

AP[®] United States History Correlation to the Course and Exam Description (effective Fall 2019)

Correlation to the Course Content

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 1: Period 1: 1491–1607	Unit 1: Learning Objective A —Explain the context for European encounters in the Americas from 1491 to 1607.			
	PREVIEW: UNIT 1 KEY CONCEPTS			
	Topic 1.1: Contextualizing Period 1	KC-1.1 —As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.		
		KC-1.1.I —Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.		pp. 1, 3–7, 27
		KC-1.2 —Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.		
		KC-1.2.I —European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.		pp. 8–11
		KC-1.2.II —The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.		pp. 14–15
KC-1.2.III —In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.		pp. 23–25		
Unit 1: Period 1: 1491–1607	Unit 1: Learning Objective B —Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.			
	HISTORICAL DEVELOPMENTS			
	Topic 1.2: Native American Societies Before European Contact	KC-1.1.I.A —The spread of maize cultivation from present day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.		pp. 3–6
		KC-1.1.I.B —Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.		pp. 4–5
		KC-1.1.I.C —In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.		p. 6
Topic 1.2: Native American Societies Before European Contact	KC-1.1.I.D —Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.		p. 4	
Unit 1: Period 1: 1491–1607	Unit 1: Learning Objective C —Explain the causes of exploration and conquest of the New World by various European nations.			
	HISTORICAL DEVELOPMENTS			
	Topic 1.3: European Exploration in the Americas	KC-1.2.I.A —European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.		pp. 8–10

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 1: Period 1: 1491–1607	Unit 1: Learning Objective D —Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.		
	HISTORICAL DEVELOPMENTS		
	Topic 1.4: Columbian Exchange, Spanish Exploration, and Conquest	KC-1.2.I.B —The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.	pp. 14–15
		KC-1.2.I.C —Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.	pp. 8, 15
KC-1.2.II.A —Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.		p. 15	
Unit 1: Period 1: 1491–1607	Unit 1: Learning Objective E —Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 1.5: Labor, Slavery, and Caste in the Spanish Colonial System	KC-1.2.II.B —In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.	pp. 19–20
		KC-1.2.II.C —European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.	p. 20
KC-1.2.II.D —The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.		p. 20	
Unit 1: Period 1: 1491–1607	Unit 1: Learning Objective F —Explain how and why European and Native American perspectives of others developed and changed in the period.		
	HISTORICAL DEVELOPMENTS		
	Topic 1.6: Cultural Interactions Between Europeans, Native Americans, and Africans	KC-1.2.III —In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.	pp. 23–25
		KC-1.2.III.A —Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture.	pp. 23–25
Unit 1: Period 1: 1491–1607	Topic 1.6: Cultural Interactions Between Europeans, Native Americans, and Africans	KC-1.2.III.B —As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.	p. 25
		KC-1.2.III.C —Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.	pp. 23–25

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 1: Period 1: 1491–1607	Unit 1: Learning Objective G —Explain the effects of the development of transatlantic voyages from 1491 to 1607.			
	REVIEW: UNIT 1 KEY CONCEPTS			
	Topic 1.7: Causation in Period 1	KC-1.1 —As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.		
		KC-1.1.I —Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.		pp. 1, 3–7, 27
		KC-1.2 —Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.		
		KC-1.2.I —European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.		pp. 8–11
		KC-1.2.II —The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.		pp. 14–15
KC-1.2.III —In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.			pp. 23–25	
Unit 2: Period 2: 1607–1754	Unit 2: Learning Objective A —Explain the context for the colonization of North America from 1607 to 1754.			
	PREVIEW: UNIT 2 KEY CONCEPTS			
	Topic 2.1: Contextualizing Period 2	KC-2.1 —Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.		
		KC-2.1.I —Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.		pp. 34–36
		KC-2.1.II —In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.		pp. 36, 38–46
		KC-2.1.III —Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.		pp. 32–33
		KC-2.2 —The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.		
		KC-2.2.I —Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.		pp. 32–51
KC-2.2.II —Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.			pp. 59–61	
Unit 2: Period 2: 1607–1754	Unit 2: Learning Objective B —Explain how and why various European colonies developed and expanded from 1607 to 1754.			
	HISTORICAL DEVELOPMENTS			
	Topic 2.2: European Colonization	KC-2.1.I.A —Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society.		pp. 19–20, 23–24, 34–35
KC-2.1.I.B —French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.			pp. 24, 35	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 2: Period 2: 1607–1754	Topic 2.2: European Colonization	KC-2.1.I.C —English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.	pp. 36, 38–46
Unit 2: Period 2: 1607–1754	Unit 2: Learning Objective C —Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.		
	HISTORICAL DEVELOPMENTS		
	Topic 2.3: The Regions of British Colonies	KC-2.1.II.A —The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.	pp. 49–50, 59–60, 66
		KC-2.1.II.B —The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.	p. 66
		KC-2.1.II.C —The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.	pp. 44–45, 63, 66
		KC-2.1.II.D —The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.	pp. 32–33, 59–60
KC-2.1.II.E —Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.		p. 46	
Unit 2: Period 2: 1607–1754	Unit 2: Learning Objective D —Explain causes and effects of transatlantic trade over time.		
	HISTORICAL DEVELOPMENTS		
Unit 2: Period 2: 1607–1754	Topic 2.4: Transatlantic Trade	KC-2.1.III.A —An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.	pp. 4–5
	Unit 2: Period 2: 1607–1754	Topic 2.4: Transatlantic Trade	KC-2.1.III.B —Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.
KC-2.2.I.C —The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.			pp. 49–51

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 2: Period 2: 1607–1754	Unit 2: Learning Objective E —Explain how and why interactions between various European nations and American Indians changed over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 2.5: Interactions Between American Indians and Europeans	KC-2.1.III.C —Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.	pp. 32–33, 54–56
		KC-2.1.III.E —British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom’s War (King Philip’s War) in New England.	pp. 54–56
	KC-2.1.III.F —American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.	p. 56	
Unit 2: Period 2: 1607–1754	Unit 2: Learning Objective F —Explain the causes and effects of slavery in the various British colonial regions.		
	HISTORICAL DEVELOPMENTS		
	Topic 2.6: Slavery in the British Colonies	KC-2.2.II.A —All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.	pp. 59–61
		KC-2.2.II.B —As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.	pp. 60–61
	Learning Objective G —Explain how enslaved people responded to slavery.		
	HISTORICAL DEVELOPMENTS		
Topic 2.6: Slavery in the British Colonies	KC-2.2.II.C —Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion.	p. 61	
Unit 2: Period 2: 1607–1754	Unit 2: Learning Objective H —Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 2.7: Colonial Society and Culture	KC-2.2.I.A —The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.	pp. 63–64, 67–68, 70
KC-2.2.I.B —The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.		pp. 64–69	
Unit 2: Period 2: 1607–1754	Unit 2: Learning Objective I —Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.		
	HISTORICAL DEVELOPMENTS		
	Topic 2.7: Colonial Society and Culture	KC-2.1.III.D —The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.	pp. 75, 50–51
KC-2.2.I.D —Colonists’ resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.		pp. 51, 70	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 2: Period 2: 1607–1754	Unit 2: Learning Objective J —Compare the effects of the development of colonial society in the various regions of North America.			
	REVIEW: UNIT 2 KEY CONCEPTS			
	Topic 2.8: Comparison in Period 2	KC-2.1 —Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.		
		KC-2.1.I —Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.		pp. 34–36
		KC-2.1.II —In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.		pp. 38–45
KC-2.1.III —Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.			pp. 32–33	
Unit 2: Period 2: 1607–1754	Topic 2.8: Comparison in Period 2	KC-2.2 —The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.		
		KC-2.2.I —Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.	pp. 70–74	
		KC-2.2.II —Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.	pp. 59–61	
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective A —Explain the context in which America gained independence and developed a sense of national identity.			
	PREVIEW: UNIT 3 KEY CONCEPTS			
	Topic 3.1: Contextualizing Period 3	KC-3.1 —British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.		
		KC-3.1.I —The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.		pp. 84, 86–90
		KC-3.1.II —The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.		pp. 96, 101, 104–109
		KC-3.2 —The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.		
		KC-3.2.I —The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.		pp. 100–101
		KC-3.2.II —After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.		pp. 117–120, 123–127, 130–132
		KC-3.2.III.i —New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.		pp. 145–147
		KC-3.3 —Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.		

