

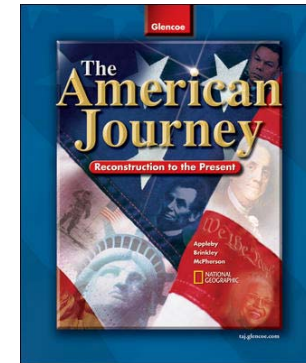
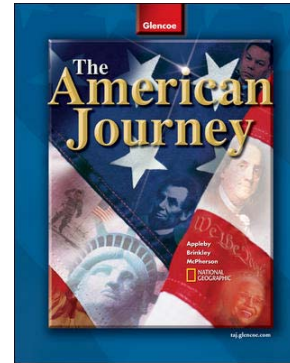
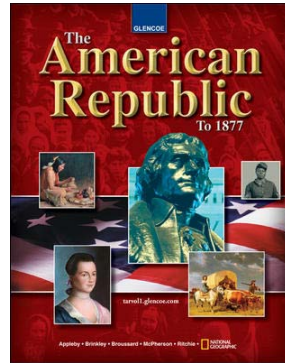


The American Republic To 1877 © 2005

The American Journey © 2005

The American Journey Reconstruction to the Present © 2005

(second printing)



STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
I. U.S. HISTORY			
A. Pre-history through 1607			
The student will understand that large and diverse American Indian Nations were the original inhabitants of North America.			
1. Students will compare ways of life of Indian Nations from different regions of North America.	Student Edition: 28-33 <i>Picturing History</i> 29 <i>Geography Skills</i> 30-31 Teacher Wraparound Edition: CLA 29; DI 30; DYK 31; ICA 31; RT 32; YDS 31	Student Edition: 28-33 <i>Fact Fiction or Folklore</i> 32 <i>National Geographic</i> 30-31 Teacher Wraparound Edition: C 33; CLA 29; DI 30	Student Edition: P6 <i>Analyzing Visuals</i> P9 <i>National Geographic</i> P7 Teacher Wraparound Edition: DYK P6; T P5

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
B. Pre-history through 1607 The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian Nations.			
1. Students will identify key European explorers and how their voyages led to the establishment of colonies.	Student Edition: 43-49, 51-54, 60-62 <i>Graphic Organizer Skills</i> 44 <i>Two Viewpoints</i> 47 <i>Geography Skills</i> 48, 52, 61 Teacher Wraparound Edition: CLA 44, 52	Student Edition: 43-49, 51-55, 58-62 <i>Causes and Effects</i> 44 <i>Two Viewpoints</i> 47 Teacher Wraparound Edition: C 49, 62; CLA 52	Student Edition: P6-P9, P10-P11 <i>Critical Thinking</i> P9 #4, P28 #19 <i>Interdisciplinary Activity</i> P9 <i>National Geographic</i> P8 Teacher Wraparound Edition: C P9
2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.	Student Edition: 51-55, 61-62 <i>Graphic Organizer Skills</i> 44 <i>Two Viewpoints</i> 47 <i>America's Literature</i> 50 <i>Geography & History</i> 56-57 Teacher Wraparound Edition: CLA 52; ICA 61	Student Edition: 52-53, 55, 60 <i>America's Literature</i> 50 <i>Geography & History</i> 56-57 <i>More About</i> 60 <i>Two Viewpoints</i> 47 Teacher Wraparound Edition: C 49; CLA 52; F 56	Student Edition: P9, P11, 959 Teacher Wraparound Edition: C P9
C. Colonization and Conflict, 1607-1780s The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.			
1. Students will explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America.	Student Edition: 43-44, 58-60, 70-71, 76-77, 82-83, 86-87 <i>Graphic Organizer Skills</i> 44 <i>More About</i> 60 Teacher Wraparound Edition: TTA 66	Student Edition: 70-72, 76-78, 82-85, 86-93 <i>Chart</i> 91 Teacher Wraparound Edition: C 73, 80; RS 83	Student Edition: P7, P11-P14 Teacher Wraparound Edition: I P12

