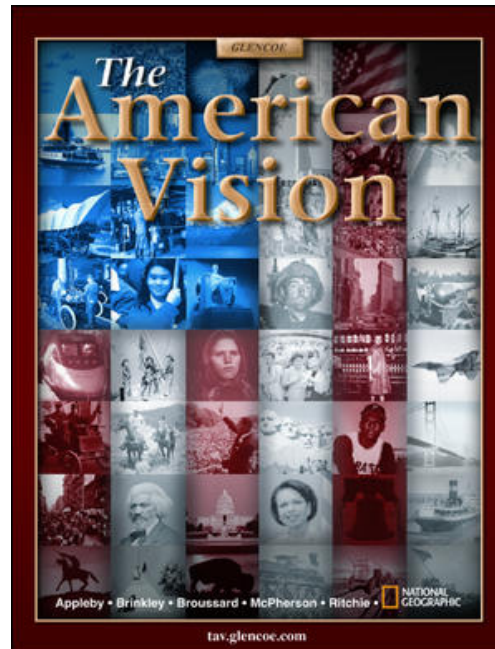




# *The* **American Vision**

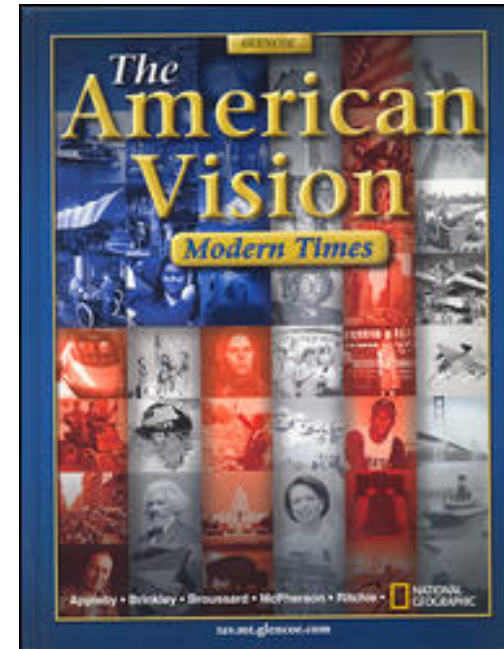
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# *The* **American Vision**

*Modern Times*

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STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
<b>I. U.S. HISTORY</b>		
<b>A. Indigenous People of North America</b>		
The student will demonstrate knowledge of indigenous cultures in North America prior to and during western exploration.		
1. Students will identify important cultural aspects and regional variations of major North American Indian nations.	<p><b>Student Edition:</b> 12-17, 20-24 <i>American Literature</i> 25 <i>History Through Art</i> 23 <i>Picturing History</i> 16 <i>Reading Check</i> 15</p> <p><b>Teacher Wraparound Edition:</b> CTA 16; DP 13; DT 14; E 24; HA 23; ICA 15, 23; RC 15</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 3 #10-#11, 5 #2-#10, 12 #14-#15, 14 #26, 15 #12-#13, 26 #18 <i>Performance Assessment</i> 7-8</p>	<p><b>Student Edition:</b> 99-102, 185, 241-242 <i>National Geographic</i> 100 <i>Profiles in History</i> 241</p> <p><b>Teacher Wraparound Edition:</b> MSP 99; RS 99, 102; SP 100, 185; UA 99, 241, 242</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 10 #17, 11 #23, 35 #6, 43 #23, 53 #11</p>

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	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
<p><b>B. Three Worlds Converge, 1450-1763</b>  The student will understand how European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.</p>		
<p>1. Students will identify the stages and motives of European oceanic and overland exploration from the 15th to the 17th centuries.</p>	<p><b>Student Edition:</b>  36-37, 38-44  <i>History Through Art</i> 40  <i>Why It Matters</i> 42-43</p> <p><b>Teacher Wraparound Edition:</b>  C 44; CTA 42; DI 40; EO 39; ETC 43; HA 40;  ICA 41; RS 39; WIM 42</p> <p><b>Teacher Resources:</b>  <i>Quizzes and Tests</i> 1 #13, 2 #15, 4 #16-#17,  8 #6, 9 #9-#10, 16 #18, #19  <i>Performance Assessment</i> 9-10</p>	<p><b>Student Edition:</b>  101-107  <i>Critical Thinking</i> 108 #8</p> <p><b>Teacher Wraparound Edition:</b>  CT 102, 103; DYK 101; UA 101; WS 101</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 3 #13, 5 #3-#4, 5 #6</p>
<p>2. Students will describe the consequences of early interactions between Europeans and American Indian nations.</p>	<p><b>Student Edition:</b>  50-57, 58  <i>Different Viewpoints</i> 52-53  <i>Profiles in History</i> 55</p> <p><b>Teacher Wraparound Edition:</b>  CTA 54, 56; DC 51; DV 53; FYI 51, 55; P 55</p> <p><b>Teacher Resources:</b>  <i>Quizzes and Tests</i> 2 #21, 9 #4, 9 #7, 16 #22,  17 #24, 18 #27</p>	<p><b>Student Edition:</b>  101, 102, 103  <i>Writing About History</i> 135 #43</p> <p><b>Teacher Wraparound Edition:</b>  CT 105; RS 102</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 5 #8, 10 #17</p>

