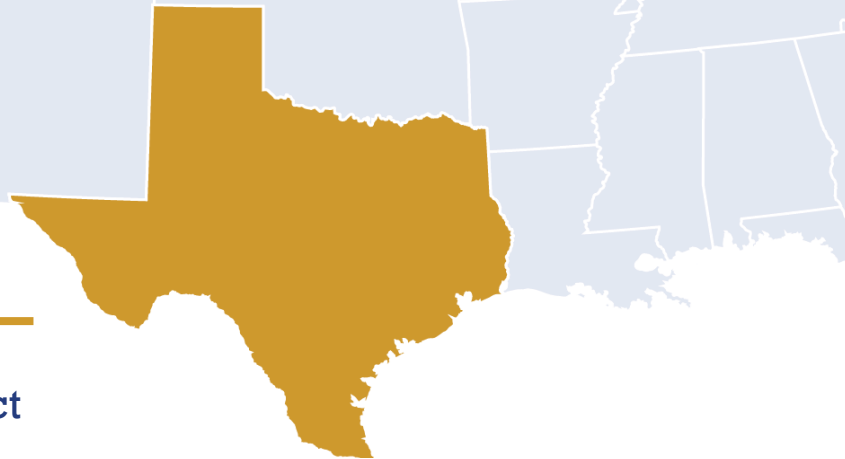


Texas State Standards for Social Studies



Correlated to resources from The Catholic Textbook Project

The Texas State Board of Education standards recently updated its published standards for social studies, effective **August 1, 2024**. This document is correlated according to that updated set of standards.

Utilizing the below schedule would equip a Texas Catholic school to provide its students with a robust formation in History, while remaining keyed-in to the State Board of Education social studies standards.

N.B. This document uses content standards and numbers matched to chapters and/or page references in Catholic Textbook Project resources. For broad-topic standards, a chapter or range of chapters are correlated, generally with examples included. More specific standards are correlated to page number references.

TX State Board of Education Topic		CTP Proposed Resource	Notes
5th Grade	§113.16.(b) ...the history of the United States from 1565 to the present.	<i>From Sea to Shining Sea</i>	FSSS provides excellent coverage of almost all listed standards.
6th Grade	§113.18.(b) ...people, places, and societies of the contemporary world.	<i>All Ye Lands</i>	AYL provides the bulk of historical standards content as well as foundational material for making connections to contemporary issues. AYL is not contemporary-era focused but can be utilized to overlap satisfactorily with 6th Grade standards.
7th Grade	§113.19.(b) ...the history of Texas from early times to the present.	<i>[Light to the Nations I or II]</i>	While CTP does not publish a junior-high textbook on Texas history, TAV (for 8th Grade, below) provides many tie-ins to Texas figures and events. Many CTP schools utilize a volume of Light to the Nations for 7th Grade.
8th Grade	§113.20.(b) ...the history of the United States from the early colonial period through Reconstruction.	<i>The American Venture</i>	TAV covers the indicated historical period well.

Social Studies Standards Grade 5

§113.16 Social Studies, Grade 5, Adopted 2022 (effective 2025–2026 SY) [...] In Grade 5, students survey the history of the United States from 1565 to the present. [...]

<p>(c) Knowledge and Skills</p>	<p><i>From Sea to Shining Sea</i> is the proposed resource best-fit for 5th Grade. Since this book covers early exploration of North America through Reconstruction, some standards will be covered by <i>The American Venture</i> in 8th Grade. There will be content overlap with both U.S. History texts, but references in this section refer to <i>FSSS</i>.</p>	
<p>(1) History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to:</p>	<p>(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and</p>	<p>Ch 1–5 (explorations of various nationalities and groups in North America)</p>
	<p>(B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.</p>	<p>Ch 5 (all named individuals throughout)</p>
<p>(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to:</p>	<p>(A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party;</p>	<p>Ch 6–8 (causes prior and during)</p>
	<p>(B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and</p>	<p>Ch 6–8 (all named individuals included in survey of period)</p>
	<p>(C) summarize the results of the American Revolution, including the establishment of the United States.</p>	<p>Ch 8 & 9</p>
<p>(3) History.</p>	<p>The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.</p>	

(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing;	Ch 12
	(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;	Ch 15
	(C) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;	Ch 12 & 14
	(D) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;	Ch 12
	(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and	Ch 17 & beginning of 18
	(F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.	Ch 18 & 19
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;	[This era is not covered in <i>FSSS</i> , but the 20th century standards are included in <i>The American Venture</i> , suggested for 8th Grade. See <i>TAV</i> Ch 17–23]
	(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and	
	(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.	

