

**GLENCOE CORRELATION**  
**THE AMERICAN VISION**  
**COLORADO**  
Content Standards History Grades 9-12

STANDARDS	PAGE REFERENCES
<b>STANDARD 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.</b>	
<b>1.1 Students know the general chronological order of events and people in history.</b>	
<ul style="list-style-type: none"> <li>identifying events and people that characterize each of the major eras in United States and world history (listed below).</li> </ul> <p><u>Eras in United States History</u>  The Americas to 1600  The Colonial Era, 1500 - 1754  The Revolutionary Era, 1754 - 1783  Nation Building, 1783 - 1815  The Expanding Nation, 1815 - 1850  Civil War and Reconstruction, 1850 - 1877  Development of the Industrial United States, 1865 - 1914  The Progressive Era, 1890 - 1914  Emergence of the United States as a World Power, 1890 - 1920  The 20's: Prosperity &amp; Problems  Depression and New Deal, 1929 - 1941  World War II and Post War United States, 1939 - 1961  Contemporary United States, 1961 - Present</p> <p><u>Eras in World History</u>  Emergence of Civilizations, to 1000 BC  The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC - 600 AD  The Expansion and Interaction of Civilizations, 600 AD - 1450 AD  The Early Modern World, 1450 - 1800  The World in the 19th Century  The World in the Contemporary Era</p>	SE: 62-64, 164-169, 223-224, 294-297, 363, 873-880 TWE: C 345, 660 LCE 247 R 123
<b>1.2 Students use chronology to organize historical events and people.</b>	
<ul style="list-style-type: none"> <li>reconstructing the time structure and identifying connections found in historical narratives;</li> </ul>	SE: 728-729, 1031-1032, 1034 <i>National Geographic: Geography &amp; History</i> 762-763 TWE: C 730 CCH 15 CLA 1013 MSN 1033

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<ul style="list-style-type: none"> <li>using timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions; and</li> </ul>	SE: <i>Social Studies Skillbuilder</i> 45 TWE: C 730 CLA 1013 CTL 438, 504, 788 DTL 493 GOA 413 TLA 463, 575
<ul style="list-style-type: none"> <li>describing how history can be organized, using various criteria (<i>for example, thematically, chronologically, geographically</i>) to group people and events.</li> </ul>	SE: <i>Chapter Activities</i> 1039 #26 <i>National Geographic: Geography &amp; History</i> 762-763 <i>Social Studies Skillbuilder</i> 45, 748 TWE: C 730 CTL 438 CTM 415 ML 528
<b>1.3 Students use chronology to examine and explain historical relationships.</b>	
<ul style="list-style-type: none"> <li>distinguishing between cause-and-effect relationships and events that happen or occur concurrently or sequentially;</li> </ul>	SE: <i>Critical Thinking Skillbuilder</i> 146 <i>Graph Skills</i> 658 <i>Practicing Skills</i> 235 #28 TWE: GOA 349, 655 LCE 247 TLA 319
<ul style="list-style-type: none"> <li>analyzing and explaining cause-and-effect relationships using historical information that is organized chronologically; and</li> </ul>	SE: <i>Causes and Effects</i> 129, 345, 784 <i>Critical Thinking</i> 80 #31, 111 #30, 314 #17 <i>Critical Thinking Skillbuilder</i> 146 TWE: CTA 330
<ul style="list-style-type: none"> <li>using both chronological order and the duration of events to detect and analyze patterns of historical continuity and change.</li> </ul>	SE: <i>Social Studies Skillbuilder</i> 45 TWE: CCH 15, 686 GOA 677 TLA 293, 319
<b>STANDARD 2: Students know how to use the processes and resources of historical inquiry.</b>	
<b>2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.</b>	
<ul style="list-style-type: none"> <li>formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources; and</li> </ul>	SE: <i>Critical Thinking Skillbuilder</i> 487 <i>Practicing Skills</i> 489 #26 <i>What If...</i> 132-133, 355, 758-759 TWE: C 486 CLA 333 T 487
<ul style="list-style-type: none"> <li>gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.</li> </ul>	SE: <i>Critical Thinking Skillbuilder</i> 487, 598, 617 <i>Practicing Skills</i> 489 #26 TWE: C 486 T 487
<b>2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.</b>	
<ul style="list-style-type: none"> <li>explaining how historical descriptions, arguments, and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period;</li> </ul>	SE: 1066, 1077 <i>Critical Thinking</i> 976 #20 <i>Critical Thinking Skillbuilder</i> 513, 651, 975 <i>Practicing Skills</i> 977 #23 TWE: CLA 921 ICA 372, 961

