Standards and Objectives

For the

Alabama High School Graduation Exam
**Biology**

**STANDARD I:** Select appropriate laboratory glassware, balances, time measuring equipment, and optical instruments to conduct an experiment.

**ELIGIBLE CONTENT**
- Select appropriate glassware for conducting experiments including a graduated cylinder, a beaker, a flask, a test tube, a microscope slide, a pipette, and a Petri dish.
- Select appropriate measuring equipment for conducting experiments including a balance and a stopwatch.
- Select appropriate optical instruments for conducting experiments including a compound microscope, an electron microscope, and a magnifying glass.

**STANDARD II:** Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis.

**ELIGIBLE CONTENT**
- Recognize and apply the definition of homeostasis. (The ability of an organism or cell to maintain internal balance and stability by adjusting its physiological processes.)
- Recognize and apply the definition of active transport. (The movement of a substance across a biological membrane against its concentration or electrochemical gradient with the help of energy input and specific transport proteins.)
- Recognize and apply the definition of passive transport. (The diffusion of a substance across a selectively permeable membrane.)
- Recognize and apply the definition of osmosis. (The movement of water across a selectively permeable membrane.)
- Recognize and apply the definition of diffusion. (The spontaneous tendency of a substance to move down its concentration gradient from a more concentrated to a less concentrated area.)
- Recognize and apply the definition of exocytosis. (The cellular secretion of macromolecules by the fusion of vesicles with the cell membrane.)
- Recognize and apply the definition of endocytosis. (The cellular uptake of macromolecules and particulate substances by localized regions of the cell membrane that surround the substance and pinch off to form an intracellular vesicle.)
STANDARD III: Identify reactants and products associated with photosynthesis and cellular respiration, and the purposes of these two processes.

ELIGIBLE CONTENT
- Identify the chemical formula for photosynthesis.
- Identify the function of photosynthesis.
- Identify the chemical formula for respiration.
- Identify the function of respiration.
- Identify the relationship between photosynthesis and respiration.

STANDARD IV: Describe similarities and differences of cell organelles, using diagrams and tables.

STANDARD IX: Differentiate between the previous five-kingdom and current six-kingdom classification systems.

ELIGIBLE CONTENT
- Identify cell structures including cell membrane, cell wall, nucleus, ribosome, smooth endoplasmic reticulum, rough endoplasmic reticulum, Golgi body, vacuole, chloroplast, and mitochondrion.
- Classify organisms as prokaryotic or eukaryotic.
- Identify and define similarities and differences between the five-kingdom and six-kingdom classification systems.

STANDARD V: Identify cells, tissues, organs, organ systems, organisms, populations, communities, and ecosystems as levels of organization in the biosphere.

ELIGIBLE CONTENT
- Identify the levels of organization in the biosphere including cells, tissues, organs, and organ systems, as well as organisms, populations, communities, and ecosystems.

STANDARD VI: Describe the roles of mitotic and meiotic divisions during reproduction, growth, and repair of cells.

ELIGIBLE CONTENT
- Demonstrate an understanding of how meiosis leads to variation.
- Describe the role of meiosis in producing variation.
- Describe the role of meiosis in reproduction.
- Describe the role of mitosis in cell repair.
- Describe the role of mitosis in growth.
- Describe the role of both mitosis and meiosis.
**STANDARD VII:** Apply Mendel’s laws to determine phenotypic and genotypic probabilities of offspring.

**ELIGIBLE CONTENT**
- Use Punnett squares to determine phenotypic and genotypic percentages.
- Recognize dominant and recessive alleles and their roles in determining the phenotypes of offspring.
- Compare the terms heterozygous and homozygous, and demonstrate an understanding of how these terms relate to phenotypes and genotypes of offspring.

**STANDARD VIII:** Identify the structure and function of DNA, RNA, and protein.

**ELIGIBLE CONTENT**
- Recognize that amino acids make up protein.
- Recognize that proteins can function as enzymes.
- Compare the functions of DNA and RNA in the production of protein.
- Identify patterns of base pairing of DNA and RNA.
- Recognize DNA as making up genes and chromosomes.

**STANDARD X:** Distinguish between monocots and dicots, angiosperms and gymnosperms, and vascular and nonvascular plants.

**ELIGIBLE CONTENT**
- Demonstrate knowledge of structures and reproduction, identify the differences in venation patterns, and demonstrate knowledge about the significance of the number of cotyledons.
- Distinguish between monocots and dicots.
- Distinguish between angiosperms and gymnosperms.
- Distinguish between vascular and nonvascular plants.

