

Unit Maps: Middle School US/TX History

Exploration and Colonization	Unit	CHECKPOINT		
		1	2	3
US.4 Geography and Culture. The student understands the causes of exploration and colonization eras. Describe the historical impact of the Catholic Church on humanity.				

Catholic Identity Standards (Ways to Grow)				
US.1A recognize that every human life is sacred because each person is created and loved by God*				
US.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*				
US.1C recognize and oppose unjust social structures and work toward justice for all*				
US.1D see God at work in all things and as expressed in the sacraments*				
US.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
US.2A use valid primary and secondary sources				
US.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Reasons for Exploration and Early Colonization				
US.4A identify reasons for European exploration and colonization of North America				
US.4A.1 compare political, economic, religious, and social reasons for the establishment of the 13 English colonies				
US.4A.2 explain reasons the transatlantic slave trade, and the spread of slavery in colonial regions				
TX.4A.3 identify important events, individuals, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions				

Representative Government and Its Growth				
US.4B explain the reasons for the growth of representative government and institutions during the colonial period				
US.4B.1 analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government				
US.4A.2 explain the role of significant individuals in the development of self-government in colonial America				

Texas Region				
TX.4C compare places and regions of Texas in terms of physical and human characteristics				
TX.4C.1 compare the cultures of American Indians in Texas prior to European colonization				

Learning Process Standard (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
US.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
US.2D organize, create, and interpret information				
US.2E identify the historical context of an event				

Unit Maps: Middle School US/TX History

American Revolution		Unit	CHECKPOINT		
			1	2	3
US.3	History. The student understands significant political and economic issues of the revolutionary era.				

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US.1C recognize and oppose unjust social structures and work toward justice for all*					
US.1D see God at work in all things and as expressed in the sacraments*					
US.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*					

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
US.2A use valid primary and secondary sources				
US.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Causes of the Revolution				
US.3A analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War				
US.3A.1 analyze reasons for the Boston Tea Party				
US.3A.2 explain the roles played by significant individuals during the American Revolution				

Revolutionary War					
US.3B explain the issues surrounding important events of the American Revolution, including declaring independence and writing the Articles of Confederation					
US.3B.1 summarize the strengths and weaknesses of the Articles of Confederation					
US.3B.2 identify colonial grievances listed in the Declaration of Independence					

Learning Process Standard (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
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US.2E identify the historical context of an event				

Unit Maps: Middle School US/TX History

US Constitution	Unit	CHECKPOINT		
		1	2	3
US.5 Government and Citizenship. The student understands the American beliefs and principles reflected in the, the U.S. Constitution, and other important historic documents. The student describes how the moral qualities of a citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies. *				

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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
US.2A use valid primary and secondary sources US.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
United States Government/Citizenship				
US.5A analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights				
US.5A.1 identify the influence of ideas from the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings				
US.5B.2 analyze the arguments of the Federalists and Anti-Federalists				
US.5B.3 analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise				
TX.5B.4 compare the principles and concepts of the Texas Constitution to the U.S. Constitution				

Bill of Rights				
US.5B summarize rights guaranteed in the Bill of Rights				
US.5B.1 summarize the purposes for and process of amending the U.S. Constitution				

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Unit Maps: Middle School US/TX History

Early Republic	Unit	CHECKPOINT		
		1	2	3
US.3 History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson.				

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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
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Content	Unit	CHECKPOINT		
		1	2	3
Domestic Issues of the Early Republic				
US.3C describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government				
US.3C.1 analyze the leadership qualities of elected and appointed leaders of the early Republic (George Washington to John Quincy Adams)				
US.3C.2 explain the impact of Washington's Farewell Address				
US.3C.3 explain how the Northwest Ordinance established principles for orderly expansion of the United States				
US.3C.4 identify areas that were acquired to form the United States with the Louisiana Purchase				
US.3C.5 explain the causes, important events, and effects of the War of 1812				

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Unit Maps: Middle School US/TX History

Age of Jackson		Unit	CHECKPOINT		
US.3	History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. Analyze how God has revealed Himself throughout time and history. *		1	2	3

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US.1D see God at work in all things and as expressed in the sacraments*					
US.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*					

Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
US.2A	use valid primary and secondary sources				
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Content		Unit	CHECKPOINT		
			1	2	3
Jacksonian Democracy					
US.3D	explain the impact of the election of Andrew Jackson, including expanded suffrage				
US.3D.1	explain the development of American political parties				