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Unit 3: Period 3: 1754–1800	Topic 3.1: Contextualizing Period 3	KC-3.3.I —In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.	pp. 145–147, 149–152
		KC-3.3.II —The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.	pp. 137–138, 141–142, 149
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective B —Explain the causes and effects of the Seven Years’ War (the French and Indian War).		
	HISTORICAL DEVELOPMENTS		
	Topic 3.2: The Seven Years’ War (The French and Indian War)	KC-3.1.I.A —Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.	pp. 86–89
		KC-3.1.I.B —Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.	pp. 88–89
KC-3.1.I.C —After the British victory, imperial officials’ attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.		pp. 89–90	
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective C Explain how British colonial policies regarding North America led to the Revolutionary War.		
	HISTORICAL DEVELOPMENTS		
	Topic 3.3: Taxation Without Representation	KC-3.1.II.A —The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.	pp. 92–96
		KC-3.1.II.B —Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.	pp. 92–93, 100–101
KC-3.1.II.C —The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.		pp. 100–101, 111–112	
Unit 3: Period 3: 1754–1800	Topic 3.3: Taxation Without Representation	KC-3.1.II.D —In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.	pp. 107–108, 111
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective D —Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.		
	HISTORICAL DEVELOPMENTS		
	Topic 3.4: Philosophical Foundations of the American Revolution	KC-3.2.I.A —Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans’ view of themselves as a people blessed with liberty.	pp. 100–101
KC-3.2.I.B —The colonists’ belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine’s Common Sense and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans’ understanding of the ideals on which the nation was based.		pp. 101, 106	
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective E —Explain how various factors contributed to the American victory in the Revolution.		
	HISTORICAL DEVELOPMENTS		
	Topic 3.5: The American Revolution	KC-3.1.II.E —Despite considerable loyalist opposition, as well as Great Britain’s apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington’s military leadership, the colonists’ ideological commitment and resilience, and assistance sent by European allies.	pp. 107–109

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective F —Explain the various ways the American Revolution affected society.		
	HISTORICAL DEVELOPMENTS		
	Topic 3.5: The American Revolution	KC-3.2.I.C —During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.	pp. 145–147
KC-3.2.I.D —In response to women’s participation in the American Revolution, Enlightenment ideas, and women’s appeals for expanded roles, an ideal of “republican motherhood” gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.		pp. 111–112	
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective G —Describe the global impact of the American Revolution.		
	HISTORICAL DEVELOPMENTS		
Topic 3.5: The American Revolution	KC-3.2.I.E —The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.	pp. 112–113	
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective H —Explain how different forms of government developed and changed as a result of the Revolutionary Period.		
	HISTORICAL DEVELOPMENTS		
	Topic 3.7: The Articles of Confederation	KC-3.2.II.A —Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.	p. 117
		KC-3.2.II.B —The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.	pp. 118–120
KC-3.3.I.C —As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.		p. 149	
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective I —Explain the differing ideological positions on the structure and function of the federal government.		
	HISTORICAL DEVELOPMENTS		
	Topic 3.8: The Constitutional Convention and Debates over Ratification	KC-3.2.II.C.i —Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution.	pp. 123–127
		KC-3.2.II.D —The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.	p. 125
KC-3.2.II.E —In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.		pp. 126–127	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective J —Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.		
	HISTORICAL DEVELOPMENTS		
	Topic 3.9: The Constitution	KC-3.2.II.C.ii —Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.	pp. 130–132
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective K —Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.		
	HISTORICAL DEVELOPMENTS		
	Topic 3.10: Shaping a New Republic	KC-3.3.II.A —The U.S. government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.	pp. 149–150
		KC-3.3.II.B —War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.	p. 137
		KC-3.3.I.E —The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.	p. 138
		KC-3.3.I.D —An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.	pp. 138–139
	Unit 3: Learning Objective L —Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.		
	HISTORICAL DEVELOPMENTS		
		KC-3.2.III.A —During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.	pp. 135–142
	Unit 3: Period 3: 1754–1800	Topic 3.10: Shaping a New Republic	KC-3.2.III.B —Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties— most significantly the Federalists, led by Alexander Hamilton, and the Democratic- Republican Party, led by Thomas Jefferson and James Madison.
KC-3.3.II.C —George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.			p. 141
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective M —Explain the continuities and changes in American culture from 1754 to 1800.		
	HISTORICAL DEVELOPMENTS		
	Topic 3.11: Developing an American Identity	KC-3.2.III.ii —New forms of national culture developed in the United States alongside continued regional variations.	pp. 143–147
KC-3.2.III.D —Ideas about national identity increasingly found expression in works of art, literature, and architecture.		p. 147	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective N —Explain how and why migration and immigration to and within North America caused competition and conflict over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 3.12: Movement in the Early Republic	KC-3.3.I.A —Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the United States and Britain.	pp. 149–150
		KC-3.3.I.B —As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.	p. 151
	Unit 3: Learning Objective O —Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.		
	HISTORICAL DEVELOPMENTS		
	KC-3.2.III.C —The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery.	pp. 151–152	
Unit 3: Period 3: 1754–1800	Unit 3: Learning Objective P —Explain how the American independence movement affected society from 1754 to 1800.		
	REVIEW: UNIT 3 KEY CONCEPTS		
	Topic 3.13: Continuity and Change in Period 3	KC-3.1 —British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.	
		KC-3.1.I —The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.	pp. 84, 86–90
		KC-3.1.II —The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.	pp. 96, 101, 104–109
		KC-3.2 —The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.	
		KC-3.2.I —The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.	pp. 100–101
		KC-3.2.II —After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.	pp. 117–120, 123–127, 130–132
		KC-3.2.III.i —New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.	pp. 143–147
	KC-3.3 —Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.		
	KC-3.3.I —In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.	pp. 125, 149–152	
	KC-3.3.II —The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.	pp. 138, 139, 149	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective A —Explain the context in which the republic developed from 1800 to 1848.			
	PREVIEW: UNIT 4 KEY CONCEPTS			
	Topic 4.1: Contextualizing Period 4	KC-4.1 —The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.		
		KC-4.1.I —The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.		pp. 206–207
		KC-4.1.II —While Americans embraced a new national culture, various groups developed distinctive cultures of their own.		pp. 163–164, 222–224
		KC-4.1.III —Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.		pp. 222–223, 229–231
		KC-4.2 —Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.		
KC-4.2.I —New transportation systems and technologies dramatically expanded manufacturing and agricultural production.		pp. 194, 196–197, 176		
Unit 4: Period 4: 1800–1848	Topic 4.1: Contextualizing Period 4	KC-4.2.II —The changes caused by the market revolution had significant effects on U.S. society, workers’ lives, and gender and family relations.		
		KC-4.2.III —Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.		
		KC-4.3 —The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.		
		KC-4.3.I —Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.		
		KC-4.3.II —The United States’ acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.		
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective B —Explain the causes and effects of policy debates in the early republic.			
	HISTORICAL DEVELOPMENTS			
	Topic 4.2: The Rise of Political Parties and the Era of Jefferson	KC-4.1.I.A —In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.		pp. 176, 185–186, 190, 210–211,
		KC-4.1.I.B —Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.		pp. 169–172
KC-4.3.I.A.i —Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.		pp. 166–168		
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective C —Explain how different regional interests affected debates about the role of the federal government in the early republic.			
	HISTORICAL DEVELOPMENTS			
	Topic 4.3: Politics and Regional Interests	KC-4.1.I.D —Regional interests often trumped national concerns as the basis for many political leaders’ positions on slavery and economic policy.		pp. 175–180
		KC-4.2.III.D —Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.		p. 176
Unit 4: Period 4: 1800–1848	Topic 4.3: Politics and Regional Interests	KC-4.3.II.C —Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective D —Explain how and why American foreign policy developed and expanded over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 4.4: America on the World Stage	KC-4.3.I —Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.	pp. 182–190
		KC-4.3.I.A.ii —The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.	pp. 190–191
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective E —Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 4.5: Market Revolution: Industrialization	KC-4.2.I.A —Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.	pp. 193–197
		KC-4.2.I.B —Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.	pp. 195–197
		KC-4.2.I.C —Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South.	p. 196
KC-4.2.III.B —Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.		pp. 195–197	
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective F —Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 4.6: Market Revolution: Society and Culture	KC-4.2.III.A —Large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.	pp. 178, 200–203
Unit 4: Period 4: 1800–1848	Topic 4.6: Market Revolution: Society and Culture	KC-4.2.II.B —The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite, but also to a large and growing population of laboring poor.	p. 202
		KC-4.2.II.A —Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets.	pp. 200–202
		KC-4.2.II.C —Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.	pp. 200–201
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective G —Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.		
	HISTORICAL DEVELOPMENTS		
	Topic 4.7: Expanding Democracy	KC-4.1.I —The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.	pp. 206–207

