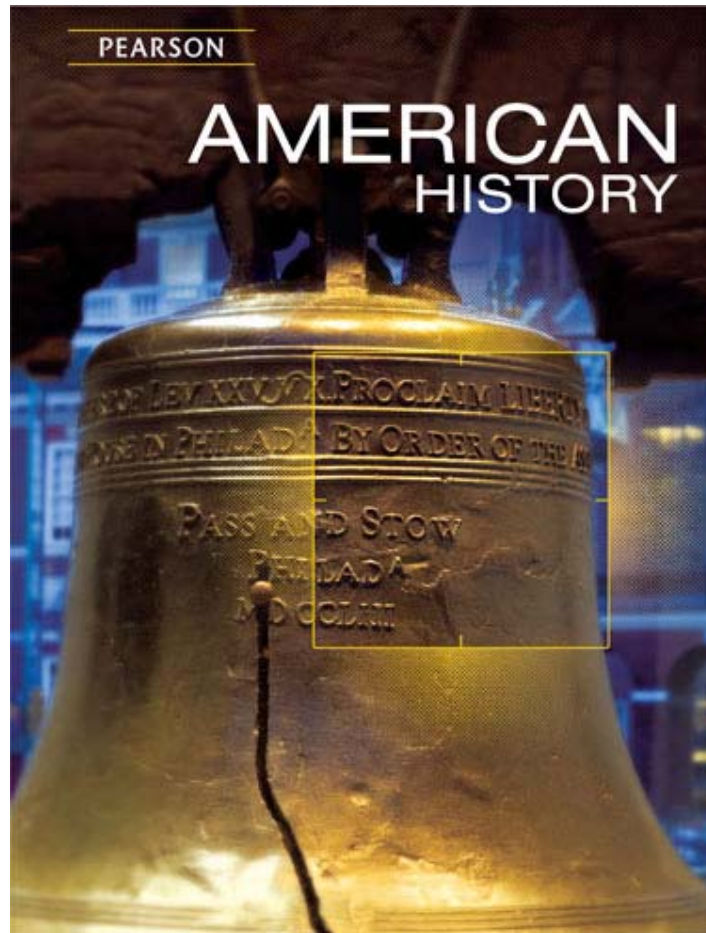


**A Correlation of**



**Beginnings to 1877, ©2016**

**To the  
Idaho Content Standards  
Social Studies**

**United States History I, Grades 9-12**



**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

**Table of Contents**

<b>Standard 1: History .....</b>	<b>3</b>
<b>Standard 2: Geography .....</b>	<b>9</b>
<b>Standard 3: Economics.....</b>	<b>10</b>
<b>Standard 4: Civics and Government.....</b>	<b>12</b>
<b>Standard 5: Global Perspectives .....</b>	<b>15</b>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
<b>Standard 1: History</b>	
<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b>	
6-12.US1.1.1.1 Compare and contrast the different cultural and social influences that emerged in the North American colonies.	<b>SE/TE:</b> The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; Colonial Society, 101–111; Colonial Trade and Government, 112–116  <i>Topic 2 Assessment</i> (2. Explain the Founding of Jamestown), 117; (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118
6-12.US1.1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.	<b>SE/TE:</b> Colonial Society, 101–111; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400  <i>Topic 2 Assessment</i> (13. Identify Economic Contributions of Women), 118; <i>Topic 7 Assessment</i> (4. Analyze How Fine Arts Depicted American Continuity and Change), 426; (6. Describe Sectional Differences in Society and Culture), 426; (7. Describe the Effects of the Second Great Awakening), 426
6-12.US1.1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.	<b>SE/TE:</b> Seven Basic Principles, 206–207; Citizens' Rights and Responsibilities, 224–229  <i>Topic 4 Assessment</i> (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (14. Analyze the Principle of Individual Rights), 231

