

Course	Standard No.	Standard Text	Page Correlation	Notes
United States History and Geography: Making a New Nation	5.1	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River:		As a general category, all pages under the 5.1 heading fall under this.
United States History and Geography: Making a New Nation	5.1.1	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River: Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.	9-10, 12-13, 19, 27-29, 36, 41, 58, 60-61, 65, 72, 85, 90, 216	
United States History and Geography: Making a New Nation	5.1.2	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River: Describe their varied customs and folklore traditions.	28, 29, 251	
United States History and Geography: Making a New Nation	5.1.3	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River: Explain their varied economies and systems of government.	19, 65, 72-73, 77, 90	
United States History and Geography: Making a New Nation	5.2	Students trace the routes of early explorers and describe the early explorations of the Americas.		As a general category, all pages under the 5.2 heading fall under this.
United States History and Geography: Making a New Nation	5.2.1	Students trace the routes of early explorers and describe the early explorations of the Americas: Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).	2-4, 6-9, 15-21, 22-23, 25-28, 36-40, 40-43, 69-75, 91-93, 94-96, 100	
United States History and Geography: Making a New Nation	5.2.2	Students trace the routes of early explorers and describe the early explorations of the Americas: Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).	2, 6, 7, 8-9, 11, 14-15, 19, 20, 23, 24, 25, 27, 31, 35, 39, 68, 70, 71, 79, 86, 90, 91-106, 108, 109, 112	
United States History and Geography: Making a New Nation	5.2.3	Students trace the routes of early explorers and describe the early explorations of the Americas: Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.	8-9, 10, 11-12, 19, 38-40, 41-43, 70-71, 72, 74-75, 79, 82-85, 87, 89, 93, 94, 95, 96, 97	
United States History and Geography: Making a New Nation	5.2.4	Students trace the routes of early explorers and describe the early explorations of the Americas: Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	21, 23, 30, 35, 36, 41, 59, 64, 65, 73, 76, 84, 90, 98, 116, 123, 129, 133, 246	

United States History and Geography: Making a New Nation	5.3	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.	11-12, 27, 30, 32-34, 38, 59-62, 66-67, 68, 76, 87, 276-278, 389-399, 402-406, 408	
United States History and Geography: Making a New Nation	5.3.1	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers: Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.	19-21, 25-34, 38, 60-62, 63-64, 69-70, 74, 75, 76, 82, 86, 94-96, 102, 104-105, 115-116, 118-119, 121-127, 128, 129-135, 214-216	
United States History and Geography: Making a New Nation	5.3.2	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers: Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).	19, 20, 35-36, 40, 49, 64, 65-66, 68, 74, 75-76, 83, 85, 101, 102, 104-105, 107-108, 118-119, 121-122, 124, 133-135, 216, 277	
United States History and Geography: Making a New Nation	5.3.3	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers: Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).	60-62, 74, 100-191, 105, 110-111, 121-126, 129-135	
United States History and Geography: Making a New Nation	5.3.4	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers: Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).	20-21, 29-34, 46-47, 48-49, 49-51, 60-62, 66-67, 72-73, 77-80, 105, 110-111, 121-126, 134, 214-216, 268-269, 277-283, 315, 389-406	
United States History and Geography: Making a New Nation	5.3.5	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers: Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).	28, 61, 62, 66, 72-73, 74, 77, 78, 80, 123, 125, 249	
United States History and Geography: Making a New Nation	5.3.6	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers: Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).	45-49, 62-67, 221, 255-257, 258, 262-264, 267-269, 277-283, 389-406	
United States History and Geography: Making a New Nation	5.4	Students understand the political, religious, social, and economic institutions that evolved in the colonial era.		As a general category, all pages under the 5.4 heading fall under this.
United States History and Geography: Making a New Nation	5.4.1	Students understand the political, religious, social, and economic institutions that evolved in the colonial era: Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.	73, 98, 100-101, 106-107, 110-111, 112, 115-116, 118, 122, 151, 180	
United States History and Geography: Making a New Nation	5.4.2	Students understand the political, religious, social, and economic institutions that evolved in the colonial era: Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).	99-102, 105, 106-110, 111-112, 115-119, 122, 126	