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective H —Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.		
	HISTORICAL DEVELOPMENTS		
	Topic 4.8: Jackson and Federal Power	KC-4.1.I.C —By the 1820s and 1830s, new political parties arose—the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay— that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.	pp. 206, 215
		KC-4.3.I.B —Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.	pp. 185, 212
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective I —Explain how and why a new national culture developed from 1800 to 1848.		
	HISTORICAL DEVELOPMENTS		
	Topic 4.9: The Development of an American Culture	KC-4.1.II.B —A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.	pp. 222–225
		KC-4.1.II.C —Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.	pp. 222–225
Unit 4: Period 4: 1800–1848	LEARNING OBJECTIVE Unit 4: Learning Objective J —Explain the causes of the Second Great Awakening.		
	HISTORICAL DEVELOPMENTS		
Topic 4.10: The Second Great Awakening	KC-4.1.II.A.i —The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.	pp. 229–231	
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective K —Explain how and why various reform movements developed and expanded from 1800 to 1848.		
	HISTORICAL DEVELOPMENTS		
	Topic 4.11: The Age of Reform	KC-4.1.II.A.ii —The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements.	pp. 224–225
		KC-4.1.III.A —Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.	pp. 163, 231, 238, 250
		KC-4.1.III.B.i —Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans’ rights.	pp. 237–238
		KC-4.3.II.B.i —Antislavery movements increased in the North.	pp. 237–238
	KC-4.1.III.C —A women’s rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.	p. 237	
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective L —Explain the continuities and changes in the experience of African Americans from 1800 to 1848.		
	HISTORICAL DEVELOPMENTS		
	Topic 4.12: African Americans in the Early Republic	KC-4.1.III.B.ii —Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.	pp. 242–244
	KC-4.1.II.D —Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.	p. 242	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective M —Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.			
	HISTORICAL DEVELOPMENTS			
	Topic 4.13: The Society of the South in the Early Republic	KC-4.3.II.B.ii —In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.	p. 250	
KC-4.2.III.C —Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.		pp. 249–250		
Unit 4: Period 4: 1800–1848	Topic 4.13: The Society of the South in the Early Republic	KC-4.3.II.A —As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.	p. 178	
Unit 4: Period 4: 1800–1848	Unit 4: Learning Objective N —Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.			
	REVIEW: UNIT 4 KEY CONCEPTS			
	Topic 4.14: Causation in Period 4	KC-4.1 —The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.		
		KC-4.1.I —The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.	pp. 206–207	
		KC-4.1.II —While Americans embraced a new national culture, various groups developed distinctive cultures of their own.	pp. 163–164, 222–224	
		KC-4.1.III —Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.	pp. 222–223, 229–231	
		KC-4.2 —Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.		
		KC-4.2.I —New transportation systems and technologies dramatically expanded manufacturing and agricultural production.	pp. 194, 196–197, 176	
		KC-4.2.II —The changes caused by the market revolution had significant effects on U.S. society, workers’ lives, and gender and family relations.	pp. 200–202	
		KC-4.2.III —Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.	pp. 178–179	
KC-4.3 —The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.				
Unit 4: Period 4: 1800–1848	Topic 4.14: Causation in Period 4	KC-4.3.I —Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.	pp. 182–190	
		KC-4.3.II —The United States’ acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.	pp. 178–179	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective A —Explain the context in which sectional conflict emerged from 1844 to 1877.			
	PREVIEW: UNIT 5 KEY CONCEPTS			
	Topic 5.1: Contextualizing Period 5	KC-5.1 —The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.		
		KC-5.1.I —Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.		pp. 262–268, 279–280
		KC-5.1.II —In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.		pp. 323–324, 330
		KC-5.2 —Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.		
		KC-5.2.I —Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.		pp. 260–261, 272–273, 276– 279, 285–287, 289–294
KC-5.2.II —Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.		pp. 294, 297–301		
KC-5.3 —The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.				
Unit 5: Period 5: 1844–1877	Topic 5.1: Contextualizing Period 5	KC-5.3.I —The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.	pp. 304–310	
		KC-5.3.II.i —Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.	pp. 320–329, 332–335	
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective B —Explain the causes and effects of westward expansion from 1844 to 1877.			
	HISTORICAL DEVELOPMENTS			
	Topic 5.2: Manifest Destiny	KC-5.1.I.A —The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.		pp. 262–268
		KC-5.1.I.B —Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.		pp. 262–268
		KC-5.1.I.D —Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.		p. 290
KC-5.1.I.E —U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.		p. 268		
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective C —Explain the causes and effects of the Mexican–American War.			
	HISTORICAL DEVELOPMENTS			
	Topic 5.3: The Mexican- American War	KC-5.1.I.C —The United States added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.		pp. 270–279
KC-5.1.II.C —U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.		pp. 273, 284		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective D —Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.		
	HISTORICAL DEVELOPMENTS		
	Topic 5.4: The Compromise of 1850	KC-5.2.II.A —The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.	pp. 272
Unit 5: Period 5: 1844–1877	Topic 5.4: The Compromise of 1850	KC-5.2.II.B.i —The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850.	pp. 276–279
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective E —Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.		
	HISTORICAL DEVELOPMENTS		
	Topic 5.5: Sectional Conflict: Regional Differences	KC-5.1.II.A —Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.	pp. 282–283
		KC-5.1.II.B —A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.	p. 283
	Unit 5: Learning Objective F —Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.		
	HISTORICAL DEVELOPMENTS		
	Topic 5.5: Sectional Conflict: Regional Differences	KC-5.2.I.A —The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.	pp. 277–278
		KC-5.2.I.B —African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.	pp. 276–277, 285–286
KC-5.2.I.C —Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.		pp. 277–278	
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective G —Explain the political causes of the Civil War.		
	HISTORICAL DEVELOPMENTS		
	Topic 5.6: Failure of Compromise	KC-5.2.II.B.ii —The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.	pp. 290, 293
KC-5.2.II.C —The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.		pp. 283, 281	
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective H —Describe the effects of Lincoln's election.		
	HISTORICAL DEVELOPMENTS		
	Topic 5.7: Election of 1860 and Secession	KC-5.2.II.D —Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.	pp. 294, 297–299

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective I —Explain the various factors that contributed to the Union victory in the Civil War.		
	HISTORICAL DEVELOPMENTS		
	Topic 5.8: Military Conflict in the Civil War	KC-5.3.I.A —Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.	pp. 304–308
		KC-5.3.I.D —Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.	pp. 305–310
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective J —Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.		
	HISTORICAL DEVELOPMENTS		
	Topic 5.9: Government Policies During the Civil War	KC-5.3.I.B —Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.	pp. 305, 314
		KC-5.3.I.C —Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.	pp. 294, 314, 317, 332
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective K —Explain the effects of government policy during Reconstruction on society from 1865 to 1877.		
	HISTORICAL DEVELOPMENTS		
	Topic 5.10: Reconstruction	KC-5.3.II.ii —Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.	pp. 325–327, 329
		KC-5.3.II.A —The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.	pp. 325–326
KC-5.3.II.B —The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.		p. 329	
Topic 5.10: Reconstruction	KC-5.3.II.C —Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.	pp. 323, 327	
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective L —Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.		
	HISTORICAL DEVELOPMENTS		
	Topic 5.11: Failure of Reconstruction	KC-5.3.II.D —Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South.	p. 334
		KC-5.3.II.E —Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.	pp. 333–334, 322

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 5: Period 5: 1844–1877	Unit 5: Learning Objective M —Compare the relative significance of the effects of the Civil War on American values.			
	REVIEW: UNIT 5 KEY CONCEPTS			
	Topic 5.12: Comparison in Period 5	KC-5.1 —The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.		
		KC-5.1.I —Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.		p. 334 pp. 333–334, 322
		KC-5.1.II —In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.		pp. 323–324, 330
		KC-5.2 —Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.		
KC-5.2.I —Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.			pp. 260–261, 272–273, 276– 279, 285–287, 289–294	
Unit 5: Period 5: 1844–1877	Topic 5.12: Comparison in Period 5	KC-5.2.II —Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.	pp. 297–299	
		KC-5.3 —The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.		
		KC-5.3.I —The North’s greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.		pp. 304–310
		KC-5.3.II.i —Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.		pp. 320–329, 332–335
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective A —Explain the historical context for the rise of industrial capitalism in the United States.			
	PREVIEW: UNIT 6 KEY CONCEPTS			
	Topic 6.1: Contextualizing Period 6	KC-6.1 —Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.		
		KC-6.1.I —Large-scale industrial production— accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.		pp. 375–378
		KC-6.1.II —A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.		pp. 415–418, 423
		KC-6.1.III —New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.		pp. 351–354, 358, 366, 390–391, 402, 404
KC-6.2 —The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.				