**STANDARD XI:** Classify animals according to type of skeletal structure, method of fertilization and reproduction, body symmetry, body coverings, and locomotion.

**ELIGIBLE CONTENT**
- Compare invertebrates and vertebrates.
- Compare endoskeletons and exoskeletons.
- Compare internal and external fertilization.
- Compare sexual and asexual reproduction.
- Compare bilateral and radial symmetry.
- Classify animals according to type of skeletal structure.
- Classify animals according to method of fertilization and reproduction.
- Classify animals according to type of body symmetry.
- Classify animals according to type of body coverings.
- Classify animals according to type of locomotion.
- Classify animals according to multiple physical characteristics.
STANDARD XII: Describe protective adaptations of animals, including mimicry, camouflage, beak type, migration, and hibernation.

ELIGIBLE CONTENT
- Recognize and apply the definition of mimicry. (The resemblance of one organism to another or to an object in its surroundings for concealment and protection from predators.)
- Recognize and apply the definition of camouflage. (The method or result of concealing by disguise or protective coloration such that the organism appears to be part of the natural surroundings.)
- Distinguish between different beak types, and identify what each type is used for.
- Recognize and apply the definition of migration. (The process of changing location periodically, especially by moving seasonally from one region to another.)
- Recognize and apply the definition of hibernation. (The process of passing winter in an inactive or dormant state.)

STANDARD XIII: Trace the flow of energy as it decreases through the trophic levels from producers to the quaternary level in food chains, food webs, and energy pyramids.

ELIGIBLE CONTENT
- Trace the flow of energy through food chains, food webs, and energy pyramids.

STANDARD XIV: Trace biogeochemical cycles through the environment, including water, carbon, oxygen, and nitrogen.

ELIGIBLE CONTENT
- Demonstrate an understanding of the water cycle.
- Describe all events of the water cycle.
- Demonstrate an understanding of the carbon cycle.
- Describe all events of the carbon cycle.
- Demonstrate an understanding of the oxygen cycle.
- Describe all events of the oxygen cycle.
- Demonstrate an understanding of the nitrogen cycle.
- Describe all events of the nitrogen cycle.

STANDARD XV: Identify biomes based on environmental factors and native organisms.

ELIGIBLE CONTENT
- Identify terrestrial biomes including the tundra, desert, rainforest, grassland, taiga (coniferous forest), and the temperate deciduous forest.
- Identify the aquatic biomes including freshwater and marine.
- Identify terrestrial and aquatic biomes based on the rainfall and temperature characteristics.
STANDARD XVI: Identify density-dependent and density-independent limiting factors that affect populations in an ecosystem.

ELIGIBLE CONTENT

- Identify the limiting factors that affect populations in an ecosystem as either density-dependent or density-independent including natural disasters, space, food, water, air, abiotic and biotic factors, human activity, disease, and succession.
Language

STANDARD I: The student will recognize correct grammar and usage.

OBJECTIVE 1. Identify correct noun forms (singular and plural).

ELIGIBLE CONTENT
- Regular and irregular forms.
- Collective nouns.
- Proper nouns.
- Compound nouns.
- Words with alternate accepted forms. (Note: The plural of *index* could be *indexes* or *indices*.)

OBJECTIVE 2. Identify correct verb forms.

ELIGIBLE CONTENT
- Regular and irregular verbs.
- Number.
- Tense.

OBJECTIVE 3. Recognize subject-verb agreement.

ELIGIBLE CONTENT
- Singular and plural subjects, including compound subjects. (Note: Compound subjects will include those joined by “or,” with the second element singular or plural.)
- Compound in form, singular in meaning.
- Plural in form, singular in meaning.
- Regular and inverted order.
- Collective nouns, when correct verb form depends on rest of sentence.
- Sentences with intervening phrases.
- Indefinite pronoun as subject.
- Correlative conjunctions.

OBJECTIVE 4. Recognize pronoun-antecedent agreement in number and gender.

ELIGIBLE CONTENT
None specified.

OBJECTIVE 5. Identify incorrect shifts in verb tense.

ELIGIBLE CONTENT
- Verb shifts within sentences.
- Verb shifts within paragraphs.
- All tenses.
OBJECTIVE 6. Identify correct pronoun case.

ELIGIBLE CONTENT
• Nominative, objective, possessive case. (Note: Pronoun case may include reflexive pronouns.)
• Contractions.
• Misspellings such as “our’s” and “her’s.”

OBJECTIVE 7. Identify effective use of voice.

ELIGIBLE CONTENT
• Active voice.
• Passive voice.
Note: Active verbs preferred over passive.

OBJECTIVE 8. Determine correct placement of modifiers.

