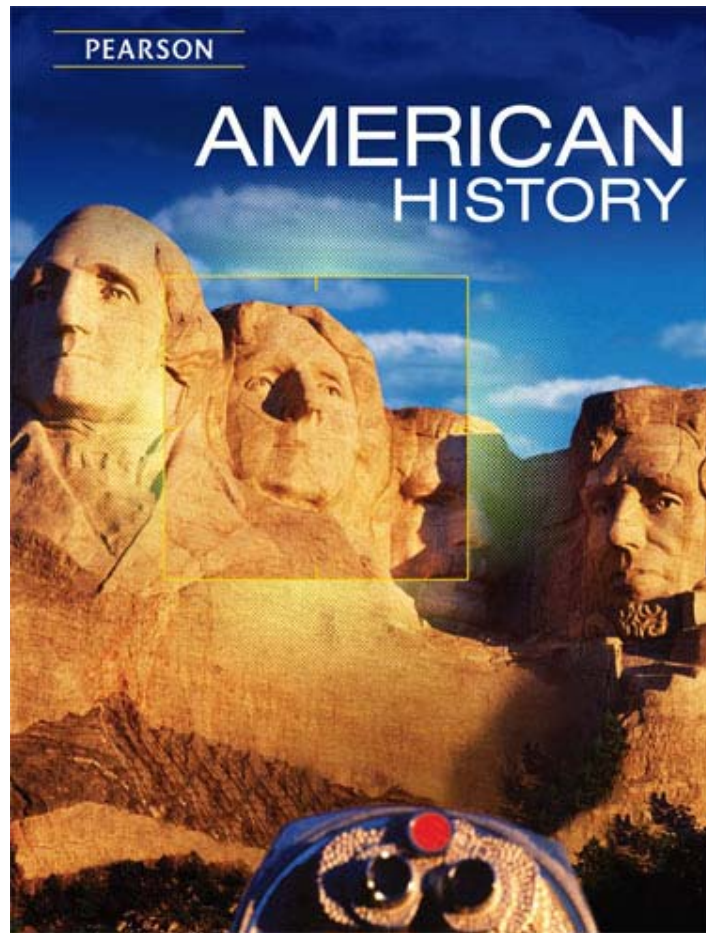


A Correlation of



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To the

Utah Core Standards for Social Studies United States History I

**A Correlation of Pearson American History, © 2016 to the
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Utah Social Studies Core Standards United States History I	Pearson American History © 2016
Standard 1 Students will interpret the role of geography in shaping United States history.	
Objective 1 Determine how geography affected the development of the United States.	
a. Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.	SE: Digital Resources: Core Concepts: Geography – Geography’s Five Themes <i>21st Century Skills:</i> Read Physical Maps, 789–790; Read Political Maps, 790–791; Read Special-Purpose Maps, 791–792
b. Apply the five themes of geography as they relate to the development of the United States.	SE: <i>Interactive Maps:</i> Analyze Maps, 5, 10, 18, 19, 23, 38, 39, 42, 45, 62, 65, 71, 86, 95, 96, 99, 112, 122, 127, 163, 200, 201, 203, 204, 213, 220, 234, 244, 250, 255, 258, 266, 267, 293, 304, 339, 344, 349, 359, 383, 393, 461, 482, 484, 489, 491, 496, 498, 502, 513, 519, 527, 546, 557, 563, 577, 578, 581, 588, 589, 601, 602, 609, 614, 630, 633, 656, 662, 663, 672, 677 <i>21st Century Skills:</i> Read Physical Maps, 789–790; Read Political Maps, 790–791; Read Special-Purpose Maps, 791–792; Use Parts of a Map, 792–793 <i>Topic Assessment:</i> Topic 2 Assessment (10. Pose and Answer Questions about Geographic Distributions and Patterns), 90; Topic 3 Assessment (1. Locate Places of Importance), 132; Topic 5 Assessment (10. Identify and Locate Louisiana Purchase), 225; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 8 Assessment (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 9 Assessment (11. Analyze Thematic Maps), 387

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Objective 2	
Utilize geographic skills as they relate to the study of the United States.	
a. Locate the major physical features, including the plains, major rivers, bodies of water, mountain ranges, and continents.	SE: <i>21st Century Skills:</i> Read Physical Maps, 789–790; Analyze Maps, 5, 10, 18, 19, 23, 38, 39, 42, 45, 62, 65, 71, 86, 95, 96, 99, 112, 122, 127, 163, 200, 201, 203, 204, 213, 220, 234, 244, 250, 255, 258, 266, 267, 293, 304, 339, 344, 349, 359, 383, 393, 461, 482, 484, 489, 491, 496, 498, 502, 513, 519, 527, 546, 557, 563, 577, 578, 581, 588, 589, 601, 602, 609, 614, 630, 633, 656, 662, 663, 672, 677
b. Locate the major political features, including countries, regions, and states.	SE: <i>21st Century Skills:</i> Read Political Maps, 790–791; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Analyze Maps, 5, 10, 18, 19, 23, 38, 39, 42, 45, 62, 65, 71, 86, 95, 96, 99, 112, 122, 127, 163, 200, 201, 203, 204, 213, 220, 234, 244, 250, 255, 258, 266, 267, 293, 304, 339, 344, 349, 359, 383, 393, 461, 482, 484, 489, 491, 496, 498, 502, 513, 519, 527, 546, 557, 563, 577, 578, 581, 588, 589, 601, 602, 609, 614, 630, 633, 656, 662, 663, 672, 677

