

# ***Correlation of Objectives***

*of the*

## **Texas Essential Knowledge and Skills for Social Studies**

***for Social Studies, Grade 7  
and Social Studies, Grade 8***

*with*

## **Interactive History of the United States: The Story of Our Nation**

***The Pre-Colonial Period through the  
Civil War and Reconstruction***

*Interactive software for content mastery in Social Studies,  
and for building reading, writing, and reasoning skills*



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### **Texas Essential Knowledge and Skills for Social Studies, Grades 7 and 8**

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### **Interactive History of the United States: The Story of Our Nation**

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TRAC is an acronym for "Text Reconstruction Across the Curriculum." The TRAC Institute™ in Albuquerque, New Mexico conducts research in text reconstruction methods, and publishes the On TRAC Newsletter™ at <http://www.tracinstitute.com>

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## Introduction

The Texas State Board of Education has adopted a comprehensive curriculum for all Texas schools – the Texas Essential Knowledge and Skills (TEKS). The learning standards defined in TEKS are designed to insure that students in Texas schools are prepared to meet the challenges of the 21<sup>st</sup> century.

The Texas Essential Knowledge and Skills identify what students in Texas schools should know and be able to achieve at each grade level and in each course as they move through the public school system.

The TRAC *Structures for Learning* system and the *Interactive History of the United States: The Story of Our Nation* series from New Intelligence Inc. are designed to help students meet the following critical challenges identified in the TEKS curriculum:

- Each student must master social studies skills and content necessary to be a responsible adult citizen.
- Each student must become a more effective reader.
- Each student must master a wider range of technology.

While focused on social studies in U.S. history from the pre-colonial period through the Civil War and reconstruction, and designed to help students achieve content mastery in this area, the TRAC system is cross-curricular in design and also helps students build reading, writing, and reasoning skills through text reconstruction exercises integral to each paragraph.

The approach for content mastery, and for building reading, writing, and reasoning skills, has been refined and proven over a number of years by the authors, Dr. Myra Linden and Dr. Arthur Whimbey, in their series of textbooks and workbooks used in schools across the U.S.

The recent development of appropriate methods for content delivery in the TRAC *Structures for Learning* computer software not only strengthens the approach through the unique management capabilities of the TRAC software, it also engages the student in using technology in the form of small computers in a manner central to the instructional approach of Dr. Linden and Dr. Whimbey, thereby helping to address the third critical challenge listed above. The student reads from the computer display, interacts with the instructional content using the keyboard or pointing device, receives printouts, and accumulates incentive points for accomplishments.

## **About The Authors: Interactive History of the United States**

Dr. Myra J. Linden devoted 35 years to teaching English and speech in high schools and community colleges. During her years of teaching she also conducted research and tested instructional theories; in addition to over thirty journal articles, her published works include (with Whimbey) *Why Johnny Can't Write: How to Improve Writing Skills*; (with Whimbey and Williams) *Keys to Quick Writing Skills: Sentence Combining and Text Reconstruction*; and (with Whimbey, Johnson, and Williams) *Blueprint for Educational Change: Improving Reasoning, Literacies, and Science Achievement*. Her Ph.D. dissertation, *The Development of Text Reconstruction*, traces the components of text reconstruction back 2,000 years; Dr. Linden notes that modern text reconstruction is a combination of the learning-to-write process used by such noted authors as William Shakespeare, Thomas Jefferson, Benjamin Franklin, Robert Louis Stevenson, Winston Churchill, Jack London, and Malcolm X. In addition to M.S. degrees in English from Illinois State University and in Library Science from Dominican University, Dr. Linden received a Ph.D. in English from the City University of Los Angeles. Dr. Linden edits the *TRAC Newsletter* for the TRAC Research Institute.

Dr. Arthur Whimbey is a major player in the critical thinking skills movement. His research and writing on methods of improving cognitive and academic skills are well known. His research has been successfully applied in schools and colleges in many parts of America, and has twice been reviewed in *The New York Times*. His workbook *Problem Solving and Comprehension* has been used to improve reading and reasoning in the successful Project SOAR at Xavier University for over 20 years, and has been translated into Spanish and Hebrew. His workbooks *Mastering Reading through Reasoning* and *Analytical Reading and Reasoning* are used in middle schools, high schools, and colleges throughout the U.S. He is the author of the widely heralded *Intelligence Can Be Taught*, and his articles have appeared in many professional journals. A popular keynote speaker and workshop leader, Dr. Whimbey's speaking engagements have included the International Reading Association, the National Association of Secondary-School Principals, the Association for Supervision and Curriculum Development, the National Association of Developmental Education, and numerous others. Dr. Whimbey received a Ph.D. in Psychology from Purdue University. He has taught psychology and reading improvement at the University of Illinois, the University of California at Berkeley, and in the Dade County Public Schools.

