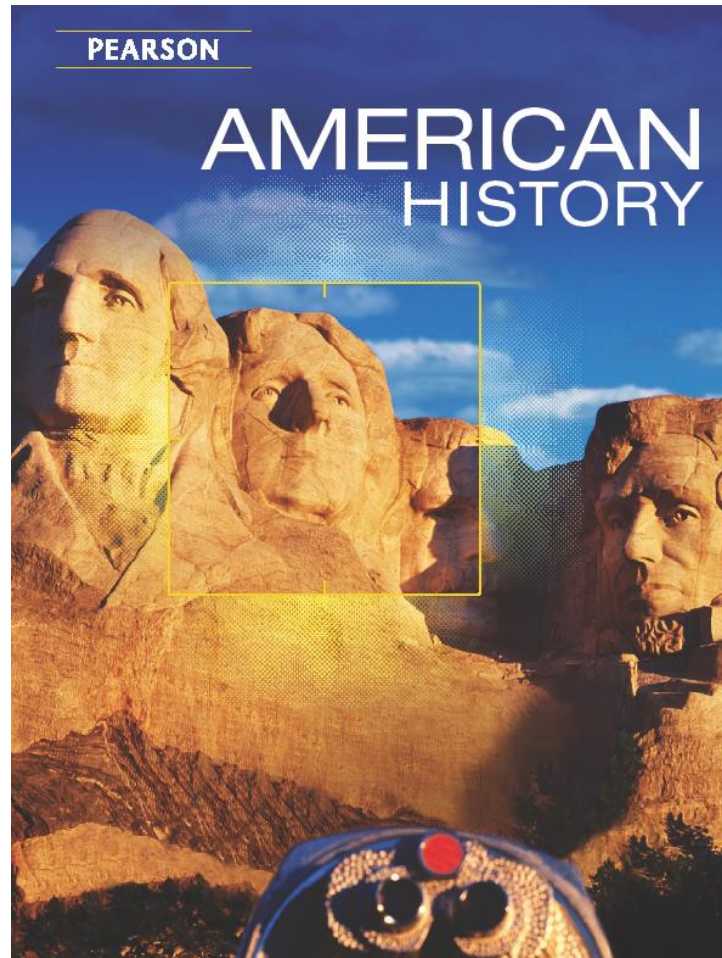


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**To the  
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Social Studies**

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



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<b>Standard 1: History</b>	
<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b>	
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<p>6-12.USH1.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States.</p>	<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; Hardships for Native Americans, 547–556</p> <p><i>Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363; (13. Explain the Roots of Manifest Destiny), 364; <i>Topic 10 Assessment</i> (6. Create a Timeline of Conflict in the West), 579; (7. Identify the Effects of the Dawes Act), 580</p>

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<b>Goal 1.3 Identify the role of American Indians in the developmnet of the United States.</b>	
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<p>6-12.US.1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.</p>	<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, 614, 641, 643, 649, 652, 659, 661, 667, 670, 683, 692, 701, 742, 749, 76, 768, 769, 774, 783, 785, 800, 801, 805, 817, 839, 843, 883, 885, 895; Graphs (examples), 250, 360, 375, 392, 571, 629, 730, 776, 865, 907; Charts and Tables (examples), 115, 159, 223, 317, 354, 666, 673, 719</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; <i>Topic 14 Assessment</i> (13. Analyze Fighting on Multiple Fronts), 795; <i>Topic 15 Assessment</i> (1. Describe Maps and the Berlin Airlift), 856; <i>Topic 17 Assessment</i> (1. Analyze Graphs), 934</p> <p><i>21st Century Skills:</i> Analyze Data and Models, 1021–1022; Read Charts, Graphs, and Tables, 1022–1023; Create Charts and Maps, 1023–1024; Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029</p>

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6-12.US1.4.3.2 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>
<b>Goal 4.4 Build an understanding of the evolution of democracy.</b>	
6-12.US1.4.4.1 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; Changes in Women’s Lives, 708–710; Diversity and Inequality, 721–727; Civil Rights, 819–835</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; <i>Topic 11 Assessment</i> (11. Compare W.E.B. Du Bois and Booker T. Washington), 634; <i>Topic 15 Assessment</i> (7. Analyze Effects of Brown v. Board of Education), 857; (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 857</p>

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To the  
Idaho Content Standards for Social Studies, U.S. History I**

Idaho Content Standards Grades 6-12 – U.S. History 1	American History, Survey Edition, © 2016
<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>
6-12.US.1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States’ relations with the world, such as isolationism and imperialism.	<p><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; Imperialism, 638–647, 648–656, 657–663</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; <i>Topic 12 Assessment</i> (1. Explain the Motivation Behind Imperialism), 695; (2. Describe the Open Door Policy), 695; (4. Explain How the Spanish-American War Was a Turning Point), 695</p>

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<b>Idaho Content Standards Grades 6-12 – U.S. History 1</b>	<b>American History, Survey Edition, © 2016</b>
<p>6-12.US.1.5.1.3 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; Imperialism, 638–647, 648–656, 657–663; World War II, 760–765, 766–774, 775–781, 782–793; The Beginning of the Cold War, 798–803; Korea and Other Postwar Conflicts, 804–811; The End of The Cold War, 870–877; Regional Conflicts, 877–887; Terrorism and Wars Overseas, 892–898; An Unstable World, 899–904; A Global Economy, 905–913</p> <p><i>Topic 5: Assessment:</i> (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296; <i>Topic 12 Assessment</i> (1. Explain the Motivation Behind Imperialism), 695; (2. Describe the Open Door Policy), 695; (4. Explain How the Spanish-American War Was a Turning Point), 695; <i>Topic 14 Assessment</i> (6. Identify the Attack on Pearl Harbor), 794; (12. Analyze the Normandy Invasion), 794; (16. Explain Turning Points in World War II), 795; <i>Topic 15 Assessment</i> (2. Describe the Marshall Plan), 856; <i>Topic 16 Assessment</i> (9. Evaluate Dealings With Iran and the Contras), 889; <i>Topic 17 Assessment</i> (2. Identify the Causes and Effects of the War in Afghanistan), 934; (3. Explain the Significance of 2001 As a Turning Point), 934</p>