ELIGIBLE CONTENT
• Dangling participles.
• Misplaced participles.
Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals.

OBJECTIVE 9. Identify correct usage of commonly confused words.

ELIGIBLE CONTENT
• Words that sound alike but have different meanings.
• Words that are frequently confused although not pronounced alike.
• Words that are commonly misused.

STANDARD II: The student will demonstrate appropriate word choice.

OBJECTIVE 1. Use words that create clarity, precision, and vivid description.

ELIGIBLE CONTENT
• Action verbs, not linking verbs.
• Specific terms, not general or vague.
• Clear, precise, vivid language.
Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.
OBJECTIVE 2. Use formal and informal language appropriately.

ELIGIBLE CONTENT
- Informal language.
- Formal language. (Note: Formal language should avoid slang, contractions, second person, and jargon.)

STANDARD III: The student will recognize correct sentence structure.

OBJECTIVE 1. Correct run-on sentences, sentence fragments, and comma splices.

ELIGIBLE CONTENT
None specified.

OBJECTIVE 2. Correct sentences that lack internal parallelism.

ELIGIBLE CONTENT
- Correlative conjunctions immediately before the parallel terms.
- Parallel grammatical form of words, phrases, and clauses in series.

STANDARD IV: The student will use correct capitalization and punctuation.

OBJECTIVE 1. Demonstrate correct use of capitalization.

ELIGIBLE CONTENT
- Direct quotations, including complete sentences and broken quotations.
- Proper nouns and proper adjectives.
- Titles.

OBJECTIVE 2. Demonstrate correct use of commas.

ELIGIBLE CONTENT
- Items in a series.
- Direct address, appositives, and parenthetical expressions.
- Conventional uses.
- After introductory adverbial clauses.
- With quotation marks.
- Before coordinating conjunction in compound sentences consisting of two long independent clauses.
OBJECTIVE 3. Demonstrate correct use of a semicolon and a colon.

ELIGIBLE CONTENT
• Semicolon to separate elements in a series in which one element in the series is already separated by commas.
• Semicolon in a compound sentence with no conjunction.
• Semicolon before a conjunctive adverb.
• Colon to introduce a list within a sentence.

OBJECTIVE 4. Demonstrate correct use of quotation marks and underlining.

ELIGIBLE CONTENT
• Quotation marks in direct quotations, including broken quotations.
• Quotation marks to indicate titles.
• Underlining to indicate titles.

OBJECTIVE 5. Demonstrate correct use of the apostrophe.

ELIGIBLE CONTENT
• Possessive of singular nouns.
• Possessive of plural nouns.
• Possessive of compound nouns.
• Contractions.

STANDARD V: The student will use appropriate organizational skills for writing/revising.

OBJECTIVE 1. Determine logical progression and completeness of paragraphs.

ELIGIBLE CONTENT
• Introductory sentences.
• Concluding sentences.
• Sequence of events or details.
• Transitional words.
• Irrelevant and/or redundant sentences.
Reading

STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

OBJECTIVE 1. Identify supporting details.

ELIGIBLE CONTENT
• Identify details that support main idea(s) in one or more passages.

OBJECTIVE 2. Determine sequence of events.

ELIGIBLE CONTENT
• Identify sequential order in one or more passages. (Note: Sequential order may include dates; first, next, last; before and after; and order of events.)

OBJECTIVE 3. Follow directions.

ELIGIBLE CONTENT
• Identify directions that are implicit or embedded in a passage.
• Identify the outcome or product of a set of directions.
• Recognize when a set of directions has been followed correctly.

Note: Directions will relate to activities that are appropriate for Grade 11 students.

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE 1. Identify main idea.

ELIGIBLE CONTENT
• Recognize the main idea in a paragraph or passage(s). (Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author’s purpose)

OBJECTIVE 2. Draw conclusions.

ELIGIBLE CONTENT
• Draw conclusions based on information in one or more passages.

OBJECTIVE 3. Determine cause and effect.

ELIGIBLE CONTENT
• Infer the cause(s) of effect(s) stated or implied in a passage.
• Infer the effect(s) of cause(s) stated or implied in a passage.
OBJECTIVE 4. Detect propaganda; distinguish fact from opinion.

ELIGIBLE CONTENT
- Identify an author’s purpose or point of view in one or more passages.
- Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.
- Identify the purpose of specific persuasive techniques, but not label or define the techniques.
- Distinguish facts from opinions based on a passage.

OBJECTIVE 5. Recognize statements that adequately summarize a passage.

ELIGIBLE CONTENT
None specified.

STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

OBJECTIVE 1. Recognize fallacies of logic and judge strength of argument.