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
2. Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact.	Student Edition: 76-80, 82-85, 86-93 <i>Geography Skills</i> 77, 83, 87 <i>Chart Skills</i> 91 Teacher Wraparound Edition: RT 77, 83, 87	Student Edition: 72-73, 78-80, 82-85, 100-106 Teacher Wraparound Edition: C 73; CLA 101; T 71, 77	Student Edition: P12-P14, P16-P17 <i>Critical Thinking</i> P14, P28 #20 Teacher Wraparound Edition: A P13; CLA P17; ICA P13
3. Students will identify the differences and tensions between the English colonies and American Indian tribes.	Student Edition: 77-78, 80, 88-89, 92-93, 117-118, 121-125	Student Edition: 77-78, 85, 117, 121-125 <i>Geography & History</i> 74-75 Teacher Wraparound Edition: C 75	Student Edition: P12
4. Students will understand the significance of enslaved Africans and their descendants in the economic and social life of the colonies.	Student Edition: 90, 102-103, 104-106 <i>Picturing History</i> 102 <i>Geography Skills</i> 103 <i>History Through Art</i> 105 <i>America's Literature</i> 107 Teacher Wraparound Edition: EC 105; RT 104; WWW 103	Student Edition: 102-103, 105, 106 <i>America's Literature</i> 107 <i>National Geographic</i> 103 Teacher Wraparound Edition: C 106; DI 102; RS 104	Student Edition: P12-P14, P17-P18 <i>Critical Thinking</i> P21 #4 <i>National Geographic</i> P18 <i>Reviewing Themes</i> P14 Teacher Wraparound Edition: DI P18; PH P17; WP P18

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
<p>D. Political Unrest and the American Revolution 1763 - mid-1791 The student will demonstrate an understanding of the causes and course of the American Revolution.</p>			
<p>1. Students will understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain.</p>	<p>Student Edition: 132-135, 136-139, 141-145, 147-151 <i>More About</i> 138 <i>Graphic Organizer Skills</i> 142 Teacher Wraparound Edition: CLA 142; DI 143; RT 133; TTA 128</p>	<p>Student Edition: 132-135, 136-139, 141-145, 147-150 <i>Fact Fiction Folklore</i> 137 Teacher Wraparound Edition: C 135, 139, 145; DI 143; RS 133</p>	<p>Student Edition: P20-P21, P22-P24 <i>Critical Thinking</i> P21 #5 <i>Interdisciplinary Activity</i> P21 <i>Reviewing Themes</i> P21 Teacher Wraparound Edition: C P21</p>
<p>2. Students will understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths.</p>	<p>Student Edition: 150-151 <i>The Declaration of Independence</i> 154-157 Teacher Wraparound Edition: AI 155; CC 149; CLA 156</p>	<p>Student Edition: 150-151, 154-157 <i>Citizenship Cooperative Activity</i> 159 Teacher Wraparound Edition: C 157; CLA 156; ICA 150; T 155</p>	<p>Student Edition: P24, P30-P33 Teacher Wraparound Edition: A P32; C P33; CC P31; T P31</p>
<p>3. Students will analyze the roles of key individuals and political leaders in the American Revolution.</p>	<p>Student Edition: 165, 168, 179, 180, 185 <i>Two Viewpoints</i> 163 <i>People In History</i> 166 Teacher Wraparound Edition: CLA 184; ICA 175; RT 165</p>	<p>Student Edition: 168, 173-175 <i>Linking Past and Present</i> 164 <i>People In History</i> 166 <i>Two Viewpoints</i> 163 <i>What If</i> 178 Teacher Wraparound Edition: CLA 184; DI 164; ICA 180</p>	<p>Student Edition: P24-P25 Teacher Wraparound Edition: CC P25</p>

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
4. Students will know and understand key factors and events contributing to the defeat of the British.	Student Edition: 164, 172-174, 178-179, 180-182, 183-185 <i>Graphic Organizer Skills</i> 174 Teacher Wraparound Edition: CLA 184; DI 179	Student Edition: 164-165, 166-167, 183-187 Teacher Wraparound Edition: C 168, 187; ICA 175	Student Edition: P24-P25
The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.			
1. Students will know and understand basic principles of the new government established by the Constitution of the United States.	Student Edition: 207-213 <i>Civics in Action</i> 217-230 <i>Chart Skills</i> 218 <i>The Federal System</i> 219 <i>The American System of Checks and Balances</i> 224 <i>The Constitution of the United States</i> 232-253 Teacher Wraparound Edition: CLA 218, 235; RT 220	Student Edition: 199-205, 207-213, 217-222 <i>People In History</i> 203 Teacher Wraparound Edition: C 205, 213; CLA 218; ICA 210	Student Edition: P26-P27, P35-P49, P51-P71 <i>Chart</i> 36 <i>Critical Thinking</i> P27 #4 <i>Reviewing Themes</i> P40 Teacher Wraparound Edition: C 40; CLA 36; CTA 38; RS 38
2. Students will know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.	Student Edition: 192-198, 199-205, 207-213 <i>More About</i> 196 Teacher Wraparound Edition: CTA 196, 211; DI 201; EC 244; ICA 210; RT 203	Student Edition: 197-198, 199-205, 211-213 Teacher Wraparound Edition: C 198, 205, 213; CTA 196; T 200	Student Edition: P26-P27 <i>Alternative Assessment</i> P29 #29 <i>Critical Thinking</i> P28 #22 <i>Interdisciplinary Activity</i> P27 Teacher Wraparound Edition: C P27; CTA P26