Conflicts and Compromises					
US.3E	explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis				
US.3E.1	analyze the impact of tariff policies on sections of the United States before the Civil War				
US.3E.2	analyze the impact of slavery on different sections of the United States				
US.3E.3	compare the effects of congressional conflicts and compromises prior to the Civil War				

Removal and Resettlement of the Cherokee Indians					
US.3F	analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act and the Trail of Tears				
US.3F.1	identify ways conflicts between people from various racial, ethnic, and religious groups were resolved				

Learning Process Standard (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
US.2C	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
US.2D	organize, create, and interpret information				
US.2E	identify the historical context of an event				

Unit Maps: Middle School US/TX History

Westward Expansion		CHECKPOINT		
		1	2	3
US.3 The student understands westward expansion and its effects on the political, economic, and social development of the nation.				

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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
US.2A use valid primary and secondary sources				
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Content	Unit	CHECKPOINT		
		1	2	3
Roots/Causes of Manifest Destiny				
US.3G explain the political, economic, and social roots of Manifest Destiny				
US.3G.1 analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation				
US.3G.2 explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west				

Factors Contributing to Settlement				
US.3H analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities				
US.3H.1 analyze the impact of slavery on different sections of the United States during westward expansion				

Conflicts Arising from Westward Expansion				
US.3I explain the causes and effects of the U.S.-Mexican War and their impact on the United States				
US.3I.1 analyze the contributions of people of various racial, ethnic, and religious groups to our national identity				

Unit Maps: Middle School US/TX History

The Republic of Texas				
TX.3K	identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones			
TX.3K.1	explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas			

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US.2E identify the historical context of an event				

Unit Maps: Middle School US/TX History

Industrialization	Unit	CHECKPOINT		
		1	2	3
US.6 Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student explains how beliefs about God, humanity, and material things affect behavior. *				

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US.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
US.2A use valid primary and secondary sources				
US.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Industrialization				
US.6A explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west				
US.6A.1 explain the reasons for the increase in factories and urbanization				
US.6A.2 analyze how technological innovations changed the way goods were manufactured and marketed				
US.6A.3 identify examples of how industrialization changed life in the United States				
US.6A.4 summarize the case for the dignity of work and the rights of workers *				

Content	Unit	CHECKPOINT		
		1	2	3
Effects of Industrialization				
US.6B explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery				
US.6B.1 compare the actions of peoples according to their historical and cultural norms to the expectations of current Catholic moral norms and virtues *				

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US.2D organize, create, and interpret information				
US.2E identify the historical context of an event				

Unit Maps: Middle School US/TX History

Reform and Culture		CHECKPOINT		
		1	2	3
US.4 Geography and Culture. The student understands the major reform movements of the 19th century. The student analyzes cultures to show how they give expression to the transcendental aspects of life, including reflection on the mystery of the world and the mystery of humanity. *				

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US.1C recognize and oppose unjust social structures and work toward justice for all*				
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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
US.2A use valid primary and secondary sources				
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Content	Unit	CHECKPOINT		
		1	2	3
Causes of Reform Movements				
US.4D describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings				
US.4D.1 explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs				

Reform Movements				
US.4E evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled				
US.4E.1 analyze the thoughts and deeds of great men and women of the past *				
US.4E.2 describe the historical development of the abolitionist movement				
US.4E.3 distinguish the basic elements of Christian social ethics within historical events *				

Learning Process Standard (Ways to Show)	Unit	CHECKPOINT		
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US.2D organize, create, and interpret information				
US.2E identify the historical context of an event				

Unit Maps: Middle School US/TX History

Civil War	Unit	CHECKPOINT		
		1	2	3
US.3 History. The student understands how political, economic, and social factors led to the growth of sectionalism and the events of the Civil War.				

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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
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US.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Causes of the Civil War: Sectionalism				
US.3G explain sectionalism as a cause of the Civil War				
US.3G.1 analyze the impact of tariff policies on sections of the United States before the Civil War				

Causes of the Civil War: Slavery				
US.3H explain slavery as a cause of the Civil War				
US.3H.1 analyze the impact of slavery on different sections of the United States				
US.3H.2 evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford				
US.3H.3 display personal self-worth and dignity as a human being and as part of God's ultimate plan of creation *				

Causes of the Civil War: States' Rights				
US.3I explain states' rights as a cause of the Civil War				
US.3I.1 explain constitutional issues arising over the issue of states' rights related to the Civil War				
TX.3I.2 explain reasons for the involvement of Texas in the Civil War				

Unit Maps: Middle School US/TX History

The War Between States					
US.3J	explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln				
US.3J.1	explain the roles played by significant individuals during the Civil War				
US.3J.2	analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address				
US.3J.3	identify essential dates, persons, place, and facts, relevant to the Catholic Church *				

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US.2E identify the historical context of an event				

Unit Maps: Middle School US/TX History

Reconstruction	Unit	CHECKPOINT		
		1	2	3
US.3 History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation.				