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<ul style="list-style-type: none"> <li>interpreting oral traditions and legends as "histories";</li> </ul>	SE: <i>An American Story</i> 20 <i>Fact Fiction Folklore</i> 427 <i>Primary Sources Library</i> 1047 TWE: ICA 87, 129, 287
<ul style="list-style-type: none"> <li>evaluating data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias; and</li> </ul>	SE: <i>Critical Thinking Skillbuilder</i> 513, 651 <i>Social Studies Skillbuilder</i> 424 <i>Writing Activity</i> 947 #23 TWE: CFS 1036 CLA 933 CTA 989 ICA 961
<ul style="list-style-type: none"> <li>comparing and contrasting the reliability of information received from multiple sources.</li> </ul>	SE: <i>Critical Thinking Skillbuilder</i> 617, 975, 1000 <i>Practicing Skills</i> 977#23, 1009 # 26 <i>Primary Sources Library</i> 1046-1047 <i>Study &amp; Writing Skillbuilder</i> 938 <i>Writing Activity</i> 947 #23 TWE: CTA 1035 T 1000
<b>2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.</b>	
<ul style="list-style-type: none"> <li>identifying historical contexts of contemporary issues;</li> </ul>	SE: 939-942, 968, 997, 1003-1004, 1021, 1022-1024, 1025, 1032-1033 TWE: C 1025
<ul style="list-style-type: none"> <li>identifying how print and electronic media can affect perspectives regarding historical events; and</li> </ul>	SE: 905 <i>Critical Thinking Skillbuilder</i> 513, 1000 <i>Social Studies Skillbuilder</i> 390 <i>Technology Skillbuilder</i> 381 TWE: DT 1027 GOA 891 ICA 722, 961 T 1000
<ul style="list-style-type: none"> <li>using historical information to interpret and evaluate decisions or policies regarding contemporary issues.</li> </ul>	SE: 933, 939-942, 997, 1003-1004, 1021, 1022-1024, 1025 TWE: CLA 940 R 1025
<b>STANDARD 3: Students understand that societies are diverse and have changed over time.</b>	
<b>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.</b>	
<ul style="list-style-type: none"> <li>describing the interactions and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the area that is now the United States, including African, Asian, European, Latino, and Native American;</li> </ul>	SE: 89-90, 106-107, 466-467, 935 <i>American Literature</i> 25, 431 <i>History Online</i> 467 <i>National Geographic: Geography &amp; History</i> 474 TWE: C 90 TLL 48
<ul style="list-style-type: none"> <li>describing and explaining the circumstances under which past and current societies have interacted and changed, resulting in cultural diffusion* (<i>for example, trade, war, exploration, imperialism, social disruptions, improvements in communication, and transportation</i>);</li> </ul>	SE: 43-44, 54, 56, 106-107, 466-467, 1022-1024 <i>Picturing History</i> 1023 <i>Why It Matters</i> 42-43 TWE: CLA 105 ICA 523

