

Texas Tutorials are designed specifically for the Texas Essential Knowledge and Skills (TEKS).

Middle School U.S. History Texas Tutorials offer targeted instruction, practice, and review designed to build middle school students' knowledge of early U.S. history and command of historical thinking skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing their ability to analyze the foundations of U.S. history, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas about U.S. history accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. The Review It offers a high-impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

### Unit 1: First Peoples and European Colonization

- **THE FIRST PEOPLES OF NORTH AMERICA**

- 8.10.B: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: compare places and regions of the United States in terms of physical and human characteristics; and
- 8.11.A: Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to: analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and

- **COLONIZING NORTH AMERICA**

- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.23.A: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
- 8.25.A: Culture. The student understands the impact of religion on the American way of life. The student is expected to: trace the development of religious freedom in the United States;

- 8.2.A: History. The student understands the causes of exploration and colonization eras. The student is expected to: identify reasons for English, Spanish, and French exploration and colonization of North America; and
- 8.2.B: History. The student understands the causes of exploration and colonization eras. The student is expected to: compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.
- 8.30.B: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use effective written communication skills, including proper citations and avoiding plagiarism;
- 8.30.A: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use social studies terminology correctly;
- 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
- 8.29.C: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- 8.29.H: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.
- 8.12.B: Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to: explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and

## Unit 2: The British Colonies in North America

### • THE NEW ENGLAND, MIDDLE, AND SOUTHERN COLONIES

- 8.29.C: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- 8.23.A: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
- 8.25.A: Culture. The student understands the impact of religion on the American way of life. The student is expected to: trace the development of religious freedom in the United States;

- 8.11.A: Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to: analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and
- 8.10.B: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: compare places and regions of the United States in terms of physical and human characteristics; and
- 8.29.H: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.
- 8.2.B: History. The student understands the causes of exploration and colonization eras. The student is expected to: compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.
- 8.3.C: History. The student understands the foundations of representative government in the United States. The student is expected to: describe how religion and virtue contributed to the growth of representative government in the American colonies.
- 8.1.B: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
- 8.12.B: Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to: explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
- 8.12.C: Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to: analyze the causes and effects of economic differences among different regions of the United States at selected times.
- 8.12.A: Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to: identify economic differences among different regions of the United States;
- **LIFE IN THE BRITISH COLONIES**
  - 8.23.D: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
  - 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877,

including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and

- 8.25.A: Culture. The student understands the impact of religion on the American way of life. The student is expected to: trace the development of religious freedom in the United States;
- 8.25.B: Culture. The student understands the impact of religion on the American way of life. The student is expected to: describe religious influences on social movements, including the impact of the first and second Great Awakenings; and
- 8.2.B: History. The student understands the causes of exploration and colonization eras. The student is expected to: compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.
- 8.3.C: History. The student understands the foundations of representative government in the United States. The student is expected to: describe how religion and virtue contributed to the growth of representative government in the American colonies.
- 8.15.A: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
- 8.1.B: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
- 8.3.A: History. The student understands the foundations of representative government in the United States. The student is expected to: explain the reasons for the growth of representative government and institutions during the colonial period;
- 8.3.B: History. The student understands the foundations of representative government in the United States. The student is expected to: analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and
- 8.23.E: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify the political, social, and economic contributions of women to American society.
- 8.26.A: Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the Battle Hymn of the Republic, and transcendental literature; and

### Unit 3: Winning Independence

#### • THE BUILDUP TO INDEPENDENCE

- 8.4.B: History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to: explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
- 8.4.C: History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to: explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and
- 8.20.B: Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to: analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.
- 8.29.C: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- 8.1.B: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
- 8.4.A: History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to: analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;

#### • THE DECLARATION OF INDEPENDENCE

- 8.4.B: History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to: explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
- 8.4.C: History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to: explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and