## **Texas Essential Knowledge and Skills**

In 1997 the Texas State Board of Education adopted the Texas Essential Knowledge and Skills (TEKS) as Texas' new statewide curriculum, replacing the earlier essential elements. Beginning with the 1998-1999 school year, districts have been required to use the TEKS as the basis for instruction.

The Texas Essential Knowledge and Skills curriculum addresses the four foundation areas of English Language Arts and Reading, Mathematics, Science, and Social Studies. TEKS identifies what Texas students should know and be able to do at every grade and in every course in the foundation and enrichment areas as they progress through each grade in Texas public schools.

This publication documents the correlation of the series *Interactive History of the United States*, published by New Intelligence Inc., with the TEKS curriculum at the 7<sup>th</sup> and 8<sup>th</sup> grade levels. Over 90% of the content of *Interactive History of the United States* correlates closely with TEKS at the 8<sup>th</sup> grade level. *Interactive History* is a valuable instructional resource for helping students master United States history through the Civil War and reconstruction, in preparation for the Social Studies section of the 8<sup>th</sup> grade Texas Assessment of Academic Skills test.

*Interactive History of the United States* can be used effectively in parallel with, or as a supplement to, a 7<sup>th</sup>, 8<sup>th</sup>, or 9<sup>th</sup> grade American history textbook.

## **Texas Assessment of Academic Skills**

Students in grades 3-8 and at exit level (before graduation) take the Texas Assessment of Academic Skills (TAAS). The TAAS test is based on TEKS -- each TAAS test is a subset of the TEKS curriculum. A process beginning in July 1997 linked TAAS to the TEKS curriculum at each grade and in each subject area, insuring that TAAS and end-of-course tests are expressed in the language of the TEKS.

The TAAS testing program measures academic skills in reading and mathematics at Grades 3 and 8 and at the exit level; writing at grades 4 and 8 and at the exit level; and science and social studies at grade 8. Spanish-version TAAS tests are administered as well. End-of-course examinations in Algebra I, Biology, English II, and U.S. History are administered at the end of the last semester of the appropriate course.

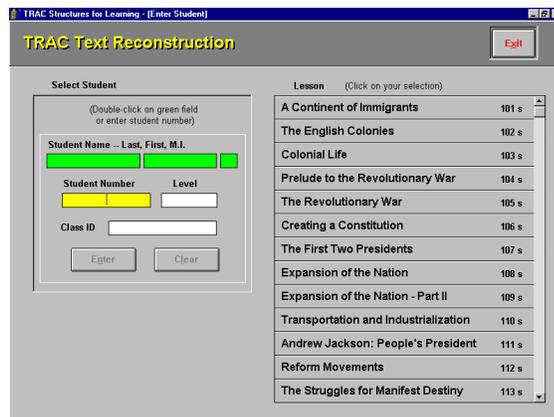
The publication *Educator's Guide to TEKS-Based Assessment* and numerous related resources are available from the Texas Education Agency or can be downloaded and printed from the TEA's web site at [www.tea.state.tx.us](http://www.tea.state.tx.us).

## TRAC Structures for Learning

Students achieve comprehension and mastery of text-based material by reading carefully and thoughtfully.

How do you, as a teacher, insure that your students read assignments carefully and thoughtfully?

Reading specialists have found that good readers actively construct meaning as they read, but that poor readers tend to skim over materials superficially. Many students may have no intrinsic motivation to read carefully and may also have weak reading skills. Furthermore, students have no objective criterion for judging whether they have comprehended the material correctly.



With textbooks – the printed page – there is no control over whether students read casually or skim over the contents, and there is no immediate indication to students as they read as to whether they are correctly understanding the information and ideas presented.

Feedback on their comprehension is often delayed several days or weeks until students take a test on the material covered and receive a grade, greatly reducing the value of such feedback to each student.

However, with the TRAC *Structures for Learning* system and the *Interactive History of the United States* content, students have a clear purpose and objective for reading each assignment:

1. The software design prevents the content in *Interactive History of the United States* from being skimmed or browsed casually. Students must read carefully and thoughtfully, constructing meaningful complete sentences as they complete the text reconstruction exercises for each paragraph, in order to progress through the exercises.
2. The *Structures for Learning* system elicits continuous responses from students, insuring that they are actively processing the *Interactive History* material.
3. The *Structures for Learning* system gives students immediate feedback on the accuracy of their comprehension of the *Interactive History* content; students who progress through the series of lessons are successfully reading and understanding the content presented.

4. The *Structures for Learning* system keeps a record of the numbers of errors each student makes, and this score along with an incentive system in the software encourage the student to read carefully and thoughtfully in order to continue to progress through the material and make the fewest number of errors.

