evidence used to support a thesis.</p>	<p><i>Skill Builder.</i> pgs 187, 255, 341 Ch 11, pg 185</p>
<p><i>Communicating Information</i></p> <p>3. Analyze one or more issues and present a persuasive argument to defend a position.</p>	<p><i>Chapter Review-</i> SE end of each chapter <i>Classroom Discussion-</i> ATE end of each chapter Presentation Builder</p>