ELIGIBLE CONTENT
- Recognize faulty logic in one or more passages.
- Evaluate faulty logic in one or more passages.
- Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.
- Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages.
- Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.

OBJECTIVE 2. Analyze literary elements.

ELIGIBLE CONTENT
- Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. (Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.)

OBJECTIVE 3. Demonstrate understanding of figurative language and analogy.

ELIGIBLE CONTENT
- Analyze the use of analogy in a passage.
- Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. (Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole [overstatement].)
STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

OBJECTIVE 1. Determine word meaning through the use of context clues.

ELIGIBLE CONTENT
- Determine the meaning of words or phrases in context. (Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.)

OBJECTIVE 2. Demonstrate the ability to preview and predict.

ELIGIBLE CONTENT
- Preview text features to make a prediction about the text content. (Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.)

OBJECTIVE 3. Discern organizational patterns.

ELIGIBLE CONTENT
- Determine the organizational pattern of a passage, but not label the pattern. (Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.)

OBJECTIVE 4. Demonstrate the ability to locate information in reference material.

ELIGIBLE CONTENT
- Comprehend information in reference materials. (Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers’ guides, and both print-based and electronic card catalogs.)
Mathematics

STANDARD I: The student will be able to perform basic operations on algebraic expressions.

OBJECTIVE 1. Apply order of operations.

ELIGIBLE CONTENT
• One, two, or no variables may be used.
• One set of parentheses may be used.
• Determining the absolute value of a term may be required.
• Squaring the quantity in parentheses may be required.
• No more than four terms may be included.
• Adding or subtracting negative integers may be required.
• Decimals to the tenths’ place may be used.

OBJECTIVE 2. Add and subtract polynomials.

ELIGIBLE CONTENT
• Using the distributive property may be required.
• Unlike denominators may be used.

OBJECTIVE 3. Multiply polynomials.

ELIGIBLE CONTENT
• Multiplying two quantities in parentheses may be required.
• Squaring a quantity in parentheses may be required.
• Adding or subtracting may be required.
• Raising a quantity to a power may be required.
• Fractions may be used.
• Adding exponents may be required.

OBJECTIVE 4. Factor polynomials.

ELIGIBLE CONTENT
• The following factoring may be required:  
  - difference of two squares  
  - greatest common monomial  
  - trinomial  
  - common binomial  
• Options will be factored completely.
STANDARD II: The student will be able to solve equations and inequalities.

OBJECTIVE 1. Solve multi-step equations of first degree.

ELIGIBLE CONTENT
- One set of parentheses may be used.
- Finding the sum or difference of terms containing the same variable may be required.
- Adding or subtracting a variable to or from both sides of the equation may be required.
- The solution to the equation may be a fraction.
- Coefficients may be simple fractions.

OBJECTIVE 2. Solve quadratic equations that are factorable.

ELIGIBLE CONTENT
- Factoring of the type $ax^2 + bx = 0$ may be required.
- The following factoring may be required:
  - difference of two squares
  - greatest common monomial
  - trinomial
  - common binomial


ELIGIBLE CONTENT
- Solving for the values of both $x$ and $y$ may be required.
- The options may be four graphs with lines plotted and the intersection point labeled with its ordered pair.


ELIGIBLE CONTENT
- A negative coefficient may be used.

STANDARD III: The student will be able to apply concepts related to functions.

OBJECTIVE 1. Identify functions.

ELIGIBLE CONTENT
- The options may be graphs, ordered pairs, tables, or mappings.
- The options may be equations when given a table of values or ordered pairs.
- The options may be tables of values or ordered pairs when given an equation.
- Functions may be expressed using either the terminology “$f(x) =$” or “$y =$”.
OBJECTIVE 2. Find the range of functions when given the domain.

ELIGIBLE CONTENT
• The domain of a function may be a single value or a set of values.
• A set of ordered pairs may be used.
• Functions may be expressed using either the terminology \( f(x) = \) or \( y = \).

STANDARD IV: The student will be able to apply formulas.

OBJECTIVE 1. Find the perimeter, circumference, area, or volume of geometric figures.

ELIGIBLE CONTENT
• The value of pi (\( \pi \)) will be 3.14.
• Options may be left in terms of \( \pi \).
• Unnecessary dimensions may be included.
• Drawings may be used.
• Finding volume or surface area of a rectangular prism may be required.
• Extracting a square root may be required.
• Determining the area of a circle when given the diameter in the drawing may be required.
• The formulas will be given in the problems.

OBJECTIVE 2. Find the distance, midpoint, or slope of line segments when given two points.