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<ul style="list-style-type: none"> <li>explaining the reasons for major periods of immigration to the United States and describing how different segments of U.S. society reacted and changed; and</li> </ul>	SE: 273-275, 464-465, 467-468, 610-611, 612 <i>Different Viewpoints</i> 466 <i>Geography Skills</i> 465 TWE: C 468 ICA 467 R 468
<ul style="list-style-type: none"> <li>describing the demographic changes resulting from major migrations in history (<i>for example, migration of Chinese south; Islamic nomads into Northern India; Germanic migrations into the Roman Empire; Bantu migrations south; Amer-Indian migrations into Central America; trans-Pacific migration</i>).</li> </ul>	SE: 12-13, 249, 469-470, 816, 982 <i>Geography Skills</i> 983 <i>National Geographic: Geography &amp; History</i> 992-993 TWE: C 250 CS 982 E 984
<b>3.2 Students understand the history of social organization* in various societies.</b>	
<ul style="list-style-type: none"> <li>explaining how societies are maintained when individuals see benefits and fulfill obligations of membership;</li> </ul>	SE: 54, 186-187, 481-482, 841 <i>National Geographic: Moment in History</i> 859 TWE: ICA 523
<ul style="list-style-type: none"> <li>analyzing how forces of tradition and change have influenced, altered, and maintained social roles and the social organization of societies throughout history;</li> </ul>	SE: 86-87, 279, 281-282, 459, 629, 815, 817, 971-972 TWE: PC 830
<ul style="list-style-type: none"> <li>explaining how, throughout history, social organization has been related to distributions of privilege and power; and</li> </ul>	SE: 54-55, 86-87, 253, 267, 471, 995 TWE: MSN 52 PC 830
<ul style="list-style-type: none"> <li>describing how societies have become increasingly complex in responding to the fundamental issues of social organization.</li> </ul>	SE: 933, 997-998, 1017 TWE: R 937
<b>STANDARD 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</b>	
<b>4.1 Students understand the impact of scientific and technological developments on individuals and societies.</b>	
<ul style="list-style-type: none"> <li>analyzing the major technological turning points in history (<i>for example, agricultural revolution, revolutions in transportation, industrial revolution</i>);</li> </ul>	SE: 247-249, 442-445, 641-644, 818-819, 1012-1014 <i>Technology &amp; History</i> 641 TWE: C 250 ICA 643 LCE 247
<ul style="list-style-type: none"> <li>explaining how the scientific revolution affected how people lived in and viewed the world;</li> </ul>	See Glencoe's <i>The American Republic Since 1877</i> SE: 179-180
<ul style="list-style-type: none"> <li>describing and explaining the social and economic changes that resulted from industrialization; and</li> </ul>	SE: 248-249, 436-440, 442-445, 447-450, 454-459, 470-471, 481-482, 642-643, 644-645 TWE: LCE 247
<ul style="list-style-type: none"> <li>analyzing the impact of rapid developments in areas such as transportation, technology, and telecommunications on individuals and the world today.</li> </ul>	SE: 998-999, 1012-1015 <i>History Online</i> 1013 <i>Linking Past &amp; Present</i> 817 <i>Technology &amp; History</i> 1014 <i>Why It Matters</i> 848-849 TWE: C 1015 CTA 998 ICA 817 R 1015