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<p>c. Apply map and globe skills to the study of United States history; e.g., direction, legend, scale, grid coordinates.</p>	<p>SE: <i>Interactive Maps:</i> Analyze Maps, 5, 10, 18, 19, 23, 38, 39, 42, 45, 62, 65, 71, 86, 95, 96, 99, 112, 122, 127, 163, 200, 201, 203, 204, 213, 220, 234, 244, 250, 255, 258, 266, 267, 293, 304, 339, 344, 349, 359, 383, 393, 461, 482, 484, 489, 491, 496, 498, 502, 513, 519, 527, 546, 557, 563, 577, 578, 581, 588, 589, 601, 602, 609, 614, 630, 633, 656, 662, 663, 672, 677</p> <p><i>21st Century Skills:</i> Read Physical Maps, 789–790; Read Political Maps, 790–791; Read Special-Purpose Maps, 791–792; Use Parts of a Map, 792–793</p> <p><i>Topic Assessment:</i> Topic 2 Assessment (10. Pose and Answer Questions about Geographic Distributions and Patterns), 90; Topic 3 Assessment (1. Locate Places of Importance), 132; Topic 5 Assessment (10. Identify and Locate Louisiana Purchase), 225; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 8 Assessment (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 9 Assessment (11. Analyze Thematic Maps), 387</p>

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Standard 2 Students will investigate the relationship between events of different time periods.	
Objective 1 Develop an awareness of current events.	
a. Use print and broadcast media to acquire an awareness of current events.	SE: The following research activities can be adapted to look at current events: Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Topic 15 Assessment (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 643; Topic 16 Assessment (11. Evaluate NAFTA), 667; Topic 17 Assessment (3. Explain Significance of 2001 as a Turning Point), 700; (14. Identify Significant Social and Political Issues), 701
b. Recognize the difference between fact and opinion, and discern bias in the media.	SE: Analyze Political Cartoon, 788–789; Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Compare Points of View, 88, 419, 494, 504; Determine Point of View, 441, 530, 540, 546, 581; Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84, 604 Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion; 6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 Assessment (3. Summarize Arguments about Tariffs), 271

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Objective 2 Analyze how contemporary concerns and events affect and are affected by history.	
a. Apply knowledge of historical events to recent major events	SE: Students examine current events as they complete the following activities: Topic 17 (5. Identify Impact of Globalization), 700; (9. Explain Impact of Technological Innovations); 13. Create Visual Presentations on Immigration; 14. Identify Significant Social and Political Issues), 701; (15. Identify Causes and Effects of Political Gridlock), 702
b. Utilize contemporary news to discuss past events.	SE: Students can adapt the following activities to include an examination of a related contemporary issue. Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Topic 15 Assessment (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 643; Topic 16 Assessment (11. Evaluate NAFTA), 667
Standard 3 Students will understand the changes caused by European exploration in the Americas.	
Objective 1 Explore life among the various American Indian nations prior to European exploration of the New World.	
a. Identify the major regional American Indian nations of North America.	SE: Early North American Societies, 8; Culture and the Physical Characteristics of North America, 9–12; Religion, 13; The Iroquois League, 14–15 Topic 1 Assessment (3. Analyze Environmental Influences on Settlement Patterns; 4. Compare Human Characteristics), 30
b. Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.	SE: The Early Americas, 4–15 Topic 1 Assessment (3. Analyze Environmental Influences on Settlement Patterns; 4. Compare Human Characteristics), 30

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Objective 2	
Analyze the reasons for European exploration.	
a. Explain the economic reasons behind exploration; e.g., trade routes, discoveries of fine goods in the East, search for raw materials.	SE: Early Europe, Africa, and Asia, 16–23; European Exploration in the Americas, 24–29; Other Spanish Exploration, 26–27; The Colombian Exchange, 27–29; The Search for Gold Continues, 38–39; Reasons for Colonization, 50 Topic 1 Assessment (6. Describe Negative Consequences of Columbian Exchange; 12. Describe Positive Consequences of Columbian Exchange), 31
b. Examine the political reasons behind exploration; e.g., empire building, European rivalries.	SE: Spain Seeks Colonies, 25–26; Other Spanish Exploration, 26–27; Spanish Colonization and New Spain, 36–43; Reasons for Colonization, 50 Topic 1 Assessment (11. Identify Reasons for European Exploration), 31
c. Investigate the social reasons behind exploration; e.g., spreading ideas and beliefs, seeking religious freedoms.	SE: The Legacy of Missions, 40; European Rivalries, 44–45; Missionary Work Continues, 46; Reasons for Colonization, 50 Topic 1 Assessment (11. Identify Reasons for European Exploration), 31
d. Identify key individuals who contributed to European exploration; e.g. Columbus, Cartier, Cabot, Hudson	SE: European Exploration in the Americas, 24–29; Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53