(6) Geography. The student understands places and regions in the United States. The student is expected to:	(A) describe political and economic regions in the United States that result from patterns of human activity;	Full color maps throughout text (e.g. early design of Washington D.C. on 222)
	(B) describe regions in the United States based on physical characteristics such as landform, climate, and vegetation;	Geographical conditions discussed throughout text (e.g. Ch 14 293–295 descriptions, climate conditions, and map of Jedediah Smith exploration)
	(C) locate on a map important political features such as the five largest cities by population in the United States and the 50 states;	
	(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.	
(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify and describe the patterns of settlement such as rural, urban, and suburban;	Provides background and multiple full-color maps throughout text.
	(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and	
	(C) analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.	
(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and	e.g. Ch 18 386 (description and photo) – settlers and agriculture in the American West
	(B) analyze the positive and negative consequences of human modification of the environment in the United States.	
(9) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:	(A) explain the economic patterns of early European colonies; and	e.g. Ch 5 104–105, TRL Ch 5 (Virginian tobacco production)
	(B) identify major industries of colonial America such as shipbuilding and growing of cash crops.	

(10) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:	(A) identify the development of the free enterprise system in colonial America and the United States;	
	(B) describe how the free enterprise system works in the United States; and	
	(C) give examples of the benefits of the free enterprise system in the United States.	
(11) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:	(A) explain how supply and demand affects consumers in the United States; and	While <i>FSSS</i> is not an economics-focused text, connections and background for conversations about the United States' free enterprise system are found throughout the text.
	(B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.	
(12) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(A) compare how people in different regions of the United States earn a living, past and present;	e.g. Ch 10 209–210; Ch 13 269–272; Ch 19 412–413, 425–427
	(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;	
	(C) analyze the effects of immigration and migration on the economic development and growth of the United States; and	
	(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.	
(13) Government. The student understands the organization of governments in colonial America. The student is expected to:	(A) compare the systems of government of early European colonists, including representative government and monarchy; and	Ch 2–5 (content covering government of early European colonizers and the evolution of colonial government)
	(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.	

(14) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	(A) explain the purposes, key elements, and the importance of the Declaration of Independence;	Ch 8 166–169
	(B) explain the purposes of the U.S. Constitution as identified in the Preamble; and	Ch 9 (Constitution & Bill of Rights)
	(C) explain the reasons for the creation of the Bill of Rights and its importance.	
(15) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	(A) identify and explain the basic functions of the three branches of government;	Ch 9 (foundational background)
	(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and	
	(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.	
(16) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:	(A) explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant;	e.g. Ch 12 261–262; Ch 9 195; Ch 13 276
	(B) sing or recite “The Star-Spangled Banner” and explain its history;	
	(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; and	
	(D) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.	
(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels;	Connections standard for which FSSS builds toward understanding
	(B) explain how to contact elected and appointed leaders in local, state, and national governments; and	
	(C) use voting as a method for group decision making.	

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and	Connections standard (e.g. Ch 10 217 – summary of the leadership of George Washington)
	(B) identify leadership qualities of national leaders, past and present.	
(19) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to:	describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.	Ch 9 (overview of Constitutional rights)
(20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, “Yankee Doodle,” and “Paul Revere’s Ride”; and	Multiple cultural, literary, artistic connections available throughout text (e.g. Ch 7 154 – Minutemen poem & historical replica; Ch 13 272 – Phillis Wheatley)
	(B) explain how examples of art, music, and literature reflect the times during which they were created.	
(21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:	(A) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and	e.g. Ch 13 279, 281 (Cherokee culture, language, alphabet development)
	(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.	
(22) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;	Examples throughout text, especially Ch 13 271–273 (cotton gin); Ch 18 387 (transcontinental railroad)
	(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and	
	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.	