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
E. Growth and Westward Expansion, 1801-1861 The student will demonstrate knowledge of western expansion, conflict, and reform in America.			
1. Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations.	Student Edition: 282-285, 341-345, 356-360, 362-368, 369-374, 375-378 <i>Geography Skills</i> 284, 291, 342, 372	Student Edition: 264, 282-285, 314-319, 341-345, 356-360, 369-374 <i>Geography & History</i> 286-287, 346-347 <i>National Geographic</i> 284, 291 Teacher Wraparound Edition: C 285, 360; CTA 373; RS 357; T 283	Student Edition: P75-P78, P79-P86 <i>Critical Thinking</i> P78 #5, P100 #20-21 <i>Graph</i> P85 <i>National Geographic</i> P77, P82 Teacher Wraparound Edition: C 86; CTA 83; P 78; T 80
2. Students will analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph.	Student Edition: 306-310, 315-318, 386-390, 398-399 <i>Technology & History</i> 307, 399 Teacher Wraparound Edition: CLA 307; ICA 389; RT 310, 387	Student Edition: 306-308, 316-317, 387, 389 Teacher Wraparound Edition: C 319, 390; CLA 307; ICA 389; RS 310	Student Edition: P81, P89 <i>Reviewing Themes</i> P86 <i>Technology activity</i> P101 Teacher Wraparound Edition: CC 89; DI 80; T 89
F. Civil War and Reconstruction, 1850s-1870s The student will demonstrate knowledge of the causes of the Civil War.			
1. Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights, and explain how they resulted in major political compromises.	Student Edition: 403-406, 418-424, 436-439, 441-444, 445-447 <i>Two Viewpoints</i> 420 <i>Geography Skills</i> 443 Teacher Wraparound Edition: CLA 442; DI 447; RT 405	Student Edition: 421-424, 436-439, 441-444, 445-448, 449-453 <i>Two Viewpoints</i> 420 Teacher Wraparound Edition: C 424, 439; DI 447	Student Edition: P91-P93, P94-P96 <i>Critical Thinking</i> 93 #4 <i>Two Viewpoints</i> P92 Teacher Wraparound Edition: CTA 92

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
2. Students will identify on a map the states that seceded from the Union, and those that remained in the Union.	Student Edition: 451-452 <i>Geography Skills</i> 452	Student Edition: <i>National Geographic</i> 452, 470	Student Edition: <i>National Geographic</i> P95
The student will demonstrate knowledge of major events and people of the Civil War.			
1. Students will know and understand the roles of significant figures and battles of the Civil War Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman and Battle of Gettysburg.	Student Edition: 466-472, 473-477, 485-491 <i>Geography Skills</i> 470, 487 <i>Why It Matters</i> 474-475 <i>People In History</i> 480 <i>Geography & History</i> 492-493 Teacher Wraparound Edition: EC 423; RT 422	Student Edition: 460-464, 466-472, 473-477, 478-483, 485-491 <i>America's Literature</i> 465 <i>Why It Matters</i> 474-475 Teacher Wraparound Edition: C 472, 477, 491; CLA 467	Student Edition: P96-P97 <i>Critical Thinking</i> 99 #5 Teacher Wraparound Edition: RS 96
2. Students will analyze the aftermath of the war and its effects on citizens from the North and South including free blacks, women and former slaveholders.	Student Edition: 500-503, 504-508, 509-512, 513-520 Teacher Wraparound Edition: CLA 510; DI 506; EC 518; ICA 507, 516; RT 505	Student Edition: 500-503, 504-508, 509-512, 513-520 Teacher Wraparound Edition: C 503, 508; CLA 514; ICA 507; T 505	Student Edition: P97-P99 <i>Critical Thinking</i> P99 #5 <i>Reviewing Themes</i> P99 #3 Teacher Wraparound Edition: C 99; Cr 98; DI 96; R 97