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	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
3. Students will describe key characteristics of West African kingdoms and the development of the Atlantic slave trade.	<p><b>Student Edition:</b> 26-31 <i>National Geographic</i> 30 <i>Picturing History</i> 29</p> <p><b>Teacher Wraparound Edition:</b> C 31; CD 29; CTA 30; CV 27; E 31; GS 30; PH 29; R 31; WR 28</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 3 #4, 7, 11 #1-#2, 11 #4-#5, 12 #16, 12 #21, 14 #25, 16 #16</p>	<p><b>Student Edition:</b> 107</p> <p><b>Teacher Wraparound Edition:</b> DYK 107; RS 107</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 15 #23, 17</p>
<b>The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</b>		
1. Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact.	<p><b>Student Edition:</b> 58-64, 66-71, 72-77, 84-90, 91-97 <i>Chart Skills</i> 77 <i>National Geographic</i> 96 <i>Writing Activity</i> 81</p> <p><b>Teacher Wraparound Edition:</b> CS 77; E 64, 71, 77; ICA 61; R 77, 97; WJ 68</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 20 #1, 20 #7-#8, 21, 22 #7-#8, 23 #12, 24 #14, 27 #12, 31, 32, 35 #12, 36 #16-#17 <i>Performance Assessment</i> 9-10, 11-12</p>	<p><b>Student Edition:</b> 103-108 <i>Analyzing Visuals</i> 108 <i>National Geographic</i> 108 <i>Writing About History</i> 108</p> <p><b>Teacher Wraparound Edition:</b> CT 105, 106; DYK 102, 105; RS 103; UA 105</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 5 #7, 9 #4, 12 #25, 14 #18</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. Students will identify the growing differences and tensions between the European colonies, England and American Indian nations.	<p><b>Student Edition:</b> 116-123 <i>Analyzing Political Cartoons</i> 117 <i>Graphic</i> 120 <i>Profiles</i> 122</p> <p><b>Teacher Wraparound Edition:</b> AP 117; C 123; DI 118; DP 119; GO 120; ICA 122; R 123</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 33 #6-#10, 40 #15-#17, 51, 52, 55 #11, 55 #13, 56 #21, 59 #11-#12</p>	<p><b>Student Edition:</b> 109-117 <i>Chart</i> 114 <i>Critical Thinking</i> 119 #6 <i>National Geographic</i> 113 <i>Writing About History</i> 119</p> <p><b>Teacher Wraparound Edition:</b> CT 113; MSP 110; RBI 113; RS 114; T 110; WS 115</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 6, 9 #1, 10 #19, 13 #8, 14 #19</p>
<p><b>C. Three Worlds Converge, 1450-1763</b> The student will understand the economic development of the English colonies in North America and the exploitation of enslaved Africans.</p>		
1. Students will describe and evaluate the enslavement of Africans, the Middle Passage and the use of slave labor in European colonies.	<p><b>Student Edition:</b> 30-31, 87, 89-90, 95, 106-107 <i>National Geographic</i> 96, 107</p> <p><b>Teacher Wraparound Edition:</b> C 90; GS 96; RC 107</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 34 #3, 34 #9, 36 #20, 37 #24, 38 #25, 39 #12, 42 #27, 43 #9</p>	<p><b>Student Edition:</b> 107-108</p> <p><b>Teacher Wraparound Edition:</b> DYK 107; RS 107</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 13 #12-#13, 14 #17, 15 #23</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
<b>D. Revolution and the New Nation, 1763-1820</b>		
The student will demonstrate knowledge of the causes, course, and consequences of the American Revolution.		
1. Students will analyze the major economic, political, and philosophical conflicts leading to the American Revolution including the roles of the First and Second Continental Congresses and the Declaration of Independence.	<p><b>Student Edition:</b> 116-123, 126-133, 134-137 <i>What If</i> 132 <i>You're the Historian</i> 124-125</p> <p><b>Teacher Wraparound Edition:</b> CLA 127; CT 118; DI 118, 125; DP 119; DT 117, 120; ETC 121; ICA 122</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 51, 52, 55 #13, 56 #21-#22, 58 #25-#26, 59 #2-#6, 59 #13</p>	<p><b>Student Edition:</b> 113-117 <i>Analyzing Visuals</i> 119 <i>Chart</i> 114 <i>What If</i> 116 <i>Writing About History</i> 119</p> <p><b>Teacher Wraparound Edition:</b> RBI 113; RS 114, 115, 117; WS 115</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 6 #4-#5, 9 #1, 10 #15-#16, 13 #8, 14 #19, 16 #25</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. Students will explain how and why the Americans won the war against superior British resources, analyzing the role of key leaders, major campaigns and events, and participation by ordinary soldiers and civilians.	<p><b>Student Edition:</b> 138-145 <i>Chart Skills</i> 115, 139 <i>National Geographic</i> 144 <i>Profiles in History</i> 143 <i>Reading Check</i> 142</p> <p><b>Teacher Wraparound Edition:</b> CS 139; CT 143; DI 140; FYI 141; GS 144; RC 142; RS 142</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 53, 55 #1-#8, 56 #18-#19, 57 #23-#24, 60 #18-#20 <i>Performance Assessment</i> 13-14</p>	<p><b>Student Edition:</b> 115-119 <i>National Geographic</i> 118</p> <p><b>Teacher Wraparound Edition:</b> RS 117; SP 116, 118; UA 116</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and</i> <i>Authentic Assessment</i> 6 #6, 13 #3, 13 #10</p>
3. Students will explain the impact of the Revolutionary War on groups within American society, including loyalists, patriots, women and men, Euro-Americans, enslaved and free African Americans, and American Indians.	<p><b>Student Edition:</b> 149-152 <i>History Through Art</i> 151, 152 <i>National Geographic</i> 150 <i>Profiles in History</i> 149</p> <p><b>Teacher Wraparound Edition:</b> GS 150; HA 151, 152; P 149</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 54 #1, 54 #10, 71 #11</p>	<p><b>Student Edition:</b> 119, 125-126</p> <p><b>Teacher Wraparound Edition:</b> C 131; DYK 125</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
<b>E. Revolution and the New Nation, 1763-1820</b>		
The student will understand the foundation of the American government and nation.		
1. Students will identify and explain the basic principles that were set forth in the documents that declared the nation's independence (the Declaration of Independence, inalienable rights and self-evident truths) and that established the new nation's government (the Constitution).	<p><b>Student Edition:</b> 128-129, 131-133, 134-137, 164-169, 178-207</p> <p><i>American Literature</i> 153 <i>Different Viewpoints</i> 174 <i>What If</i> 132-133</p> <p><b>Teacher Wraparound Edition:</b> AI 135; CLA 135; DC 136; R 137; RS 156; W 133</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 58 #26, 64, 68 #16-#18, 70 #26, 72 #17</p>	<p><b>Student Edition:</b> 116-117, 120-123, 126-131, 137-147, 148 <i>Critical Thinking</i> 131 #6 <i>Different Viewpoints</i> 130</p> <p><b>Teacher Wraparound Edition:</b> CT 138; MSP 122, 123; SP 13; T 120; UA 129</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 7, 11 #24, 13 #12</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. Students will describe and evaluate the major achievements and problems of the Confederation period, and analyze the debates over the Articles of Confederation and the revision of governmental institutions that created the U.S. Constitution and the Bill of Rights, and the interpretive function of the Supreme Court.	<p><b>Student Edition:</b> 158-162, 164-169, 172-175, 178-207 <i>Chart Skills</i> 162 <i>Reading Check</i> 159</p> <p><b>Teacher Wraparound Edition:</b> C 162; CS 162; CT 168; DC 167; DI 166; E 169; MC 166; RC 159</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 63 #10, 64, 65-74, 80 #16 <i>Performance Assessment</i> 15-16</p>	<p><b>Student Edition:</b> 126-137, 144-145, 159-160 <i>Critical Thinking</i> 131 #15 <i>Different Viewpoints</i> 130 <i>Primary Sources</i> 132-133 <i>Writing About History</i> 133 #45</p> <p><b>Teacher Wraparound Edition:</b> CT 127; MAP 145; RBI 130; SP 127; UA 128</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 7, 9 #14, 10 #21, 14 #15, 16 #26</p>
3. Students will describe and explain the emergence of the first American party system.	<p><b>Student Edition:</b> 213-214, 215-220 <i>Chart Skills</i> 214 <i>Critical Thinking</i> 214 #6 <i>Reading Check</i> 214</p> <p><b>Teacher Wraparound Edition:</b> CS 214; E 214; RC 214; RS 216</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 75 #10, 79 #6-#10, 81 #23, 85 #23</p>	<p><b>Student Edition:</b> 174-175 <i>Chart</i> 174</p> <p><b>Teacher Wraparound Edition:</b> C 181</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 27 #23</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
<b>F. Expansion, Innovation, and Reform, 1801-1861</b> The student will demonstrate knowledge of the early republic and how territorial expansion affected foreign relations.		
1. Students will describe the causes and analyze the effects of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.	<b>Student Edition:</b> 223-225, 228-232, 244 <i>National Geographic</i> 206-207 <i>Picturing History</i> 224 <i>Reading Check</i> 224 <b>Teacher Wraparound Edition:</b> CM 223; FYI 223; ICA 224; PH 224; RC 224 <b>Teacher Resources:</b> <i>Quizzes and Tests</i> 77 #5, 77 #8, 78, 80 #20, 80 #22, 84 #17, 84 #20, 95 #8, 100 #21 <i>Performance Assessment</i> 17-18	<b>Student Edition:</b> 175-176, 177-178 <i>Reviewing the Big Idea</i> 181 <b>Teacher Wraparound Edition:</b> RS 177; UA 176 <b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 19 #6
2. Students will analyze the impact of territorial expansion on American Indian nations and the evolution of federal and state Indian policies.	<b>Student Edition:</b> 217, 229-230, 269-270 <i>National Geographic</i> 270 <i>Profiles</i> 230 <i>Writing About History</i> 272 #7 <b>Teacher Wraparound Edition:</b> CTA 270; GS 270; P 230 <b>Teacher Resources:</b> <i>Quizzes and Tests</i> 107 #8	<b>Student Edition:</b> 177, 185 <i>Historical Analysis Skills</i> 171 <i>Writing About History</i> 230 #45 <b>Teacher Wraparound Edition:</b> CP 169; MSP 177; SP 185; US 171; WS 185 <b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 10 #8, 26 #16