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
6-12.USH1.1.1.4 Discuss the causes and effects of various compromises and conflicts in American history such as the American Revolution, Civil War and Reconstruction.	<p><b>SE/TE:</b> Identify Cause and Effect, 32, 40, 55, 82, 250, 275, 343, 369, 379, 388, 409; 21<sup>st</sup> Century Skills: Analyze Cause and Effect, 584–585; also see: The Revolutionary Era, 120–121, 122–129, 130–140, 141–152, 153–157, 158–172; The War of 1812, 270–281; Civil War, 428–429, 430–438, 439–449, 450–460, 461–467, 468–477, 478–487; Reconstruction, 490–491, 492–498, 499–505, 506–512, 513–518</p> <p><i>Topic 2 Assessment</i> (1. Describe the Causes of Spanish Colonization), 117; <i>Topic 3 Assessment</i> (4. Analyze the Causes of the American Revolution), 173; <i>Topic 5 Assessment</i> (16. Explain the Cause of the War of 1812), 297; <i>Topic 6 Assessment</i> (8. Explain the Causes of the Mexican-American War), 363 <i>Topic 9 Assessment</i> (1. Analyze the Causes and Effects of Economic Differences Between the North and South), 519</p>
6-12.USH1.1.1.5 Compare and contrast early cultures and settlements that existed in North America prior to European contact.	<p><b>SE/TE:</b> The Early Americas, 4–20</p> <p><i>Topic 1 Assessment</i> (1. Compare Culture Regions), 41; (3. Analyze Influence of Environment on Settlement), 41; (4. Compare Cultures), 41</p>
<b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b>	
6-12.USH1.1.2.1 Analyze the religious, political, and economic motives of European immigrants who came to North America.	<p><b>SE/TE:</b> The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; Colonial Society, 101–111</p> <p><i>Topic 2 Assessment</i> (1. Describe the Causes of Spanish Colonization), 117; (2. Explain the Founding of Jamestown), 117; (4. Describe Religious Reasons for Immigration), 117</p>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
6-12.US1.1.2.2 Explain the motives and consequences for slavery and other forms of involuntary immigration to North America.	<p><b>SE/TE:</b> Two Regions Develop Differently, 96–97; The Slave Trade Expands, 99–100; Slave Trade, 114; King Cotton and Life in the South, 389–400; Abolitionism, 407–412; Conflicts and Compromises, 430–438; Growing Tensions, 439–449; The Emancipation Proclamation, 469–470</p> <p><i>Topic 2 Assessment</i> (8. Explain the Transatlantic Slave Trade), 117; <i>Topic 7 Assessment</i> (8. Analyze Slavery’s Impact), 426; (13. Identify the Colonization Movement), 427; (14. Identify Points of View and Frames of Reference), 427; <i>Topic 8 Assessment</i> (1. Identify Congressional Conflicts), 488; (3. Analyze the Impact of the Fugitive Slave Act), 488</p>
6-12.US1.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States.	<p><b>SE/TE:</b> Native Americans on the Frontier, 323–330; Westward Movement, 331–336; Settling Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362</p> <p><i>Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363; (13. Explain the Roots of Manifest Destiny), 364</p>
<b>Goal 1.3 Identify the role of American Indians in the development of the United States.</b>	
6-12.US1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians.	<p><b>SE/TE:</b> Tecumseh’s Confederation Confronts the New Republic, 271–272; Native Americans on the Frontier, 323–330; Native Americans and Missions, 352–353</p> <p><i>Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363</p>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
6-12.US1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.	<p><b>SE/TE:</b> Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40; 21<sup>st</sup> Century Skills: Compare Viewpoints, 601z–602; Identify Bias, 602–603; Evaluate Existing Arguments, 603; Consider and Counter Opposing Arguments, 604; Participate in a Discussion or Debate, 605</p> <p><i>Topic 5 Assessment</i> (9. Identify the Era of Sectionalism), 295; (21. Identify Points of View of Political Parties), 298; <i>Topic 6 Assessment</i> (2. Identify Political Party Points of View), 363; <i>Topic 7 Assessment</i> (14. Identify Points of View and Frames of Reference), 427</p>