Social Studies Standards Grade 6

§113.18. Social Studies, Grade 6, Adopted 2022 (effective 2024–2025 SY) [...] In Grade 6, students study people, places, and societies of the contemporary world. [...]

<p>(c) Knowledge and Skills</p>	<p>CTP recommends <i>All Ye Lands</i> for 6th Grade. This global history survey provides the bulk of historical standards content as well as foundational material for making connections to contemporary issues. <i>AYL</i> is not contemporary-era focused but can be utilized to overlap satisfactorily with 6th Grade standards. References in this section refer to <i>AYL</i>.</p>	
<p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</p>	<p>(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p> <p>(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p>	<p>Broad connections standard – CTP books provide content for shaping the historical outlook that equips students to make such outlook connections.</p>
<p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p>	<p>(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and</p> <p>(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p>	<p>One of the objects of the CTP endeavor is to make the truth of history intelligible and accessible to young Catholics so that it may inform their faith in the now.</p> <p>Introduction viii</p>
<p>(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p>	<p>(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>(B) explain ways in which human migration influences the character of places and regions;</p> <p>(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p>(D) identify the location of major world countries for each of the world regions.</p>	<p>Ch 1</p>

<p>(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p>	<p>(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p>	<p>Ch 1; multiple full color geographical maps throughout text (e.g. Ch 5 95–97 – geography of Italy and how it shaped the development of Ancient Rome)</p>
	<p>(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society’s political relationships.</p>	
<p>(5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p>	<p>(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</p>	<p>e.g. Ch 2 36–37 (how Egypt’s natural environment affected its political history) e.g. Ch 11 258–259 (how Japan’s earthquakes have affected the attitudes and resourcefulness of the Japanese people and culture)</p>
	<p>(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and</p>	
	<p>(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p>	
<p>(6) Economics. The student understands the factors of production in a society’s economy. The student is expected to:</p>	<p>(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p>	<p>e.g. Ch 10 230–231 (geography of Asia & how the Silk Road/caravan routes utilized oases to facilitate trade) e.g. Ch 13 316 (salt availability & the development of Sudan’s trade relationships and power)</p>
	<p>(B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and</p>	
	<p>(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p>	

(7) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:	(A) compare ways in which various societies organize the production and distribution of goods and services;	Ch 10 250 (the Taip'ing Rebellion & 19th c. Chinese economy)
	(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and	
	(C) understand the importance of ethics in maintaining a functional free enterprise system.	
(8) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:	(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and	
	(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.	
(9) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:	(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);	AYL provides historical background for making connections about international civics.
	(B) identify reasons for limiting the power of government; and	
	(C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.	
(10) Government. The student understands various ways in which people organize governments. The student is expected to:	(A) identify and give examples of governments with rule by one, few, or many;	
	(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and	
	(C) identify historical origins of democratic forms of government such as Ancient Greece.	

(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:	(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and	AYL provides historical background for types of governments both ancient and contemporary, as well as providing the student with the necessary historical foundations for the development of these structures. See Ch 4 75–76, Ch 9 223–224, et al.
	(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.	
(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:	(A) identify and explain the duty of civic participation in societies with representative governments; and	
	(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.	
(13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:	(A) identify and describe common traits that define cultures and culture regions;	Connections-centered standards for which AYL can provide the necessary foundational material.
	(B) define a multicultural society;	
	(C) analyze the experiences and contributions of diverse groups to multicultural societies; and	
	(D) identify and explain examples of conflict and cooperation between and among cultures.	
(14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:	(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;	
	(B) compare characteristics of institutions in various contemporary societies; and	
	(C) analyze the efforts and activities institutions use to sustain themselves over time.	

<p>(15) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p>	<p>(A) identify and describe means of cultural diffusion such as trade, travel, and war;</p>	<p>e.g. emergence of the Muslim religion, Ch 7 153–157, contribution of trade and cultural meeting points</p>
	<p>(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;</p>	
	<p>(C) analyze the impact of improved communication technology among cultures; and</p>	
	<p>(D) identify the impact of cultural diffusion on individuals and world societies.</p>	
<p>(16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p>	<p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p>	<p>AYL provides many cultural/artistic connection opportunities. e.g. Ch 7 152, the Arab-influenced domes of Byzantium or the Song of Roland, Ch 8 176</p>
	<p>(B) describe ways in which contemporary issues influence creative expressions; and</p>	
	<p>(C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p>	

Social Studies Standards Grade 8

§113.20 Social Studies, Grade 8, Adopted 2022 (effective 2024–2025 SY) [...]