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
<p>G. Reshaping the Nation and the Emergence of Modern America, 1877-1916 The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p>			
<p>1. Students will identify and understand the reasons for the increase in immigration, growth of cities, new inventions, and political challenges to American government arising from the industrial revolution, and analyze their impact.</p>	<p>Student Edition: 535-539 <i>Graph Skills</i> 538 Teacher Wraparound Edition: CTA 538; DYK 537; ICA 537; RT 535; WWWW 535, 536</p>	<p>Student Edition: 561-566, 582-587, 590-595, <i>Critical Thinking</i> 576 <i>More About</i> 565 <i>Two Viewpoints</i> 586 Teacher Wraparound Edition: C 566, 587, 595; CLA 562, 591; RS 580; T 562, 583, 591</p>	<p>Student Edition: 561-566, 582-587, 590-595, <i>Critical Thinking</i> 576 <i>More About</i> 565 <i>Two Viewpoints</i> 586 Teacher Wraparound Edition: C 566, 587, 595; CLA 562, 591; RS 580; T 562, 583, 591</p>
<p>2. Students will identify and explain racial segregation and racism, including the rise of “Jim Crow,” the Ku Klux Klan, discrimination against immigrants, and the relocation of American Indian tribes to reservations, and analyze the impact of these actions.</p>	<p>Student Edition: 504-506, 510-511, 519-520, 531-532, 538, 543 <i>Geography Skills</i> 531 Teacher Wraparound Edition: EC 246, 248; ICA 507</p>	<p>Student Edition: 341-344, 514, 519-520, 546, 547, 586-587, 628-633 <i>Two Viewpoints</i> 586 Teacher Wraparound Edition: C 547, 633; CLA 629; RS 546</p>	<p>Student Edition: P98-P99, 542-547 <i>Critical Thinking</i> 547, 552 #20 <i>National Geographic</i> 544 <i>People in History</i> 546 Teacher Wraparound Edition: C 547, 633; CLA 629; RS 546</p>
<p>3. Students will analyze how the rise of big business, the growth of industry, and the change in life on American farms and small towns with increased mechanization changed life in America.</p>	<p>Student Edition: 534-539 <i>Graph Skills</i> 538 Teacher Wraparound Edition: RT 535</p>	<p>Student Edition: 538, 539, 556-559, 567-571, 572-575 <i>Critical Thinking</i> 571 <i>Interdisciplinary Activity</i> 575 Teacher Wraparound Edition: C 559, 571; DI 574; ICA 537; T 568</p>	<p>Student Edition: 538, 539, 556-559, 567-571, 572-575 <i>Critical Thinking</i> 571 <i>Interdisciplinary Activity</i> 575 Teacher Wraparound Edition: C 559, 571; DI 574; ICA 537; T 568</p>

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
4. Students will analyze the impact of the Progressive Movement on child labor and working conditions; the rise of organized labor; women's suffrage and the temperance movement, and identify the contributions of individuals in these movements.	Student Edition: 540-544 <i>Geography Skills</i> 542 Teacher Wraparound Edition: DI 542; ICA 543; RT 541; WWWWW 542	Student Edition: 572-575, 610-614, 615-619, 620-624, 628-633 <i>Critical Thinking</i> 619 #5 Teacher Wraparound Edition: C 614, 619, 633; CLA 616; DI 612, 617; RS 611	Student Edition: 572-575, 610-614, 615-619, 620-624, 628-633 <i>Critical Thinking</i> 619 #5 Teacher Wraparound Edition: C 614, 619, 633; CLA 616; DI 612, 617; RS 611
H. World Wars and the Emergence of Modern America, 1900-1930s The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.			
1. Students will know and understand the reasons for the Spanish-American War and its resulting impact.	Student Edition: 544-545 <i>Geography Skills</i> 544 Teacher Wraparound Edition: CTA 544	Student Edition: 649-654 <i>Interdisciplinary Activity</i> 654 <i>Two Viewpoints</i> 653 Teacher Wraparound Edition: C 654; CLA 650; T 650	Student Edition: 649-654 <i>Interdisciplinary Activity</i> 654 <i>Two Viewpoints</i> 653 Teacher Wraparound Edition: C 654; CLA 650; T 650
2. Students will know and understand the United States' actions in the Pacific, and resulting international reactions.	Student Edition: 544-545 <i>Geography Skills</i> 544 Teacher Wraparound Edition: CTA 544	Student Edition: 639, 644-648, 649-654 <i>Critical Thinking</i> 662 #9 <i>Two Viewpoints</i> 653 Teacher Wraparound Edition: C 641, 648, 654; ICA 647	Student Edition: 639, 644-648, 649-654 <i>Critical Thinking</i> 662 #9 <i>Two Viewpoints</i> 653 Teacher Wraparound Edition: C 641, 648, 654; ICA 647