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<b>4.2 Students understand how economic factors have influenced historical events.</b>	
<ul style="list-style-type: none"> <li>describing how systems of exchange and other economic developments influenced the growth and history of civilizations;</li> </ul>	SE: 27-28, 30-31, 35, 95 <i>Geography Skills</i> 34, 96 TWE: C 31 CTA 16 ICA 35 R 31
<ul style="list-style-type: none"> <li>explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state;</li> </ul>	SE: 27-28, 33-34, 35-36, 95
<ul style="list-style-type: none"> <li>analyzing the relationship between economic factors and social and political policies throughout United States history;</li> </ul>	SE: 683-688, 737, 842-843, 987-988, 1017 <i>Different Viewpoints</i> 669 TWE: DC 669 GOA 677 ICA 161
<ul style="list-style-type: none"> <li>explaining how the rise and expansion of trade have connected and affected the history of regions of the world; and</li> </ul>	SE: 27-28, 30-31, 1023-1024 <i>Geography Skills</i> 34 <i>Picturing History</i> 1023 TWE: C 31 R 31, 1025
<ul style="list-style-type: none"> <li>describing modern historical developments in economic interdependence (<i>for example, the emergence of the Pacific Rim, NAFTA, the European Union</i>), and their impact on individuals and societies.</li> </ul>	SE: 1022-1024 <i>Picturing History</i> 1023 TWE: R 1025
<b>4.3 Students understand the historical development and know the characteristics of various economic systems.</b>	
<ul style="list-style-type: none"> <li>explaining the historical development of the economic system of the United States;</li> </ul>	SE: 248, 438-439, 521, 556, 568-569, 657-660, 1022-1024 <i>Graph Skills</i> 658 TWE: R 570 TTA 704
<ul style="list-style-type: none"> <li>analyzing the history of the relationship between economic systems and the role of governments throughout history;</li> </ul>	SE: 241-242, 438-439, 496-497, 556-558, 568-569, 683-688 TWE: CLA 981 CTA 496 ICA 35
<ul style="list-style-type: none"> <li>describing characteristics of specific economic systems and how these systems have existed in different ways at different times throughout history (<i>for example, manorialism, mercantilism, capitalism, socialism, communism</i>); and</li> </ul>	SE: 33, 98-99, 248, 438-439, 521 TWE: CCH 99 CLA 521, 981 ICA 35, 417
<ul style="list-style-type: none"> <li>tracing the historical factors that led to the transition from local and regional economies to a globally interdependent economy.</li> </ul>	SE: 964, 1013-1014, 1022-1024 <i>National Geographic: Geography &amp; History</i> 944-945 TWE: C 1015 ICA 966 R 1025 TTA 704

STANDARDS	PAGE REFERENCES
<b>STANDARD 5: Students understand political institutions and theories that have developed and changed over time.</b>	
<b>5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.</b>	
<ul style="list-style-type: none"> <li>identifying and explaining the role of the ideas expressed in the documents that influenced the development of constitutional democracy (<i>for example, Magna Carta, English Bill of Rights, Mayflower Compact</i>);</li> </ul>	SE: 101-102, 1059, 1060, 1061, 1062, 1063, 1064 TWE: ICA 101
<ul style="list-style-type: none"> <li>analyzing how the ideas set forth in the Declaration of Independence, Constitution and Bill of Rights, Federalist Papers, and landmark Supreme Court cases affect and operate in the contemporary United States;</li> </ul>	SE: 866-868, 933-937, 1006, 1028-1029 <i>National Geographic: Moment in History 752</i> TWE: AI 135 APV 934 CTA 877 EO 752 R 136
<ul style="list-style-type: none"> <li>identifying and analyzing how historical events have affected the organization of the political system of the United States (<i>for example, the American Revolution, the Civil War, the Mexican War, the Populist and Progressive Movements</i>); and</li> </ul>	SE: 213-214, 342-345, 502-505, 548-549, 981-983 TWE: C 507 CC 505 E 345 GOA 545
<ul style="list-style-type: none"> <li>analyzing how the United States' political system has dealt with various constitutional crises (<i>for example, the Civil War, Alien-Sedition Acts, assassinations, Watergate</i>).</li> </ul>	SE: 219-220, 223, 342-345, 960-962, 1019-1020, 1028-1029 TWE: C 962 CTA 219 ICA 955
<b>5.2 Students know how various systems of government have developed and functioned throughout history.</b>	
<ul style="list-style-type: none"> <li>comparing and contrasting the characteristics and effects of the various political systems that developed throughout history (<i>for example, republics, representative and direct democracy, feudalism, centralized monarchy, absolutism, principalities, imperial dynasties, tribal kingdoms</i>);</li> </ul>	SE: 24-25, 28, 33, 147-148, 709-711, 786-787 TWE: CL 148 DT 720
<ul style="list-style-type: none"> <li>comparing and contrasting the political traditions of Western Hemisphere nations;</li> </ul>	TWE: CL 148 CLA 556 YDS 182
<ul style="list-style-type: none"> <li>describing the characteristics and ideas of various modern political systems, and giving examples of nations that have used them (<i>for example, democracy, fascism, and communism</i>); and</li> </ul>	SE: 147-148, 168, 185-187, 708-710, 786-787, 788 <i>History Online 789</i> <i>World Geography Connection 148</i> TWE: CLA 709 DT 720
<ul style="list-style-type: none"> <li>explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization.</li> </ul>	SE: 35-36