6-12.US1.1.3.3 Discuss the resistance of American Indians to assimilation.	<p><b>SE/TE:</b> Native Americans on the Frontier, 323–330; Native Americans and Missions, 352–353</p>
<b>Goal 1.4 Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</b>	
6-12.US1.1.4.1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States.	<p><b>SE/TE:</b> The Age of Steam, 334; The Industrial Revolution Begins, 369; Factories Come to America, 370–373; New Technologies, 377–379; Workers Respond to Challenges, 383–384</p> <p><i>Topic 6 Assessment</i> (10. Analyze the Impact of Transportation Systems), 364; <i>Topic 7 Assessment</i> (3. Explain Technology and Economic Growth), 426; (11. Identify the Impact of Industrialization on Life), 427</p>
6-12.US1.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.	<p><b>SE/TE:</b> Building Better Roads, 333; The Age of Steam, 334; Canals Connect the Country, 335–336; The Age of Steam Power, 380–383</p> <p><i>Topic 6 Assessment</i> (10. Analyze the Impact of Transportation Systems), 364</p>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
<b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</b>	
6-12.US.1.1.5.1 Examine the development of diverse cultures in what is now the United States.	<p><b>SE/TE:</b> Native Americans on the Frontier, 232–330; The Effects of Migration to California, 361–362; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400; New Political Groups in the South, 507–508</p> <p><i>Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363; (7. Identify the Age of Jackson), 363</p>
6-12.US.1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas.	<p><b>SE/TE:</b> European Exploration in the Americas, 33–40; Spanish Colonies and New Spain, 46–55; The First French, Dutch, and English Colonies, 56–68</p> <p><i>Topic 1 Assessment</i> (11. Identify the Reasons for European Exploration), 42; <i>Topic 2 Assessment</i> (1. Describe the Causes of Spanish Colonization), 117</p>
6-12.US.1.1.5.3 Analyze and describe the interactions between native peoples and the European explorers.	<p><b>SE/TE:</b> The Impact of Columbus’ Voyages, 36–37; Conquistadors Arrive in the Americas, 47–48; Spanish Settlements, 50–51; Harsh Treatment of Native Americans, 53; Missionary Work Continues, 59; Interaction with Native Americans and the Environment, 62; The Colonies Face Further Difficulties, 64–65; Native Americans Offer Assistance, 73–74</p> <p><i>Topic 1 Assessment</i> (12. Describe the Positive Consequences of the Columbian Exchange), 42; <i>Topic 3 Assessment</i> (2. Analyze the Effect of Human Geographic Factors), 173</p>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<p style="text-align: center;"><b>Idaho Content Standards Grades 6-12 – U.S. History 1</b></p>	<p style="text-align: center;"><b>American History, Beginnings to 1877 ©2016</b></p>
<p>6-12.USH1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.</p>	<p><b>SE/TE:</b> The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; Colonial Society, 101–111; Colonial Trade and Government, 112–116; The French and Indian War, 122–129; Tensions with Britain, 130–140; Taking Up Arms, 141–152; Declaring Independence, 153–157; Winning Independence, 158–172</p> <p><i>Topic 2 Assessment</i> (1. Describe the Causes of Spanish Colonization), 117; (2. Explain the Founding of Jamestown), 117; (9. Analyze Mercantilism), 117; (11. Explain William Penn’s Role in the Development of Self-Government), 118; <i>Topic 3 Assessment</i> (3. Analyze the Effects of Physical Geographic Factors), 173; (4. Analyze the Causes of the American Revolution), 173; (13. Identify the Colonial Grievances in the Declaration of Independence), 174</p>
<p>6-12.USH1.1.5.5 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts.</p>	<p><b>SE/TE:</b> Westward Movement, 331–336; Settling Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362</p> <p><i>Topic 6 Assessment</i> (4. Analyze the California Gold Rush), 363; (10. Analyze the Impact of Transportation Systems), 364; (13. Explain the Roots of Manifest Destiny), 364</p>