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
3. Students will identify and understand the struggles and contributions of African American leaders of this period, including W.E.B. DuBois and Booker T. Washington, and compare their ideas.	Student Edition: 520, 543	Student Edition: 628-633 <i>Critical Thinking</i> 633 #4 <i>People In History</i> 632 <i>Time Notebook</i> 642 Teacher Wraparound Edition: C 633; DI 630; EC 642; PH 632; W 631	Student Edition: 628-633 <i>Critical Thinking</i> 633 #4 <i>People In History</i> 632 <i>Time Notebook</i> 642 Teacher Wraparound Edition: C 633; DI 630; EC 642; PH 632; W 631
The student will understand World War I, its causes and effects.			
1. Students will know and understand the reasons for the United States' neutrality and delayed entry and involvement in World War I.	Student Edition: 546-549 <i>Picturing History</i> 547 Teacher Wraparound Edition: RT 549	Student Edition: 671-676, 677-681 <i>What If</i> 674 Teacher Wraparound Edition: C 676, 686; CLA 672; DI 673; ICA 674; RS 675, 678	Student Edition: 671-676, 677-681 <i>What If</i> 674 Teacher Wraparound Edition: C 676, 686; CLA 672; DI 673; ICA 674; RS 675, 678
2. Students will explain Wilson's 14 Points and the United States' isolationism.	Student Edition: 546-549 <i>Documents of American History</i> 620	Student Edition: 688-691, 707, 993 <i>Alternative Assessment</i> 693 <i>Reviewing Themes</i> 691 Teacher Wraparound Edition: C 691	Student Edition: 688-691, 707, 993 <i>Alternative Assessment</i> 693 <i>Reviewing Themes</i> 691 Teacher Wraparound Edition: C 691

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
<p>I. A World at War, 1930s-1945 The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.</p>			
1. Students will examine causes and analyze the effects of the Great Depression and the impact of the New Deal.	<p>Student Edition: 556-558</p> <p>Teacher Wraparound Edition: DYK 558, 559; EC 561; WWWW 558; YDS 558</p>	<p>Student Edition: 724-728, 729-734</p> <p><i>Chart 732</i></p> <p><i>Interdisciplinary Activity 734</i></p> <p>Teacher Wraparound Edition: C 728, 734; CTA 733; ICA 727; RS 725, 730; T 725</p>	<p>Student Edition: 724-728, 729-734</p> <p><i>Chart 732</i></p> <p><i>Interdisciplinary Activity 734</i></p> <p>Teacher Wraparound Edition: C 728, 734; CTA 733; ICA 727; RS 725, 730; T 725</p>
2. Students will analyze the major causes and effects of American neutrality and eventual involvement in World War II, including the America First movement, lend-lease, and the impact of Pearl Harbor.	<p>Student Edition: 558-560</p> <p>Teacher Wraparound Edition: CTA 560; DYK 560</p>	<p>Student Edition: 760-763</p> <p><i>Critical Thinking 763 #4</i></p> <p><i>Interdisciplinary Activity 763</i></p> <p><i>Two Viewpoints 754</i></p> <p>Teacher Wraparound Edition: C 763; RS 762</p>	<p>Student Edition: 760-763</p> <p><i>Critical Thinking 763 #4</i></p> <p><i>Interdisciplinary Activity 763</i></p> <p><i>Two Viewpoints 754</i></p> <p>Teacher Wraparound Edition: C 763; RS 762</p>
3. Students will recognize major events, battles and significant leaders in World War II and analyze their impact, including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan.	<p>Student Edition: 558-563</p> <p><i>Geography Skills 560, 562</i></p>	<p>Student Edition: 770-776, 777-780</p> <p><i>Critical Thinking 780 #4</i></p> <p><i>National Geographic 771, 778</i></p> <p><i>People in History 774</i></p> <p><i>Why It Matters 772-773</i></p> <p>Teacher Wraparound Edition: C 776, 780; CLA 771; CTA 774; DI 772</p>	<p>Student Edition: 770-776, 777-780</p> <p><i>Critical Thinking 780 #4</i></p> <p><i>National Geographic 771, 778</i></p> <p><i>People in History 774</i></p> <p><i>Why It Matters 772-773</i></p> <p>Teacher Wraparound Edition: C 776, 780; CLA 771; CTA 774; DI 772</p>