- 8.15.E: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.
- 8.15.A: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
- 8.30.B: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use effective written communication skills, including proper citations and avoiding plagiarism;
- 8.30.A: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use social studies terminology correctly;
- 8.19.A: Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to: define and give examples of unalienable rights;
- 8.29.B: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- 8.15.C: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;
- 8.29.A: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- **THE REVOLUTIONARY WAR**
  - 8.4.B: History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to: explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
  - 8.29.D: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including

technology. The student is expected to: identify bias and points of view created by the historical context surrounding an event;

- 8.23.E: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify the political, social, and economic contributions of women to American society.
- 8.23.D: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
- 8.22.A: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and
- 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
- 8.29.C: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- 8.10.C: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.
- 8.4.C: History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to: explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and
- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.29.E: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;

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**Unit 4: Building the U. S. Government****• THE ARTICLES OF CONFEDERATION**

- 8.6.A: History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
- 8.15.B: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: summarize the strengths and weaknesses of the Articles of Confederation;

**• THE CONSTITUTIONAL CONVENTION**

- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.29.D: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: identify bias and points of view created by the historical context surrounding an event;
- 8.17.B: Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to: explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- 8.4.D: History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to: analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
- 8.30.B: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use effective written communication skills, including proper citations and avoiding plagiarism;
- 8.30.A: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use social studies terminology correctly;
- 8.29.E: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;
- 8.21.C: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.

- 8.15.D: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
- 8.15.A: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
- 8.22.A: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and
- 8.1.B: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
- 8.20.A: Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to: evaluate the contributions of the Founding Fathers as models of civic virtue; and

## Unit 5: The U.S. Constitution

### • THE U.S. CONSTITUTION

- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.29.A: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- 8.30.B: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use effective written communication skills, including proper citations and avoiding plagiarism;
- 8.30.A: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use social studies terminology correctly;

- 8.1.B: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
- 8.15.D: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
- 8.15.E: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.
- **RATIFYING AND AMENDING THE CONSTITUTION**
  - 8.25.A: Culture. The student understands the impact of religion on the American way of life. The student is expected to: trace the development of religious freedom in the United States;
  - 8.29.D: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: identify bias and points of view created by the historical context surrounding an event;
  - 8.17.A: Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to: analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason, and explain how their debates exemplify civil discourse; and
  - 8.15.A: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
  - 8.21.C: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.
  - 8.16.A: Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to: summarize the purposes for amending the U.S. Constitution; and

- 8.25.C: Culture. The student understands the impact of religion on the American way of life. The student is expected to: analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
- 8.19.B: Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to: summarize rights guaranteed in the Bill of Rights; and
- 8.15.C: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;
- 8.21.B: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: describe the importance of free speech and press in a constitutional republic; and

## Unit 6: The Early United States

### • THE FEDERALIST ERA

- 8.30.B: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use effective written communication skills, including proper citations and avoiding plagiarism;
- 8.30.A: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use social studies terminology correctly;
- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.29.E: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;
- 8.5.D: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: explain the origin and development of American political parties;
- 8.5.A: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system;
- 8.5.F: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;

- 8.29.D: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: identify bias and points of view created by the historical context surrounding an event;
- 8.22.A: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and
- 8.18.A: Government. The student understands the impact of landmark Supreme Court cases. The student is expected to: identify the origin of judicial review;
- 8.18.B: Government. The student understands the impact of landmark Supreme Court cases. The student is expected to: summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*; and
- **THE AGE OF JEFFERSON**
  - 8.21.A: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: identify different points of view of political parties and interest groups on important historical issues;
  - 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
  - 8.29.C: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - 8.29.D: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: identify bias and points of view created by the historical context surrounding an event;
  - 8.5.D: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: explain the origin and development of American political parties;
  - 8.1.B: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
  - 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age

of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and

- 8.5.F: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;
- 8.6.B: History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and
- 8.29.A: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;

- **WESTWARD EXPANSION**

- 8.11.A: Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to: analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and
- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.6.A: History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
- 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
- 8.6.B: History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and