ELIGIBLE CONTENT
• Radicals may be used.
• Radicals will be simplified.
• Lines graphed on the coordinate plane may be included.
• Determining the slope of a line given a line on the coordinate plane with two points labeled with their ordered pairs may be required.
• Determining the slope of a line or midpoint of a line segment given two points on a line on the coordinate plane without any coordinates labeled may be required.
• The formulas will be given in the problems.
STANDARD V: The student will be able to apply graphing techniques.

OBJECTIVE 1. Graph or identify graphs of linear equations.
4. Identify graphs of common relations.

ELIGIBLE CONTENT
• Equations may be expressed in terms of $f(x)$.
• The options may be four graphs.
• The options may be four equations.
• The common relations are:
  - $x = \text{constant}$
  - $y = \text{constant}$
  - $y = x$
  - $y = x$
  - $y = x^2$
  - $y = x$

OBJECTIVE 2. Graph lines given certain conditions.

ELIGIBLE CONTENT
• The following conditions may be included:
  - two points
  - $x$- and $y$-intercepts
  - point and slope
  - slope and $y$-intercept

OBJECTIVE 3. Determine solution sets of inequalities.

ELIGIBLE CONTENT
• Compound inequality may be included.
• Solving inequality may be required.
• Options will be graphs.

STANDARD VI: The student will be able to represent problem situations.

OBJECTIVE 1. Translate verbal or symbolic information into algebraic expressions; or identify equations or inequalities that represent graphs or problem situations.
STANDARD VII: The student will be able to solve problems involving a variety of algebraic and geometric concepts.

OBJECTIVE 1. Apply properties of angles and relationships between angles.

ELIGIBLE CONTENT
- The following properties and relationships may be included:
  - vertical angles
  - adjacent angles
  - supplementary angles
  - complementary angles
  - linear pair (adjacent supplementary angles)
  - relationships among the measures of angles formed by two parallel lines and a transversal
- Word problems may be used.
- The knowledge of the sum of measures of angles may be used.
- Determining measurements of angles when the measurements of angles are expressed as algebraic expressions may be required.

OBJECTIVE 2. Apply Pythagorean Theorem.

ELIGIBLE CONTENT
- The Pythagorean Theorem will be given on the reference page.
- Diagrams will be included.
- Word problems will be used.
- Radicals may be included in options.
- All radicals will be simplified.
- Drawings will be to scale.

OBJECTIVE 3. Apply properties of similar polygons.

ELIGIBLE CONTENT
- Diagrams may be included.
- Drawings will be to scale.
- The word similar or the symbol “~” may be used.
- Use of the scale factor will be required.
OBJECTIVE 4. Apply properties of plane and solid geometric figures.

ELIGIBLE CONTENT
• Diagrams may be included.
• Word problems may be used.
• The following content may be included:
  - area and perimeter of triangles, rectangles, and squares
  - area and circumference of a circle, given radius or diameter
  - perimeter of a regular polygon, given one side
  - volume of rectangular prism or cylinder
  - sum of the measures of the angles in a triangle
  - sum of the measures of the angles in a rectangle
• Determining any dimension of a figure may be required.
• Determining any dimension of a figure when the dimension is expressed as an algebraic expression may be required.

OBJECTIVE 5. Determine measures of central tendency.

ELIGIBLE CONTENT
• The word “mean” will be used for the arithmetic average.
• The set of numbers used to assess the range will not be in numerical order.
• Decimals up to hundredths may be used.
• Decimals with different numbers of decimal digits may be used in the same item.
• Frequency diagrams may be used.

OBJECTIVE 6. Determine probabilities.

ELIGIBLE CONTENT
• Both AND and OR situations may be included.

OBJECTIVE 7. Solve problems involving direct variation.

ELIGIBLE CONTENT
• Diagrams may be used.
• Verbal descriptions of proportions may be used.
OBJECTIVE 8. Solve problems involving algebraic concepts.

ELIGIBLE CONTENT

- Word problems will be used.
- Interpretation of figures may be required.
- The following content may be included:
  - distance-rate-time problems
  - money problems, which may require a system of equations
  - numbers (sum, difference, product, quotient)
  - simple age problems referring only to the present
  - consecutive integers
  - area, volume, dimension problems
  - quantity problems
  - cost problems
  - wage problems
Social Studies

STANDARD I: The student will understand the global influence of the pre-colonial and colonial eras of the Western Hemisphere.