**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
<b>Standard 2: Geography</b>	
<b>Goal 2.1 Analyze the spatial organizations of people, places, and environment on the earth’s surface.</b>	
6-12.US.1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.	<p><b>SE/TE:</b> Analyze Maps, 5, 12, 25, 26, 32, 33, 49, 50, 55, 58, 81, 84, 93, 114, 123, 125, 147, 161, 170, 180, 212, 262, 266, 278, 290, 332, 338, 343, 345, 349, 352, 355, 356, 358, 382, 393, 431, 440, 451, 456, 463, 469, 482, 514; Graphs, 250, 360, 375, 392; Charts and Tables, 115, 159, 223, 317, 354</p> <p><i>Topic 2 Assessment</i> (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118; <i>Topic 3 Assessment</i> (1. Locate Places of Importance), 173; <i>Topic 5 Assessment</i> (10. Identify and Locate the Louisiana Purchase), 296; <i>Topic 8 Assessment</i> (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 489</p> <p><i>21st Century Skills:</i> Analyze Data and Models, 592–593; Read Charts, Graphs, and Tables, 593–594; Create Charts and Maps, 594–595; Read Physical Maps, 596–597; Read Political Maps, 597–598; Read Special-Purpose Maps, 598–599; Use Parts of a Map, 599–600</p>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
<b>Goal 2.2 Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions</b>	
6-12.US1.2.2.1 Analyze ways in which the physical environment affected political and economic development.	<b>SE/TE:</b> Two Regions Develop Differently, 96–97; Native Americans on the Frontier, 323–330; Westward Movement, 331–336; Settling Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400  <i>Topic 2 Assessment</i> (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118; <i>Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363; <i>Topic 7 Assessment</i> (6. Describe Sectional Differences in Society and Culture), 426
<b>Goal 2.3 Trace the migration and settlement of human populations on the earth’s surface.</b>	
6-12.US1.2.3.1 Describe Pre-Columbian migration to the Americas.	<b>SE/TE:</b> The First Americans, 5–6; Map: The First Americans Arrive, 5
6-12.US1.2.3.2 Illustrate westward migration across North America.	<b>SE/TE:</b> Maps: Louisiana Purchase, 262; Route of Lewis and Clark, 263; Routes of Zebulon Pike, 266; Native American Groups, 1820, 325; New States, 332; North America in 1830, 338; Texas War for Independence, 349; Westward Expansion, 355  <i>Topic 5 Assessment</i> (10. Identify and Locate the Louisiana Purchase), 296; (12. Analyze the Effects of Geographic Features), 296
<b>Standard 3: Economics</b>	
<b>Goal 3.1 : Explain basic economic concepts</b>	
6-12.US1.3.1.1 Describe the economic characteristics of mercantilism.	<b>SE/TE:</b> Mercantilism, 112–113, 133, 174  <i>Topic 2 Assessment</i> (9. Analyze Mercantilism), 117