Although the focus of the *Interactive History* series is on content mastery in United States history, the *Structures for Learning* system is cross-curricular, and offers the teacher several options for improving reading, writing, and reasoning skills as the student moves through the content:

1. Students may print out each completed paragraph, retaining a copy of the information presented for further review and study.
2. The teacher may select an option requiring students to write each completed paragraph in a notebook or portfolio. The software is designed to encourage the process of writing from memory to the maximum extent possible for each student, thereby reinforcing the mastery and retention of the content. Further, this timed writing process, with its emphasis on writing from memory, encourages the student to write using correct models of English expression, grammar, spelling, and punctuation, a superb exercise not only for mastering history -- remembering events, names, dates, and understanding cause-effect relationships -- but also for building language skills.
3. A third option that the teacher can select for more advanced students allows the student to use the computer keyboard in the writing process.

For more information on the history and research of the instructional methods that Dr. Linden and Whimbey have incorporated into the *Interactive History of the United States* and the TRAC *Structures for Learning* system, the following Internet resources are available:

[www.whimbey.com](http://www.whimbey.com)

[www.tracinstitute.com](http://www.tracinstitute.com)

[www.thinkingmaps.com/whimbey.htm](http://www.thinkingmaps.com/whimbey.htm)

[www.newintel.com](http://www.newintel.com)

## **Interactive History of the United States: Lesson Titles**

The instructional software series *Interactive History of the United States: The Story of Our Nation, The Pre-Colonial Period through the Civil War and Reconstruction* includes 17 lessons designed to help students achieve content mastery, and to improve their reading, writing, and reasoning skills. The lesson numbers in the following pages in this Correlation of Objectives refer to lessons in the software series. The lesson numbers and the corresponding lesson titles are as follows:

- Lesson 101: A Continent of Immigrants
- Lesson 102: The English Colonies
- Lesson 103: Colonial Life
- Lesson 104: Prelude to the Revolutionary War
- Lesson 105: The Revolutionary War
- Lesson 106: Creating a Constitution
- Lesson 107: The First Two Presidents
- Lesson 108: Expansion of the Nation
- Lesson 109: Expansion of the Nation – Part II
- Lesson 110: Transportation and Industrialization
- Lesson 111: Andrew Jackson: People’s President
- Lesson 112: Reform Movements
- Lesson 113: The Struggle for Manifest Destiny
- Lesson 114: Slavery: Conflicts and Compromises
- Lesson 115: The End of Compromise
- Lesson 116: The Civil War: 1861 – 1865
- Lesson 117: Reconstruction

## Correlation – Social Studies, Grade 7

<p><b>Texas Essential Knowledge and Skills for Social Studies</b></p> <p><b>Social Studies, Grade 7</b></p>	<p><b>Interactive History of the United States: The Story of Our Nation</b></p> <p><i>The Pre-Colonial Era through the Civil War and Reconstruction</i></p>
<p>(7.1) History. Traditional historical points of reference in Texas history.</p> <p>(A) Major eras in Texas history and describe their defining characteristics;</p> <p>(B) Absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p> <p>(C) Significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861.</p>	<p>(A) Lesson 111, par. 42 - 54, 61, 70; Lesson 113, par. 15 - 26, 34, 35, 38 - 40, 49, 51, 65, 67; Lesson 114, par. 6</p> <p>(B) Lesson 115, par. 41 – 45; Lesson 117, par. 18, 19, 35, 65, 66; Lesson 101, par. 2</p> <p>(C) Lesson 101, par. 9, 10, 17; Lesson 111, par. 19, 31, 37, 43 – 44, 51; Lesson 112, par. 13, 25, 27; Lesson 113, par. 26</p>
<p>(7.2) History. How individuals, events, and issues prior to the Texas Revolution shaped the history of Texas.</p> <p>(A) The cultures of Native Americans in Texas prior to European colonization;</p> <p>(B) Important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions;</p> <p>(C) Contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguin during the colonization of Texas;</p> <p>(D) Impact of the Mexican federal Constitution of 1824 on events in Texas;</p> <p>(E) Development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; and</p> <p>(F) Spanish and Anglo purposes for and methods of settlement in Texas.</p>	<p>(A) Lesson 111, par. 44</p> <p>(B) Lesson 111, par. 42 – 54</p> <p>(C) Lesson 111, par. 42 – 54</p> <p>(D) Lesson 111, par. 45, 46</p> <p>(E) Lesson 111, par. 42 - 54, 61, 70</p> <p>(F) Lesson 111, par. 42 - 54</p>