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
3. Students will analyze the causes and consequences of U.S. geographic expansion to the Pacific, including the concept of Manifest Destiny and the Mexican-American War.	<p><b>Student Edition:</b> 294-297, 300-304, 306-311 <i>Different Viewpoints</i> 308-309 <i>National Geographic</i> 296, 303</p> <p><b>Teacher Wraparound Edition:</b> C 297; DI 296; E 297; GS 296; R 297; RS 295</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 119-130, 131 #1, 132 #18 <i>Performance Assessment</i> 23-24</p>	<p><b>Student Edition:</b> 193-195 <i>National Geographic</i> 194</p> <p><b>Teacher Wraparound Edition:</b> CP 169; CT 195; RS 194; T 193</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 21 #4, 26 #21, 28 #27, 30 #16</p>
<p><b>G. Expansion, Innovation, and Reform, 1801-1861</b> The student will understand how explosive growth (economic, demographic, geographic) and technological innovation transformed American society.</p>		
1. Students will describe and analyze the impact of innovations in industry, technology and transportation on life in America.	<p><b>Student Edition:</b> 245-250 <i>Linking Past &amp; Present</i> 249 <i>National Geographic</i> 246 <i>Reading Check</i> 247 <i>Technology &amp; History</i> 252</p> <p><b>Teacher Wraparound Edition:</b> C 250; DI 247; E 250; GS 246; ICA 248; LC 247; LP 249; R 250; RC 247</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 96, 99 #12-#13, 100 #14-#15, 101 #24, 103 #8, 104 #14</p>	<p><b>Student Edition:</b> 178-179 <i>Technology &amp; History</i> 180</p> <p><b>Teacher Wraparound Edition:</b> CT 179; DYK 178; MAP 179</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 19 #1, 19 #9</p>

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	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. Students will examine demographic growth and patterns of population change and their consequences for American society before the Civil War.	<p><b>Student Edition:</b> 273-275 <i>National Geographic</i> 287 <i>Picturing History</i> 274 <i>Reading Check</i> 275 <i>Writing About History</i> #8 277</p> <p><b>Teacher Wraparound Edition:</b> GS 287; PH 274; RC 275</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 97 #9, 98 #9, 100 #18, 102 #27, 139, 144 #13-#14</p>	<p><b>Student Edition:</b> 179, 180-181, 183 <i>Reviewing the Big Idea</i> 189</p> <p><b>Teacher Wraparound Edition:</b> UA 179</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 19 #10</p>
<p><b>H. Expansion, Innovation, and Reform, 1801-1861</b> The student will understand the sources, characteristics, and effects of antebellum reform movements.</p>		
1. Students will understand the sources, characteristics and effects of cultural, religious and social reform movements, including the abolition, temperance, and women's rights movements.	<p><b>Student Edition:</b> 275-277, 278-282, 284-288 <i>Profiles in History</i> 276</p> <p><b>Teacher Wraparound Edition:</b> C 282; CP 279; DI 280; E 288; GP 285; P 276; R 277, 282</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 108 #9, 109, 110, 112 #15-#20, 112, #22, 114 #27, 116 #16</p>	<p><b>Student Edition:</b> 186-189 <i>Analyzing Visuals</i> 189 <i>Reviewing the Main Idea</i> 230 #38 <i>Writing About History</i> 189</p> <p><b>Teacher Wraparound Edition:</b> RS 186, 188; SP 187; UA 188</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 20 #2, 21 #1, 29 #12</p>

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	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
The student will understand the extension, restriction, and reorganization of political democracy after 1800.		
1. Students will describe and analyze changes in American political life including the spread of universal white male suffrage, restrictions on free African Americans, and the emergence of the Second Party System.	<b>Student Edition:</b> 267, 271-272, 284-288 <i>Graph Skills</i> 272 <b>Teacher Wraparound Edition:</b> GS 272	<b>Student Edition:</b> 125-126, 181, 184, 186, 188-189 <b>Teacher Wraparound Edition:</b> SP 186; WS 184 <b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment 21 #9</i>
<b>I. Civil War and Reconstruction, 1850-1877</b> The student will demonstrate knowledge of the long- and short-term causes of the Civil War.		
1. Students will identify and explain the economic, social, and cultural differences between the North and the South.	<b>Student Edition:</b> 245-250, 251-256, 257-260 <b>Teacher Wraparound Edition:</b> C 260; CM 252; CTA 255; DI 259; R 256; RC 255; RS 252 <b>Teacher Resources:</b> <i>Quizzes and Tests 104 #16-#17</i> <i>Performance Assessment 19-20</i>	<b>Student Edition:</b> 183-185, 195-199 <i>National Geographic</i> <b>Teacher Wraparound Edition:</b> CT 196; MSP 196, 199; SP 198; UA 183 <b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment 20 #10; 21 #2-#3, 21 #6, 26 #17, 26 #19</i>

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	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. Students will understand and analyze the political impact of debates over slavery and growing sectional polarization in key events including the Missouri Compromise, the Compromise of 1850 and the Fugitive Slave Law, the rise of the Republican party, the Southern secession movement and the formation of the Confederacy.	<p><b>Student Edition:</b> 257-260, 322-324, 326-331, 332-338, 340-345 <i>Chart Skills</i> 324 <i>National Geographic</i> 258, 329</p> <p><b>Teacher Wraparound Edition:</b> C 324; GS 258, 329; R 260, 324, 331; RS 322, 330; W 327</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 100 #18, 140-148 <i>Performance Assessment</i> 25-26</p>	<p><b>Student Edition:</b> 183, 185, 196-201 <i>Chart</i> 197 <i>Reviewing the Big Idea</i> 201</p> <p><b>Teacher Wraparound Edition:</b> C 201; CT 210; DYK 210; UA 209</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 20 #1, 20 #10, 21 #2, 21 #6, 21 #10, 26 #19, 30 #13</p>
<b>The student will understand the course, character, and outcome of the Civil War.</b>		
1. Students will identify events and leaders of the war, and analyze how the differences in resources of the Union and Confederacy (economy, technology, demography, geography, political and military leadership) affected the course of the war and Union victory.	<p><b>Student Edition:</b> 336-338, 341-345, 350-356 <i>Graph Skills</i> 354 <i>Picturing History</i> 343, 351 <i>What If</i> 355</p> <p><b>Teacher Wraparound Edition:</b> CTM 343; ETC 355; PH 343, 351; R 356; RS 351; W 355</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 151-152, 154, 155, 157 <i>Performance Assessment</i> 27-28</p>	<p><b>Student Edition:</b> 207-211, 212-216 <i>Chart</i> 208 <i>Reviewing the Big Idea</i> 215 <i>The Big Idea</i> 206</p> <p><b>Teacher Wraparound Edition:</b> C 215; CT 210; DYK 210; UA 209</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 22 #1-#4, 22 #8, 22 #10, 26 #15, 28 #25, 30 #21, 32 #26, 33-34</p>

