

Social Studies - United States History I

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Activities/Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis				
Standard 1: History					
Goal 1.1: Build an understanding of the cultural and social development of the United States.	6-12.USHI.1.1.1 Compare and contrast the different cultural and social influences that emerged in the North American colonies. (479.01a)		<ul style="list-style-type: none"> • Identify Columbus and Cortez. Describe each of their conquests. Compare and contrast Columbus and Cortez in their goals, styles, and outcomes. • Identify Massachusetts Bay Colony and Jamestown Colony. Describe each settlement. Compare and Contrast Jamestown Colony and Massachusetts Bay Colony. • Compare and contrast the Spanish and English colonization of North American. 	Columbus • Cortez • Conquistador • Conquest • Puritan • Pilgrim • Jamestown • Separatist • Indentured Servant • William Penn • Anne Hutchinson • Massachusetts Bay Colony	500 Nations Video Series, A&E Biography "Pocahontas the Real Story" www.aetv.com, -Group activity- create a marketing campaign based on an imaginary advertising company assigned to develop/promote a journey of exploration. Could include having each group sell campaign to the class and voting on most effective. T-chart to help with comparing and contrasting English and Spanish colonization.
	6-12.USHI.1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. (479.01b)		<ul style="list-style-type: none"> • Define and describe: slavery, abolition, European immigration, and Native American removal. • Explain the experiences each of these groups had as part of American society. 	Slavery • Abolition • Immigration • Indian Removal Act of 1830	Slavery resources http://www.pbs.org/wgbh/aia/part1/1p277.html Ken Burns Civil War Video Series
	6-12.USHI.1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. (479.01c)		<ul style="list-style-type: none"> • Recognize the terms democracy, Capitalism, Manifest Destiny, and Freedom of Religion. • Summarize the effect of these terms on the nation. • Analyze these terms as a basis for American unification. 	Democracy • Capitalism • Manifest Destiny • Freedom of Religion	
	6-12.USHI.1.1.4 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.		<ul style="list-style-type: none"> • Identify the conflict, time period, location, and countries involved. • Discuss the military conflicts of the United States. 		www.memory.loc.gov/ammem/bdsds/timeline.html www.bostonteapartyship.com www.earlyamerica.com Liberty Video Series. Ken Burns Civil War Video Series
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	6-12.USHI.1.2.1 Analyze the religious, political, and economic motives of European immigrants who came to North America. (476.01a)		<ul style="list-style-type: none"> • Locate the areas of primary immigration pre Civil War. • Summarize the reasons for European immigration pre Civil War. • Locate the areas of primary immigration post Civil War. • Summarize the reasons for European immigration post Civil War. • Analyze the religious, political, and economic motives of European immigrants who came to North America. 	Immigration	

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	6-12.USHI.1.2.2 Explain the motives and consequences for the involuntary immigration to North America. (476.01b)		<ul style="list-style-type: none"> Define indentured servitude. Define slavery and how it affected immigration to the U.S. Explain the motives and consequences of immigration due to indentured servitude and slavery. 	Indentured Servitude • Slavery	
	6-12.USHI.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States. (476.01d)		<ul style="list-style-type: none"> Define Manifest Destiny. Give examples of how westward expansion impacted American Indians. Give examples of how westward expansion impacted the development of the United States. Analyze the effect of Manifest Destiny on the American Indians and development of the U.S. 	Manifest Destiny • Expansionism	
Goal 1.3: Identify the role of American Indians in the development of the United States.	6-12.USHI.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians.		<ul style="list-style-type: none"> Identify the significant laws and treaties that impacted the American Indians. 	Treaty	
	6-12.USHI.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.		<ul style="list-style-type: none"> Choose and explain a specific confrontation between the U.S. and Native Americans. Discuss how each side interpreted the event differently. 		
	6-12.USHI.1.3.3 Discuss the resistance of American Indians to assimilation.		<ul style="list-style-type: none"> Define assimilation, the Dawes, and the Ghost Dance. Discuss the resistance of American Indians to assimilation. 	Assimilation • Dawes Act • Ghost Dance	
Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	6-12.USHI.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. (477.01a)		<ul style="list-style-type: none"> Identify the scientific and technological inventions of the 19th century include: cotton gin, interchangeable parts, factory system. Describe the consequences of these scientific and technological inventions. Apply these consequences to the social and economic lives of the people in the U.S. 	Cotton Gin • Interchangeable Parts • Factory System	
	6-12.USHI.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity. (477.01b)		<ul style="list-style-type: none"> Identify different modes of transportation in the 18th and 19th centuries. Explain how these modes of transportation increased economic prosperity and promoted national unity. 	Transportation	
Goal 1.5: Trace the role of exploration and expansion in the development of the United States.	6-12.USHI.1.5.1 Examine the development of diverse cultures in what is now the United States. (475.01a)		<ul style="list-style-type: none"> Examine the development of Native American cultures, voluntary, and involuntary immigrants in the U.S. 	Voluntary Immigration • Involuntary Immigration	