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	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
4. Students will evaluate the impact of World War II on the home front and on American culture, including Japanese internment, Tuskegee Airmen, and “Rosie the Riveter.”	Student Edition: 559-560 Teacher Wraparound Edition: EC 562; YDS 561	Student Edition: 764-768 <i>Graph</i> 766 <i>Interdisciplinary Activity</i> 768 <i>Practicing Skills</i> 783 #19 Teacher Wraparound Edition: C 768; CLA 765; DI 766; W 765	Student Edition: 764-768 <i>Graph</i> 766 <i>Interdisciplinary Activity</i> 768 <i>Practicing Skills</i> 783 #19 Teacher Wraparound Edition: C 768; CLA 765; DI 766; W 765
J. Post World War II Era, 1945-1980 The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War II and the present.			
1. Students will understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and the American occupation of Japan.	Student Edition: 563, 564-565	Student Edition: 788-794 <i>Critical Thinking</i> 794, 810 #17 <i>National Geographic</i> 789 <i>Why It Matters</i> 792-793 Teacher Wraparound Edition: C 794; T 789	Student Edition: 788-794 <i>Critical Thinking</i> 794, 810 #17 <i>National Geographic</i> 789 <i>Why It Matters</i> 792-793 Teacher Wraparound Edition: C 794; T 789
2. Students will understand and analyze the emergence of the United States as a superpower, and its pivotal role in the establishment of the United Nations.	Student Edition: 564-566	Student Edition: 788-794 <i>Critical Thinking</i> 810 #20 <i>Reviewing Themes</i> 794 <i>Technology Activity</i> 811 Teacher Wraparound Edition: C 794; EC 793; RS 803	Student Edition: 788-794 <i>Critical Thinking</i> 810 #20 <i>Reviewing Themes</i> 794 <i>Technology Activity</i> 811 Teacher Wraparound Edition: C 794; EC 793; RS 803

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
3. Students will analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, Korean and Vietnam Wars and the Cuban Missile Crisis.	Student Edition: 564-566, 568-570 <i>Geography Skills</i> 569 Teacher Wraparound Edition: CTA 568; DI 566; DYK 566; EC 569	Student Edition: 790-794, 802-805, 866-870, 871-876 Teacher Wraparound Edition: C 794, 805, 876; DI 873; RS 803, 867	Student Edition: 790-794, 802-805, 866-870, 871-876 Teacher Wraparound Edition: C 794, 805, 876; DI 873; RS 803, 867
4. Students will explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women, and minorities.	Student Edition: 565-568 <i>Graph Skills</i> 565 <i>Picturing History</i> 566 Teacher Wraparound Edition: CC 568; ICA 567	Student Edition: 800-801, 821-826, 828-831, 844-847, 856-860 <i>Trading Textbooks for Weapons</i> 798-799 Teacher Wraparound Edition: C 842, 860; RS 800, 857	Student Edition: 800-801, 821-826, 828-831, 844-847, 856-860 <i>Trading Textbooks for Weapons</i> 798-799 Teacher Wraparound Edition: C 842, 860; RS 800, 857
5. Students will identify major Supreme Court decisions during this era and analyze their impact, including <i>Brown vs. Board of Education</i> .	Student Edition: 566-568 <i>Picturing History</i> 566 Teacher Wraparound Edition: CC 568; ICA 567	Student Edition: 839-840, 994, 997-1000 Teacher Wraparound Edition: RS 839	Student Edition: 839-840, 994, 997-1000 Teacher Wraparound Edition: RS 839
K. Contemporary America, 1980-present The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.			
1. Students will identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Reagan.	Student Edition: 564-565, 575 Teacher Wraparound Edition: CTA 576; DI 566; EC 569; WWWWW 575	Student Edition: 791, 802-805, 896-898, 925, 926, 928-930 Teacher Wraparound Edition: CLA 929; ICA 931; RS 897	Student Edition: 791, 802-805, 896-898, 925, 926, 928-930 Teacher Wraparound Edition: CLA 929; ICA 931; RS 897