## Unit 7: Early Democratic Governments

- **THE ERA OF GOOD FEELINGS**

- 8.21.A: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: identify different points of view of political parties and interest groups on important historical issues;

- 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
- 8.29.A: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.5.F: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;
- **THE AGE OF JACKSON**
  - 8.5.G: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: explain the impact of the election of Andrew Jackson, including expanded suffrage; and
  - 8.5.C: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: summarize arguments regarding protective tariffs, taxation, and the banking system;
  - 8.17.B: Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to: explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
  - 8.30.B: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use effective written communication skills, including proper citations and avoiding plagiarism;
  - 8.30.A: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use social studies terminology correctly;
  - 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and

- 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
- 8.5.H: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
- 8.29.C: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- 8.10.C: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.
- 8.29.E: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;

## Unit 8: The Culture and Economy of the Early United States

### • CULTURAL DEVELOPMENTS THROUGH THE EARLY 1800S

- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.29.E: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;
- 8.23.A: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
- 8.25.A: Culture. The student understands the impact of religion on the American way of life. The student is expected to: trace the development of religious freedom in the United States;
- 8.24.B: Culture. The student understands the major reform movements of the 19th century. The student is expected to: evaluate the impact of reform movements, including educational reform,

temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.

- 8.4.B: History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to: explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
- 8.23.E: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify the political, social, and economic contributions of women to American society.
- 8.26.A: Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the Battle Hymn of the Republic, and transcendental literature; and
- 8.26.B: Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: analyze the relationship between the arts and continuity and change in the American way of life.
- 8.22.B: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.
- **THE EARLY AMERICAN ECONOMY**
  - 8.29.D: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: identify bias and points of view created by the historical context surrounding an event;
  - 8.27.B: Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to: analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and
  - 8.14.B: Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to: describe the characteristics and the benefits of the U.S. free enterprise system through 1877.
  - 8.14.A: Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to: explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights; and

- 8.7.A: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: analyze the impact of tariff policies on sections of the United States before the Civil War;
- 8.5.C: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: summarize arguments regarding protective tariffs, taxation, and the banking system;

## Unit 9: Life in the West

### • **SETTLING THE WEST**

- 8.11.A: Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to: analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and
- 8.23.E: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify the political, social, and economic contributions of women to American society.
- 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
- 8.10.C: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.
- 8.27.C: Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to: analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.
- 8.28.A: Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to: compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and

### • **CONFLICTS WITH AMERICAN INDIANS**

- 8.5.H: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
- 8.30.B: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use effective written communication skills, including proper citations and avoiding

plagiarism;

- 8.30.A: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use social studies terminology correctly;
- 8.29.B: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- 8.23.C: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;
- 8.6.B: History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and

## Unit 10: Population and Industrial Growth

### • IMMIGRATION AND URBANIZATION IN AMERICA

- 8.21.A: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: identify different points of view of political parties and interest groups on important historical issues;
- 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
- 8.10.B: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: compare places and regions of the United States in terms of physical and human characteristics; and
- 8.12.B: Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to: explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
- 8.23.B: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs;
- 8.29.C: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including

technology. The student is expected to: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

- 8.23.A: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
- 8.13.B: Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to: identify the economic factors that brought about rapid industrialization and urbanization.

- **INDUSTRIAL DEVELOPMENTS**

- 8.27.C: Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to: analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.
- 8.13.B: Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to: identify the economic factors that brought about rapid industrialization and urbanization.
- 8.27.A: Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to: explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;
- 8.27.B: Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to: analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and
- 8.28.B: Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to: identify examples of how industrialization changed life in the United States.
- 8.28.A: Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to: compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and

## Unit 11: African American Life and the Fight Against Slavery

- **AFRICAN AMERICAN LIFE THROUGH THE EARLY 1800S**

- 8.23.E: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify the political, social, and economic contributions of women to American society.