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	6-12.U.S.H.1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas. (475.01b)		<ul style="list-style-type: none"> Identify the different Spanish, English, French, Dutch, and Scandinavian explorers of the Americas. Explain what motivated them to explore. 		
	6-12.U.S.H.1.1.5.3 Analyze and describe the interactions between native peoples and the European explorers. (475.01c)		<ul style="list-style-type: none"> Identify the Columbian Exchange. Describe the consequences of the Columbian Exchange. Analyze the significance of those interactions. 	Columbian Exchange	Colonial Experience www.colonialwilliamsburg.com
	6-12.U.S.H.1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. (475.01d)		<ul style="list-style-type: none"> Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. 	Jamestown	Colonial Experience www.colonialwilliamsburg.com
	6-12.U.S.H.1.1.5.5 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts. (475.01e, f)		<ul style="list-style-type: none"> Identify Louisiana Purchase, Oregon Territory, Mexican Cession, Gadsden Purchase. Identify sectionalism. Discuss the consequences of actions due to sectionalism. 	Louisiana Purchase • Oregon Territory • Mexican Cession • Gadsden Purchase • Sectionalism	
Goal 1.6: Explain the rise of human civilization.	No objectives in U.S. History I.				
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	No objectives in U.S. History I.				
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	No objectives in U.S. History I.				
Goal 1.9: Identify the role of religion in the development of human civilization.	No objectives in U.S. History I.				

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Standard 2: Geography					
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	6-12.U.S.H.1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a)		<ul style="list-style-type: none"> Briefly review all kinds of maps, globes, graphs, charts, databases, and models. 		
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	6-12.U.S.H.1.2.2.1 Explain ways in which people responded to their physical environment in the early national history of the United States. (485.03a)		<ul style="list-style-type: none"> Identify natural resources used to support early settlement and growth. Explain how the resources were used to support early settlement and growth. 		
	6-12.U.S.H.1.2.2.2 Analyze ways in which the physical environment affected political and economic development.		<ul style="list-style-type: none"> Identify the American System and Sectionalism. Analyze how the American System and Sectionalism affected the political and economic development of the U.S. 	American System • Sectionalism	Use a blank Idaho map, identify geographical features and major population centers in 1860 and design a transportation system for Idaho.
Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.	6-12.U.S.H.1.2.3.1 Illustrate westward migration across North America.		<ul style="list-style-type: none"> On a map, identify all routes that affected westward migration. 	Westward Migration	Create a map showing westward trails beginning in Independence, MO.
Goal 2.4: Analyze the human and physical characteristics of different places and regions.	No objectives in U.S. History I.				
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	No objectives in U.S. History I.				
Standard 3: Economics					
Goal 3.1: Explain basic economic concepts.	6-12.U.S.H.1.3.1.1 Describe the economic characteristics of colonialism. (483.01a)		<ul style="list-style-type: none"> Define Mercantilism, Triangular Trade Route, and Navigation Acts. Describe how these items were the basis for the colonial economic system. 	Mercantilism • Triangular Trade Route • Navigation Acts • Economic System	
	6-12.U.S.H.1.3.1.2 Compare the economic development of the North with the South.		<ul style="list-style-type: none"> Identify the economic strengths and weaknesses of the North and South. Explain why each developed a different economic system. Compare and contrast the economic development of the North and South. 		
Goal 3.2: Identify different influences on economic systems.	6-12.U.S.H.1.3.2.1 Describe the emergence and evolution of a market economy.		<ul style="list-style-type: none"> Explain Salutary Neglect and Capitalism. Explain how salutary neglect promoted a market economy. Describe the evolution of the market system in the U.S. 	Salutary Neglect • Capitalism • Market System	