<p>(7.3) History. How individuals, events, and issues related to the Texas Revolution shaped the history of Texas.</p> <p>(A) The roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis; and</p> <p>(B) The issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.</p>	<p>(A) Lesson 111, par. 47 - 53</p> <p>(B) Lesson 111, par. 47 - 53</p>
<p>(7.4) History. How individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.</p> <p>(A) Individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo; and</p> <p>(B) The causes of and events leading to Texas statehood</p>	<p>(A) Lesson 111, par. 42; Lesson 113, par. 15 - 26, 34, 35, 38, 39, 40 - 42, 49 - 51, 65, 67</p> <p>(B) Lesson 11, par. 42; Lesson 111, par. 42 - 53; Lesson 114, par. 6;</p>
<p>(7.5) History. How events and issues shaped the history of Texas during the Civil War and Reconstruction.</p> <p>(A) Reasons for the involvement of Texas in the Civil War; and</p> <p>(B) The political, economic, and social effects of the Civil War and Reconstruction in Texas.</p>	<p>(A) Lesson 111, par. 61; Lesson 113, par. 15 - 21, 24 - 26</p> <p>(B) Lesson 115, par. 41 - 45; Lesson 117, par. 18, 19, 35 - 38, 65, 66, 133 - 140</p>
<p>(7.9) Geography. The location and characteristics of places and regions of Texas.</p> <p>(A) locate places and regions of importance in Texas during the 19th and 20th centuries;</p> <p>(B) compare places and regions of Texas in terms of physical and human characteristics; and</p> <p>(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p>	<p><i>Interactive History of the United States</i> includes the companion reference publication <i>United States History Web Sites</i>, which may be copied for students. <i>United States History Web Sites</i> includes many Internet URL addresses, including Rand McNally Maps, West Point Maps of American Wars, and the extensive University of Texas map collection with numerous links to maps on other web sites. Students with Internet access can thus explore the geography and related information resources and databases available, while simultaneously learning use of the Internet to explore these resources, thereby expanding their use of technology.</p>

<p>(7.11) Geography. The characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) Why immigrant groups came to Texas and where they settled;</li> <li>(B) How immigration and migration to Texas in the 19th and 20th centuries have influenced Texas;</li> <li>(C) The effects of the changing population distribution in Texas during the 20th century; and</li> <li>(D) The structure of the population of Texas using demographic concepts such as growth rate and age distribution.</li> </ul>	<ul style="list-style-type: none"> <li>(A) Lessons 101 - 117</li> <li>(B) Lessons 101 - 117</li> <li>--</li> </ul>
<p>(7.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;</li> <li>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</li> <li>(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</li> <li>(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;</li> <li>(E) support a point of view on a social studies issue or event;</li> <li>(F) identify bias in written, oral, and visual material;</li> <li>(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and</li> <li>(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</li> </ul>	<p>The TRAC <i>Structures for Learning</i> system is based on Text Reconstruction (TR) methods of presenting instructional material. The student interacts with each sentence, reading carefully and thoughtfully. The TR process is effective in achieving content mastery, and in building and exercising students' critical thinking skills.</p> <p>The <i>Structures for Learning</i> system engages the student in extensive use of computer software and the comprehensive <i>Interactive History of the United States</i> instructional content database in completing the exercises in the <i>Interactive History</i> series.</p>

<p>(7.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) use social studies terminology correctly;</li> <li>(B) use standard grammar, spelling, sentence structure, and punctuation;</li> <li>(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</li> <li>(D) create written, oral, and visual presentations of social studies information.</li> </ul>	<p>A timed writing process in <i>Interactive History of the United States</i>, with its emphasis on writing from memory, encourages the student to write using correct models of English expression, grammar, spelling, and punctuation, a superb exercise not only for mastering history -- remembering events, names, dates, understanding cause-effect relationships, and learning and using social studies terminology correctly -- but also for building language skills.</p> <p>The teacher may select an option requiring students to write each completed paragraph in a notebook or portfolio, or to use the computer keyboard to write and then print the paragraph, thus transferring content from the computer display to written or printed form. The software is designed to encourage the process of writing from memory to the maximum extent possible for each student, thereby reinforcing the mastery and retention of the content.</p> <p>Each student's written record of the <i>Interactive History of the United States</i> material covered is useful to the student in creating written, oral, and visual presentations on topics covered in the history series.</p>
<p>(7.23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</li> <li>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</li> </ul>	<p>Research demonstrates that Text Reconstruction builds problem-solving skills. The exercises central to <i>Interactive History of the United States</i> -- correctly identifying the second section for each sentence -- requires processing all the information fully and then drawing logical conclusions and deductions. Twenty years of research in Project SOAR at Xavier University demonstrates that the analytical ability developed through Text Reconstruction generalizes to problem solving in other content areas.</p>