- 8.7.B: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: compare the effects of political, economic, and social factors on slaves and free Blacks;
- 8.23.D: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
- 8.22.B: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.
- 8.23.C: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;
- 8.24.A: Culture. The student understands the major reform movements of the 19th century. The student is expected to: describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery; and
- **THE ABOLITION MOVEMENT**
  - 8.7.C: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists;
  - 8.25.B: Culture. The student understands the impact of religion on the American way of life. The student is expected to: describe religious influences on social movements, including the impact of the first and second Great Awakenings; and
  - 8.24.A: Culture. The student understands the major reform movements of the 19th century. The student is expected to: describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery; and
  - 8.26.A: Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the Battle Hymn of the Republic, and transcendental literature; and
  - 8.23.E: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify the political, social, and economic contributions of women to American society.
  - 8.23.D: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The

student is expected to: analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and

- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.22.B: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.
- 8.7.E: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.
- 8.8.B: History. The student understands individuals, issues, and events of the Civil War. The student is expected to: explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
- 8.23.C: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;
- 8.7.D: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: analyze the impact of slavery on different sections of the United States; and

## Unit 12: Regional Conflicts

### • REGIONAL ECONOMIES OF THE UNITED STATES

- 8.27.A: Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to: explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;
- 8.27.C: Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to: analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.
- 8.28.B: Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to: identify examples of how industrialization changed life in the United States.

- 8.27.B: Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to: analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and
- 8.11.A: Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to: analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and
- 8.12.B: Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to: explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
- 8.7.A: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: analyze the impact of tariff policies on sections of the United States before the Civil War;
- 8.29.D: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: identify bias and points of view created by the historical context surrounding an event;
- 8.7.D: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: analyze the impact of slavery on different sections of the United States; and
- 8.10.B: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: compare places and regions of the United States in terms of physical and human characteristics; and
- 8.12.C: Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to: analyze the causes and effects of economic differences among different regions of the United States at selected times.
- 8.12.A: Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to: identify economic differences among different regions of the United States;
- **COMPROMISES FOR FREE AND SLAVE STATES**
  - 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
  - 8.29.C: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including

technology. The student is expected to: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

- 8.7.E: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.
- 8.21.C: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.
- 8.21.A: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: identify different points of view of political parties and interest groups on important historical issues;
- 8.29.D: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: identify bias and points of view created by the historical context surrounding an event;
- 8.17.B: Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to: explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- 8.8.B: History. The student understands individuals, issues, and events of the Civil War. The student is expected to: explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
- 8.7.C: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists;
- 8.10.B: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: compare places and regions of the United States in terms of physical and human characteristics; and
- 8.29.H: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.
- **CONFLICTS WITH MEXICO**
  - 8.29.C: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

- 8.6.B: History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and
- 8.6.C: History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: explain the causes and effects of the U.S.-Mexican War and their impact on the United States.
- 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;

### Unit 13: Major Cultural Developments in the Mid-1800s

- **CULTURAL DEVELOPMENTS IN THE MID-1800S**

- 8.23.D: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
- 8.20.B: Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to: analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.
- 8.22.B: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.
- 8.26.A: Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the Battle Hymn of the Republic, and transcendental literature; and
- 8.26.B: Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: analyze the relationship between the arts and continuity and change in the American way of life.
- 8.24.B: Culture. The student understands the major reform movements of the 19th century. The student is expected to: evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.
- 8.30.B: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use effective written communication skills, including proper citations and avoiding plagiarism;

- 8.30.A: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use social studies terminology correctly;
- 8.29.B: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.25.B: Culture. The student understands the impact of religion on the American way of life. The student is expected to: describe religious influences on social movements, including the impact of the first and second Great Awakenings; and
- **THE FIGHT FOR WOMEN'S RIGHTS**
  - 8.29.A: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;
  - 8.24.B: Culture. The student understands the major reform movements of the 19th century. The student is expected to: evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.
  - 8.23.E: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify the political, social, and economic contributions of women to American society.
  - 8.22.B: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.
  - 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and

- 8.24.A: Culture. The student understands the major reform movements of the 19th century. The student is expected to: describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery; and