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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
US.2A use valid primary and secondary sources				
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Content	Unit	CHECKPOINT		
		1	2	3
Events of Reconstruction				
US.3K describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States				
US.3K.1 evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments				

Effects of Reconstruction				
US.3L explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups				
US.3L.1 compare the effects of political, economic, and social factors on slaves and free blacks				
US.3L.2 identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act				
TX.3L.3 analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas				

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		1	2	3
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US.2E identify the historical context of an event				

Unit Maps: Middle School US/TX History

Gilded Age	Unit	CHECKPOINT		
		1	2	3
US.3 History. The student understands the political, economic, and social changes in the United States from 1865-1898.				

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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
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Content	Unit	CHECKPOINT		
		1	2	3
Growth and Change in the West				
US.3M analyze economic issues such as industrialization, the growth of railroads, farm issues, the cattle industry boom				
US.3M.1 describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century				
US.3M.2 describe the emergence of monetary policy in the United States, including the shifting trend from a gold standard to fiat money				

Immigration				
US.3N analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists				
US.3N.1 describe the optimism of the many immigrants who sought a better life in America				
US.3N.2 explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882 immigration quotas				
TX.3N.3 analyze why immigrant groups came to Texas and where they settled				

Industrialization				
US.3O analyze economic issues such as the rise of entrepreneurship, free enterprise, and the pros and cons of big business				
US.3O.1 describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act				
US.3O.2 explain the effects of scientific discoveries and technological innovations such as electric power, telephone ... petroleum-based products, steel production				

Unit Maps: Middle School US/TX History

Opening the Texas Frontier					
TX.3P	identify including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker				
TX.3P.1	identify the effects of the growth of railroads and the contributions of James Hogg				
TX.3P.2	explain the impact of the agricultural industry and the development of West Texas resulting from the close of the frontier and the development of the cattle industry				

Texas Oil Industry					
TX.3Q	explain the political, economic, and social impact of the oil industry on the industrialization of Texas				
TX.3Q.1	explain the significance of the discovery of oil at Spindletop in 1901				
TX.3Q.2	define and trace the impact of “boom-and-bust” cycles of leading Texas industries				

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Unit Maps: Middle School US/TX History

Progressive Era	Unit	CHECKPOINT		
		1	2	3
US.3 History. The student understands the effects of reform and third-party movements in the early 20th century				

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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
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US.2A use valid primary and secondary sources				
US.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Progressivism				
US.3R evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 1USth, 1USth amendments				
US.3R.1 evaluate the impact of muckrakers and reform leaders such as Upton Sinclair on American society				
US.3R.2 evaluate the impact of third parties, including the Populist and Progressive parties				

Progress Towards Equality				
US.3S evaluate the impact of Progressive Era reforms, including 19th amendment				
US.3S.1 evaluate the impact of reform leaders such as Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society				
US.3S.2 evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924				
TX.3S.3 describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions				

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Unit Maps: Middle School US/TX History

Rise of a World Power/World War I	Unit	CHECKPOINT		
		1	2	3
US.3 History. The student understands the emergence of the United States as a world power between 1898 and 1920.				

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US.2A use valid primary and secondary sources				
US.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
U.S. Expansionism				
US.3T explain why significant events, policies, and individuals and missionaries moved the United States into the position of a world power				
US.3T.1 evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico				
US.3T.2 explain how foreign policies affected economic issues such as the Open Door Policy and Dollar Diplomacy				

World War I				
US.3U identify the causes of World War I and reasons for U.S. entry				
US.3U.1 analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles				
US.3U.2 analyze the impact of significant technological innovations in World War I such as trench warfare that resulted in the stalemate on the Western Front				
Impact of World War I on Texas				
TX.3V analyze the political, economic, and social impact of major events, including World War I on the history of Texas				

Learning Process Standard (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
US.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
US.2D organize, create, and interpret information				
US.2E identify the historical context of an event				

Unit Maps: Middle School US/TX History

Roaring Twenties	Unit	CHECKPOINT		
		1	2	3
US.3 History. The student understands significant events, social issues, and individuals of the 1920s.				