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 6: Period 6: 1865–1898	Topic 6.1: Contextualizing Period 6	KC-6.2.I —International and internal migration increased urban populations and fostered the growth of a new urban culture.	pp. 358, 366, 390–391, 402, 404
		KC-6.2.II —Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.	pp. 357–358
		KC-6.3 —The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.	
		KC-6.3.I —New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.	pp. 361, 408–410
		KC-6.3.II —Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.	pp. 415–418
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective B —Explain the causes and effects of the settlement of the West from 1877 to 1898.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.2: Westward Expansion: Economic Development	KC-6.1.III.A —Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.	pp. 193–194, 352
		KC-6.1.III.B —Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.	pp. 352–354
KC-6.1.I.A —Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.		pp. 375–376	
Unit 6: Period 6: 1865–1898	Topic 6.2: Westward Expansion: Economic Development	KC-6.2.II.A —The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.	pp. 348–351
	Topic 6.3: Westward Expansion: Social and Cultural Development	KC-6.2.II.B —In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.	pp. 348–351
		KC-6.2.II.C —As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.	pp. 348–349
		KC-6.2.II.D —The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.	pp. 358–361
		KC-6.2.II.E —Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.	pp. 360–361
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective C —Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.4: The “New South”	KC-6.1.II.D —Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a “New South”—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.	p. 366
KC-6.3.II.C —The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.		pp. 367–368	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective D —Explain the effects of technological advances in the development of the United States over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.5: Technological Innovation	KC-6.1.I.B.i —Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.	pp. 371–373
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective E —Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.6: The Rise of Industrial Capitalism	KC-6.1.I —Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, pro-growth government policies—generated rapid economic development and business consolidation.	pp. 375–378
		KC-6.1.I.B.ii —Businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.	pp. 373, 377–380
		KC-6.1.I.D —Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.	pp. 378–380
KC-6.1.I.E.i —Businesses increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.		p. 380	
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective E —Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.7: Labor in the Gilded Age	KC-6.1.I.C —As the price of many goods decreased, workers’ real wages increased, providing new access to a variety of goods and services; many Americans’ standards of living improved, while the gap between rich and poor grew.	pp. 373, 380
		KC-6.1.II.C —Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.	pp. 383–387
KC-6.1.II.B.i —The industrial workforce expanded and child labor increased.		pp. 383–386	
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective F —Explain how cultural and economic factors affected migration patterns over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.8: Immigration and Migration in the Gilded Age	KC-6.1.II.B.ii —The industrial workforce expanded and became more diverse through internal and international migration.	pp. 389–391
Unit 6: Period 6: 1865–1898	Topic 6.8: Immigration and Migration in the Gilded Age	KC-6.2.I.A —As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.	pp. 389–391
		KC-6.2.I.B —Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.	p. 391

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective G —Explain the various responses to immigration in the period over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.9: Responses to Immigration in the Gilded Age	KC-6.2.I.C —Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.	pp. 389–391, 394–397
		KC-6.3.I.A —Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.	pp. 379–380
KC-6.3.II.B.i —Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.		pp. 396, 409	
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective H —Explain the causes of increased economic opportunity and its effects on society.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.10: Development of the Middle Class	KC-6.2.I.E —Corporations’ need for managers and for male and female clerical workers, as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.	pp. 373, 400–401
		KC-6.3.II.B —Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.	pp. 400–401
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective I —Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.11: Reform in the Gilded Age	KC-6.3.I.C —A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.	pp. 408–409
		KC-6.3.II.B.ii —Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.	pp. 401, 403, 409–411,
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective J —Explain continuities and changes in the role of the government in the U.S. economy.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.12: Controversies over the Role of Government in the Gilded Age	KC-6.1.II.A —Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.	pp. 379–380, 415
		KC-6.1.I.E.ii —Foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.	p. 380
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective K —Explain the similarities and differences between the political parties during the Gilded Age.		
	HISTORICAL DEVELOPMENTS		
	Topic 6.13: Politics in the Gilded Age	KC-6.1.III.C —Economic instability inspired agrarian activists to create the People’s (Populist) Party, which called for a stronger governmental role in regulating the American economic system.	pp. 422–426
		KC-6.3.II.A —The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.	pp. 416–418
KC-6.2.I.D —In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.		p. 395	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 6: Period 6: 1865–1898	Unit 6: Learning Objective L —Explain the extent to which industrialization brought change from 1865 to 1898.			
	REVIEW: UNIT 6 KEY CONCEPTS			
	Topic 6.14: Continuity and Change Period 6	KC-6.1 —Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.		
		KC-6.1.I —Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.		pp. 375–378
		KC-6.1.II —A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.		pp. 415–418, 423
KC-6.1.III —New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.			pp. 351–354, 358, 366, 390–391, 402, 404	
Unit 6: Period 6: 1865–1898	Topic 6.14: Continuity and Change Period 6	KC-6.2 —The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.		
		KC-6.2.I —International and internal migration increased urban populations and fostered the growth of a new urban culture.	pp. 358, 366, 390–391, 402, 404	
		KC-6.2.II —Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.	pp. 357–358	
		KC-6.3 —The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.		
		KC-6.3.I —New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.	pp. 361, 408–410	
		KC-6.3.II —Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.	pp. 415–418	
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective A —Explain the context in which America grew into its role as a world power.			
	PREVIEW: UNIT 7 KEY CONCEPTS			
	Topic 7.1: Contextualizing Period 7	KC-7.1 —Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.		
		KC-7.1.I —The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.		pp. 483, 505–507
KC-7.1.II —In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.			pp. 483, 461–468	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 7: Period 7: 1890–1945	Topic 7.1: Contextualizing Period 7	KC-7.1.III —During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.	pp. 471, 526–531
		KC-7.2 —Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.	
		KC-7.2.I —Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.	p. 439
		KC-7.2.II —Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.	pp. 464, 467, 494
		KC-7.3 —Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.	
		KC-7.3.I —In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.	pp. 439–440, 449–450
		KC-7.3.II —World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests.	pp. 541–542
		KC-7.3.III —U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.	pp. 558–559
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective B Explain the similarities and differences in attitudes about the nation’s proper role in the world.		
	HISTORICAL DEVELOPMENTS		
	Topic 7.2: Imperialism: Debates	KC-7.3.I.A —Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe.	pp. 446–450, 452–456
Topic 7.2: Imperialism: Debates	Topic 7.2: Imperialism: Debates	KC-7.3.I.B —Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the United States should not extend its territory overseas.	p. 442
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective C—Explain the effects of the Spanish–American War.		
	HISTORICAL DEVELOPMENTS		
	Topic 7.3: The Spanish- American War	KC-7.3.I.C —The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.	pp. 446–450, 452–450