STANDARDS	PAGE REFERENCES
<b>5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.</b>	
<ul style="list-style-type: none"> <li>explaining how military conquest and invasion have been used to assume, maintain, and extend political power throughout history;</li> </ul>	SE: 51-53, 714-716, 787-788, 1004 <i>Critical Thinking</i> 732 #18 <i>Why It Matters</i> 1004-1005 TWE: C 789 OI 714
<ul style="list-style-type: none"> <li>analyzing the impact of major revolutions on the realignment of political power throughout the modern world;</li> </ul>	SE: 145, 147-148, 528-529, 968-969, 1002-1003 <i>World Geography Connection</i> 148 TWE: CLA 135
<ul style="list-style-type: none"> <li>analyzing how genocide has been used to acquire or maintain political power;</li> </ul>	SE: 723-724, 1020 TWE: CC 722 CTA 723 DT 720
<ul style="list-style-type: none"> <li>describing how the development, expansion, and collapse of empires throughout history has affected the extension of political power;</li> </ul>	SE: 708-710, 713-716, 764-766, 848-850, 956-957, 1002-1003 TWE: CLA 709, 1002 CM 709 OI 714
<ul style="list-style-type: none"> <li>describing and analyzing the major events in the expansion of the political power of the United States (<i>for example, the American Revolution, the Louisiana Purchase, the Mexican War</i>);</li> </ul>	SE: 145, 151-152, 223-224, 232, 769-771, 781-782, 786, 1035-1037
<ul style="list-style-type: none"> <li>analyzing the causes and events of major wars of the contemporary era and the resulting changes in the distribution of political power (<i>for example, World War I, World War II, War in Vietnam, the Russian Invasion of Afghanistan</i>); and</li> </ul>	SE: 577-583, 596-597, 708-710, 713-718, 729-730, 778-782, 892-895, 898-901 TWE: CTA 582 MSN 710
<ul style="list-style-type: none"> <li>giving examples of former colonies and dependent states throughout the world that have gained independence in the 20th century, and explaining how they have addressed the political issues related to independence.</li> </ul>	SE: 1003 <i>Writing Activity</i> 1009 #27 TWE: CLA 1002
<b>5.4 Students know the history of relationships among different political powers and the development of international relations.</b>	
<ul style="list-style-type: none"> <li>describing the characteristics of relationships among political entities in the past (<i>for example, monarchies, empires, principalities, city-states, federations</i>);</li> </ul>	SE: 27-30, 35-36, 41-42 TWE: CD 60
<ul style="list-style-type: none"> <li>explaining how the growth of nationalism affected the relationships among political powers;</li> </ul>	SE: 243-244, 578, 709-710, 893 TWE: R 244, 895, 1021
<ul style="list-style-type: none"> <li>describing the eras of United States diplomacy from the Revolution through the modern period (<i>for example, the Monroe Doctrine, the domino theory, detente</i>);</li> </ul>	SE: 243-244, 523-524, 540-541, 955-957, 1021, 1070 TWE: CTA 956 TLL 890