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. [...]

(c) Knowledge and Skills	All references in this section are found in <i>The American Venture</i>	
(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	<p>(A) 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</p> <p>(B) 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.</p>	e.g. Ch 1 14–15 (Jamestown 1607); Ch 2 24 (Mayflower Compact); Ch 3 54–55 (Declaration of Independence); Ch 5 78–81 (Constitution dates); Ch 8 141 (1803 Purchase); Ch 13 (Civil War)
(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:	<p>(A) identify reasons for English, Spanish, and French exploration and colonization of North America; and</p> <p>(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.</p>	Ch 1 & 2 (early colonial motivation and exploration)
(3) History. The student understands the foundations of representative government in the United States. The student is expected to:	<p>(A) explain the reasons for the growth of representative government and institutions during the colonial period;</p> <p>(B) 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</p> <p>(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.</p>	Ch 1, broadly Ch 2 (English colonies, religious motivations and conflicts, governmental development)

(4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to:	(A) 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;	Ch 3 provides an analysis of thought and events leading up to the American Revolution. All specified standards appear in text.
	(B) 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;	All listed individuals appear throughout Ch 3–7 (excepted: Wentworth Cheswell, James Armistead, Crispus Attucks)
	(C) 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	Ch 4
	(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.	Ch 5–7, constitutional development, analysis, controversies and adoption
(5) 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:	(A) 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;	Ch 8 133–137
	(B) explain the effects of the Fugitive Slave Act of 1793;	Ch 6 108–109; Ch 14 267–268
	(C) summarize arguments regarding protective tariffs, taxation, and the banking system;	Ch 8 134–135; Ch 9 162, 168–169
	(D) explain the origin and development of American political parties;	Ch 8 134–135
	(E) explain the causes, important events, and effects of the War of 1812;	Ch 8 144–150
	(F) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington’s Farewell Address and the Monroe Doctrine;	Ch 8 133; Ch 9 164–165; broadly see foreign policies throughout Ch 8–9
	(G) explain the impact of the election of Andrew Jackson, including expanded suffrage; and	Ch 9
	(H) 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.	Ch 10

(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:	(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;	Ch 4 71
	(B) analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and	Ch 8 141–143
	(C) explain the causes and effects of the U.S.-Mexican War and their impact on the United States.	Ch 10, broadly
(7) 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:	(A) analyze the impact of tariff policies on sections of the United States before the Civil War;	Ch 9 168–170
	(B) compare the effects of political, economic, and social factors on slaves and free Blacks;	Ch 9 163–166, 169; Ch 11 209, 215
	(C) analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists;	Ch 12 225–226
	(D) analyze the impact of slavery on different sections of the United States; and	Ch 11 & 12, broadly
	(E) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.	Content dispersed throughout Ch 7–9 & 11–12 (e.g. Ch 6 108–109; Ch 10 189–190; Ch 12 224–225)
(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:	(A) 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;	Significant individuals appear throughout Ch 13
	(B) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;	Covered extensively throughout Ch 9–12 (e.g. Ch 10 189–190; Ch 11 214–215)
	(C) 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	Ch 13
	(D) 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.	Ch 13 255–256

<p>(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:</p>	<p>(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;</p>	<p>Ch 14 267–275</p>
	<p>(B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and</p>	
	<p>(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.</p>	
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;</p>	<p>While TAV is not a geography textbook, multiple full-color historical and modern maps throughout text assist in providing foundation for this standard. (e.g. Ch 4 71; Ch 9 172; Ch 10 190)</p> <p>TRLs likewise provide multiple geographic connections to historical data (e.g. Ch 1 – map of global gold deposits; Ch 10 – map of Oregon trail)</p>
	<p>(B) compare places and regions of the United States in terms of physical and human characteristics; and</p>	
	<p>(C) 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.</p>	
<p>(11) 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:</p>	<p>(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and</p>	
	<p>(B) describe the positive and negative consequences of human modification of the physical environment of the United States.</p>	
<p>(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to:</p>	<p>(A) identify economic differences among different regions of the United States;</p>	<p>Especially in Ch 11 & 12 (e.g. Ch 11 198–199 – transportation and industry)</p>
	<p>(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and</p>	
	<p>(C) analyze the causes and effects of economic differences among different regions of the United States at selected times.</p>	