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	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. Students will describe and explain the social experience of the war on the battlefield and home front, in the Union and the Confederacy.	<p><b>Student Edition:</b> 357-363, 364-368 <i>National Geographic</i> 358, 360, 362 <i>Picturing History</i> 367</p> <p><b>Teacher Wraparound Edition:</b> AI 365; DI 366; ETC 362; GS 358, 360; ICA 360; PH 367; WPE 359</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 153, 157 #12, 158 #14, 160 #26, 162 #15</p>	<p><b>Student Edition:</b> 212 <i>Writing About History</i> 215</p> <p><b>Teacher Wraparound Edition:</b> RS 213; SP 214; UA 212</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 22 #6, 22 #9, 30 #21, 32 #26</p>
3. Students will analyze the significance of Lincoln's Gettysburg Address and its views of American political life.	<p><b>Student Edition:</b> 371-372, 1072</p>	<p><b>Student Edition:</b> 216</p> <p><b>Teacher Wraparound Edition:</b> SP 213</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 22 #5</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
The student will demonstrate knowledge of the consequences of the Civil War and Reconstruction.		
1. Students will describe the content of and reasons for the different phases of Reconstruction, and analyze their successes and failures in transforming social and race relations.	<p><b>Student Edition:</b> 386-389, 391-395, 398-402, 403-407 <i>Different Viewpoints</i> 400-401 <i>Why It Matters</i> 393-393</p> <p><b>Teacher Wraparound Edition:</b> DI 388; E 389; IAC 393; OI 387; R 389; RS 392</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 165-176 <i>Performance Assessment</i> 29-30</p>	<p><b>Student Edition:</b> 219-225 <i>Reviewing the Big Idea</i> 225 <i>Writing About History</i> 225</p> <p><b>Teacher Wraparound Edition:</b> C 225; CT 221; DYK 219, 223</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 23, 25 #2, 25 #4, 25 #11, 30 #15, 31 #24</p>
2. Students will understand and explain the political impact of the war and its aftermath in Reconstruction, including emancipation and the redefinition of freedom and citizenship, expansion of the federal bureaucracy; expansion of federal authority and its impact on states' rights.	<p><b>Student Edition:</b> 386-389, 391-395, 398-402, 403-407 <i>Different Viewpoints</i> 400-401 <i>Why It Matters</i> 393-393</p> <p><b>Teacher Wraparound Edition:</b> DI 388; E 389; IAC 393; OI 387; R 389; RS 392</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 165-176 <i>Performance Assessment</i> 29-30</p>	<p><b>Student Edition:</b> 219-225 <i>Reviewing the Big Idea</i> 225 <i>Writing About History</i> 225</p> <p><b>Teacher Wraparound Edition:</b> C 225; CT 221; DYK 219, 223</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 23, 25 #2, 25 #4, 25 #11, 30 #15, 31 #24</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
<b>J. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b> The student will analyze the process of westward expansion in the late 19 <sup>th</sup> century.		
1. Students will demonstrate knowledge of the effects of post-Civil War westward expansion including the resulting conflicts with American Indian nations.	<b>Student Edition:</b> 414-419, 420-423, 425-430 <i>Picturing History</i> 418 <i>National Geographic</i> 428 <b>Teacher Wraparound Edition:</b> CD 426; F 427; GS 428; ICA 394, 428; PH 418; TS 427 <b>Teacher Resources:</b> <i>Quizzes and Tests</i> 185-196 <i>Performance Assessment</i> 31-32	<b>Student Edition:</b> 237-242 <i>Critical Thinking</i> 242 #7 <i>Profiles in History</i> 241 <i>Writing About History</i> 242 <b>Teacher Wraparound Edition:</b> DYK 239; RS 240; SP 241; UA 240, 242; WS 239 <b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 35, 42 #20-#21, 43 #25, 45 #8-#9