Catholic Identity Standards (Ways to Grow)				
US.1A recognize that every human life is sacred because each person is created and loved by God*				
US.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*				
US.1C recognize and oppose unjust social structures and work toward justice for all*				
US.1D see God at work in all things and as expressed in the sacraments*				
US.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
US.2A use valid primary and secondary sources				
US.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Age of Growth and Prosperity				
US.3W analyze causes of economic growth and prosperity in the 1920s				
US.3W.1 understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing				

Traditionalism v. Modernism				
US.3X analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition and the changing role of women				
US.3X.1 describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature on American society				
US.3X.2 describe the effects of political scandals on the views of U.S. citizens concerning trust in the federal government and its leaders				

Learning Process Standard (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
US.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
US.2D organize, create, and interpret information				
US.2E identify the historical context of an event				

Unit Maps: Middle School US/TX History

Great Depression/New Deal	Unit	CHECKPOINT		
		1	2	3
US.3 History. The student understands the causes of the Great Depression and how it affected American society and how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.				

Catholic Identity Standards (Ways to Grow)
US.1A recognize that every human life is sacred because each person is created and loved by God*
US.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
US.1C recognize and oppose unjust social structures and work toward justice for all*
US.1D see God at work in all things and as expressed in the sacraments*
US.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
US.2A use valid primary and secondary sources				
US.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Causes of the Great Depression				
US.3Y analyze the causes of the crash of 1929 and the Great Depression.				
US.3Y.1 analyze the causes and consequences of the stock market crash of 1929				
US.3Y.2 evaluate the causes of the Great Depression				
US.3Y.3 evaluate the Hoover administration's responses to the Great Depression				

Life During the Great Depression				
US.3Z describe how American life changed during the 1930s				
US.3Z.1 explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers (including those in Texas)				
US.3Z.2 analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises.				
US.3Z.3 analyze the impact of the Great Depression on the American family and on ethnic and racial minorities				

Unit Maps: Middle School US/TX History

Roosevelt's New Deal				
US.3AA analyze the New Deal and the presidency of Franklin D. Roosevelt.				
US.3AA.1 contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover				
US.3AA.2 analyze the links between the early New Deal and Progressivism				
US.3AA.3 explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley				

Role of Labor				
US.3.BB Evaluate the impact of the New Deal on workers and the labor movement.				
US.3BB.1 explain how New Deal legislation and policies affected American workers and the labor movement.				
US.3BB.2 explain the re-emergence of labor militancy and the struggle between craft and industrial unions				
US.3BB.3 evaluate labor union positions on minority and women workers				

Opposition to the New Deal				
US.3.CC analyze opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal				
US.3CC.1 identify the leading opponents of New Deal policies and assess their arguments				
US.3CC.2 explain the reasoning of the Supreme Court decisions on early New Deal legislation and evaluate the Roosevelt administration's response				

Learning Process Standard (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
US.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
US.2D organize, create, and interpret information				
US.2E identify the historical context of an event				

Unit Maps: Middle School US/TX History

World War II	Unit	CHECKPOINT		
		1	2	3
US.3 History. The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.				

Catholic Identity Standards (Ways to Grow)
US.1A recognize that every human life is sacred because each person is created and loved by God*
US.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
US.1C recognize and oppose unjust social structures and work toward justice for all*
US.1D see God at work in all things and as expressed in the sacraments*
US.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
US.2A use valid primary and secondary sources				
US.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
The International Background				
US.3.DD describe the international background of World War II				
US.3DD.1 analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period				
US.3DD.2 evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941				
US.3DD.3 analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor				

Victory for the Allies				
US.3.EE explain how the Allies prevailed in World War II				
US.3EE.1 explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters.				
US.3EE.2 analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes				
US.3EE.3 evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision				

Unit Maps: Middle School US/TX History

Effects of World War II					
US.3FF	describe the effects of World War II at home				
US.3FF.1	explain how the United States mobilized its economic and military resources during World War II				
US.3FF.2	explore how the war fostered cultural exchange and interaction while promoting nationalism and American identity				
US.3FF.3	evaluate how minorities organized to gain access to wartime jobs and how they confronted discrimination				
US.3FF.4	evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties				
US.3FF.5	analyze the effects of World War II on gender roles and the American family				
TX.3FF.6	evaluate the impact of World War II on Texas				

Learning Process Standard (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
US.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
US.2D organize, create, and interpret information				
US.2E identify the historical context of an event				