OBJECTIVE 1. Identify and evaluate America’s exploration, development, and divergence.
Note: Emphasis on the United States.
• Economic
• Political
• Social
• Cultural
• Geographic

ELIGIBLE CONTENT
• Identify the effects of the Crusades, the Renaissance, and the Reformation.
  - Motivation
  - Subsequent action
• Trace the development and impact of the Columbian Exchange.
  - Destabilization of Native American societies
• Trace, compare, and explain the significance of early European conquests, colonization, and business ventures.
  - Conquistadors
  - St. Augustine
  - Jamestown
  - Virginia House of Burgesses
• Identify the critical economic and political events leading to the Colonial separation from England.
  - Taxation
  - French and Indian War
  - Lack of free trade
  - Boston Massacre
  - Boston Tea Party
  - Lexington and Concord
STANDARD II: The student will understand the formation and development of the United States.

OBJECTIVE 1. Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems of the United States.

ELIGIBLE CONTENT
• Identify and describe the impact and the influence of the intellectual and religious thought on the political systems of the United States.
  - Magna Carta
  - Political concepts of Locke, Rousseau, and Montesquieu
  - Great Awakening
  - Bill of Rights
• Identify and describe models and concepts for central government.
  - First and Second Continental Congresses
  - Political parties
  - Declaration of Independence
  - Articles of Confederation: strengths and weaknesses
  - Constitutional Convention
  - State vs. national power
  - Major crises and compromises
  - Debate over ratification
  - Federalist Papers
    - First American Political Systems
  - Economic differences
    - Jefferson vs. Hamilton
  - Examples: national debt, state debt, banking system
    - Washington’s Farewell Address
    - Impact of John Marshall on the Supreme Court
    - Judicial Review - Marbury v. Madison

OBJECTIVE 2. Identify and comprehend the provisions of essential documents of the United States government.
• Declaration of Independence
• Constitution
• Bill of Rights
• 13th, 14th, 15th, and 19th Amendments
ELIGIBLE CONTENT

• Identify, explain, describe, and/or compare the provisions of essential documents of the United States Government.
  - Declaration of Independence
  - Basics of the Constitution
    - Preamble
    - Separation of Powers
    - Federal System
    - Elastic Clause
    - Bill of Rights
    - 13th, 14th, 15th, and 19th Amendments
  - Violations
    - Examples: Black Codes, Jim Crow Laws
• Relate Separation of Powers, Federal System, and the Bill of Rights to colonial experiences.

STANDARD III: The student will understand the eras of revolution, expansion, and reform prior to the United States Civil War.

OBJECTIVE 1. Identify and evaluate the impact of the American Revolution.

ELIGIBLE CONTENT
Trace and describe the causes, course, and consequences of the Revolutionary War.
  - Causes
    - Lack of free trade
    - Boston Tea Party
    - Issues of Second Continental Congress
    - Boston Massacre
    - Patrick Henry’s speech
  - Course
    - Leaders
      - Examples: George Washington, Samuel Adams, Paul Revere
    - Military campaigns
      - Examples: Saratoga, Yorktown, Valley Forge
  - Consequences
    - Treaty of Paris
    - Recognition of independence
    - Territorial acquisition
    - Unfinished business
    - War of 1812: impressment and embargo
OBJECTIVE 2. Identify and evaluate the Era of Expansion.
Note: Use map on territorial expansion.

ELIGIBLE CONTENT
Trace and compare the expansion of the United States from 1783–1853.
- Territorial expansion
  Treaty of Paris - 1783
  Land Ordinance - 1785
  Northwest Ordinance - 1787
- Louisiana Purchase
  Background
  Lewis and Clark expedition
  - Economic nationalism during the “Era of Good Feeling”
  Economic Issues
  Examples: internal improvements, Henry Clay’s American System
  Alabama Statehood
  Missouri Compromise
  Monroe Doctrine
  - Westward expansion
  Indian Removal Act
  Example: Trail of Tears (Note: Alabama may be included)
  Pre-Civil War expansion west of the Mississippi
  Examples: Santa Fe, Oregon, Mormon, and California trails; Gold Rush
  - Growing sectional divisions
  Texas Independence
  Mexican War
  Example: Manifest Destiny

OBJECTIVE 3. Identify and evaluate the impact of American social and political reform and the emergence of a distinct American culture.