United States History and Geography: Making a New Nation	5.4.3	Students understand the political, religious, social, and economic institutions that evolved in the colonial era: Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).	93, 106-110, 111-115, 116-118, 120	
United States History and Geography: Making a New Nation	5.4.4	Students understand the political, religious, social, and economic institutions that evolved in the colonial era: Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.		Please see the Great Awakening supplement.
United States History and Geography: Making a New Nation	5.4.5	Students understand the political, religious, social, and economic institutions that evolved in the colonial era: Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.	50-51, 109	
United States History and Geography: Making a New Nation	5.4.6	Students understand the political, religious, social, and economic institutions that evolved in the colonial era: Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.	118-119, 122, 123, 124, 125, 198, 268, 269-273, 283, 288, 302, 317-322, 324, 325, 326, 327-331	
United States History and Geography: Making a New Nation	5.4.7	Students understand the political, religious, social, and economic institutions that evolved in the colonial era: Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	109, 138-139, 143, 148-149	
United States History and Geography: Making a New Nation	5.5	Students explain the causes of the American Revolution.		As a general category, all pages under the 5.5 heading fall under this.
United States History and Geography: Making a New Nation	5.5.1	Students explain the causes of the American Revolution: Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).	138-143, 145, 146, 147, 148, 152	
United States History and Geography: Making a New Nation	5.5.2	Students explain the causes of the American Revolution: Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.	145, 150-152, 152-156, 159-160, 161, 178	
United States History and Geography: Making a New Nation	5.5.3	Students explain the causes of the American Revolution: Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.	166-169	
United States History and Geography: Making a New Nation	5.5.4	Students explain the causes of the American Revolution: Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).	137-139, 142, 144-145, 146, 159-160, 166-169, 174-175, 178-179, 181-182, 192, etc.	
United States History and Geography: Making a New Nation	5.6	Students understand the course and consequences of the American Revolution.		As a general category, all pages under the 5.6 heading fall under this.

United States History and Geography: Making a New Nation	5.6.1	Students understand the course and consequences of the American Revolution: Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.	152-156, 159-183, 184, 213-214	
United States History and Geography: Making a New Nation	5.6.2	Students understand the course and consequences of the American Revolution: Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'ciuszek, Baron Friedrich Wilhelm von Steuben).	165, 175, 181-182, 191	
United States History and Geography: Making a New Nation	5.6.3	Students understand the course and consequences of the American Revolution: Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).	170, 185, 194, 272	
United States History and Geography: Making a New Nation	5.6.4	Students understand the course and consequences of the American Revolution: Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.	187-189, 190-191	
United States History and Geography: Making a New Nation	5.6.5	Students understand the course and consequences of the American Revolution: Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.	190	
United States History and Geography: Making a New Nation	5.6.6	Students understand the course and consequences of the American Revolution: Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.	269, 271, 277	
United States History and Geography: Making a New Nation	5.6.7	Students understand the course and consequences of the American Revolution: Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	317-318, 327, 329	
United States History and Geography: Making a New Nation	5.7	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.		As a general category, all pages under the 5.7 heading fall under this.
United States History and Geography: Making a New Nation	5.7.1	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic: List the shortcomings of the Articles of Confederation as set forth by their critics.	187-191	
United States History and Geography: Making a New Nation	5.7.2	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic: Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.	192-198, 198-201, 202-203	

United States History and Geography: Making a New Nation	5.7.3	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic: Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.	192-193, 196-198, 202-203	
United States History and Geography: Making a New Nation	5.7.4	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic: Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.	192-196, 196-198, 203	
United States History and Geography: Making a New Nation	5.7.5	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic: Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.	223-224, 265	
United States History and Geography: Making a New Nation	5.7.6	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic: Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").	261-262	
United States History and Geography: Making a New Nation	5.8	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.		As a general category, all pages under the 5.8 heading fall under this.
United States History and Geography: Making a New Nation	5.8.1	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems: Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).	293, 296-297, 315-317	
United States History and Geography: Making a New Nation	5.8.2	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems: Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).	293, 313	

United States History and Geography: Making a New Nation	5.8.3	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems: Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).	247-252, 291-294, 297-298	
United States History and Geography: Making a New Nation	5.8.4	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems: Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).	295-297, 312, 313-314, 334	
United States History and Geography: Making a New Nation	5.8.5	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems: Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.	314-315	
United States History and Geography: Making a New Nation	5.8.6	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems: Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	283-288, 289, 295-308, 311-315, 324	
United States History and Geography: Making a New Nation	5.9	Students know the location of the current 50 states and the names of their capitals.	451	