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Objective 3	
Assess the impact of European exploration on African slaves and American Indian nations.	
a. Examine the reasons for slavery in the New World; e.g., cotton, sugar, tobacco.	SE: The Transatlantic Slave Trade, 42–43; The Slave Trade Expands, 74–75 Topic 2 Assessment (8. Explain Transatlantic Slave Trade), 89
b. Trace the beginnings of the slave trade in the Americas.	SE: The Transatlantic Slave Trade, 42–43 Topic 2 Assessment (8. Explain Transatlantic Slave Trade), 89
c. Investigate the transportation of African slaves to the Americas; i.e., triangular trade routes, the Middle Passage.	SE: The Transatlantic Slave Trade, 42–43; The Slave Trade Expands, 74–75 Topic 2 Assessment (8. Explain Transatlantic Slave Trade), 89
d. Explore the impact of the Europeans and the resulting destruction of American Indian cultures; e.g., the Spanish Conquistadors, disease brought by Europeans, European settlement	SE: The Impact of Columbus’s Voyages, 26; Positive and Negative Consequences, 28–29; The Legacy of Missions, 40; Harsh Treatment of Native Americans, 41; Missionary Work Continues, 46 Topic 1 Assessment (6. Describe Negative Consequences of Columbian Exchange; 8. Analyze Environment’s Influence on Settlement Patterns), 31

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Standard 4 Students will analyze European colonization and settlement of North America.	
Objective 1 Explain where and why European countries colonized North America, e.g., the Netherlands, England, France, Spain.	
a. Identify motives for exploration; e.g., religion, expansion, trade, wealth.	SE: Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53 Topic 2 Assessment (1. Describe Causes of Spanish Colonization; 2. Explain the Founding of Jamestown; 4. Describe Religious Motivation for Immigration; 7. Explain Development of Free-Enterprise System; 9. Analyze Mercantilism), 89
b. Locate the geographical regions of European settlement.	SE: Spanish Explorers and Settlements in North America, 38; Spanish Territories in the Americas, 39; Interactive Chart: Colonial Settlers' Origins, 52; The New England Colonies, 62 Topic 2 Assessment (10. Pose and Answer Questions about Geographic Distributions and Patterns), 90
c. Investigate the contributions and influences of the major European powers.	SE: Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53 Topic 2 Assessment (1. Describe Causes of Spanish Colonization; 2. Explain the Founding of Jamestown), 89

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Objective 2	
Assess the reasons for settlement of the English colonies.	
a. Compare the reasons for settlement in the New England, Middle, and Southern colonies	SE: The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76 Topic 2 Assessment (10. Pose and Answer Questions about Geographic Distributions and Patterns; 11. Explain William Penn's Role on Development of Self-Government; 12. Trace Development of Religious Freedom), 90
b. Explain the contributions of key individuals in the settling of the English colonies; e.g., John Smith, Lord Baltimore, William Bradford.	SE: John Smith, 50, 51, 57; Lord Baltimore, 70–71; William Bradford, 54–55, 57, 59; Thomas Hooker, 59; Roger Williams, 59–60; Anne Hutchinson, 60; William Penn, 66–67 Topic 2 Assessment (11. Explain William Penn's Role on Development of Self-Government; 12. Trace Development of Religious Freedom), 90
c. Identify key groups involved in the settlement of the English colonies; e.g., Virginia Company, Pilgrims, Puritans, Quakers.	SE: The Jamestown Colony (Virginia Company), 50–51; The Pilgrims, 55; Plymouth Colony, 56; Forming Massachusetts Bay Colony (Puritans), 58–59; A Dutch Colony Becomes English, 64–65; Pennsylvania Becomes a Colony (Quakers), 66–67 Topic 2 Assessment (11. Explain William Penn's Role on Development of Self-Government; 12. Trace Development of Religious Freedom), 90
d. Determine the reasons for conflict between the European powers in North America.	SE: European Rivalries, 44–45; Europeans Fight Over North American Land, 94–95 Topic 3 Assessment (2. Analyze Effect of Human Geographic Factors; 3. Analyze Effects of Physical Geographic Factors), 132
e. Examine the causes and outcomes of the French and Indian War.	SE: The French and Indian War, 94–99 Topic 3 Assessment (2. Analyze Effect of Human Geographic Factors; 3. Analyze Effects of Physical Geographic Factors), 132