## Correlation – Social Studies, Grade 8

<p><b>Texas Essential Knowledge and Skills for Social Studies</b></p> <p><b>Social Studies, Grade 8</b></p>	<p><b>Interactive History of the United States: The Story of Our Nation</b></p> <p><i>The Pre-Colonial Era Through the Civil War and Reconstruction</i></p>
<p>(8.1) History. Traditional historical points of reference in U.S. history through 1877.</p> <p>(A) Major eras in U.S. history through 1877 and their defining characteristics;</p> <p>(B) Absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p> <p>(C) Significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.</p>	<p>(A) Lessons 101 - 117</p> <p>(B) Lessons 101 - 117</p> <p>(C) Lesson 102, par. 4, 5, 6; Lesson 105, par. 1, 2; Lesson 106, par. 4 – 7; 20 – 23; 47; Lesson 108, par. 10 – 29; Lesson 116, par. 1 - 142</p>
<p>(8.2) History. The causes of exploration and colonization eras.</p> <p>(A) Reasons for European exploration and colonization of North America; and</p> <p>(B) Political, economic, and social reasons for establishment of the 13 colonies.</p>	<p>(A) Lessons 101, 102</p> <p>(B) Lesson 102</p>
<p>(8.3) History. Foundations of representative government in the United States.</p> <p>(A) Reasons for the growth of representative government and institutions during the colonial period;</p> <p>(B) 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) How religion contributed to the growth of representative government in the American colonies.</p>	<p>(A) Lesson 102, par. 1 – 30</p> <p>(B) Lesson 102, par. 8; Lesson 103, par. 17; Lesson 104, par. 34</p> <p>(C) Lesson 102, par. 7 – 14; 24</p>

(8.4) History. Significant political and economic issues of the revolutionary era.

(A) Causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;

(B) Roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;

(C) Issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and

(D) Issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.

(A) Lesson 104

(B) Lessons 103, par. 27 – 28, 34 – 37, 41 – 42; Lesson 104, par. 10, 17, 29, 36; Lesson 105, par. 1, 9 – 17, 19 – 22, 26, 34 – 46, 51-56, 62 - 66; Lesson 106, par. 5 – 7, 20 – 27, 31 – 33, 41, 47; Lesson 107, par. 1 – 50, 58 – 72; Lesson 108, par. 1 – 47; Lesson 109, par. 31 – 32; Lesson 111, par. 9, 43

(C) Lessons 104, par. 12; Lesson 105, par. 1 – 5, 31, 45, 49, 50, 55 – 56, 64; Lesson 106, par. 1, 4, 10, 15, 22, 27 – 31, 47; Lesson 107, par. 1, 25;

(D) Lesson 106, par. 23 - 47

(8.5) History. Challenges confronted by the government and its leaders in the early years of the Republic.

(A) Major domestic problems faced by the leaders of the new Republic such as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central government;

(B) Arguments regarding protective tariffs, taxation, and the banking system;

(C) Origin and development of American political parties;

(D) Causes of and issues surrounding important events of the War of 1812;

(E) Foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;

(F) Impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and

(G) Federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.

(A) Lesson 107

(B) Lesson 107, par. 10 – 68; Lesson 105, par. 9 - 33, 66; Lesson 106, par. 3 – 34; Lesson 107, par. 9 – 21, 61 – 68

(C) Lesson 107, par. 23, 46 – 48, 54 – 55, 61 – 65, 70; Lesson 108, par. 35; Lesson 109, par. 1, 2, 33; Lesson 111, par. 2, 7 – 33, 54, 55, 64; Lesson 112, par. 20; Lesson 113, par. 1 – 6, 20 – 23, 60 – 66; Lesson 114, par. 1, 2; 21, 33 – 42, 52 – 54, 70 – 78

(D) Lesson 108, par. 45 – 69

(E) Lesson 107, par. 30 – 48, 50 – 57, 70 – 72; Lesson 108, par. 30 – 44, 56 – 69; Lesson 109, par. 5, 6, 25 – 34