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	6-12.U.S.H.1.3.2.2 Analyze the role of government policy in the early economic development of the United States. (484.01b)		<ul style="list-style-type: none"> Define protective tariffs and laissez-faire. Discuss how each of these affected the development of the U.S. economy. Apply these concepts to analyze the weaknesses of the Articles of Confederation. 	Protective Tariffs • Laissez-faire • Articles of Confederation	
Goal 3.3: Analyze the different types of economic institutions.	No objectives in U.S. History I.				
Goal 3.4: Explain the concepts of good personal finance.	No objectives in U.S. History I.				
Standard 4: Civics and Government					
Goal 4.1: Build an understanding of the foundational principles of the American political system.	6-12.U.S.H.1.4.1.1 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, Bacon's Rebellion. (480.01.a)		<ul style="list-style-type: none"> Identify the major objectives of the Mayflower Compact, colonial assemblies, and Bacon's Rebellion. Explain how these events helped lead the colonies to constitutional democracy. 	Mayflower Compact • Colonial Assemblies • Bacon's Rebellion	Read the Mayflower Compact and then construct a Mayflower Compact as the governing document for the class.
	6-12.U.S.H.1.4.1.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution. (480.01b)		<ul style="list-style-type: none"> Define popular sovereignty, limited government, federalism, separation of powers, rule of law, and Bill of Rights. 	Popular Sovereignty • Limited Government • Federalism • Separation of Powers • Rule of Law • Bill of Rights	www.memory.loc.gov/ammem/bdsds/timeline.html www.earlyamerica.com Liberty Video Series
	6-12.U.S.H.1.4.1.3 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. (480.01d)		<ul style="list-style-type: none"> Identify liberty, equality, individual interests, common good, majority rule, and minority protections. Use the Alien and Sedition Acts, Dred Scott Decision, and Plessy v Ferguson etc. to explain the foundational conflicts. Compare and contrast fundamental conflicts such as liberty and equality, individual interests and the common good, and majority rule and minority protections. Using the following, defend the decisions made in cases such as Alien and Sedition Acts, Dred Scott Decision, and Plessy v Ferguson etc. 	Liberty • Equality • Individual Interests • Common Good • Majority Rule • Minority Protections • Alien and Sedition Acts • Dred Scott decision • Plessy v Ferguson	
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	6-12.U.S.H.1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (481.01a)		<ul style="list-style-type: none"> List the major powers of each of the three branches of government. Explain checks and balances. 	Three Branches of Government • Checks and Balances	
	6-12.U.S.H.1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in the United States. (481.01b)		<ul style="list-style-type: none"> Define Federal Government. Explain concurrent powers and checks and balances. Give examples of how federal and state governments work together. 	Federal Government • Concurrent Powers • Checks and Balances	

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Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	6-12.U.S.H.1.4.3.1 Provide and evaluate examples of social and political leadership in early American history. (474.01d)		<ul style="list-style-type: none"> Identify political and social leaders such as Founding Fathers, Presidents, Congressional leaders, Military leaders, Supreme Court Justices, etc. Explain how the leaders identified showed social and political leadership. Analyze whether these leaders showed effective or ineffective leadership. Evaluate the impact on America as a result of their leadership. 		
	6-12.U.S.H.1.4.3.2 Describe ways in which citizens participated in early American public life. (482.01c)		<ul style="list-style-type: none"> Describe how democracy allowed citizens to participate in public life. 	Democracy	
Goal 4.4: Build an understanding of the evolution of democracy.	6-12.U.S.H.1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights. (474.01e)		<ul style="list-style-type: none"> Use the reform movements of the 19th century to describe how gender, race, ethnicity, religion, and national origin affected political rights in the U.S. 		
Goal 4.5: Build an understanding of comparative government.	No objectives in U.S. History I.				
Standard 5: Global Perspectives					
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	6-12.U.S.H.1.5.1.1 Explain the significance of principal 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.		<ul style="list-style-type: none"> Define isolationism, tariff, treaty, and alliance. Explain the results of U.S. foreign policy using examples such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars. 	Isolationism • Tariff • Treaty • Alliance • Monroe Doctrine • Mexican American War • Spanish American War	
	6-12.U.S.H.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.		<ul style="list-style-type: none"> Explain isolationism and imperialism. Examine examples of U.S. policy towards isolationism and imperialism. Determine whether these policies were effective. 	Isolationism • Imperialism	
	6-12.U.S.H.1.5.1.3 Discuss the use of the national interest as a criterion for shaping foreign policy.		<ul style="list-style-type: none"> Discuss how the Monroe Doctrine, Embargo Act, War of 1812, XYZ Affair, impressment, trade agreements, protective tariffs, technological changes, etc showed how we shaped our foreign policy according to national interest. 	Monroe Doctrine • Embargo Act • War of 1812 • XYZ Affair • Impressment • Trade Agreements • Protective Tariffs • Technological Changes • Foreign Policy • National Interest	