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Objective 3 Examine the economic, political, and social patterns in the development of the 13 English colonies.	
a. Contrast the economies of the three major Colonial regions: New England, Middle, and Southern.	SE: The Environment Influences Economic Activity, 62–63; A Proprietary Colony and Free Enterprise, 66; Mercantilism and the English Colonies, 85–86; Trading Across the Atlantic, 86–87 Topic 2 Assessment (9. Analyze Mercantilism), 89; (10. Pose and Answer Questions about Geographic Distributions and Patterns), 90
b. Assess the impact of geography on the economies of the three major regions.	SE: The Environment Influences Economic Activity, 62–63; Two Regions Develop Differently, 7274; Mercantilism and the English Colonies, 85–86; Trading Across the Atlantic, 86–87 Topic 2 Assessment (7. Explain Development of Free-Enterprise System; 9. Analyze Mercantilism), 89
c. Explain the development of self-government in the colonies.	SE: An Improved Form of Government, 51; Plymouth Colony, 56; A Greater Say in Government, 58–59; Fundamental Orders of Connecticut, 59; Town Meetings, 62; The Foundations of Representative Government, 87–88 Topic 2 Assessment (3. Analyze Importance of Virginia House of Burgesses; 5. Explain Growth of Representative Government; 6. Explain Significance of Mayflower Compact), 89
d. Investigate the lifestyles and cultures of the New England, Middle, and Southern colonies; e.g., education, slavery, religion.	SE: Daily Life in the Middle Colonies, 68–69; Colonial Society, 77–84; Colonial Trade and Government, 85–88 Topic 2 Assessment (10. Pose and Answer Questions about Geographic Distributions and Patterns; 13. Identify Economic Contributions of Women), 90

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Standard 5 Students will understand the significance of the American Revolution in the development of the United States	
Objective 1 Analyze what ideas and events led to the Revolutionary movement	
a. Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.	SE: The French and Indian War, 94–99; Tensions with Britain, 100–107; Taking Up Arms, 108–115 Topic 3 Assessment (4. Analyze Causes of the American Revolution), 132; (5. Create Written Presentation; 6. Organize and Interpret Information from Reports; 7. Analyze Reasons for and Impact of Civil Disobedience), 133; (13. Identify Colonial Grievances in the Declaration of Independence), 134
b. Analyze the origin of the ideas behind the revolutionary movement and the movement toward independence; e.g., social contract, natural rights, English traditions.	SE: The Foundations of Representative Government, 87–88; Tensions with Britain, 100–107; Thomas Paine’s Common Sense, 116–117; Unalienable Rights, 118; Primary Sources, The Magna Carta, 730; Mayflower Compact, 730–731 Topic 3 Assessment (4. Analyze Causes of the American Revolution), 132; (7. Analyze Reasons for and Impact of Civil Disobedience), 133
c. Explain the major ideas expressed in the Declaration of Independence.	SE: Declaring Independence, 116–119; Primary Sources: Declaration of Independence, 728–729 Topic 3 Assessment (11. Identify Major Events, Including Drafting the Declaration of Independence; 12. Define and Give Examples of Unalienable Rights; 13. Identify Colonial Grievances in the Declaration of Independence; 14. Explain Issues Surrounding Declaring Independence), 134

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Objective 2	
Assess the factors affecting the course of the war and contributing to American victory.	
a. Examine how the Revolutionary War affected the colonists.	SE: Women Contribute to the War Effort, 124; African Americans in the War, 125–126; Native Americans and the Spanish Choose Sides, 126–127 Topic 3 Assessment (9. Use Decision-Making Process), 133; Assessment (16. Contributions of Women), 134; (17. Contributions of African Americans), 135
b. Explain the events that brought European aid to the American cause.	SE: Europeans Aid the American Cause, 122–123; Spanish Assistance, 127 Topic 3 Assessment (18. Identify the American Revolution), 135
c. Examine the advantages and disadvantages of the Continental Army against British resources.	SE: Opposing Sides at War, 113–114; Chart: Continental vs. British Forces, 121 Topic 3 Assessment (9. Use Decision-Making Process), 133
Objective 3	
Evaluate the contributions of key people and groups to the Revolution.	
a. Identify the contributions of colonial leaders; e.g., George Washington, Thomas Paine, Alexander Hamilton, Sam Adams, John Adams	SE: George Washington, 93–94, 96, 99, 106, 113, 114, 118, 120, 123; Thomas Paine, 116; Alexander Hamilton, 147; Sam Adams, 105–106, 109, 113, John Adams, 100, 105, 107, 109, 117–118; Mercy Otis Warren, 105; Patrick Henry, 105; Abigail Adams, 105 Topic 3 Assessment (6. Organize and Interpret Information from Reports; 8. Describe Contributions of Military Leaders), 133
b. Analyze the role various political groups played in the Revolutionary movement; e.g., Sons and Daughters of Liberty, Committees of Correspondence, 1 st and 2 nd Continental Congress.	SE: Sons and Daughters of Liberty, 104–105, 109, 111, 133; Committees of Correspondence, 100, 106, 110; Loyalist Allies, 126–127; 1st and 2nd Continental Congress, 93, 113, 117–118, 120, 122, 125, 134, 139; Patriots and Loyalists Clash, 128 Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133