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective D —Compare the goals and effects of the Progressive reform movement.		
	HISTORICAL DEVELOPMENTS		
	Topic 7.4: The Progressives	KC-7.1.II.A —Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.	pp. 463–464, 466–467
		KC-7.1.II.D —The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.	pp. 467, 467, 472
		KC-7.1.II.B —On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and women’s suffrage.	pp. 468–472
	Unit 7: Learning Objective E —Compare attitudes toward the use of natural resources from 1890 to 1945.		
HISTORICAL DEVELOPMENTS			
Topic 7.4: The Progressives	KC-7.1.II.C —Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.	pp. 469–470	
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective F —Explain the causes and consequences of U.S. involvement in World War I.		
	HISTORICAL DEVELOPMENTS		
Topic 7.5: World War I: Military and Diplomacy	KC-7.3.II.A —After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles.	pp. 479–481	
Unit 7: Period 7: 1890–1945	Topic 7.5: World War I: Military and Diplomacy	KC-7.3.II.B —Although the American Expeditionary Forces played a relatively limited role in combat, the United States’ entry helped to tip the balance of the conflict in favor of the Allies.	pp. 483–484
		KC-7.3.II.C —Despite Wilson’s deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.	pp. 484–487
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective G —Explain the causes and effects of international and internal migration patterns over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 7.6: World War I: Home Front	KC-7.2.I.C —Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.	pp. 493–496
		KC-7.2.II.A.i —Immigration from Europe reached its peak in the years before World War I. During World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.	pp. 493, 507
		KC-7.2.II.B.i —The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.	p. 494
KC-7.2.II.C —In the Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.		pp. 494, 496, 510–511	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective H —Explain the causes and effects of the innovations in communication and technology in the United States over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 7.7: 1920s: Innovations in Communication and Technology	KC-7.1.I —New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.	pp. 499–500
KC-7.2.I —A New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.		p. 502	
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective G —Explain the causes and effects of international and internal migration patterns over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 7.8: 1920s: Cultural and Political Controversies	KC-7.1.I.B —By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.	pp. 505, 509–510
Unit 7: Period 7: 1890–1945	Topic 7.8: 1920s: Cultural and Political Controversies	KC-7.2.II.A.ii —After World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.	pp. 493, 507
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective I —Explain the causes and effects of developments in popular culture in the United States over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 7.8: 1920s: Cultural and Political Controversies	KC-7.2.I.B —Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.	pp. 510–511
		KC-7.2.I.D —In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.	pp. 505–511
	Unit 7: Learning Objective J —Explain the causes of the Great Depression and its effects on the economy.		
	HISTORICAL DEVELOPMENTS		
	Topic 7.9: The Great Depression	KC-7.1.I —The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.	pp. 494, 521
KC-7.1.I.C —Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.		pp. 518–523	
KC-7.1.III —During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.		pp. 471, 526–531	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective K —Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 7:10: The New Deal	KC-7.1.III.A —Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.	pp. 526–531
		KC-7.1.III.B —Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope.	pp. 531–534
		KC-7.1.III.C —Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.	pp. 531–532
KC-7.2.II.B.ii —The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.		pp. 558, 559	
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective B —Explain the similarities and differences in attitudes about the nation’s proper role in the world.		
	HISTORICAL DEVELOPMENTS		
	Topic 7:11: Interwar Foreign Policy	KC-7.3.II.D —In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.	pp. 541–548
		KC-7.3.II.E —In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.	pp. 546–547
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective L —Explain how and why U.S. participation in World War II transformed American society.		
	HISTORICAL DEVELOPMENTS		
	Topic 7:12: World War II: Mobilization	KC-7.3.III.B —The mass mobilization of American society helped end the Great Depression, and the country’s strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.	pp. 556–557
		KC-7.3.III.C.i —Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war’s duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.	pp. 558–559
KC-7.2.II.D —Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.		p. 559	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective M —Explain the causes and effects of the victory of the United States and its allies over the Axis powers.		
	HISTORICAL DEVELOPMENTS		
	Topic 7:13: World War II: Military	KC-7.3.III.A —Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.	pp. 543–544, 546, 551–552, 563, 567
		KC-7.3.III.C.ii —Military service provided opportunities for women and minorities to improve their socioeconomic positions for the war’s duration, while also leading to debates over racial segregation.	pp. 558–559
KC-7.3.III.D —The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific “island-hopping” and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.		pp. 556–559, 563–565	
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective N —Explain the consequences of U.S. involvement in World War II.		
	HISTORICAL DEVELOPMENTS		
Topic 7:14: Postwar Diplomacy	KC-7.3.III.E —The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.	pp. 567–570	
Unit 7: Period 7: 1890–1945	Unit 7: Learning Objective O —Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.		
	REVIEW: UNIT 7 KEY CONCEPTS		
	Topic 7:15: Comparison in Period 7	KC-7.1 —Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.	
		KC-7.1.I —The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.	pp. 483, 494, 542, 556
		KC-7.1.II —In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.	pp. 483, 461–468
		KC-7.1.III —During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.	pp. 471, 526–531
		KC-7.2 —Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.	
		KC-7.2.I —Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.	p. 439
		KC-7.2.II —Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.	pp. 464, 467, 494
		KC-7.3 —Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.	
KC-7.3.I —In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.		pp. 439–440, 449–450	
KC-7.3.II —World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests.	pp. 541–542		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 7: Period 7: 1890–1945	Topic 7.15: Comparison in Period 7	KC-7.3.III —U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.	pp. 558–560, 569–570	
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective A —Explain the context for societal change from 1945 to 1980.			
	PREVIEW: UNIT 8 KEY CONCEPTS			
	Topic 8.1: Contextualizing Period 8	KC-8.1 —The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.		
		KC-8.1.I —United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.		pp. 581–586
		KC-8.1.II —Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.		pp. 590–596, 600–602
		KC-8.2 —New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.		
		KC-8.2.I —Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.		pp. 621–623
		KC-8.2.II —Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.		pp. 663–665, 668–672, 680
		KC-8.2.III —Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.		pp. 580, 605–609
	Unit 8: Period 8: 1945–1980	Topic 8.1: Contextualizing Period 8	KC-8.3 —Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	
KC-8.3.I —Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.			pp. 580, 605–606	
KC-8.3.II —New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.			pp. 581–587, 663–665	
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective B —Explain the continuities and changes in Cold War policies from 1945 to 1980.			
	HISTORICAL DEVELOPMENTS			
	Topic 8.2: The Cold War from 1945 to 1980	KC-8.1.I —United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.		pp. 581–586
		KC-8.1.I.A —As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.		pp. 581–587
		KC-8.1.I.B.i —Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea.		pp. 586–588
KC-8.1.I.C —The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or <i>détente</i>).			pp. 594–596	
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective C —Explain the causes and effects of the Red Scare after World War II.			
	HISTORICAL DEVELOPMENTS			
	Topic 8.3: The Red Scare	KC-8.1.II.A —Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.	pp. 600–602	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective D —Explain the causes of economic growth in the years after World War II.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.4: Economy After 1945	KC-8.3.I.A —A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.	pp. 605–609
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective E —Explain the causes and effects of the migration of various groups of Americans after 1945.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.4: Economy After 1945	KC-8.3.I.B —As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.	pp. 615–616
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective F —Explain how mass culture has been maintained or challenged over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.5: Culture after 1945	KC-8.3.II.A —Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.	p. 665
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective G —Explain how and why the civil rights movements developed and expanded from 1945 to 1960.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.6: Early Steps in the Civil Rights Movement (1940s and 1950s)	KC-8.2.I —Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.	pp. 651–654
		KC-8.2.I.B.i —The three branches of the federal government used measures including desegregation of the armed services and <i>Brown v. Board of Education</i> (1954) to promote greater racial equality.	pp. 621–624
Unit 8: Period 8: 1945–1980	LEARNING OBJECTIVE Unit 8: Learning Objective H —Explain the various military and diplomatic responses to international developments over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.7: America as a World Power	KC-8.1.I.E —Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy.	pp. 630–631
		KC-8.1.II.C.i —Americans debated the merits of a large nuclear arsenal and the military–industrial complex.	pp. 590, 592,
KC-8.1.I.D.i —Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.		p. 631	
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective I —Explain the causes and effects of the Vietnam War.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.8: The Vietnam War	KC-8.1.I.B.ii —Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Vietnam.	pp. 585–589, 593–596,
Unit 8: Period 8: 1945–1980	Topic 8.8: The Vietnam War	KC-8.1.I.D.ii —Postwar decolonization and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.	pp. 626–628
		KC-8.1.II.C.ii —Americans debated the appropriate power of the executive branch in conducting foreign and military policy.	pp. 674–677

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective J —Explain the causes and effects of continuing policy debates about the role of the federal government over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.9: The Great Society	KC-8.2.II.C —Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.	pp. 610, 646
		KC-8.2.III.A —Liberalism, based on anti-communism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.	pp. 646–648
		KC-8.2.III.B.i —Liberal ideas found expression in Lyndon Johnson’s Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues.	pp. 646–647
	Unit 8: Learning Objective K —Explain the continuities and changes in immigration patterns over time.		
	HISTORICAL DEVELOPMENTS		
Topic 8.9: The Great Society	KC-8.3.I.C —Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.	pp. 648	
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective L —Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.10: The African American Civil Rights Movement (1960s)	KC-8.2.I.A —During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.	pp. 651–654
		KC-8.2.1.C —Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.	p. 623
	Unit 8: Learning Objective M —Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.		
	HISTORICAL DEVELOPMENTS		
		KC-8.2.I.B.i —The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality.	pp. 657–659
	KC-8.2.III.B.ii —A series of Supreme Court decisions expanded civil rights and individual liberties.	pp. 660–661	
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective L —Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.11: The Civil Rights Movement Expands	KC-8.2.II.B —Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.	pp. 657–659
		KC-8.2.II.A —Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.	p. 659
		KC-8.3.II.B.i —Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents’ generation and advocated changes in sexual norms.	pp. 657–658