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
2. Students will analyze challenges of a post-communist world, especially September 11, 2001 and its aftermath.	Student Edition: 576-578, 579-585 <i>National Geographic</i> 581 Teacher Wraparound Edition: CTA 576, 583; DI 581; ICA 575, 582	Student Edition: 931-932, 939-944, 945-951 <i>Critical Thinking</i> 933 #5 <i>National Geographic</i> 947 Teacher Wraparound Edition: C 951; CLA 946; DI 938; ICA 948; RS 932	Student Edition: 931-932, 939-944, 945-951 <i>Critical Thinking</i> 933 #5 <i>National Geographic</i> 947 Teacher Wraparound Edition: C 951; CLA 946; DI 938; ICA 948; RS 932
II. MINNESOTA HISTORY			
A. Pre-Contact to 1650			
The student will demonstrate knowledge of Minnesota's indigenous peoples.			
1. Students will describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence.	Student Edition: 32 <i>Geography Skills</i> 30-31 <i>America's Literature</i> 295 Teacher Wraparound Edition: CLA 29; DI 30; EC 592; RT 32	Student Edition: 32 <i>America's Literature</i> 295 Teacher Wraparound Edition: C 33; RS 32	Student Edition: P6 <i>Analyzing Visuals</i> P9 <i>National Geographic</i> P7 Teacher Wraparound Edition: W P7
2. Students will explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and compare and contrast them.	Student Edition: 32 <i>Geography Skills</i> 30-31 <i>America's Literature</i> 295 Teacher Wraparound Edition: CLA 29; DI 30; EC 592; RT 32	Student Edition: 32 <i>America's Literature</i> 295 Teacher Wraparound Edition: AL 295; C 33; RS 32	Student Edition: P6, 958 <i>Analyzing Visuals</i> P9 <i>National Geographic</i> P7 Teacher Wraparound Edition: EC 958; W P7 These objectives refer to the U.S. in general and may be applied to all states.

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
<p>B. Contact and Fur Trade 1600-1810 The student will demonstrate knowledge of early explorers and fur traders in Minnesota and the impact of the fur trade on both European and Native societies.</p>			
<p>1. Students will describe how early explorers and fur traders affected the development of Minnesota.</p>	<p>Student Edition: 32, 61-62, 92 <i>Geography Skills</i> 61 Teacher Wraparound Edition: DYK 531; EC 592; ICA 61</p>	<p>Student Edition: 92, 264, 357-358 Teacher Wraparound Edition: ICA 359 These objectives refer to the U.S. in general and may be applied to all states.</p>	<p>Student Edition: P7, P11, P14, P18-P19, P78 <i>National Geographic</i> P8, P77 These objectives refer to the U.S. in general and may be applied to all states.</p>
<p>2. Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.</p>	<p>Student Edition: 32, 61-62, 92 <i>Geography Skills</i> 61 Teacher Wraparound Edition: DYK 531; EC 592; ICA 61</p>	<p>This objective can be met during teacher/class discussion. See Glencoe's <i>The American Republic To 1877</i> © 2005.</p>	<p>This objective can be met during teacher/class discussion. See Glencoe's <i>The American Republic To 1877</i> © 2005.</p>
<p>C. Early Settlement and Statehood 1810-1860 The student will know and understand the factors that led to rapid settlement of Minnesota in the 19th century and the changes the new Minnesotans brought with them.</p>			
<p>1. Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes.</p>	<p>Student Edition: 32, 61-62, 92, 195-196 <i>Geography Skills</i> 61 Teacher Wraparound Edition: DYK 531; ICA 61</p>	<p>This objective can be met during teacher/class discussion. See Glencoe's <i>The American Republic To 1877</i> © 2005.</p>	<p>This objective can be met during teacher/class discussion. See Glencoe's <i>The American Republic To 1877</i> © 2005.</p>

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
2. Students will describe the process of Minnesota's becoming a territory and then a state.	Student Edition: 195-196 <i>Why It Matters</i> 194-195	Student Edition: 195-196 These objectives refer to the U.S. in general and may be applied to all states.	Student Edition: P81-P82 These objectives refer to the U.S. in general and may be applied to all states.
3. Students will understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibwe, the Dakota, and the settlers.	These objectives refer to United States treaties/relations with several Indian tribes/nations during this period and can be applied to Minnesota-specific tribes through class discussion. Student Edition: 292-293, 341-345 <i>Geography Skills</i> 294, 342 Teacher Wraparound Edition: EC 293, 346	Student Edition: <i>America's Literature</i> 295 Teacher Wraparound Edition: AL 295	Student Edition: P75, 543-547 <i>Critical Thinking</i> 547 #4 <i>National Geographic</i> 544 Teacher Wraparound Edition: RS 546
D. Civil War and Dakota War 1860-1864 The student will know and understand Minnesota's role in the Civil War and the impact of the Dakota War of 1862.			
1. Students will describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors shaping these attitudes.	Student Edition: <i>Geography Skills</i> 423, 443, 452 <i>National Geographic</i> 457	This objective can be met during teacher/class discussion. See Glencoe's <i>The American Republic To 1877</i> © 2005.	Student Edition: P89, P96-P96 <i>National Geographic</i> P95 These objectives refer to the U.S. in general and may be applied to all states.