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c. Examine the contributions of various social groups to the Revolutionary movement, e.g.; women, free and enslaved blacks, American Indians.	SE: Women Contribute to the War Effort, 124; African Americans in the War, 125–126; Native Americans and the Spanish Choose Sides, 126–127 Topic 3 Assessment (9. Use Decision-Making Process), 133; Assessment (16. Contributions of Women), 134; (17. Contributions of African Americans), 135
Objective 4 Examine the effects of the Revolution on the United States.	
a. Analyze the terms of the Treaty of Paris of 1783.	SE: Treaty of Paris of 1783, 130–131
b. Determine the weaknesses of the Articles of Confederation.	SE: A Weak Confederation, 138–142 Topic 4 Assessment (1. Explain Articles of Confederation; 2. Summarize Weaknesses of Articles of Confederation), 176
c. Investigate the problems that faced the emerging nation; e.g.; debt, lack of unified central government, international relations.	SE: An Orderly Expansion, 140–141; Economic Problems Lead to Change, 141–142
d. Explain the effect the Revolution had on people; e.g.; Native American Indians, slaves, European immigrants.	SE: African Americans in the War, 125–126; Native Americans and the Spanish Choose Sides, 126–127
Standard 6 Students will understand the structure and function of the United States government established by the Constitution.	
Objective 1 Assess the foundations and principles that led to the development of the Constitution, and to the United States form of government, a compound constitutional republic.	
a. Analyze the factors involved in convening the Constitutional Convention.	SE: A Weak Confederation, 138–142 Topic 4 Assessment (1. Explain Articles of Confederation; 2. Summarize Weaknesses of Articles of Confederation), 176
b. Investigate the ideas and documents that became the foundation for the United States Constitution; e.g., Magna Carta, Iroquois Confederation, European philosophers.	SE: Ideas That Influenced the Constitution, 148–151

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Objective 2	
Analyze the compromises that led to the ratification of the Constitution.	
a. Compare the Federalists and Anti-Federalist ratification debates.	SE: Federalists, Anti-Federalists, and the Bill of Rights, 152–156 Topic 4 Assessment (3. Analyze Arguments for Ratification; 7. Identify Influence of the Federalist Papers), 176
b. Examine the Constitution ratification compromises; i.e.; 3/5 Compromise, Great Compromise, Bill of Rights.	SE: Drafting a Constitution, 143–147 Topic 4 Assessment (4. Analyze the Great Compromise; 5. Analyze Principle of Checks and Balances; 6. Explain Grievances Addressed in U.S. Constitution; 10. Analyze Three-Fifths Compromise), 176
Objective 3	
Examine the basic structure of the Constitution	
a. Identify the major elements of the United States Constitution.	SE: Understanding the Constitution, 157–167 Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176
b. Explain the purpose of the Constitution as outlined in the preamble.	SE: The Preamble, the Articles, and the Amendments, 157–159 Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176
c. Explore the role and functions of the three branches of government.	SE: The Legislative Branch-Congress, 160–162; The Executive Branch-The President, 162–163; The Judicial Branch-The Supreme Court, 163–164; United States Constitution, 704–727 Topic 4 Assessment (12. Identify Origin of Judicial Review), 177
d. Examine the Constitutional principles of separation of powers and checks and balances.	SE: Separation of Powers, 159; Checks and Balances, 159; Preventing Abuse of Power, 164

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e. Determine the role of the Constitution as a living document.	SE: Amending the Constitution, 168–171 Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177
Objective 4 Analyze the rights, liberties, and responsibilities of citizens	
a. Identify the responsibilities of citizenship to secure liberties; e.g., vote, perform jury duty, obey laws.	SE: Citizens' Rights and Responsibilities, 172–175 Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176; (14. Analyze the Principle of Individual Rights; 16. Summarize and Explain Becoming a Naturalized Citizen), 177
b. Examine the Bill of Rights and its specific guarantees.	SE: The Bill of Rights, 155–156; United States Constitution, 704–727 Topic 4 Assessment (13. Analyze Impact of First Amendment on Religious Freedom; 14. Analyze the Principle of Individual Rights; 15. Describe Importance of Free Speech and Free Press), 177

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Standard 7	
Students will explore the territorial growth of the United States before the Civil War.	
Objective 1	
Describe the ideas and events that motivated the expansion of the United States.	
a. Explain Manifest Destiny and its role in American expansion; e.g., land acquisition, economy, immigration.	SE: Manifest Destiny, 264–265 Topic 6 Assessment (13. Explain Roots of Manifest Destiny), 272
b. Examine the background and consequences of the Louisiana Purchase.	SE: The Louisiana Purchase, 199–200; Exploring the Louisiana Territory, 200–203; Assessment, 206 Topic 5 Assessment (10. Identify and Locate Louisiana Purchase; 11. Explain Significance of Louisiana Purchase; 12. Analyze Effects of Geographic Factors; 13. Use Problem Solving), 225
c. Investigate the role of explorers in the expansion of the United States; e.g., Lewis and Clark, Pike, Fremont.	SE: Exploring the Louisiana Territory, 200–203 Topic 5 Assessment (10. Identify and Locate Louisiana Purchase; 11. Explain Significance of Louisiana Purchase; 12. Analyze Effects of Geographic Factors; 13. Use Problem Solving), 225
d. Examine the groups of people that came West; e.g., mountain men, Mormon pioneers, California 49ers, Asian and Irish immigrants.	SE: Westward Movement, 249–253; Oregon Country, 254–258; Manifest Destiny in California and the Southwest, 263–270 Topic 6 Assessment (4. Analyze California Gold Rush), 271; (13. Explain Roots of Manifest Destiny), 272