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective N —Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.12: Youth Culture of the 1960s	KC-8.1.II.B —Although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence.	pp. 663–664
		KC-8.2.III.D —Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.	663–664
KC-8.3.II.B.ii —Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents’ generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.		pp. 665	
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective O —Explain how and why policies related to the environment developed and changed from 1968 to 1980.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.13: The Environment and Natural Resources from 1968 to 1980	KC-8.1.II.D —Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.	pp. 627–630
		KC-8.2.II.D —Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.	pp. 668–672
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective J —Explain the causes and effects of continuing policy debates about the role of the federal government over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 8.14: Society in Transition	KC-8.2.III.C —In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.	pp. 679–681
Unit 8: Period 8: 1945–1980	Topic 8.14: Society in Transition	KC-8.2.III.E —Public confidence and trust in government’s ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.	pp. 674–677
		KC-8.2.III.F —The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.	pp. 678–680
	Unit 8: Learning Objective P —Explain the effects of the growth of religious movements over the course of the 20th century.		
	HISTORICAL DEVELOPMENTS		
Topic 8.14: Society in Transition	KC-8.3.II.C —The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.	p. 680	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 8: Period 8: 1945–1980	Unit 8: Learning Objective Q —Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.			
	REVIEW: UNIT 8 KEY CONCEPTS			
	Topic 8.15: Continuity and Change in Period 8	KC-8.1 —The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.		
		KC-8.1.I —United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.		pp. 581–586
		KC-8.1.II —Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.		pp. 590–596, 600–602
		KC-8.2 —New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.		
		KC-8.2.I —Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.		pp. 621–623
		KC-8.2.II —Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.		pp. 663–665, 668–672, 680
Unit 8: Period 8: 1945–1980	Topic 8.15: Continuity and Change in Period 8	KC-8.2.III —Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.	pp. 580, 605–609	
		KC-8.3 —Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.		
		KC-8.3.I —Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.	pp. 580, 605–606	
		KC-8.3.II —New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.	pp. 581–587, 663–665	
Unit 9: Period 9: 1980–Present	Unit 9: Learning Objective A —Explain the context in which the United States faced international and domestic challenges after 1980.			
	PREVIEW: UNIT 9 KEY CONCEPTS			
	Topic 9.1: Contextualizing Period 9	KC-9.1 —A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.		
		KC-9.1.I —Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.		pp. 694–698
		KC-9.2 —Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.		
		KC-9.2.I —New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.		pp. 715–716
		KC-9.2.II —The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.		pp. 702
		KC-9.3 —The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.		
		KC-9.3.I —The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.		pp. 705–706
		KC-9.3.II —Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.		pp. 726–730

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 9: Period 9: 1980–Present	Unit 9: Learning Objective B —Explain the causes and effects of continuing policy debates about the role of the federal government over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 9.2: Reagan and Conservatism	KC-9.1.I.A —Ronald Reagan’s victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.	pp. 694–696
		KC-9.1.I.B —Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.	pp. 694–696
		KC-9.1.I.C —Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.	pp. 716, 746
		KC-9.1.I —Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.	p. 699
KC-9.2.II.C —Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.		pp. 699–691	
Unit 9: Period 9: 1980–Present	Unit 9: Learning Objective C —Explain the causes and effects of the end of the Cold War and its legacy.		
	HISTORICAL DEVELOPMENTS		
	Topic 9.3: The End of the Cold War	KC-9.3.I.A —Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.	pp. 705–706
		KC-9.3.I.B —Increased U.S. military spending, Reagan’s diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.	pp. 707–709
KC-9.3.I.C —The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.		pp. 709–710	
Unit 9: Period 9: 1980–Present	Unit 9: Learning Objective D —Explain the causes and effects of economic and technological change over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 9.4: A Changing Economy	KC-9.2.I.A —Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.	pp. 715–716
KC-9.2.I.B —Technological innovations in computing, digital mobile technology, and the internet transformed daily life, increased access to information, and led to new social behaviors and networks.		pp. 715–716	
Unit 9: Period 9: 1980–Present	Topic 9.4: A Changing Economy	KC-9.2.I.C —Employment increased in service sectors and decreased in manufacturing, and union membership declined.	pp. 695–696
		KC-9.2.I.D —Real wages stagnated for the working and middle class amid growing economic inequality.	pp. 716–717
Unit 9: Period 9: 1980–Present	Unit 9: Learning Objective E —Explain the causes and effects of domestic and international migration over time.		
	HISTORICAL DEVELOPMENTS		
	Topic 9.5: Migration and Immigration in the 1990s and 2000s	KC-9.2.II.A —After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.	p. 722
KC-9.2.II.B —International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.		pp. 702, 720–721	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 9: Period 9: 1980–Present	Unit 9: Learning Objective F —Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.		
	HISTORICAL DEVELOPMENTS		
	Topic 9.6: Challenges of the 21st Century	KC-9.3.II.A —In the wake of attacks on the World Trade Center and the Pentagon in 2001, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.	pp. 726–731
		KC-9.3.II.B —The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.	pp. 726–730
		KC-9.3.II.C —Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.	pp. 729–730
KC-9.3.II.D —Despite economic and foreign policy challenges, the United States continued as the world’s leading superpower in the 21st century.		pp. 730, 731–733	
Unit 9: Period 9: 1980–Present	Unit 9: Learning Objective G —Explain the relative significance of the effects of change in the period after 1980 on American national identity.		
	REVIEW: UNIT 9 KEY CONCEPTS		
	Topic 9.7: Causation in Period 9	KC-9.1 —A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.	
		KC-9.1.I —Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.	p. 699
KC-9.2 —Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.			
Unit 9: Period 9: 1980–Present	Topic 9.7: Causation in Period 9	KC-9.2.I —New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.	pp. 715–716
		KC-9.2.II —The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.	pp. 702
		KC-9.3 —The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.	
		KC-9.3.I —The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.	pp. 705–706
		KC-9.3.II —Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.	pp. 726–730