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
The student will describe and analyze the linked processes of industrialization and urbanization after 1870.		
1. Students will demonstrate knowledge about how the rise of corporations, heavy industry, and mechanized farming transformed the American economy, including the role of key inventions and the growth of national markets.	<p><b>Student Edition:</b> 436-440, 442-446, 447-451 <i>Chart Skills</i> 449 <i>National Geographic</i> 437, 445</p> <p><b>Teacher Wraparound Edition:</b> C 440; CS 449; CTL 438; E 446; GS 445; ICA 439, 445; R 440, 446</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 119 #3, 119 #6, 197-199, 201-208</p>	<p><b>Student Edition:</b> 240, 244-251 <i>Chart</i> 249 <i>Critical Thinking</i> 251 #7 <i>National Geographic</i> 245 <i>You're the Historian</i> 252-253</p> <p><b>Teacher Wraparound Edition:</b> C 251; RS 245, 246; UA 240, 248; WS 244</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 36, 42 #17, 43 #24, 46 #17, 47 #23</p>
2. Students will demonstrate knowledge of the rapid growth of cities and the transformation of urban life, including the impact of migration from farms and new technologies, the development of urban political machines, and their role in financing, governing, and policing cities.	<p><b>Student Edition:</b> 469-473 <i>Moment in History</i> 472</p> <p><b>Teacher Wraparound Edition:</b> E 473; ICA 472; M 472; R 473</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 210, 214 #15-#16, 214 #21, 218 #14-#16</p>	<p><b>Student Edition:</b> 258-261 <i>Critical Thinking</i> 261 #6 <i>Moment in History</i> 260 <i>The Technology of Urbanization</i> 259 <i>Writing About History</i> 261</p> <p><b>Teacher Wraparound Edition:</b> C 261; RS 258, 260; SP 259</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 37 #4-#6, #9-#10, 41 #12, 42 #16, 42 #19, 46 #19</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
The student will demonstrate knowledge of the causes and consequences of immigration to the United States from 1870 to the First World War.		
1. Students will demonstrate knowledge of the massive wave of “New” immigration after 1870, its differences from the “Old” immigration, and its impact on new social patterns, conflicts, and ideas of national unity.	<p><b>Student Edition:</b> 464-468 <i>National Geographic</i> 465</p> <p><b>Teacher Wraparound Edition:</b> C 468; CC 465; E 468; GO 463; GS 465; ICA 467; R 468</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 209, 213 #11-#14, 215 #24, 217 #11-#12, 219 #24 <i>Performance Assessment</i> 35-36</p>	<p><b>Student Edition:</b> 254-258 <i>Critical Thinking</i> 261 #7 <i>Different Viewpoints</i> 258 <i>Geography &amp; History</i> 262-263 <i>National Geographic</i> 256</p> <p><b>Teacher Wraparound Edition:</b> MSP 258; RS 259; SP 255, 257; UA 245, 255, 257</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 37 #1-#3, #9-#10, 41 #11, 46 #21, 49-50</p>
The student will understand the origins of racial segregation.		
1. Students will demonstrate knowledge of the imposition of racial segregation, African American disfranchisement, and growth of racial violence in the post-reconstruction South, the rise of “scientific racism,” and the debates among African-Americans about how best to work for racial equality.	<p><b>Student Edition:</b> 508-512 <i>Reading Check</i> 511</p> <p><b>Teacher Wraparound Edition:</b> E 512; ICA 511; R 512; RC 511; RS 509</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 222, 225 #8-#10, 229 #4-#7, 230 #19-#20 <i>Performance Assessment</i> 37-38</p>	<p><b>Student Edition:</b> 279-281 <i>Critical Thinking</i> 281 #5, #7</p> <p><b>Teacher Wraparound Edition:</b> DYK 250; RS 279; SP 280; UA 280</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 39 #5, 42 #22, 45 #14</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
The student will describe how industrialization changed the nature of work and the origins and role of labor unions in the 1870s, 1880s, and 1890s.		
1. Students will demonstrate knowledge about how the rise of industry changed the nature of work in factories, the origins of labor unions, and the role of state and federal governments in labor conflicts.	<p><b>Student Edition:</b> 436-440, 447-451, 454-459 <i>Chart Skills</i> 449 <i>National Geographic</i> 457</p> <p><b>Teacher Wraparound Edition:</b> C 440; CS 449; CT 458; E 459; ICA 457; R 440, 459; RS 455, 456</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 200, 201 #2-#3, 203 #23, 206 #20, 207 #23 <i>Performance Assessment</i> 33-34</p>	<p><b>Student Edition:</b> 249-251 <i>Critical Thinking</i> 251 #6 <i>Writing About History</i> 251</p> <p><b>Teacher Wraparound Edition:</b> CT 250, 251; UA 250</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 36 #2, 36 #7, 43 #24, 45 #11, 46 #15</p>
The student will understand the changing dynamics of national politics in the late 19 <sup>th</sup> century.		
1. Students will demonstrate knowledge about the ways the American people responded to social, economic, and political changes through electoral politics and social movements such as populism and temperance.	<p><b>Student Edition:</b> 279-282, 500-507 <i>History Through Art</i> 279</p> <p><b>Teacher Wraparound Edition:</b> CC 505; CP 279; DD 501; E 507; HA 279; RS 501, 503; YDS 280</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 212, 217 #3, 218 #20, 222 #7-#8, 226 #19, 227 #23, 228 #26</p>	<p><b>Student Edition:</b> 267-270 <i>Critical Thinking</i> 281 #6, 286 #34 <i>Reviewing the Big Idea</i> 281 #4</p> <p><b>Teacher Wraparound Edition:</b> C 270, 281; CT 276; DYK 277; RS 275, 278; SP 268</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 38 #6-#10, 39 #1, 39 #7, 46 #16</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
The student will understand the causes and consequences of American expansionism and the Spanish-American War.		
1. Students will examine the causes of the Spanish-American War and analyze its effects on foreign policy, national identity, and the debate over the new role of America as a growing power in the Pacific and Latin America.	<p><b>Student Edition:</b> 527-533 <i>Critical Thinking</i> 53 #6 <i>National Geographic</i> 530</p> <p><b>Teacher Wraparound Edition:</b> C 533; CT 531; FYI 529; GS 530; RS 528, 530, 531</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 241-252 <i>Performance Assessment</i> 39-40</p>	<p><b>Student Edition:</b> 296-299, 301-307 <i>National Geographic</i> 304 <i>Writing About History</i> 299, 307</p> <p><b>Teacher Wraparound Edition:</b> C 299, 307; CT 303; MSP 303; SP 302; UA 304</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 60 #6-#10, 63 #1-#2, 64 #15-#17, 65 #24, 68 #14-#18, 71-72</p>
<b>K. The Emergence of Modern America, 1890-1930</b>		
The student will analyze the wide range of reform efforts known as Progressivism between 1890 and the First World War.		
1. Students will demonstrate knowledge of how Progressives addressed problems of industrial capitalism, urbanization, and political corruption.	<p><b>Student Edition:</b> 546-553 <i>Picturing History</i> 547 <i>Reading Check</i> 548</p> <p><b>Teacher Wraparound Edition:</b> CT 550; GOA 545; ICA 549; LG 547; PH 547; RC 548; RS 547</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 253-264 <i>Performance Assessment</i> 41-42</p>	<p><b>Student Edition:</b> 327-330, 333-335, 351, 357 <i>Writing About History</i> 361 #36</p> <p><b>Teacher Wraparound Edition:</b> C 335, 351; CT 329; MSP 328; RS 330</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 73-86</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. Students will analyze the debates about woman suffrage and demonstrate knowledge of the successful campaign that led to the adoption of the 19th Amendment granting women the right to vote.	<p><b>Student Edition:</b> 549-551 <i>National Geographic</i> 551 <i>Profiles in History</i> 550</p> <p><b>Teacher Wraparound Edition:</b> CP 551; CTM 550; DI 552; ETC 551; FYI 551; GS 551; P 550</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 253 #8, 258 #15, 260 #27, 261 #3</p>	<p><b>Student Edition:</b> 330-332 <i>National Geographic</i> 332 <i>Primary Sources</i> 358-359 <i>Profiles in History</i> 331</p> <p><b>Teacher Wraparound Edition:</b> RS 334; SP 331, 332; UA 331</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 73 #8, 78 #5, 81 #3</p>
The student will understand the causes and consequences of World War I.		
1. Students will analyze the causes of World War I and identify key people, major events, and the war's impact on American foreign and domestic policy.	<p><b>Student Edition:</b> 576-583, 584-589, 592-597, 599-603 <i>Different Viewpoints</i> 588 <i>National Geographic</i> 579, 594-595</p> <p><b>Teacher Wraparound Edition:</b> C 583; CTA 580, 596; E 583; GOA 575; GS 579; ICA 579; WH 578</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 265-276</p>	<p><b>Student Edition:</b> 367-374, 376-381, 385-389, 391-395 <i>Chart</i> 379 <i>National Geographic</i> 370, 386, 387</p> <p><b>Teacher Wraparound Edition:</b> C 389; CT 377; MAP 367; T 367; WS 369, 385</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 87-100</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
The student will understand how the United States changed politically, culturally, and economically from the end of World War I to the eve of the Great Depression.		
1. Students will analyze how developments in industrialization, transportation, communication, and urban mass culture changed American life.	<p><b>Student Edition:</b> 620-623, 640-645 <i>Moment in History</i> 622</p> <p><b>Teacher Wraparound Edition:</b> C 623; E 623; ETC 645; M 622; R 646; RS 621</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 298, 302 #15-#16, 303 #24, 306 #15-#16 <i>Performance Assessment</i> 43-44, 47-48</p>	<p><b>Student Edition:</b> 450-455 <i>Critical Thinking</i> 455 #6 <i>Technology &amp; History</i> 451</p> <p><b>Teacher Wraparound Edition:</b> C 455; CT 453; UA 454; WS 451</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 124, 127 #5, 128 #15-#18, 135-136</p>
2. Students will describe key social changes related to immigration, social policy, and race relations.	<p><b>Student Edition:</b> 610-616 <i>National Geographic</i> 613 <i>What Life Was Like</i> 614-615</p> <p><b>Teacher Wraparound Edition:</b> C 616; DT 611; E 616; ETC 615; GS 613; ICA 613; IS 612; R 616; RS 614</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 285, 287 #7, 287 #9-#10, 289 #11-#14, 290 #15-#18, 293 #11-#12, 295 #23</p>	<p><b>Student Edition:</b> 407-413 <i>Critical Thinking</i> 413 #6 <i>National Geographic</i> 409 <i>What Life Was Like</i> 414-415 <i>Writing About History</i> 413 <i>You're the Historian</i> 416-417</p> <p><b>Teacher Wraparound Edition:</b> C 413; MSP 407; RS 411; SP 408</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 109, 113 #11-#12, 114 #21, 115 #23, 119 #23</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
3. Students will examine the changing role of art, literature and music in the 1920s and 30s.	<p><b>Student Edition:</b> 620-623, 626-628 <i>American Literature</i> 631 <i>Time Notebook</i> 624-625 <i>Reading Check</i> 628</p> <p><b>Teacher Wraparound Edition:</b> A 624; C 623; DI 622; ICA 629; RC 629; RS 627; YDS 629</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 286, 287 #6, 287 #8, 290 #19, 291 #24, 292 #25, 294 #15-#16 <i>Performance Assessment</i> 45-46</p>	<p><b>Student Edition:</b> 418-421, 427-429 <i>Time Notebook</i> 422-423 <i>Writing About History</i> 421</p> <p><b>Teacher Wraparound Edition:</b> C 421; CT 428; SP 420; UA 420</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 110, 111 #1-#8, 113 #1, 113 #5, 114 #19, 118 #16, 121-122</p>
<p><b>L. The Great Depression and World War II, 1929-1945</b> The student will understand the origins and impact of the Great Depression and the New Deal, 1929-1940.</p>		
1. Students will demonstrate knowledge of the causes of the Great Depression and how it affected Americans in all walks of life.	<p><b>Student Edition:</b> 656-660, 661-665 <i>Graph Skills</i> 658 <i>Moment in History</i> 662</p> <p><b>Teacher Wraparound Edition:</b> C 660; E 660; GOA 655; GS 658; ICA 659; RS 662</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 309-320 <i>Performance Assessment</i> 49-50</p>	<p><b>Student Edition:</b> 469-473, 475-479, 483-487 <i>Graph</i> 470 <i>National Geographic</i> 477 <i>Writing About History</i> 473, 479, 487</p> <p><b>Teacher Wraparound Edition:</b> C 473, 479; MSP 475; WS 471, 477</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 137-150</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. Students will demonstrate knowledge of how the New Deal addressed the Great Depression and transformed American federalism.	<p><b>Student Edition:</b> 682-688, 689-694, 695-700 <i>Chart Skills</i> 687 <i>Why It Matters</i> 684-685</p> <p><b>Teacher Wraparound Edition:</b> CS 687; DI 683; ETC 687; RS 683; WM 684</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 321-332 <i>Performance Assessment</i> 51-52</p>	<p><b>Student Edition:</b> 501-507, 511-517, 520-525 <i>Critical Thinking</i> 507 #6 <i>Why It Matters</i> 508-509 <i>Writing About History</i> 525</p> <p><b>Teacher Wraparound Edition:</b> C 507, 517; RS 505, 506, 513; SP 503; UA 511; WS 521</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 151-164</p>
<p><b>M. The Great Depression and World War II, 1929-1945</b> The student will understand the origins of World War II, the course of the war, and the impact of the war on American society.</p>		
1. Students will demonstrate knowledge of the international background of World War II and the debates over American involvement in the conflict.	<p><b>Student Edition:</b> 708-712, 713-718, 719-724, 725-730, 736-740, 755-761, 764-772</p> <p><b>Teacher Wraparound Edition:</b> C 730; CT 729; EP 726; R 730; RS 727</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 341-342, 344, 345 #11-#14, 346 #20, 349 #11-#13, 352 #25</p>	<p><b>Student Edition:</b> 537-541, 543-548, 557-563 <i>National Geographic</i> 545 <i>Writing About History</i> 541</p> <p><b>Teacher Wraparound Edition:</b> C 541, 548, 563; CT 547; RS 557; SP 537, 543</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 173, 174, 176, 177 #11-#14, 178 #16, 178 #20, 181 #11-#13, 182 #14-#16</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. Students will demonstrate knowledge of key leaders and events of World War II and how the Allies prevailed.	<p><b>Student Edition:</b> 708-712, 713-718, 719-724, 725-730, 736-740, 755-761, 764-772 <i>National Geographic</i> 766-767</p> <p><b>Teacher Wraparound Edition:</b> C 730; CT 729; EP 726; GOA 707; R 730; RS 727</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 353-354, 356-357, 359 #14, 360 #18-#20, 363 #13-#14, 364 #18-#20</p>	<p><b>Student Edition:</b> 573-578, 580-585, 599-605, 609-617 <i>National Geographic</i> 604 <i>What If</i> 602-603 <i>Writing About History</i> 585, 605</p> <p><b>Teacher Wraparound Edition:</b> C 585; CT 583; MSP 601; SP 582; UA 581; WS 580</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 175, 187, 188, 190, 191, 193 #11-#12, 194 #18-#20</p>
3. Students will describe the impact of the war on people such as women, African Americans and Japanese Americans.	<p><b>Student Edition:</b> 749-754 <i>Moment In History</i> 752 <i>National Geographic</i> 751</p> <p><b>Teacher Wraparound Edition:</b> C 754; CTA 753; DI 751; GS 751; M 752; WL 750</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 355, 359 #13, 360 #15-#17, 362 #25, 362 #27, 363 #12, 364 #16-#17 <i>Performance Assessment</i> 55-56</p>	<p><b>Student Edition:</b> 574-578, 587-593 <i>American Literature</i> 594-596 <i>Moment in History</i> 591 <i>National Geographic</i> 589 <i>Writing About History</i> 593</p> <p><b>Teacher Wraparound Edition:</b> C 578, 593; RS 588; WS 577, 587</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 189, 193 #4, 193 #13, 194 #15-#17, 195 #24, 196 #25, 201-202</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
<b>N. Post-War United States, 1945-1972</b>		
The student will understand the social and economic changes in the United States, 1945-1960		
1. Students will demonstrate knowledge of social transformation in the post-war United States.	<p><b>Student Edition:</b> 790-796, 814-819, 820-825</p> <p><b>Teacher Wraparound Edition:</b> C 796, 819; DC 815; DI 816; ICA 817; OI 791; R 796, 819</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 381, 382, 383 #11, 384 #18-#20, 385 #24, 388 #16-#17 <i>Performance Assessment</i> 59-60</p>	<p><b>Student Edition:</b> 677-678, 681-685</p> <p><i>Moment in History</i> 683 <i>Time Notebook</i> 686-687 <i>Writing About History</i> 685</p> <p><b>Teacher Wraparound Edition:</b> C 685; CT 682; DYK 681; MSP 682; SP 681</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 219, 220, 221#1, 221 #3, 222 #18, 225 #8, 226 #16, 229-230</p>
2. Students will understand the post-war economic boom and its impact on demographic patterns, role of labor, and multinational corporations.	<p><b>Student Edition:</b> 814-819, 828-832</p> <p><i>Graph Skills</i> 816 <i>Picturing History</i> 829</p> <p><b>Teacher Wraparound Edition:</b> CC 816; CT 818; DI 816; G 816; PH 829; R 819; RS 815; YDS 817</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 380, 384 #16-#17, 387 #11-#12</p>	<p><b>Student Edition:</b> 667-671, 675-677</p> <p><i>Writing About History</i> 671</p> <p><b>Teacher Wraparound Edition:</b> CT 667, 675, 676, 677; RS 668; UA 667, 670</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 217, 218, 221 #11-#12, 222 #21, 224 #26, 225 #11</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
The student will understand the Cold War, its causes, consequences and its military conflicts.		
1. Students will demonstrate knowledge of key events of the Cold War and the causes and consequences of the Korean War.	<p><b>Student Edition:</b> 778-782, 783-789, 799 <i>Graphic</i> 784 <i>National Geographic</i> 787</p> <p><b>Teacher Wraparound Edition:</b> C 789; CC 785; CM 786; DI 780; GO 784; GS 787; OI 779; R 782; RS 784</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 367-378</p>	<p><b>Student Edition:</b> 627-631, 633-639, 651-657 <i>Different Viewpoints</i> 637 <i>National Geographic</i> 635 <i>Writing About History</i> 631 <i>You're the Historian</i> 784-785</p> <p><b>Teacher Wraparound Edition:</b> C 639, 657; CT 630; RS 627, 636, 656; WS 633</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 203-213</p>
2. Students will analyze America's involvement in the Vietnam War.	<p><b>Student Edition:</b> 892-895, 896-901 <i>Different Viewpoints</i> 898-899 <i>Graph Skills</i> 901 <i>National Geographic</i> 893</p> <p><b>Teacher Wraparound Edition:</b> C 895; CTA 900; DI 898; E 895; EO 897; GS 893; R 895, 901</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 423-434 <i>Performance Assessment</i> 65-66</p>	<p><b>Student Edition:</b> 773-776, 778-783, 787-791 <i>Different Viewpoints</i> 780-781 <i>Writing About History</i> 783</p> <p><b>Teacher Wraparound Edition:</b> C 776; CT 773, 782; WS 778, 787</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 267-280</p>