(F) Lesson 111, par. 1 – 39

(G) Lesson 111, par. 40 – 41, 68 – 70; Lesson 112, par. 20

<p>(8.6) History. Westward expansion and its effects on the political, economic, and social development of the nation.</p> <p>(A) How the Northwest Ordinance established principles and procedures for orderly expansion of the United States;</p> <p>(B) Political, economic, and social roots of Manifest Destiny;</p> <p>(C) Relationship between the concept of Manifest Destiny and the westward growth of the nation;</p> <p>(D) Major issues and events of the Mexican War and their impact on the United States; and</p> <p>(E) Areas that were acquired to form the United States.</p>	<p>(A) Lesson 106, par. 4 – 9</p> <p>(B) Lesson 111, Par. 42 – 43; Lesson 113, par. 1 – 2, 66; Lesson 114, par. 3; 28</p> <p>(C) Lesson 109, par. 2; Lesson 114, par. 56 – 59, 76</p> <p>(D) Lesson 113, par. 34 – 51</p>
<p>(8.7) History. How political, economic, and social factors led to the growth of sectionalism and the Civil War.</p> <p>(A) Impact of tariff policies on sections of the United States before the Civil War;</p> <p>(B) Effects of political, economic, and social factors on slaves and free blacks;</p> <p>(C) Impact of slavery on different sections of the United States; and</p> <p>(D) Provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.</p>	<p>(A) Lesson 111, par. 22 – 26, 68 – 70; Lesson 113, par. 2; Lesson 115, par. 26 – 28</p> <p>(B) Lesson 109, Par. 21 – 24, 34; Lesson 110, par. 33 – 36</p> <p>(C) Lesson 114, par. 1 – 3, 14 – 25; 35 – 40, 53 – 78</p> <p>(D) Lesson 115, par. 1 - 18</p>
<p>(8.8) History. Individuals, issues, and events of the Civil War.</p> <p>(A) Roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;</p> <p>(B) Issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House; and</p> <p>(C) Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.</p>	<p>(A) Lesson 112, par. 56; Lesson 113, par. 68; Lesson 114, par. 41, 56 – 57; Lesson 115, par. 12 – 20, 29 – 50; Lesson 116, par. 2 – 24, 28, 34, 45 – 47, 55 – 73, 80 – 96, 102 – 125, 138 – 142, 99, 114, 124, 126; Lesson 117, par. 2, 14, 28 – 33, 42, 51 – 55, 69 – 139</p> <p>(B) Lesson 111, par. 19; Lesson 116, par. 1 – 5, 19, 48, 62, 69, 74 – 81, 113 – 121, 141 – 142</p> <p>(C) Lesson 115, par. 46 – 48; Lesson 116, par. 77 – 79, 108 – 109</p>

<p>(8.9) History. The effects of Reconstruction on the political, economic, and social life of the nation.</p> <p>(A) Legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;</p> <p>(B) Economic difficulties faced by the United States during Reconstruction; and</p> <p>(C) Social problems that faced the South during Reconstruction and evaluate their impact on different groups.</p>	<p>(A) Lesson 117, par. 1 – 57</p> <p>(B) Lesson 117, par. 6 – 20, 32 – 48</p> <p>(C) Lesson 117, par. 3 – 17, 21 – 31, 35 - 38</p>
<p>(8.10) Geography. Geographic tools to collect, analyze, and interpret data.</p> <p>(A) Thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and</p> <p>(B) Questions and answers about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.</p>	<p><i>Interactive History of the United States</i> includes the companion reference publication <i>United States History Web Sites</i>, which may be copied for students. <i>United States History Web Sites</i> includes many Internet URL addresses, including Rand McNally Maps, West Point Maps of American Wars, and the extensive University of Texas map collection with numerous links to maps on other web sites. Students with Internet access can thus explore the geography and related information resources and databases available, while simultaneously learning use of the Internet to explore these resources, thereby expanding their use of technology.</p>
<p>(8.11) Geography. Location and characteristics of places and regions of the United States, past and present.</p> <p>(A) Places and regions of importance in the United States during the 18th and 19th centuries;</p> <p>(B) Places and regions of the United States in terms of physical and human characteristics; and</p> <p>(C) Effects of physical and human geographic factors on major historical and contemporary events in the United States.</p>	<p>(A) Lesson 103, Lesson 104, Lesson 108</p> <p>(B) Lesson 103, Lesson 104, Lesson 108</p> <p>(C) Lesson 117</p>
<p>(8.12) Geography. Physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment.</p> <p>(A) How physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries;</p> <p>(B) Consequences of human modification of the physical environment of the United States; and</p> <p>(C) How different immigrant groups interacted with the environment in the United States during the 18th and 19th centuries.</p>	<p>(A) Lesson 110</p> <p>(B) Lesson 110</p> <p>(C) Lesson 110</p>

<p>(8.13) Economics. Why various sections of the United States developed different patterns of economic activity.</p> <p>(A) Economic differences among different regions of the United States;</p> <p>(B) Reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery; and</p> <p>(C) Causes and effects of economic differences among different regions of the United States at selected times in U.S. history.</p>	<p>(A) Lesson 102, par. 1 – 9</p> <p>(B) Lesson 103, par. 11 – 32</p> <p>(C) Lesson 110; Lesson 113; Lesson 114</p>
<p>(8.14) Economics. How various economic forces resulted in the Industrial Revolution in the 19th century.</p> <p>(A) The War of 1812 as a cause of economic changes in the nation; and</p> <p>(B) Economic factors that brought about rapid industrialization and urbanization.</p>	<p>(A) Lesson 109, par. 1 – 19</p> <p>(B) Lesson 110</p>
<p>(8.15) Economics. Origins and development of the free enterprise system in the United States.</p> <p>(A) Why a free enterprise system of economics developed in the new nation; and</p> <p>(B) Characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.</p>	<p>(A) Lesson 110</p> <p>(B) Lesson 110</p>
<p>(8.16) Government. American beliefs and principles reflected in the U.S. Constitution and other important historic documents.</p> <p>(A) Influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government;</p> <p>(B) Strengths and weaknesses of the Articles of Confederation;</p> <p>(C) 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; and</p> <p>(D) How the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p>	<p>(A) Lesson 105, par. 11 – 28; Lesson 106, par. 32 – 47</p> <p>(B) Lesson 105, par. 31 – 34; Lesson 106, par. 1 – 47; Lesson 107, par. 1 – 47</p> <p>(C) Lesson 103, par. 43; Lesson 105, par. 1 – 28, 67, Lesson 107, par. 5</p> <p>(D) Lesson 106, par. 1 – 9, 23 - 46</p>