Correlation to the Historical Thinking Skills

Historical Thinking Skills	Text Pages
1—Developments and Processes: Identify and explain historical developments and processes.	
1.A— Identify a historical concept, development, or process.	pp. 203–204 #1a, 227–228 #2, 232–233 #2, 355–356 #1,#2, 355–356 #1,#2, 369–370 #1b, 374 #2, 392–393 #1, 398–399 #2, 419–420 #2, 488 #2, 539 #2,#3, 633 #1a, 644 #3, 672–673 #1,#2, 681 #1,#2,
1.B— Explain a historical concept, development, or process.	pp. 12–13 #1, 12–13 #2, 12–13 #3, 17–18 #2, 17–18 #1a,#1b,#1c, 21–22 #2, 26–27 #1, 57–58 #1a,#1b,#1c, 74 #1,#3, 98 #1,#1a,#1b,#1c, 114 #2, 121 #1a,#1b,#1c, 128 #1,#2,#3, 133 #1,#2,#3, #1a,#1b,#1c, 173–174 #1,#1b,#1c, 192 #1,#2, 539 #2a,#2b
2—Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources.	
2.A— Identify a source's point of view, purpose, historical situation, and/or audience.	pp. 12–13 #1, 12–13 #2, 12–13 #3, 17–18 #2, 17–18 #1a,#1b,#1c, 21–22 #2, 26–27 #1, 57–58 #1a,#1b,#1c, 74 #1,#3, 98 #1,#1a,#1b,#1c, 114 #2, 121 #1a,#1b,#1c, 128 #1,#2,#3, 133 #1,#2,#3, #1a,#1b,#1c, 173–174 #1,#1b,#1c, 192 #1,#2, 245–246 #2,#1a,#1b,#1c, 208–209 #1, 219–221 #1a,#1b,#1c, 227–228 #1,#1a,#1b,#1c, 198–199 #1,#3, 232–233 #1.#1,#1b,#1c, 239–240 #2, 251–252 #1, 269–270 #1a,#1b,#1c, 295–296 #1a,#1b,#1c, 302–303 #1a,#1b,#1c, 318–319 #2, 337–338 #1a,#1b,#1c, 355–356 #1a, 369–370 #1, 387–388 #1, 398–399 #1, 413–414 #3, 428–429 #1, 444 #1, 554 #1,#2, 560 #1, 560 #1, 619 #2, 649 #3, 667 #1,#2, 703 #1a, 711 #1a, 743 #1, 750–770 #27,#44, 771–773 #1a,#1b,#1c
2.B— Explain the point of view, purpose, historical situation, and/or audience of a source.	pp. 21–22 #3, 26–27 #2, 102 #1, 114 #3, 153 #1b, 203–204 #1, 208–209 #2, 245–246 #1, 311–312 #1a, 355–356 #1b, 369–370 #2, 387–388 #2, 398–399 #1a,#1b, 406–407 #2, 458 #3, 458 #2a,#2b, 488 #2a, 565 #1, 603 #2, 633 #3, 703 #1a, 743 #1a,
2.C— Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	pp. 355–356 #1c, 406–407 #1, 554 #1a, 577–578 #1DBQ
3—Claims and Evidence in Sources: Analyze arguments in primary and secondary sources.	
3.A— Identify and describe a claim and/or argument in a text-based or non-text-based source.	pp. 17–18 #1, 21–22 #1, 21–22 #1a, 36–37 #1a, 98 #2, 102 #1a, 128 #1a, 219–221 #1, 227–228 #1,#2, 239–240 #1,#3, 251–252 #3a, 280–281 #3a, 363–364 #1b,#1c,#2a, 369–370 #1, 374 #1, 419–420 #1a, 750–770 #3,#5,#15,#25,#29–#31,
3.B— Identify the evidence used in a source to support an argument.	pp. 280–281 #1, 295–296 #1, 311–312 #3, 330–333 #2, 363–364 #2b,#2c, 381–382 #1b,#1c, 392–393 #1b,#1c, 428–429 #1b,#1c, 524 #1,#3, 539 #1b,#1c, 565 #2, 603 #1, 703 #1, 703 #2b,711 #2a,#2b, 718 #1, 743 #1b, 750–770 #11,#12,#35–#37,#41,#52
3.C— Compare the arguments or main ideas of two sources.	pp. 17–18 #1a, 57–58 #1a, 98 #1a, 114 #1a, 121 #1,#2,#3, 121 #1a, 133 #1a. 173–174 #1a, 219–221 #1a, 227–228 #1a, 232–233 #1a, 245–246 #1a, 269–270 #1a, 295–296 #1a, 302–303 #1a, 337–338 #1a, 363–364 #1a, 381–382 #1a, 392–393 #1a, 428–429 #1a, 458 #1a, 458 #3, 458 #2c, 476 #2a, 488 #1a, 503 #2, 516 #1a, 539 #1a, 598 #1a,#1b,#1c, 619 #1a, 644 #1a, 681 #1a, 771–773 #1a
3.D— Explain how claims or evidence support, modify, or refute a source's argument.	pp. 516 #2, 539 #1, 539 #2c, 554 #1b,#1c, 577–578 #1DBQ, 633 #1,#2, 649 #1, 703 #3, 703 #1c, 274 #1, 743 #2,#3, 750–770 #13,
4 —Contextualization: Analyze the context of historical events, developments, or processes.	
4.A— Identify and describe a historical context for a specific historical development or process.	pp. 12–13 #1, #2, #3, 21–22 #3, 21–22 #3c, 26–27 #1, 26–27 #1c, 36–37 #1c, 47 #1,#1c, 62 #1a,#1b, 74 #1,#1a,#1b,#1c, 91 #1a,#1b,#1c, 98 #1, 102 #1b,#1c, 121 #2,#3, 128 #1c, 133 #1,#2,#3, 143 #3, 148 #1c, 153 #2,#1a,#1b, 251–252 #2,#1b, 269–270 #2, 173–174 #1, 180–181 #1b,#1c, 203–204 #2,#3, 219–221 #2, 239–240 #1a,#1b, 274–275 #1,#2,#3, 287–288 #1,#2, 302–303 #2, 311–312 #2, 337–338 #1, 363–364 #1, 369–370 #3, 381–382 #1, 413–414 #2, 419–420 #1b,#1c, 503 #1, 560 #2, 560 #2, 560 #2, 619 #1, 644 #2, 750–770 #1,#6,#7,#8,#9,#16,#17,#19,#22,#24, 750–770 #24,#26,#29,#30,#31,#34–#41,#44,#47,#48,#50,#51, 771–773 #54,#2b,#3c
4.B— Explain how a specific historical development or process is situated within a broader historical context.	pp. 12–13 #1a,#1b,#1c, 21–22 #2a,#2b, 26–27 #1a,#1b, 47 #1a,#1b, 53 #1a,#1b,#1c, 74 #2, #3, 91 #1, 102 #2,#3, 110 #2,#1a,#1b,#1c, 114 #2, 121 #1, 128 #1,#3, 153 #3, 173–174 #2, 180–181 #3, 192 #1,#2,#3,#1c, 198–199 #2,#1b,#1c, 203–204 #1c, 239–240 #1c, 208–209 #1b, 274–275 #1a,#1b,#1c, 280–281 #2,#3,#1b,#1c, 287–288 #1a,#1b, 295–296 #2, 302–303 #1, 311–312 #1,#1b,#1c, 318–319 #1, 318–319 #3,#1a,#1b, 330–333 #1,#1a,#1b, 337–338 #2,#3, 406–407 #2a,#2b,#2c, 413–414 #2a,#2b,#2c, 577–578 #1DBQ, 750–770 #3, 771–773 #55,#2c

5—Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.	
5.A—Identify patterns among or connections between historical developments and processes.	pp. 7 #1c, 47 #3, 53 #1, 62 #1,#1c, 143 #2,#1a,#1b,#1c, 148 #2, 153 #1, 208–209 #3,#2c, 232–233 #1,#2, 245–246 #2, 251–252 #3a, 355–356 #3, 363–364 #2, 369–370 #1a, 381–382 #3, 387–388 #3, 398–399 #3, 413–414 #1, 428–429 #3, 458 #2, 476 #1,#2,#3, 488 #3, 516 #1,#3, 524 #2, 554 #3, 565 #3, 598 #1,#2,#2a,#2b,#2c, 613 #1a,#1b,#1c,#2a,#2b,#2c, 649 #2,#5, 654 #1,#1a,1b,1c, 661–662 #1, 667 #1a,#1b,#1c, 703 #2, 711 #1b, 718 #3,#1a,#1b,#1c, 750–770 #4,#10,#14,#27,#32,#33
5.B—Explain how a historical development or process relates to another historical development or process.	pp. 7 #1a, #1b, 53 #2, 91 #2,#3, 102 #3, 110 #1, 114 #3, 128 #2, 148 #1a,#1b, 173–174 #3, 180–181 #1,#2, 198–199 #3, 219–221 #3, 239–240 #2, 287–288 #1c, 318–319 #1c, 330–333 #2.#1c, 374 #1a,#1b,1c, 381–382 #2, 398–399 #1c,#2a,#2b,#2c, 406–407 #1a,#1b,#1c, 413–414 #1a,#1b,#1c, 428–429 #2, 444 #1b,1c, 458 #1, 488 #2b,#2c, 488 #2a,#2b,#2c, 516 #2a,#2b,#2c , 554 #2a,#2b,#2c, 560 #1a,#1b,#1c,#2a,#2b,#2c, 560 #1a,#1b,#1c,#2a,#2b,#2c, 571 #1b,#1c, 661–662 #2, 703 #2a,#2b,#2c, 750–770 #2,#18,#20,#23,#46, 771–773 #53,#4c
Practices and Skills	
6—Argumentation: Develop an argument.	
6.A—Make a historically defensible claim.	pp. 12–13 #1, #2, #3, 21–22 #3, 21–22 #3c, 26–27 #1, 26–27 #1c, 31 #1,#2,#3,#4, 79–83 #1,#2,#3,#4,#1DBQ, 158–162 #1,#2,#3,#4,#5,#6,#1DBQ, 256–259 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 342–345 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 603 #1a,#1b, 672–673 #1a,#1b,#1c 774–777 #1, 778 #2–#4
6.B—Support an argument using specific and relevant evidence. <ul style="list-style-type: none">Describe specific examples of historically relevant evidence.Explain how specific examples of historically relevant evidence support an argument.	pp. 17–18 #1b,#1c, 31 #1, 31 #1,#2,#3,#4, 57–58 #1b,#1c, 79–83 #1,#2,#3,#4,#1DBQ, 98 #1b,#1c, 102 #1c, 114 #1b,#1c, 121 #1b,#1c, 133 #1b,#1c, 158–162 #1,#2,#3,#4,#5,#6,#1DBQ, 219–221 #1b,#1c, 232–233 #1b,#1c, 245–246 #1b,#1c, 256–259 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 269–270 #1b,#1c, 295–296 #1b,#1c, 302–303 #1b,#1c, 337–338 #1b,1c, 342–345 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 444 #1a, 476 #2b,2c, 488 #1, 488 #1b,#1c, 516 #1b,#1c, 565 #1b,#1c, 571 #1,#2, 575–578 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 619 #1b,#1c, 624 #1,#2, 644 #1, 681 #1b,#1c, 749 #1,#2,#3,#4,#5,#6, 771–773 #1b,#1c, 774–777 #1, 778 #2–#4
6.C—Use historical reasoning to explain relationships among pieces of historical evidence.	pp. 31 #1, 31 #2, 31 #1,#2,#3,#4, 79–83 #1,#2,#3,#4,#1DBQ, 158–162 #1,#2,#3,#4,#5,#6,#1DBQ, 256–259 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 342–345 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 575–578 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 687–691 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 774–777 #1, 778 #2–#4
6.D—Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none">Explain nuance of an issue by analyzing multiple variables.Explain relevant and insightful connections within and across periods.Explain the relative historical significance of a source’s credibility and limitations.Explain how or why a historical claim or argument is or is not effective.	pp. 17–18 #1a, 31 #1,#2,#3,#4, 57–58 #1a, 79–83 #1,#2,#3,#4,#1DBQ, 98 #1a, 114 #1a, 121 #1a, 133 #1a, 158–162 #1,#2,#3,#4,#5,#6,#1DBQ, 173–174 #1a, 219–221 #1a, 232–233 #1a, 245–246 #1a, 256–259 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 269–270 #1a, 295–296 #1a, 302–303 #1, 302–303 #1a, 337–338 #1a, 342–345 #1,#2,#3,#4,#5,#6,#7,#8,#1DBQ, 644 #1b,#1c, 771–773 #1a, 774–777 #1, 778 #2–#4