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	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
The student will understand the key domestic political issues and debates in the postwar era to 1972.		
1. Students will demonstrate knowledge of the domestic policies and civil rights issues of the Truman and Eisenhower administrations.	<p><b>Student Edition:</b> 808-813 <i>Why It Matters</i> 812-813</p> <p><b>Teacher Wraparound Edition:</b> C 813; DC 809; ICA 811; R 813; RS 809; W 812</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 379, 383 #12-#13, 384 #15, 386 #25, 387 #13, 388 #14, 390 #26</p>	<p><b>Student Edition:</b> 667-671, 746 <i>Critical Thinking</i> 671 #5 <i>Writing About History</i> 671</p> <p><b>Teacher Wraparound Edition:</b> C 671; RS 668, 669; SP 670; UA 670</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 217, 222 #21, 224 #25, 225 #13, 227 #24, 228 #26</p>
2. Students will analyze provisions of Kennedy's New Frontier and Johnson's Great Society.	<p><b>Student Edition:</b> 840-845, 854-860 <i>Critical Thinking</i> 845 #6</p> <p><b>Teacher Wraparound Edition:</b> C 845, 860; CP 855; CTA 858; E 860; ETC 859; ICA 857; R 845, 860; RS 844</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 399 #2, 399 #8, 399 #10, 401 #7-#10, 403 #1-#6, 404 #20, 406 #25, 407 #12-#13</p>	<p><b>Student Edition:</b> 704-711, 722-729 <i>Chart</i> 709, 727 <i>Critical Thinking</i> 711 #6 <i>Moment in History</i> 728</p> <p><b>Teacher Wraparound Edition:</b> C 711, 729; CT 725; RS 707, 724, 726</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 239, 241, 243-244, 247-248</p>