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
6-12.US1.3.1.2 Compare the economic development of the North with the South.	<p><b>SE/TE:</b> The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p> <p><i>Topic 7 Assessment</i> (2. Describe the Features of the Free-Market System), 426; (3. Explain Technology and Economic Growth), 426; (10. Explain the Reasons for Rapid Urbanization), 427; (11. Identify the Impact of Industrialization on Life), 427</p>
<b>Goal 3.2 Identify different influences on economic systems</b>	
6-12.US1.3.2.1 Describe the emergence and evolution of a market economy.	<p><b>SE/TE:</b> Market Economy, 86, 91, 195, 239, 257, 3772–373, 382, 388</p> <p><i>Topic 5 Assessment</i> (4. Explain the Development of the Free-Market System), 295; <i>Topic 7 Assessment</i> (2. Describe the Features of the Free-Market System), 426</p>
6-12.US1.3.2.2 Analyze the role of government policy in the early economic development of the United States.	<p><b>SE/TE:</b> Creating a Stable Economy, 238–239; Taxation Sparks the Whiskey Rebellion, 239–240; Foundations of the American Economy, 247; A Painful Embargo, 268–269; Creating a Stable Economy After the War, 284–287; The Bank War, 317–319; The Panic of 1837, 320</p> <p><i>Topic 5 Assessment</i> (4. Explain the Development of the Free-Market System), 295; (19. Analyze the Sectional Impact of Tariffs), 298; <i>Topic 7 Assessment</i> (2. Describe the Features of the Free-Market System), 426; (3. Explain Technology and Economic Growth), 426; <i>Topic 9 Assessment</i> (1. Analyze the Causes and Effects of Economic Differences Between the North and South), 519</p>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
<b>Goal 3.3: Analyze the different types of economic institutions</b>	
6-12.US1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.	<p><b>SE/TE:</b> Creating a Stable Economy, 238–239; Foundations of the American Economy, 247; The Bank War, 317–319</p> <p><i>Topic 6 Assessment</i> (7. Identify the Age of Jackson), 363; <i>Topic 7 Assessment</i> (2. Describe the Features of the Free-Market System), 426</p>
<b>Standard 4: Civics and Government</b>	
<b>Goal 4.1 Build an understanding of the foundational principles of the American political system.</b>	
6-12.US1.4.1.1 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, Bacon’s Rebellion.	<p><b>SE/TE:</b> Bacon’s Rebellion, 68; Mayflower Compact, 72; Fundamental Orders of Connecticut, 76; The Foundations of Representative Government, 114–116; Albany Plan of Union, 126; Thomas Paine’s Common Sense, 154</p> <p><i>Topic 2 Assessment</i> (3. Analyze the Importance of the Virginia House of Burgesses), 117; (5. Explain the Growth of Representative Government), 117; (6. Explain the Significance of the Mayflower Compact), 117</p>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<p style="text-align: center;"><b>Idaho Content Standards Grades 6-12 – U.S. History 1</b></p>	<p style="text-align: center;"><b>American History, Beginnings to 1877 ©2016</b></p>
<p>6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution.</p>	<p><b>SE/TE:</b> Declaring Independence, 153–157; A Weak Confederation, 178–185; Drafting the Constitution, 185–190; Ideas that Influenced the Constitution, 191–196; Federalists, Antifederalists, and the Bill of Rights, 197–202</p> <p><i>Topic 3 Assessment</i> (11. Identify Major Events, Including Drafting the Declaration of Independence), 174; (13. Identify the Colonial Grievances in the Declaration of Independence), 174; <i>Topic 4 Assessment</i> (2. Summarize the Weaknesses of the Articles of Confederation), 230; 6. Explain the Grievances Addressed in the U.S. Constitution), 230; (7. Identify the Influence of the Federalist Papers), 230</p>
<p>6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.</p>	<p><b>SE/TE:</b> Seven Basic Principles, 206–207</p> <p><i>Topic 4 Assessment</i> (13. Analyze the Impact of the First Amendment on Religious Freedom), 231; (14. Analyze the Principle of Individual Rights), 231</p>
<p><b>Goal 4.2 Build an understanding of the organization and formation of the American system of government.</b></p>	
<p>6-12.USH1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.</p>	<p><b>SE/TE:</b> The Legislative Branch-Congress, 207–210; The Executive Branch-The President, 210–212; The Judicial Branch, 212–213</p> <p><i>Topic 4 Assessment</i> (5. Analyze the Principle of Checks and Balances), 230; (12. Identify the Origin of Judicial Review), 231</p>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
6-12.USH1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system.	<p><b>SE/TE:</b> Separation of Powers, 206, 207; Preventing Abuse of Power, 214; State Government, 215–217</p> <p>Topic 4 Assessment (5. Analyze the Principle of Checks and Balances), 230; (12. Identify the Origin of Judicial Review), 231</p>
<b>Goal 4.3 Build an understanding that all people in the United States have rights and assume responsibilities.</b>	
6-12.USH1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.	<p><b>SE/TE:</b> Drafting a Constitution, 185–190; Washington’s Presidency, 234–244; John Adams’s Presidency, 251–255; Jefferson’s Presidency, 256–269; Madison and the Way of 1812, 270–281; Monroe’s Presidency, 282–294; Jackson Wins the Presidency, 302–312; Reform Movement, 401–406; Abolitionism, 407–412; Women’s Rights, 413–418; Conflicts and Compromises, 430–438; Growing Tensions, 439–449; Division and the Outbreak of War, 450–460</p> <p><i>Topic 3 Assessment</i> (9. Describe the Contributions of Military Leaders), 174; <i>Topic 5 Assessment</i> (1. Analyze the Leadership of George Washington), 295; <i>Topic 6 Assessment</i> (5. Analyze Leadership), 363</p>
6-12.USH1.4.3.2 Describe ways in which citizens participated in early American public life.	<p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 224–229; Colonial Society, 101–111; The Origin of Political Parties, 245–250; Reform Movement, 401–406; Abolitionism, 407–412; Women’s Rights, 413–418</p> <p><i>Topic 3 Assessment</i> (7. Explain the Roles of Crispus Attucks, Samuel Adams, and John Adams in Boston Massacre), 174; <i>Topic 7 Assessment</i> (5. Describe the Women’s Rights Movement), 426; (12. Evaluate Educational Reform), 427</p>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Beginnings to 1877 ©2016</b>
<b>Goal 4.4 Build an understanding of the evolution of democracy.</b>	
6-12.US.1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights.	<p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 224–229; Democracy Expands, 303–304; Jacksonian Democracy, 309–311; Reform Movement, 401–406; Abolitionism, 407–412; Women’s Rights, 413–418; Emancipation and Life in Wartime, 468–477</p> <p><i>Topic 4 Assessment</i> (9. Explain How Rights and Responsibilities Reflect National Identity), 230; <i>Topic 7 Assessment</i> (5. Describe the Women’s Rights Movement), 426; (7. Describe the Effects of the Second Great Awakening), 426; (12. Evaluate Educational Reform), 427</p>
<b>Standard 5: Global Perspectives</b>	
<b>Goal 5.1 Build an understanding of multiple perspectives and global interdependence.</b>	
6-12.US.1.5.1.1 Explain the significance of principle policies and events in the United States’ relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars.	<p><b>SE/TE:</b> Adams and Conflict with France, 252; Louisiana Purchase, 261–266; Jefferson and Trade, 267; A Painful Embargo, 268–269; Madison and the War of 1812, 270–281; Gaining Florida, 292; Monroe Doctrine, 293–294; The Mexican American War, 356–358</p> <p><i>Topic 5: Assessment:</i> (8. Explain the Monroe Doctrine), 296; (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296; (16. Explain the Cause of the War of 1812), 297; <i>Topic 6 Assessment</i> (8. Explain the Causes of the Mexican-American War), 363</p>