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Objective 2	
Examine the conflicts that arose during the American expansion.	
a. Investigate the causes and results of the War of 1812.	SE: Madison and the War of 1812: Conflict in Ohio, 207–208; The Causes of the War of 1812, 209–210; Early Events in the 1812, 210; The War in Canada, 211; The War’s Conclusion, 212–213; The Effects of the War of 1812, 213–214 Topic 5 Assessment (14. Describe National Security Problems; 17. Describe Contributions of Andrew Jackson), 226; (18. Explain Economic Effects of War of 1812), 227 Topic 7 Assessment (1. Explain Effects of War of 1812 on Manufacturing), 316
b. Analyze government policies toward and treaties with American Indian nations; e.g., relocation, removal, assimilation, and sovereignty.	SE: Native Americans on the Frontier, 243–248 Topic 5 Assessment (15. Analyze Conflict Resolution), 226 Topic 6 Assessment (6. Analyze Indian Removal Act), 271
c. Investigate the impact of the Mexican War on the land and people of the American Southwest; e.g., Mexican Cession, Texas, Gadsden Purchase.	SE: The U.S. Mexican War, 265–266; Settling the Mexican Cession, 267–269; Assessment, 270 Topic 6 Assessment (8. Explain Causes of War), 271

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Objective 3	
Analyze how new inventions and transportation methods stimulated western expansion	
a. Research the impact of inventions on expansion; e.g., farming, industry, communication.	SE: Building Better Roads, 250; The Age of Steam, 251; Canals Connect the Country, 252–253 Topic 6 Assessment (10. Analyze Impact of Transportation Systems), 272 Topic 7 Assessment (3. Explain Technology and Economic Growth), 316
b. Examine developments in transportation; e.g., expansion of roads and trails, steamboats, and railroads	SE: Building Better Roads, 250; The Age of Steam, 251; Canals Connect the Country, 252–253 Topic 6 Assessment (10. Analyze Impact of Transportation Systems), 272 Topic 7 Assessment (3. Explain Technology and Economic Growth), 316
Objective 4	
Assess the impact of the Industrial Revolution on the United States.	
a. Examine the development of the factory system.	SE: The Industrial Revolution and Life in the North, 276–289
b. Analyze the role of factories on the growth of northern cities.	SE: Daily Life in Factory Towns, 279–280; Cities Expand, 281
c. Determine how the Industrial Revolution affected the North, South, and West differently.	SE: The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297
d. Investigate the changes in working conditions caused by the Industrial Revolution.	SE: Workers Respond to Challenges, 285–286; Ethnic Minorities in the North, 287–289

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Standard 8 Students will examine the expansion of the political system and social rights before the Civil War.	
Objective 1 Investigate the development of the American political party system.	
a. Examine the differences between the Federalists and the Democratic-Republicans.	SE: The Origin of Political Parties, 188–191 Topic 5 Assessment (3. Explain the Origin of Political Parties), 224
b. Trace the development of new political parties throughout the 18th and 19th centuries; e.g., Whigs, Jacksonian Democrats, Republicans.	SE: Origin of New Political Parties, 233; The Whig Party, 233; The Democratic Party, 233–234; The Republican Party Challenges Other Parties, 331; Abraham Lincoln Leads the Republican Party, 331–332 Topic 5 Assessment (21. Identify Points of View of Political Parties), 227 Topic 6 Assessment (2. Identify Political Party Points of View; 7. Identify Age of Jackson), 271
c. Determine the role of third parties as an agent of reform.	SE: Populist Party, 398, 404–405; Whig Party, 230, 233, 239, 271; Free-Soil Party, 321–322; The Republican Party Challenges Other Parties, 331 Topic 6 Assessment (2. Identify Political Party Points of View), 271
d. Investigate the role of political parties in the electoral process.	SE: The Origin of Political Parties, 188–191; Democratic Party, 161, 230, 233, 235, 271, 239, 288, 330, 336, 362, 383; Democratic Republicans, 188, 190–191, 193–196, 197, 200, 202, 205–206, 214, 215, 217, 227; Whig Party, 230, 233, 239, 271; Republican Party, 161, 190, 231, 327, 334, 375, 405; Populist Party, 398, 404–405 Topic 5 Assessment (3. Explain the Origin of Political Parties), 224 Topic 6 Assessment (2. Identify Political Party Points of View), 271