<p>(8.17) Government. The process of changing the U.S. Constitution and the impact of amendments on American society.</p> <p>(A) Purposes for and processes of changing the U.S. Constitution;</p> <p>(B) Impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States; and</p> <p>(C) Origin of judicial review and analyze examples of congressional and presidential responses.</p>	<p>(A) Lesson 106, par. 39 – 40</p> <p>(B) Lesson 116, par. 139 – 142</p> <p>(C) Lesson 108, par. 6 - 9</p>
<p>(8.18) Government. Dynamic nature of the powers of the national government and state governments in a federal system.</p> <p>(A) Arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and</p> <p>(B) Historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.</p>	<p>(A) Lesson 106, par. 41 – 47</p> <p>(B) Lesson 107, par. 58; Lesson 111, par. 23 – 28, 34 – 35, 54, Lesson 113, par. 5</p>
<p>(8.19) Government. The impact of landmark Supreme Court cases.</p> <p>(A) Issues, decisions, and significance of landmark Supreme Court cases including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and</p> <p>(B) Impact of selected landmark Supreme Court decisions including Dred Scott v. Sandford on life in the United States.</p>	<p>(A) Lesson 108, par. 6 – 9; Lesson 109, par. 13 – 17</p> <p>(B) Lesson 115, par. 3 - 8</p>
<p>(8.20) Citizenship. The rights and responsibilities of citizens of the United States.</p> <p>(A) Examples of unalienable rights;</p> <p>(B) Rights guaranteed in the Bill of Rights;</p> <p>(C) Importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family;</p> <p>(D) Responsible citizenship, including obeying rules and laws, voting, and serving on juries;</p> <p>(E) Criteria and process for becoming a naturalized citizen of the United States; and</p> <p>(F) How the rights and responsibilities of U.S. citizens reflect our national identity.</p>	<p>(A) Lesson 105, par. 24</p> <p>(B) Lesson 106, par. 42 – 45; Lesson 107, par. 5</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p>

<p>(8.21) Citizenship. Importance of voluntary individual participation in the democratic process.</p> <p>(A) Role of significant individuals such as William Penn in the development of self-government in colonial America;</p> <p>(B) Contributions of the Founding Fathers as models of civic virtue; and</p> <p>(C) Reasons for and impact of selected examples of civil disobedience in U.S. history such as Henry David Thoreau's refusal to pay a tax.</p>	<p>(A) Lesson 102, par. 18, 24 – 25</p> <p>(B) Lesson 106, par. 25 – 41, 47</p> <p>--</p>
<p>(8.22) Citizenship. Importance of the expression of different points of view in a democratic society.</p> <p>(A) Different points of view of political parties and interest groups on important historical and contemporary issues;</p> <p>(B) Importance of free speech and press in a democratic society; and</p> <p>(C) Historical events in which compromise resulted in a peaceful resolution.</p>	<p>(A) Lesson 112, par. 18 – 20, 34 – 35; Lesson 113, par. 15 – 18</p> <p>--</p> <p>(C) Lesson 106, par. 28 – 30; Lesson 107, par. 8; Lesson 109, par. 21 – 24, 34; Lesson 114, par. 14 – 16, 18</p>
<p>(8.23) Citizenship. Importance of effective leadership in a democratic society.</p> <p>(A) Leadership qualities of elected and appointed leaders of the United States such as Abraham Lincoln, John Marshall, and George Washington; and</p> <p>(B) Contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, and Elizabeth Cady Stanton.</p>	<p>(A) Lesson 107, par. 1-2, 43 – 46; Lesson 108, par. 7 – 9; Lesson 109, par. 33; Lesson 115, par. 12 – 20; Lesson 116, par. 108 – 109, 117 – 118, 123</p> <p>(B) Lesson 105, par. 61 – 62; Lesson 108, par. 12 – 15; Lesson 109, par. 25 – 30; Lesson 112, par. 21; Lesson 117, par. 67 - 68</p>