**A Correlation of American History, Beginnings to 1877, ©2016  
To the  
Idaho Content Standards for Social Studies, U.S. History I**

<p style="text-align: center;"><b>Idaho Content Standards Grades 6-12 – U.S. History 1</b></p>	<p style="text-align: center;"><b>American History, Beginnings to 1877 ©2016</b></p>
<p>6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States’ relations with the world, such as isolationism and imperialism.</p>	<p><b>SE/TE:</b> Adams and Conflict with France, 252; Louisiana Purchase, 261–266; Jefferson and Trade, 267; A Painful Embargo, 268–269; Madison and the War of 1812, 270–281; Gaining Florida, 292; Monroe Doctrine, 293–294; The Mexican American War, 356–358</p> <p><i>Topic 5: Assessment:</i> (8. Explain the Monroe Doctrine), 296; (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296; (16. Explain the Cause of the War of 1812), 297; <i>Topic 6 Assessment</i> (8. Explain the Causes of the Mexican-American War), 363</p>
<p>6-12.USH1.5.1.3 Analyze how national interest shapes foreign policy.</p>	<p><b>SE/TE:</b> Louisiana Purchase, 261–266; American Shipping Faces Challenges, 266–268; A Painful Embargo, 268–269; Gaining Florida, 292; Settling the Mexican Cession, 358–359; The Effects of Migration to California, 361–362</p> <p><i>Topic 5: Assessment:</i> (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296</p>