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3. Students will analyze the impact of the foreign and domestic policies of Nixon.	<p><b>Student Edition:</b> 952-957, 958-962 <i>Analyzing Political Cartoons</i> 956 <i>Picturing History</i> 957</p> <p><b>Teacher Wraparound Edition:</b> C 957; CTA 956; E 957; PH 957; R 957; WP 956</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 455, 459 #12, 461 #24, 464 #15, 465 #24</p>	<p><b>Student Edition:</b> 852, 853-856, 865 <i>Critical Thinking</i> 856 #5-#6</p> <p><b>Teacher Wraparound Edition:</b> C 856; CT 854; RS 853; WS 855</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 303, 307 #12, 310 #11, 310 #13, 312 #14-#15</p>
The student will understand the changes in legal definitions of individual rights in the 1960s and 1970s and the social movements that prompted them.		
1. Students will demonstrate knowledge of the “rights revolution” including the civil rights movement, women’s rights movements, expansion of civil liberties, and environmental and consumer protection.	<p><b>Student Edition:</b> 866-872, 873-880, 881-886, 926-930, 932-937, 939-943 <i>Moment in History</i> 867</p> <p><b>Teacher Wraparound Edition:</b> CD 870; CLA 874; CT 870, 877; ETC 868; GOA 865, 951; ICA 869; M 867; RS 864</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 411-422, 436, 437, 439 #15, 440 #16-#17, 441 #24, 442 #27, 443 #12</p> <p><i>Performance Assessment</i> 63-66</p>	<p><b>Student Edition:</b> 741-747, 749-756, 758-763, 814-819 <i>Moment in History</i> 743 <i>Primary Sources</i> 764-765 <i>Profiles in History</i> 745</p> <p><b>Teacher Wraparound Edition:</b> C 747, 756, 819; RS 752; SP 750; UA 745; WS 741, 755</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 253-266</p>

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<p><b>O. Contemporary United States, 1970 to the present</b>  The student will understand the evolution of foreign and domestic policy in the last three decades of the 20th century and the beginning of the 21<sup>st</sup> century.</p>		
<p>1. Students will demonstrate knowledge of the changing domestic and foreign policies in the Ford, Carter, Reagan, George H. W. Bush, and Clinton, George W. Bush administrations.</p>	<p><b>Student Edition:</b>  963-969, 980-984, 985-991, 1001-1006, 1016-1021, 1031-1037</p> <p><b>Teacher Wraparound Edition:</b>  C 969, 1006; CLA 986; DI 982, 987; GOA 951</p> <p><b>Teacher Resources:</b>  <i>Quizzes and Tests</i> 457, 460 #20, 462 #27, 468, 470 #6, 472 #17-#19, 480, 483, 485 #14, 486 #18  <i>Performance Assessment</i> 73-74</p>	<p><b>Student Edition:</b>  866-867, 868-870, 894-895, 897-899, 917-919, 936-934, 940-941, 950-951, 958-960</p> <p><b>Teacher Wraparound Edition:</b>  C 870, 919, 951; RS 897, 936; SP 869, 896, 918, 940; UA 895; WS 866</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 305, 308 #20, 310 #26, 312 #19, 318, 320, 323 #24, 332 #2</p>
<p>2. Students will demonstrate knowledge of economic, social, and cultural developments in the contemporary United States.</p>	<p><b>Student Edition:</b>  994-999, 1012-1015  <i>Picturing History</i> 995</p> <p><b>Teacher Wraparound Edition:</b>  C 999; E 1015; PH 995; RS 1013</p> <p><b>Teacher Resources:</b>  <i>Quizzes and Tests</i> 479, 481, 483 #22, 485 #11-#12, 489 #12, 491 #23</p>	<p><b>Student Edition:</b>  943-946, 948-951  <i>Writing About History</i> 946</p> <p><b>Teacher Wraparound Edition:</b>  C 946; RS 943; SP 945, 949; WS 945</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 331, 333, 337 #15, 338 #22, 341 #12, 342 #21</p>

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	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
3. Students will know and describe the political and economic policies that contributed to the collapse of the Soviet Union and the end of the Cold War.	<p><b>Student Edition:</b> 1001-1006 <i>Critical Thinking</i> 1006 #5 <i>Moment in History</i> 1003 <i>National Geographic</i> 1002</p> <p><b>Teacher Wraparound Edition:</b> A 1002; DI 1003; M 1003</p> <p><b>Teacher Resources:</b> <i>Quizzes and Tests</i> 468 #6, 470 #2, 472 #20, 473 #23, 474 #27, 476 #22, 477 #23, 492 #27</p>	<p><b>Student Edition:</b> 915-918 <i>Critical Thinking</i> 919 #5 <i>Moment in History</i> 917 <i>Writing About History</i> 919</p> <p><b>Teacher Wraparound Edition:</b> CT 917; RBI 917; SP 916, 917</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 320 #6-#7 320 #9, 321 #4, 321 #9, 323#23</p>
<b>IV. HISTORICAL SKILLS</b>		
<b>A. Historical Inquiry</b>		
The student will apply research skills through an in-depth investigation of a historical topic.		
1. Students will define a research topic that can be studied using a variety of historical sources with an emphasis on the use of primary sources.	<p><b>Student Edition:</b> 1046-1047, 1048-1057, 1060-1079 <i>Skillbuilder</i> 938 <i>You're the Historian</i> 124</p> <p><b>Teacher Wraparound Edition:</b> AA 1053, 1055; BI 1048, 1050, 1056; DI 378</p> <p><b>Teacher Resources:</b> <i>Performance Assessment</i> 20 #2-#3, 26 #2-#3, 32 #2, 40 #2, 50 #2</p>	<p><b>Student Edition:</b> 974-980 <i>Primary Sources</i> 132-133, 284-285, 436-437, 526-527, 658-659 <i>Skillbuilder</i> 1014, 1026</p> <p><b>Teacher Wraparound Edition:</b> CT 132, 285; T 1014, 1026; WS 527, 737</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 72 #2, 86 #3, 150 #2, 164 #2, 203 #3</p>

