

**South Central Service Coop  
Instructional Alignment  
U.S. History**

SLE Number	AR Department of Education	Task Analysis	Essential Vocabulary	Materials/Resources	Activities	Assessment/Writing Prompt
	CONTENT STANDARD/ Student Learning Expectations (SLE)					
<b>FIRST NINE WEEKS</b>						
EUS.1.AH.1	Evaluate the motivations for the exploration of the New World	*locate European nations on a world map *Impact of the Crusades *Identify the Colombian Exchange	Tribute Mercantilism Encomienda Conquistador Squatter Overlanders	Text: Applby, Brinkley, Broussard, McPherson, and Ritchie, <i>The American Vision</i> Teacher Edition, (New York: Glencoe McGraw-Hill, 2008.) Web: Site:me.glencoe.com PowerPoint Internet Sources United Streaming, video, photos, and video clips Daily Lecture Notes	Student Edition: 14-23, 24-33, 38-39, 252-253, 254-257  Teacher Wraparound Edition: C 33, 257; CT 12, 16; F 174; RS 18, 28, 40; WS 25	Activity Worksheets Maps Section Quizzes Section Reviews Standardized Test Practice Chapter/ Section Study guides Tests Open response – compare and contrast the European patterns of conquest Describe the motivation behind the 3 G's
EUS.1.AH.2	Compare and contrast the political, social, economic, and geographic motives for migration to the three colonial regions (e.g., New England, Middle, Southern)	*Identify push-pull factors *map skill - Identify the 3 colonial regions *Identify the economic base of each region	Joint Stock Co. Proprietary Colony Heretic Indentured Servant Slave Code Pietism	Text Web Site:me.glencoe.com PowerPoint Internet Sources United Streaming, video, photos, and video clips Daily Lecture Notes	Student Edition: 24-33, 34-41  Teacher Wraparound Edition: AG 39; AS 32; C 33; HO 25; SP 26; WS 25	Activity Worksheets Maps Section Quizzes Section Reviews Standardized Test Practice Chapter/ Section Study guides Tests
EUS.1.AH.3	Trace the routes of early exploration in what was to become the United States	*Identify early explorers including nationality and areas claimed *map skill – identify routes	Louisiana Purchase Overlanders Empresario Annexation Cede	Text Web Site:me.glencoe.com PowerPoint Internet Sources United Streaming, video, photos, and video clips Daily Lecture Notes	Student Edition: 14-23, 24-33, 254-257  Teacher Wraparound Edition: AG 17; AS 17; DI 18; RS 12; SP 21	Activity Worksheets Maps Section Quizzes Section Reviews Standardized Test Practice Chapter/ Section Study guides Tests
EUS.1.AH.4	Research economic development in the three colonial regions using primary and secondary sources	*Locate regions on a topographical map *Define several natural resources for each region. *List two products or services from each region	Triangular Trade Indentured Servant Mercantilism	Text Web Site:me.glencoe.com PowerPoint Internet Sources United Streaming, video, photos, and video clips Daily Lecture Notes	Student Edition: 24-33, 34-41  Teacher Wraparound Edition: AG 37; AS 32, 39; C 33, 41; CT 26; HO 35; RS 40; SP 40	Activity Worksheets Maps Section Quizzes Section Reviews Standardized Test Practice Chapter/ Section Study guides Tests
EUS.1.AH.5	Map the geographic similarities and differences among the three colonial regions	*Map skill *Chart each colonial region *Review technology of the time period	Yeoman Farmer Task System Piedmont	Text Web Site:me.glencoe.com PowerPoint Internet Sources United Streaming, video, photos, and video clips Daily Lecture Notes	The Teacher Wraparound Edition references provide activities, including mapping activities. The additional activities are adaptable to mapping.  Student Edition: 34-41, 200-201, 202-209  Teacher Wraparound Edition: AS GH12, 207; C 41; CT 36; HO 35, 203; RS 37	