## Unit 14: The Civil War

### • THE PATH TO CIVIL WAR

- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
- 8.7.E: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.
- 8.21.C: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.
- 8.17.B: Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to: explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- 8.8.B: History. The student understands individuals, issues, and events of the Civil War. The student is expected to: explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
- 8.23.C: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;
- 8.24.A: Culture. The student understands the major reform movements of the 19th century. The student is expected to: describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery; and
- 8.18.C: Government. The student understands the impact of landmark Supreme Court cases. The student is expected to: evaluate the impact of the landmark Supreme Court decision Dred Scott v. Sandford on life in the United States.

- 8.22.A: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and
- 8.21.A: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: identify different points of view of political parties and interest groups on important historical issues;
- **THE DIVIDED NATION AT WAR**
  - 8.1.B: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
  - 8.8.D: History. The student understands individuals, issues, and events of the Civil War. The student is expected to: analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.
  - 8.22.A: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and
  - 8.8.A: History. The student understands individuals, issues, and events of the Civil War. The student is expected to: explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;
  - 8.8.C: History. The student understands individuals, issues, and events of the Civil War. The student is expected to: explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and
  - 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
  - 8.8.B: History. The student understands individuals, issues, and events of the Civil War. The student is expected to: explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
  - 8.29.A: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: differentiate between, locate, and use valid primary and

secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;

- **THE UNION VICTORY**

- 8.8.A: History. The student understands individuals, issues, and events of the Civil War. The student is expected to: explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;
- 8.1.B: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
- 8.8.D: History. The student understands individuals, issues, and events of the Civil War. The student is expected to: analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.
- 8.23.E: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify the political, social, and economic contributions of women to American society.
- 8.22.B: Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.
- 8.10.A: Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
- 8.3.C: History. The student understands the foundations of representative government in the United States. The student is expected to: describe how religion and virtue contributed to the growth of representative government in the American colonies.
- 8.21.A: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: identify different points of view of political parties and interest groups on important historical issues;
- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and

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**Unit 15: Reconstruction****• RECONSTRUCTING THE SOUTH**

- 8.23.C: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;
- 8.8.C: History. The student understands individuals, issues, and events of the Civil War. The student is expected to: explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and
- 8.21.A: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: identify different points of view of political parties and interest groups on important historical issues;
- 8.9.A: History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to: evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- 8.9.C: History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to: explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.
- 8.16.B: Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to: describe the impact of the 13th, 14th, and 15th amendments.

**• THE EFFECTS OF RECONSTRUCTION**

- 8.16.B: Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to: describe the impact of the 13th, 14th, and 15th amendments.
- 8.9.B: History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to: explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and
- 8.23.C: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;

- 8.9.C: History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to: explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.
- 8.1.A: History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and

### Unit 16: Skills for Social Studies 1

#### • **READING HISTORICAL EVIDENCE**

- 8.30.B: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use effective written communication skills, including proper citations and avoiding plagiarism;
- 8.30.A: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use social studies terminology correctly;
- 8.29.F: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;
- 8.29.A: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- 8.29.B: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

#### • **UNDERSTANDING CONTEXT AND BIAS IN U.S. HISTORY**

- 8.29.D: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: identify bias and points of view created by the historical context surrounding an event;
- 8.29.F: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;

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- **UNDERSTANDING CAUSATION AND ARGUMENTATION IN HISTORY**

- 8.30.B: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use effective written communication skills, including proper citations and avoiding plagiarism;
- 8.30.A: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: use social studies terminology correctly;
- 8.29.B: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- 8.29.E: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;
- 8.29.F: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;

### Unit 17: Skills for Social Studies 2

- **THINKING CHRONOLOGICALLY**

- 8.29.B: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- 8.26.B: Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: analyze the relationship between the arts and continuity and change in the American way of life.
- 8.29.C: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

- **PRINCIPLES OF CITIZENSHIP**

- 8.31.A: Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and

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- 8.19.C: Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to: identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.
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