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Objective 2	
Analyze the evolution of democracy and the extension of democratic principles	
a. Examine how the Supreme Court strengthened the national government.	SE: Supreme Court Decisions Expand Federal Power, 219–220; The Nullification Leads to Crisis, 238 Topic 4 Assessment (12. Identify Origin of Judicial Review), 177 Topic 5 Assessment (5. Analyze Congressional and Presidential Responses), 224; (6. Summarize McCulloch v. Maryland), 224 Topic 6 Assessment (12. Explain Constitutional Issues in Nullification Crisis), 272
b. Analyze how states' rights issues led to growing sectionalism.	SE: Sectionalism in the Era of Good Feelings, 215–216; Henry Clay Combats Sectionalism, 218; Henry Clay A Conflict Over States' Rights, 237–238; Opposing Views Around the Country, 321; Causes Leading to War, 336–337 Topic 6 Assessment (11. Explain States' Rights), 272; (12. Explain Constitutional Issues in Nullification Crisis), 272
c. Investigate the relationship between national and state governments in expanding democracy.	SE: Democracy Expands, 230–231; Jacksonian Democracy, 234–235 Topic 6 Assessment (7. Identify Age of Jackson), 271
d. Appraise how the political process changed to involve more people.	SE: Jacksonian Democracy, 234–235; Party Caucuses and Conventions, 241 Topic 6 Assessment (7. Identify Age of Jackson), 271

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Objective 3	
Analyze the impact of social reforms on Americans during the 19th century.	
a. Examine the abolitionist movement; e.g., Sojourner Truth, William Lloyd Garrison, Frederick Douglas, the Grimke sisters.	SE: Abolitionism, 302–306 Topic 7 Assessment (8. Analyze Slavery's Impact; 9. Describe the Contributions of Frederick Douglass), 316; (13. Identify the Colonization Movement; 14. Identify Points of View and Frames of Reference), 317
b. Investigate the impact of reform in education, religion, prisons and the treatment of the mentally ill during this period.	SE: Reform Movements, 298–301 Topic 7 Assessment (12. Evaluate Educational Reform), 317
c. Examine the extension of women's political and legal rights.	SE: Women's Rights, 307–310 Topic 7 Assessment (5. Describe the Women's Rights Movement), 316
Standard 9	
Students will understand the significance of the Civil War Era to the United States.	
Objective 1	
Analyze differences and events that led to the Civil War.	
a. Describe the cultural differences between the North and the South.	SE: Workers Respond to Challenges, 285–286; Ethnic Minorities in the North, 287–289; Southern Whites, 294; Southern African Americans, 294–295; Slavery in the South, 295–296; Resisting Slavery, 297 Topic 7 Assessment (6. Describe Sectional Differences in Human Characteristics), 316; (14. Identify Points of View and Frames of Reference), 317 Topic 8 Assessment (5. Explain How Sectionalism and States' Rights Caused the Civil War), 364
b. Examine the sectional economic differences of the United States; e.g., slavery, industry, agriculture, geography	SE: The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297 Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317 Topic 8 Assessment (5. Explain How Sectionalism and States' Rights Caused the Civil War), 364

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c. Analyze how states' rights led to conflict between the North and the South.	SE: The Nation Splits Along Sectional Lines, 336; Causes Leading to War, 336–337 Topic 8 Assessment (5. Explain How Sectionalism and States' Rights Caused the Civil War), 364; (10. Explain Constitutional Issues Regarding States' Rights in the Civil War), 365
d. Trace the failure of compromise to ease sectional differences; e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.	SE: Henry Clay's Missouri Compromise, 320; Western Expansion Heightens Tension Over Slavery, 321; California Reignites the Slavery Debate, 322–323; Congress Reaches a Compromise, 324–325; The Question of Slavery in Kansas and Nebraska, 327328; Violent Clashes Over Slavery in Kansas, 328 Topic 8 Assessment (1. Identify Congressional Conflicts), 364
e. Investigate how the abolitionist movement increased sectional tensions between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, <i>Uncle Tom's Cabin</i> , the Fugitive Slave Law.	SE: Abolitionism, 302–306; The Fugitive Slave Act Enrages the North, 324–325; A Book Sways the North Against Slavery, 325–326; The Impact of the Dred Scott Case, 329–330; John Brown's Antislavery Campaign, 333 Topic 8 Assessment (3. Analyze the Fugitive Slave Act's Impact; 4. Evaluate the Impact of Landmark Supreme Court Decisions), 364
f. Assess how the election of 1860 led to secession.	SE: Abraham Lincoln and the Election of 1860, 335–336; The Nation Moves toward Civil War, 336