(13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:	(A) analyze the economic effects of the War of 1812; and	Ch 8 144–150 (War of 1812)
	(B) identify the economic factors that brought about rapid industrialization and urbanization.	TRL – Monroe Doctrine, connections
(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:	(A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights; and	Ch 8–14 – standard covers significant span of U.S. History
	(B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877.	
(15) 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:	(A) 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;	Ch 2 23–24, 40; Ch 4 65–72; Ch 5 82–86
	(B) summarize the strengths and weaknesses of the Articles of Confederation;	Ch 4 68–72
	(C) 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;	Ch 3 54–55; Ch 6 & 7
	(D) 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	Ch 6
	(E) 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.	Ch 3 42–45
(16) 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:	(A) summarize the purposes for amending the U.S. Constitution; and	Ch 7
	(B) describe the impact of the 13th, 14th, and 15th amendments.	Ch 13 261–262; Ch 14 267–273, 277–278

(17) 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:	(A) 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	Ch 5 81–85
	(B) explain constitutional issues arising over the issue of states’ rights, including the Nullification Crisis and the Civil War.	Ch 9 168–170; Ch 12, broadly
(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:	(A) identify the origin of judicial review;	Ch 6 106–107
	(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and	Ch 8 140–141; Ch 6 96
	(C) evaluate the impact of the landmark Supreme Court decision Dred Scott v. Sandford on life in the United States.	Ch 12 230–231
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(A) define and give examples of unalienable rights;	Ch 3 54–55
	(B) summarize rights guaranteed in the Bill of Rights; and	Ch 7
	(C) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.	Ch 6 & 7 provide background
(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:	(A) evaluate the contributions of the Founding Fathers as models of civic virtue; and	Ch 4–8
	(B) 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.	Ch 3 50–51; Ch 11 203

(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(A) identify different points of view of political parties and interest groups on important historical issues;	Broad standard e.g. Ch 16 320–322 (populism)
	(B) describe the importance of free speech and press in a constitutional republic; and	Ch 7 119–120 provides foundation
	(C) summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.	Ch 9 163–164; Ch 12 225, 228
(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and	Broad standard. Ch 5–8 (Washington), Ch 8 139–141 (John Marshall); Ch 12 & 13 (Lincoln)
	(B) 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.	Ch 12 222–223; Ch 19 390–391, 408
(23) 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:	(A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;	Ch 11 200–201; Ch 12 225–226; Ch 16 327, 330; Ch 19 386–387
	(B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs;	Ch 19 385
	(C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;	e.g. Ch 18 368–369
	(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and	e.g. Ch 11 204–205
	(E) identify the political, social, and economic contributions of women to American society.	e.g. Ch 4 69 (sidebar)
(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:	(A) describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery; and	Ch 12 222–227
	(B) 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.	Ch 11 203–210

(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	(A) trace the development of religious freedom in the United States;	e.g. Ch 2 (religion & the colonies)
	(B) describe religious influences on social movements, including the impact of the first and second Great Awakenings; and	e.g. Ch 3 41–42; Ch 9 159–160
	(C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.	Ch 7 116–120 provides foundation
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(A) 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	e.g. Ch 11 202–203
	(B) analyze the relationship between the arts and continuity and change in the American way of life.	e.g. Ch 11 207, 213
(27) 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:	(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;	e.g. Ch 9 164; Ch 11 199; Ch 19 385
	(B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and	Ch 16, especially (see also e.g. Ch 9 168–169; Ch 11 199–200; Ch 19 403–404)
	(C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.	e.g. Ch 12 227–229; Ch 11 199, 208–209
(28) 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:	(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and	e.g. Ch 9 164; Ch 11 199; Ch 16 319; Ch 19 385
	(B) identify examples of how industrialization changed life in the United States.	Ch 16, broadly