ELIGIBLE CONTENT
Identify, describe, and/or compare the impact of social, political, and economic reforms before the Civil War.
- Social reforms before the Civil War
  Women and women’s rights
  Examples: Elizabeth Cady Stanton, Sojourner Truth, Susan B. Anthony,
  Seneca Falls Convention
  Abolitionists
  Examples: William Lloyd Garrison, Harriet Beecher Stowe, Frederick Douglass,
  Harriet Tubman and the Underground Railroad
  Other reform movements
  Examples: Dorothea Dix, temperance, Utopian Communities
  - Political and economic reform
War of 1812
Course of the War
Examples: Horseshoe Bend, Ft. McHenry, New Orleans
Consequences of the War
Growth of Nationalism
Example: tariff protection
Marshall’s Supreme Court
Examples: Madison v. Marbury and Gibbons v. Ogden
Jacksonian Democracy:
Common Man Ideal
Extension of voting rights
Creation of the Spoils System
Nullification Crisis
Emergence of a distinct American culture
Authors and poets
Examples: Webster, Emerson, Thoreau, Whitman, Poe, Hawthorne, Irving, Cooper, and Dickinson

STANDARD IV: The student will understand concepts related to the United States Civil War Era.

OBJECTIVE 1. Identify and evaluate events, causes, and effects of the Civil War Era.

ELIGIBLE CONTENT
• Recognize and analyze the factors leading to sectional division.
  - Compromise of 1850
  - Fugitive Slave Act
  - Kansas-Nebraska Act
  - Formation of Republican Party
  - Dred Scott Decision
  - John Brown Raid

• Identify and relate the election of Lincoln to the division of the nation.
  - Background
  Issues debated
  Democratic Party split
  - Secession and the federal response
  Examples: formation of Confederacy (Note: include Montgomery, Alabama), Ft. Sumter, Northern goals, Southern goals
  - Northern Alabama’s perspective on secession (Note: include Winston County, Alabama, and western counties of Virginia)
  Pockets of resistance to secession

• Identify and analyze the non-military events of the Civil War.
  - Political
  Example: creation of black military units
- Economic
Examples: Homestead Act, Morrill-Land Grant Act
- Cultural
Examples: draft opposition, Emancipation Proclamation
- Legal
Example: suspension of the Writ of Habeas Corpus
- Geographic
Examples: Battles of Vicksburg and Gettysburg, Sherman’s March
- Political
Gettysburg Address
- Economic
Lee’s surrender
Cost of war
- Identify and compare the successes and failures of the Reconstruction Era and the emergence of the New South.
- Plans for Reconstruction
Lincoln’s Plan
Congressional Plan
- Radical Reconstruction
Examples: Southern Military Districts, Black Codes, carpetbaggers, scalawags, organized resistance groups
- Presidency of U.S. Grant
- End of Reconstruction
Examples: election of 1876, Compromise of 1877
- The New South
Politics
Industrialization
Race relations
Example: Jim Crow Laws
Black cultural structures
Examples: schools, churches, and family
STANDARD V: The student will understand the concepts and developments of the late 19th to the early 20th centuries.

OBJECTIVE 1. Identify and evaluate the events that led to the settlement of the West.

ELIGIBLE CONTENT
Identify and explain the closing of the frontier and the transition from an agrarian society to an industrial nation during the 1800s.
- Indian tribes
  Examples: new states, U.S. Army and Indian conflicts, buffalo annihilation, and geographic impact
- Settlement of the Midwest/immigrant movement
  Examples: steel plow, windmill, revolver, barbed wire, and railroad
- Changing role of the American farmers
  Examples: early mechanization of agriculture, farmers’ grievances, American agrarian rebellion, Populist Movement, and Alabama farmers

OBJECTIVE 2. Evaluate the concepts, developments, and consequences of industrialization and urbanization.

ELIGIBLE CONTENT
- Describe the concepts, developments, and consequences of industrialization and urbanization.
  - Geographic factors that influenced industrialization
    Examples: natural resources, mountains, rivers
  - Sources of power for new industries
    Examples: oil, electricity
  - Communication Revolution
    Examples: transatlantic cable, telephone, radio
  - Early industry/role of labor in Alabama (Note: Alabama maps may be used)
    Examples: iron, steel, coal, railroad, lumber, shipping, textiles, convict leasing
  - Monopolies/mergers
    Examples: Robber barons, Rockefeller, Carnegie
  - Ideologies of business
    Examples: Social Darwinism, Gospel of Wealth, Horatio Alger
  - Urbanization in the late 1800s (Note: photos, political cartoons, and graphs may be used)
    Geographic (Note: population maps may be used)
    Example: from farm to factory
    Economic
    Examples: immigrant labor, child labor, female labor, labor unions, labor strikes, immigration restrictions
- Identify, explain, and relate the accomplishments and limitations of the Progressive Movement.
  - Characteristics
- Social
Role of women
Muckrakers
Public education
Example: Horace Mann
The Niagara Movement
W.E.B. Du Bois
National Association for the Advancement of Colored People (NAACP)
- Atlanta Exposition/Compromise
- Tuskegee Institute
Booker T. Washington
George Washington Carver
- Political
*Plessy v. Ferguson*
- Alabama’s 1901 Constitution
- Progressive Constitutional Amendments and impact
  16th, 17th, 18th, & 19th Amendments
- Progressive leadership of Theodore Roosevelt and Woodrow Wilson
Examples: antitrust laws such as the Clayton Act and Federal Trade Commission, labor reforms, conservation movements, Federal Reserve System
  - Election of 1912