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Objective 2	
Determine the factors that affected the course of the war and contributed to Union victory	
a. Compare the advantages and disadvantages of the Union and the Confederacy.	SE: Strengths and Weaknesses of the North and South, 339–340; The Different Strategies of the North and South, 343–344
b. Analyze the impact of the Emancipation Proclamation on the United States and the Confederacy.	SE: The Emancipation Proclamation, 348–350; Assessment: Draw Conclusions, 355 Topic 8 Assessment (6. Explain Role of Abraham Lincoln in the Civil War), 364
c. Identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant.	SE: The Leadership Roles of Lincoln and Davis, 341; The Role of Robert E. Lee, Military Leader, 342; Stonewall Jackson, 344; George McClellan, 344–345; Union Forces Find Success in the West (Grant), 346–347; The Siege of Vicksburg, 356; The Battle of Gettysburg, 357–358; Sherman’s March to the Sea, 359; Contrasting Ideas of Liberty and Union, 360–361; The Confederacy Surrenders at Appomattox, 361–362 Topic 8 Assessment (6. Explain Role of Abraham Lincoln in the Civil War), 364; (9. Explain the Battle of Gettysburg and Robert E. Lee’s Role in It; 12. Describe Contributions of General George McClellan), 365
d. Investigate how the Civil War affected all people in the United States land area.	SE: Emancipation and Life in Wartime, 348–355; The Nation Begins a New Chapter, 362–363; Effects of the Civil War, 368–369 Topic 8 Assessment (2. Explain the Significance of the Civil War; 8. Identify the Social Contributions of Women to American Society), 364

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Objective 3 Evaluate the Reconstruction period and how it affected the United States following the Civil War.	
a. Explain the purpose of Reconstruction.	SE: The Causes and Effects of Reconstruction, 369–370
b. Analyze the social impact of Reconstruction; e.g., abolition of slavery, integration of races, fall of Southern society, education.	SE: Radical Reconstruction, 373–377; Reconstruction and Southern Society, 378–381; The Aftermath of Reconstruction, 382–385 Topic 9 Assessment (3. Identify the Impact of African Americans Elected to Public Office; 6. Evaluate the Impact of Economic and Social Problems on Freedman) 386
c. Determine the economic changes in the country caused by Reconstruction.	SE: Economic Problems During Reconstruction, 380–381; The “New South” Moves Toward Industry, 384–385 Topic 9 Assessment (5. Describe the Effects of the Civil War on the South), 386; (15. Analyze Economic Problems in the South during Reconstruction), 387
d. Explain the political changes brought about by the Reconstruction Era; e.g., 13 th , 14 th , and 15 th Amendments, voting regulations, military districts.	SE: The Impact of the Thirteenth Amendments on Life in the United States, 371–372; Legislative Reforms, 374; The Impact of the Fourteenth Amendment, 374; Political and Social Problems During Reconstruction, 374–375; The Impact of the Fifteenth Amendment, 376 Topic 9 Assessment (2. Describe the Impact of the Fourteenth Amendment; 7. Describe the Effects of Laws Passed During Reconstruction; 8. Evaluate Legislative Reform Programs), 386

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Standard 10 Students will understand the development of the American West following the Civil War.	
Objective 1 Analyze the factors that brought people west.	
a. Examine why peoples came to the West; e.g., farmers, ranchers, miners, American Indian nations, immigrants, adventurers.	SE: Effects of the Homestead Act, 401–403; Hardships for Native Americans, 407–413 Topic 10 Assessment (1. Analyze Supply and Demand in the Cattle Business; 3. Explain the Impact of the Homestead Act), 430
b. Investigate the impact of mining and ranching on the land and people.	SE: Mining, Railroads, and the Economy, 390–397; Western Agriculture, 398–406 Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities), 431
c. Assess the impact of the railroad on Western development.	SE: Mining, Railroads, and the Economy, 390–397
Objective 2 Analyze the settlement of the American West.	
a. Examine the changes of the landscape due to settlement patterns.	SE: Mining, Railroads, and the Economy, 390–397; Western Agriculture, 398–406 Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities), 431
b. Investigate the development of cities in the West.	SE: Railroads Encourage Urban and Rural Growth, 393 Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities), 431
c. Assess the impact western settlement patterns had on the Native American Indians.	SE: Hardships for Native Americans, 407–413 Topic 10 Assessment (5. Explain Plains Indian Ways of Life; 6. Create a Timeline of Conflict in the West), 430; (7. Identify the Effects of the Dawes Act), 431

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Objective 3	
Investigate the conflict among various groups involved in the settlement of the West.	
<p>a. Determine the reasons and groups involved in conflict during the settlement of the West, e.g., ranchers, miners, farmers, American Indian nations, immigrants.</p>	<p>SE: Railroads and Competition, 395–396; Ranching Impacts Settlement Patterns, 400; The Spread of Farming, 400; The Rise of the People’s Party in the West, 404–405; Conflict in the West Continues, 410–412</p> <p>Topic 10 Assessment (6. Create a Timeline of Conflict in the West), 430; (7. Identify the Effects of the Dawes Act), 431</p>
<p>b. Examine the consequences of conflict in the settlement of the West. s</p>	<p>SE: Railroads Build a Nation, 396–397; Effects of the Homestead Act, 401–403; The Rise of the People’s Party in the West, 404–405; Hardships for Native Americans, 407–413</p> <p>Topic 10 Assessment (6. Create a Timeline of Conflict in the West), 430; (7. Identify the Effects of the Dawes Act), 431</p>