Correlation to the History Reasoning Processes

Reasoning Processes	Text Pages
1—Comparison	
1.i —Describe similarities and/or differences between different historical developments or processes.	pp. 7 #1, 7 #1(a), 26 #1, 53 #1, 63 #1(b), 7 #1(c), 21 #2, 121 #2, 173 #3, 240 #2, 275 #2, 413 #1, 517 #2, 572 #1, 572 #2
1.ii —Explain relevant similarities and/or differences between specific historical developments and processes.	pp. 76 #1, 76 #2, 76 #3, 91 #3, 98 #1, 148 #1(a), 148 #1(b), 227 #1, 228 #3, 331 #1(a), 331 #1(b), 331 #1(c), 339 #1, 339 #2
1.iii —Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	pp. 79 #1 LEQ, p. 256 #3 LEQ, p. 256 #7 LEQ, p. 256 #8 LEQ, p. 342 #7 LEQ, p. 433 #4 LEQ, p. 575 #3 LEQ, p. 575 #4 LEQ, p. 687 #3 LEQ, p. 687 #4 LEQ, p. 687 #5 LEQ, p. 687 #6 LEQ, p. 778 #2 LEQ, p. 778 #3 LEQ, p. 778 #4 LEQ
2—Causation	
2.i —Describe causes and/or effects of a specific historical development or process.	pp. 7 #2 MCQ, 27 #1 MCQ, 27 #3 MCQ, 62 #1 MCQ, 204 1(a) SAQ, 204 1(b) SAQ, 253 #1 MCQ, 253 #2 MCQ, 747 #1 MCQ, 747 #2 MCQ
2.ii —Explain the relationship between causes and effects of a specific historical development or process.	pp. 13 #1(c) SAQ, 26 1(a) SAQ, 26 1(b) SAQ, 27 #2 MCQ, 74 #1(b) SAQ, 204 2(a) SAQ, 204 2(b) SAQ, 204 2(c) SAQ, 364 2(b) SAQ, 407 #1(a) SAQ, 407 #1(b) SAQ, 524 1(a) SAQ, 524 1(b) SAQ, 524 1(c) SAQ, 599 2(c) SAQ, 614 2(a) SAQ, 614 2(b) SAQ, 660 1(c) SAQ, 704 2(b) SAQ, 725 1(b) SAQ
2.iii —Explain the difference between primary and secondary causes and between short- and long-term effects.	pp. 13 #1(a) SAQ, 13 #1(b) SAQ, 52 #1 MCQ, 144 #1 MCQ, 158 #1 LEQ, 158 #2 LEQ, 159 #1 MCQ, 203 #1 MCQ, 252 #1(c) SAQ, 540 #2(b) SAQ, 560 #1 MCQ, 649 #3 MCQ
2.iv —Explain how a relevant context influenced a specific historical development or process.	pp. 17 #1 MCQ, 33 #1 MCQ, 33 #2 MCQ, 33 #3 MCQ, p. 79 #3 LEQ, 85 #1 MCQ, 85 #2 MCQ, 85 #3 MCQ, 164 #1 MCQ, 164 #2 MCQ, 261 #1 MCQ, 261 #2 MCQ, 347 #1 MCQ, 347 #2 MCQ, 414 #2 MCQ, 431 #1 MCQ, 431 #2 MCQ, 431 #3 MCQ, 431 #4 MCQ, 431 #5 MCQ, 439 #1 MCQ, 439 #2 MCQ, 580 #1 MCQ, 580 #2 MCQ, 580 #3 MCQ, 693 #1 MCQ, 693 #2 MCQ
2.v —Explain the relative historical significance of different causes and/or effects.	pp. 79 #2 LEQ, 79 #4 LEQ, 158 #5 LEQ, p. 158 #6 LEQ, 158 #3 LEQ, 158, #4 LEQ, 256 #1 LEQ, 256 #2 LEQ, 256 #4 LEQ, 256 #5 LEQ, 256 #6 LEQ, 342 #1 LEQ, 342 #4 LEQ, 342 #5 LEQ, 342 #6 LEQ, 342 #8 LEQ, 433 #2 LEQ, 433 #5 LEQ, 433 # 6 LEQ, 433 #7 LEQ, 575 #1 LEQ, 575 #2 LEQ, 575 #5 LEQ, 575 #6 LEQ, 575 #8 LEQ, . 687 #1 LEQ, 687 #2 LEQ, 687 #7LEQ, 687 #8 LEQ, 749 #1 LEQ, 749 #2 LEQ, 749 #4 LEQ, 749 #6 LEQ
3—Continuity and Change	
3.i —Describe patterns of continuity and/or change over time.	pp. 25 #1 Reflect, 91 #1(c) SAQ, 148 2 MCQ, 356 2(a) SAQ, 356 2(b) SAQ, 356 2(c) SAQ, 370 1(a) SAQ, 374 2 MCQ, 504 2(a) SAQ, 504 2(b) SAQ, 599 2(a) SAQ, 599 2(b) SAQ, 614 1(a) SAQ, 614 1(b) SAQ
3.ii —Explain patterns of continuity and/or change over time.	pp. 155 #1 MCQ, 155 #2 MCQ, 336 #1 Reflect, 369 #1 Reflect, 392 #1 Reflect, 430 #1 MCQ, 430 #2 MCQ, 504 2(c) SAQ, 597 #1 Reflect, 685 #1 MCQ, 685 #2 MCQ
3.iii —Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.	pp. 342 #2 LEQ, 342 #3 LEQ, 433 #1 LEQ, 433 #3 LEQ, 433 #8 LEQ, 575 #6 LEQ, 749 #3 LEQ, 749 #4 LEQ

Correlation to the Themes

Themes	Text Pages
THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)	
This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.	
The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.	pp. 79 #4 LEQ, 80 #1 DBQ, 158 #2, 4, 5, 6 LEQ, 159 #1 DBQ, 256 #2, 5, 8 LEQ, 342 #1, 3, 4, 7, 8 LEQ, 343 #1 DBQ, 575 #1 LEQ
THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)	
This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.	
The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.	pp. 31 #3 LEQ, 79 #1 DBQ, 158 #1,2 LEQ, 256 #1, 3, 4, 6 LEQ, 433 #1, 2, 5 LEQ, 434 #1 DBQ, 575 #2, 4 LEQ, 687 #2, 8 LEQ, 749 #2 LEQ
THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)	
This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.	
Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.	pp. 31 #1 LEQ, 79 #3 LEQ, 256 #3 LEQ, 257 #1 DBQ, 687 #5 LEQ, 749 #6 LEQ
THEME 4: MIGRATION AND SETTLEMENT (MIG)	
This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.	
Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.	pp. 31 #2, 4 LEQ, 79 #2 LEQ, 342 #3 LEQ, 433 #6 LEQ, 575 #7 LEQ
THEME 5: POLITICS AND POWER (PCE)	
This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.	
Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.	pp. 79 #4 LEQ, 158 #1, 2, 3, 4, LEQ 159 #1 DBQ, 256 #5, 8 LEQ, 257 #1 DBQ, 342 #1, 5, 7 LEQ, 343 #1 DBQ, 433 #1, 2, 7 LEQ, 575 #6 LEQ, 687 #3 LEQ, 688 #1 DBQ, 749 #1, 5 LEQ
THEME 6: AMERICA IN THE WORLD (WOR)	
This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.	
Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.	pp. 79 #4 LEQ, 158 #1, 2, 3, 4, LEQ 159 #1 DBQ, 256 #5, 8 LEQ, 257 #1 DBQ, 342 #1, 5, 7 LEQ, 343 #1 DBQ, 433 #1, 2, 7 LEQ, 575 #6 LEQ, 687 #3 LEQ, 688 #1 DBQ, 749 #1, 5 LEQ

Themes	Text Pages
THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)	
This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.	
Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.	pp. 256 #1, 3, 7 LEQ 257 #1 DBQ, 342 #5 LEQ, 575 #8 LEQ
THEME 8: SOCIAL STRUCTURES (SOC)	
This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.	
Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.	pp. 79 #1, 2 LEQ, 158 #5, 6 LEQ, 342 #4, 8 LEQ 433 #8 LEQ 575 #3, 5 LEQ, 687 #6, 7 LEQ