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2. Students will identify and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.	<p><b>Student Edition:</b> <i>Skillbuilder</i> 381, 938, 975, 1000</p> <p><b>Teacher Wraparound Edition:</b> CTA 550; DI 342, 378, 548; ICA 335, 428</p> <p><b>Teacher Resources:</b> <i>Performance Assessment</i> 10, 12, 14, 16 #2, 20 #2-#3, 26 #23</p>	<p><b>Student Edition:</b> <i>Applying the Skill</i> 1012, 1013, 1021, 1027 <i>Skillbuilder</i> 1012, 1013, 1021, 1027</p> <p><b>Teacher Wraparound Edition:</b> T 1012, 1013, 1021, 1027</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 72 #2, 86 #3, 164 #2, 186 #2</p>
3. Students will evaluate websites for authenticity, reliability, and bias.	<p><b>Student Edition:</b> <i>Skillbuilder</i> 381, 513, 651</p> <p><b>Teacher Wraparound Edition:</b> T 381, 651, 513</p>	<p><b>Student Edition:</b> <i>Applying the Skill</i> 1012 <i>Skillbuilder</i> 1012</p> <p><b>Teacher Wraparound Edition:</b> T 1012</p>
4. Students will learn how to prepare for, conduct, and document an oral history.	<p><b>Student Edition:</b> 1046-1047</p> <p><b>Teacher Wraparound Edition:</b> OH 1046</p>	<p><b>Student Edition:</b> <i>Reading Skills</i> 624, 664, 770</p> <p><b>Teacher Wraparound Edition:</b> ES 624, 770; IS 664, 770</p>

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5. Students will apply strategies to find, collect and organize historical research.	<p><b>Student Edition:</b> <i>Skillbuilder</i> 554, 701, 887, 938, 975</p> <p><b>Teacher Wraparound Edition:</b> T 554, 701, 887, 938, 975</p> <p><b>Teacher Resources:</b> <i>Performance Assessment</i> 10, 12, 14, 20 #2-#3, 26 #2-#3, 28 #4</p>	<p><b>Student Edition:</b> <i>Skillbuilder</i> 1009, 1011, 1014, 1015, 1016, 1017, 1019, 1021, 1023, 1029</p> <p><b>Teacher Wraparound Edition:</b> T 1009, 1011, 1014, 1015, 1016, 1017, 1019, 1021, 1023, 1029</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 72 #2, 86 #3, 150 #2, 164 #2, 202 #2</p>
<b>The student will analyze historical evidence and draw conclusions.</b>		
1. Students will understand the use of secondary sources to provide background and insights on historical events, and that secondary sources might reflect an author's bias.	<p><b>Student Edition:</b> <i>Skillbuilder</i> 381, 938, 975, 1000</p> <p><b>Teacher Wraparound Edition:</b> CTA 550; DI 342, 378, 548; ICA 335, 428</p> <p><b>Teacher Resources:</b> <i>Performance Assessment</i> 26 #2, 32 #2, 66 #2</p>	<p><b>Student Edition:</b> <i>Historical Analysis Skills</i> 625, 703</p> <p><i>Skillbuilder</i> 1021, 1027</p> <p><b>Teacher Wraparound Edition:</b> IS 625, 703; T 1021, 1027; UA 625, 703</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 164 #2, 280 #2</p>

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2. Students will identify the principal formats of published secondary source material and evaluate such sources for both credibility and bias.	<p><b>Student Edition:</b> <i>Skillbuilder</i> 381, 513, 651, 938, 975, 1000</p> <p><b>Teacher Wraparound Edition:</b> T 381, 651, 938, 975, 1000</p> <p><b>Teacher Resources:</b> <i>Performance Assessment</i> 26 #3, 56 #2, 66 #2</p>	<p><b>Student Edition:</b> <i>Historical Analysis Skills</i> 625, 703 <i>Skillbuilder</i> 1021, 1027</p> <p><b>Teacher Wraparound Edition:</b> IS 625, 703; T 1021, 1027; UA 625, 703</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 202 #2, 280 #2</p>
3. Students will compare and contrast primary sources to analyze first-hand accounts of historical events and evaluate such sources for both credibility and bias.	<p><b>Student Edition:</b> 1046-1047, 1048-1057, 1060-1079 <i>Skillbuilder</i> 381, 513, 651, 938 <i>You're the Historian</i> 124</p> <p><b>Teacher Wraparound Edition:</b> AA 1053, 1055; BI 1048, 1050, 1056; DI 378</p> <p><b>Teacher Resources:</b> <i>Performance Assessment</i> 26 #2, 52 #2, 60 #3, 66 #2</p>	<p><b>Student Edition:</b> 974-980 <i>Historical Analysis Skills</i> 625, 703 <i>Primary Sources</i> 132-133, 284-285, 436-437, 526-527, 658-659 <i>Skillbuilder</i> 1014, 1026</p> <p><b>Teacher Wraparound Edition:</b> CT 132, 285; T 1014, 1026; WS 527, 737</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 164 #2, 230 #3, 280 #2</p>

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4. Students will review primary and secondary sources and compare and contrast their perspectives to shape their presentation of information relevant to their research topic.	<p><b>Student Edition:</b> 1046-1047, 1048-1057, 1060-1079 <i>Skillbuilder</i> 381, 513, 651, 938, 975, 1000 <i>You're the Historian</i> 124</p> <p><b>Teacher Wraparound Edition:</b> AA 1053, 1055; BI 1048, 1050, 1056; DI 378</p> <p><b>Teacher Resources:</b> <i>Performance Assessment</i> 20 #2-#3, 26 #2-#3, 34 #3, 42 #4, 60 #3</p>	<p><b>Student Edition:</b> <i>Reading Skills</i> 234 <i>Skillbuilder</i> 1009, 1026, 1027</p> <p><b>Teacher Wraparound Edition:</b> ES 234; T 1009, 1026, 1027; UA 234</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 86 #4, 230 #3</p>
5. Students will understand the historical context of their research topic and how it was influenced by, or influenced, other historical events.	<p><b>Teacher Wraparound Edition:</b> CL 186, 321; CTA 183, 190, 310; ICA 218, 360</p> <p><b>Teacher Resources:</b> <i>Performance Assessment</i> 10, 12, 14, 26 #2-#3, 32 #2</p>	<p><b>Student Edition:</b> <i>Historical Analysis Skills</i> 92, 293, 325, 405, 534, 739, 771, 805</p> <p><b>Teacher Wraparound Edition:</b> ES 92, 293, 325, 405, 534, 739, 771, 805</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment</i> 72 #2, 150 #2, 164 #2, 230 #3</p>

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6. Students will evaluate alternative interpretations of their research topic and defend or change their analysis by citing evidence from primary and secondary sources.	<p><b>Student Edition:</b> 1046-1047, 1048-1057, 1060-1079 <i>Different Viewpoints</i> 174, 308, 401, 669 <i>Skillbuilder</i> 381, 513, 651, 938, 975, 1000 <i>You're the Historian</i> 124, 452, 534, 618</p> <p><b>Teacher Wraparound Edition:</b> DV 174, 308, 401, 669</p> <p><b>Teacher Resources:</b> <i>Performance Assessment 26 #2, 60 #3</i></p>	<p><b>Student Edition:</b> <i>Reading Skills</i> 234 <i>Skillbuilder</i> 1009, 1026, 1027</p> <p><b>Teacher Wraparound Edition:</b> ES 234; T 1009, 1026, 1027; UA 234</p> <p><b>Teacher Resources:</b> <i>Section Quizzes, Chapter Tests, and Authentic Assessment 230 #3</i></p>