**STANDARD VI:** The student will understand the causes and effects of World War I.

**OBJECTIVE 1.** Evaluate the causes of World War I.
- Socioeconomic climate of the United States
- European economy
- Nationalism, Imperialism, Militarism

**ELIGIBLE CONTENT**
- Identify and explain American imperialism and territorial expansion prior to World War I.
  - Search for raw materials
  - Global balance of power
  - Hawaiian Islands
  - Spanish American War
Examples: Yellow press, Rough Riders, Cuba and the Philippines
  - Open Door Policy
  - Panama Canal
Example: William C. Gorgas
  - Roosevelt’s Corollary
• Identify and analyze America’s involvement in World War I.
  - Causes of the war: long term and immediate
  - Causes of the United States’ entry into the war
  - Mobilization
  - American military role (Note: no specific battles)
  - Homefront
  - Technological innovations
  - Treaty of Versailles
• Trace and explain global transformation: European nationalism and Western imperialism.
  - Economic roots of imperialism
  - Imperialist ideology
  - Nationalism and militarism: Italy, Germany, Austria-Hungary
  - Social Darwinism
  - Racism
  - European colonialism and rivalries in Africa, Asia, and the Middle East
  - United States imperialism
    - Examples: Philippines, Cuba, Central America

OBJECTIVE 2. Analyze the effects of World War I.
• America’s rejection of world leadership
• American culture
• Racial conflicts

ELIGIBLE CONTENT
• Identify and analyze the course and consequences of World War I.
  - Course
  - Plans
  - Attrition on the Western front
  - Technology
  - Consequences
  - Political
  - Social
  - Economic
  - Post-World War I Era
    - League of Nations
    - Wilson’s support and congressional rejection
  - Unfinished business
  - World War II
• Identify and explain the development of post-war American culture.
  - Roaring Twenties
  - Arts and humanities
  - American writers
Harlem Renaissance
Jazz age
Example: W.C. Handy
Mass entertainment
Technological innovations
Examples: aviation, automobiles, home appliances
Underside of the 1920s
Examples: poverty, unorganized labor force, decline in farm incomes, conditions in Alabama, invalidation of anti-child labor laws, prohibition, racism
Women’s issues
Examples: Margaret Sanger, Zelda Fitzgerald
Racial and ethnic conflict - 1920s and 1930s
Red scare
Sacco and Vanzetti case
Ku Klux Klan activities
Black migration to northern cities
Racial violence
Examples: riots and lynchings
Immigration laws of the 1920s

STANDARD VII: The student will understand the Great Depression and World War II.

OBJECTIVE 1. Analyze the advent and impact of the Great Depression and the New Deal on American life.

- Political
- Economic
- Social

ELIGIBLE CONTENT

- Identify and analyze the causes of the Great Depression.
  - Disparity of income
  - Stock market speculation
  - Collapse of farm economy
- Identify and analyze the course of the Great Depression and its impact on American life.
  - Geographic (Note: maps included)
  Examples: Dust bowl, Southern Appalachian region, Tennessee Valley, impact on Alabama economy
  - Hoover’s administration
  - Political and economic
  FDR’s New Deal program
  Examples: Federal Deposit Insurance Corporation (FDIC), Social Security, National Labor Relations Board (NLRB), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), Fair Labor Standards Act
  - Cultural
  Examples: movies, radio, fireside chats, homelessness, malnutrition
OBJECTIVE 2. Analyze America’s involvement in World War II.

ELIGIBLE CONTENT

• Identify and analyze America’s involvement in World War II.
  - Causes
    Europe
    Munich Conference
    Invasion of Poland
    Asia
    Japanese expansion
  - Homefront
    Women’s participation: industry and volunteerism
    Rationing
    War bonds
    Japanese internment
  - Political leaders
    Examples: FDR, Stalin, Churchill, Hitler, Mussolini
  - Military participation
    Turning points
    Examples: Stalingrad, Midway, North Africa, Normandy
    Military leaders
    Eisenhower
    MacArthur
  - Holocaust
    Liberation of concentration camps
  - Scientific and technological developments
    Atomic bomb: Hiroshima and Nagasaki
• Compare America’s involvement in World War II to World War I.