<p>(8.24) Culture. Relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries.</p> <p>(A) Selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration;</p> <p>(B) Relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;</p> <p>(C) Ways conflicts between people from various racial, ethnic, and religious groups were resolved;</p> <p>(D) Contributions of people of various racial, ethnic, and religious groups to our national identity; and</p> <p>(E) Political, social, and economic contributions of women to American society.</p>	<p>(A) Lesson 102, par. 6 – 14, 29 – 30</p> <p>(B) – (D) -- Lessons 102, 103, 110, 112</p> <p>see above</p> <p>see above</p> <p>(E) Lesson 103, par. 20; Lesson 105, par. 44; Lesson 110, par. 26, 33; Lesson 112, par. 29 – 31, 34 – 50; Lesson 115, par. 41 – 45</p>
<p>(8.25) Culture. Major reform movements of the 19th century.</p> <p>(A) Historical development of the abolitionist movement; and</p> <p>(B) Impact of reform movements including public education, temperance, women's rights, prison reform, and care of the disabled.</p>	<p>(A) Lesson 112, par. 18 – 21</p> <p>(B) Lesson 112, par. 1 - 64</p>
<p>(8.26) Culture. Impact of religion on the American way of life.</p> <p>(A) Development of religious freedom in the United States;</p> <p>(B) Religious influences on immigration and on social movements, including the impact of the first and second Great Awakenings; and</p> <p>(C) Impact of the first amendment guarantees of religious freedom on the American way of life.</p>	<p>(A) Lesson 102</p> <p>(B) Lesson 102; Lesson 103; Lesson 103, par. 44 – 48; Lesson 112, par. 3 – 63</p> <p>(C) Lesson 107, par. 5</p>

<p>(8.27) Culture. Relationship between the arts and the times during which they were created.</p> <p>(A) Developments in art, music, literature, drama, and other cultural activities in the history of the United States;</p> <p>(B) Relationship between fine arts and continuity and change in the American way of life; and</p> <p>(C) Examples of American art, music, and literature that transcend American culture and convey universal themes.</p>	<p>(A) Lesson 103, par 34 – 36, 47</p> <p>--</p> <p>(C) Lesson 110, par. 14</p>
<p>(8.28) Science, technology, and society. The impact of science and technology on the economic development of the United States.</p> <p>(A) Effects of technological and scientific innovations such as the steamboat, the cotton gin, and the Bessemer steel process;</p> <p>(B) Impact of transportation systems on the growth, development, and urbanization of the United States;</p> <p>(C) How technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and</p> <p>(D) How technological innovations led to rapid industrialization.</p>	<p>(A) Lesson 110, par. 12 – 32</p> <p>(B) Lesson 110, par. 1 – 21</p> <p>(C) Lesson 110, par. 22 – 36</p> <p>(D) Lesson 110</p>
<p>(8.29) Science, technology, and society. The impact of scientific discoveries and technological innovations on daily life in the United States.</p> <p>(A) Effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history;</p> <p>(B) How scientific ideas influenced technological developments during different periods in U.S. history; and</p> <p>(C) Examples of how industrialization changed life in the United States.</p>	<p>--</p> <p>--</p> <p>--</p>

(8.30) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- (A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
- (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;
- (E) support a point of view on a social studies issue or event;
- (F) identify bias in written, oral, and visual material;
- (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and
- (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

The TRAC *Structures for Learning* system is based on Text Reconstruction (TR) methods of presenting instructional material. The student interacts with each sentence, reading carefully and thoughtfully. The TR process is effective in achieving content mastery, and in building and exercising students' critical thinking skills.

The *Structures for Learning* system engages the student in extensive use of computer software and the comprehensive *Interactive History of the United States* instructional content database in completing the exercises in the *Interactive History* series.

(8.31) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) use standard grammar, spelling, sentence structure, and punctuation;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

A timed writing process in *Interactive History of the United States*, with its emphasis on writing from memory, encourages the student to write using correct models of English expression, grammar, spelling, and punctuation, a superb exercise not only for mastering history -- remembering events, names, dates, understanding cause-effect relationships, and learning and using social studies terminology correctly -- but also for building language skills.

The teacher may select an option requiring students to write each completed paragraph in a notebook or portfolio, or to use the computer keyboard to write and then print the paragraph, thus transferring content from the computer display to written or printed form. The software is designed to encourage the process of writing from memory to the maximum extent possible for each

	<p>student, thereby reinforcing the mastery and retention of the content.</p> <p>Each student's written record of the <i>Interactive History of the United States</i> material covered is useful to the student in creating written, oral, and visual presentations on topics covered in the history series.</p>
<p>(8.32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>Research demonstrates that Text Reconstruction builds problem-solving skills. The exercises central to <i>Interactive History of the United States</i> -- correctly identifying the second section for each sentence -- requires processing all the information fully and then drawing logical conclusions and deductions. Twenty years of research in Project SOAR at Xavier University demonstrates that the analytical ability developed through Text Reconstruction generalizes to problem solving in other content areas.</p>