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>explaining how the foreign policy of the United States and other nations continues to develop and change; and</li> </ul>	SE: 955-957, 967-969, 989-991, 1002-1005, 1020-1021 TWE: C 957 CLA 1023 CTA 956 GOA 851 R 991
<ul style="list-style-type: none"> <li>analyzing the development of and issues associated with worldwide movements and organizations such as the League of Nations, the United Nations, and Amnesty International.</li> </ul>	SE: 596-597, 771, 1024-1025 <i>Linking Past &amp; Present</i> 121 TWE: C 650 E 597 ICA 771 MSN 1024
<b>STANDARD 6: Students know that religious and philosophical ideas have been powerful forces throughout history.</b>	
<b>6.1 Students know the historical development of religions and philosophies.</b>	
<ul style="list-style-type: none"> <li>describing basic tenets of world religions that have acted as major forces throughout history including, but not limited to, Buddhism, Christianity, Hinduism, Islam, and Judaism;</li> </ul>	SE: 275 TWE: FYI 28
<ul style="list-style-type: none"> <li>tracing the history of how principal world religions and belief systems developed and spread;</li> </ul>	SE: 27, 28, 34-35, 54, 275-276, 297 <i>Geography and History</i> 47 <i>Reviewing Key Facts</i> 46 #33
<ul style="list-style-type: none"> <li>explaining how, throughout history, conflicts among peoples have arisen because of different ways of knowing and believing; and</li> </ul>	SE: 34-35, 276, 478, 1020-1021, 1032-1033 <i>Critical Thinking</i> 1038 #22 <i>World Geography Connection</i> 969 TWE: E 1021
<ul style="list-style-type: none"> <li>describing basic ideas of various schools of philosophy that have affected societies throughout history (<i>for example, rationalism, idealism, liberalism, conservatism</i>).</li> </ul>	SE: 108, 276-277, 477-478, 981-983 <i>Critical Thinking</i> 290 #22 <i>Different Viewpoints</i> 986 TWE: ICA 276 ML 981
<b>6.2 Students know how societies have been affected by religions and philosophies.</b>	
<ul style="list-style-type: none"> <li>giving examples of how religion and philosophical beliefs have influenced various aspects of society throughout history;</li> </ul>	SE: 60, 68-70, 75, 108-109, 275-276, 845, 983-984 <i>World Geography Connection</i> 969 TWE: C 64, 109
<ul style="list-style-type: none"> <li>explaining how, throughout history, the power of the state has been both derived from religious authority and/or in conflict with religious authority;</li> </ul>	SE: 60, 68-70, 149, 1032, 1065 <i>World Geography Connection</i> 969 TWE: YDS 1035
<ul style="list-style-type: none"> <li>explaining how the focus on individualism and reason expressed in Western philosophy has affected the history of Western culture, including the history of the United States; and</li> </ul>	SE: 477-478, 648, 1013, 1014 <i>Profiles in History</i> 485, 870 <i>Writing Activity</i> 489 #27
<ul style="list-style-type: none"> <li>explaining how the beliefs expressed in Eastern philosophy and religion have affected the history of Eastern cultures.</li> </ul>	See Glencoe's <i>World History</i> SE: 77-79, 191-194, 266, 268-269, 270-271

STANDARDS	PAGE REFERENCES
<b>6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.</b>	
<ul style="list-style-type: none"> <li>explaining from an historical context why artistic and literary expression have often resulted in controversy; and</li> </ul>	SE: 326-327, 547-548, 823-824, 924-925 TWE: ICA 276, 722, 899
<ul style="list-style-type: none"> <li>giving examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explaining what they indicate about the values and beliefs of various societies.</li> </ul>	SE: 478-479, 620-621, 628, 924-925 <i>History Through Art</i> 275 <i>Primary Sources Library</i> 1055 TWE: C 665 ICA 479 MSN 622, 628

### Codes Used for TWE Pages

AI	Analyzing Information
APV	Analyzing Points of View
C	Close
CC	Curriculum Connection
CCH	Creating a Chart
CD	Creating a Diagram
CFS	Creating a Fact Sheet
CL	Creating a List
CLA	Cooperative Learning Activity
CM	Comparing
CS	Creating a Spreadsheet
CTA	Critical Thinking Activity
CTL	Creating a Time Line
CTM	Creating a Thematic Map
DC	Discussing a Concept
DT	Discussing a Topic
DTL	Drawing a Time Line
E	Enrich
EO	Expressing an Opinion
FYI	FYI
GOA	Graphic Organizer Activity
ICA	Interdisciplinary Connections Activity
LCE	Listing Cause and Effect
ML	Making a List
MSN	Meeting Special Needs
OI	Organizing Information
PC	Predicting Consequences
R	Reteach
T	Teach
TLA	Time Line Activity
TLL	Two-Minute Lesson Launcher
TTA	Team Teaching Activity
YDS	You Don't Say...