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
2. Students will describe Minnesota's role in the Civil War, both on the home front and on the battlefield, including the role of the First Minnesota Regiment.	<p>These objectives refer to several states' roles in the Civil War and can be applied to Minnesota-specific examples through class discussion.</p> <p>Student Edition: 460-464, 478-483</p> <p>Teacher Wraparound Edition: RT 482</p>	<p>This objective can be met during teacher/class discussion. See Glencoe's <i>The American Republic To 1877</i> © 2005.</p>	<p>Student Edition: P94-P97 <i>National Geographic</i> 95</p> <p>Teacher Wraparound Edition: R97</p> <p>These objectives refer to the U.S. in general and may be applied to all states.</p>
v3. Students will compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862.	<p>These objectives cover U.S. government and Native American struggles during this time period. The Dakota War of 1862 can be covered through class discussion</p> <p>Student Edition: 531-532 <i>Geography Skills</i> 531</p> <p>Teacher Wraparound Edition: CTA 532; WWW 531</p>	<p>Student Edition: 544-545 <i>Alternative Assessment</i> 534</p>	<p>Student Edition: 544-545 <i>Alternative Assessment</i> 534</p>

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
E. Industrial Era 1865-1914 The student will know and understand Minnesota’s major industries and the economic, social, political, and technological changes that accompanied industrialization.			
1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota’s early industries (lumbering, mining, and agriculture).	These objectives refer to the U.S. in general and may be applied to Minnesota through class discussion. Student Edition: 528-530, 534-539 Teacher Wraparound Edition: PR 526, 544; RT 535	Student Edition: 528-530, 537-539, 557 Teacher Wraparound Edition: ICA 531, 537 These objectives refer to the U.S. in general and may be applied to all states.	Student Edition: 528-530, 537-539, 557 <i>Interdisciplinary Activity</i> 539 Teacher Wraparound Edition: DI 530; ICA 531, 537; RS 538; T 529 These objectives refer to the U.S. in general and may be applied to all states.
2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.	Student Edition: 528-530, 534-539 <i>Graph Skills</i> 538 Teacher Wraparound Edition: CTA 538; DYK 537; ICA 537; PR 526; RT 535	Student Edition: 528-530, 537-539, 557, 582-587, 597-602 Teacher Wraparound Edition: C 602; ICA 531, 537; T 583 These objectives refer to the U.S. in general and may be applied to all states.	Student Edition: 556-559, 561-566, 567-571, 572-575, 582-587, 597-602 <i>More About</i> 565 Teacher Wraparound Edition: C 571; CLA 562; DI 574; RS 557; T 562 These objectives refer to the U.S. in general and may be applied to all states.

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
3. Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.	<p>These objectives refer to the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 540-544 <i>Geography Skills</i> 542</p> <p>Teacher Wraparound Edition: ICA 543; RT 541; WWWWW 542, 543</p>	<p>Student Edition: 610-614, 615-619 <i>Critical Thinking</i> 614 #5 <i>Reviewing Themes</i> 614</p> <p>Teacher Wraparound Edition: C 614, 619; CLA 616; DI 617; RS 611, 618</p> <p>These objectives refer to the U.S. in general and may be applied to all states.</p>	<p>Student Edition: 610-614, 615-619 <i>Critical Thinking</i> 614 #5 <i>Reviewing Themes</i> 614</p> <p>Teacher Wraparound Edition: C 614, 619; CLA 616; DI 617; RS 611, 618</p> <p>These objectives refer to the U.S. in general and may be applied to all states.</p>
<p>F. World Wars I and II, and the Interwar Period, 1914-1945</p> <p>The student will know and understand the impact on Minnesota of World War I and World War II, as well as the social and economic changes of the 1920s and the 1930s.</p>			
1. Students will understand the issues that Minnesotans faced during World War I and how they responded to them.	<p>These objectives refer to the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 546-549 <i>Picturing History</i> 547</p> <p>Teacher Wraparound Edition: DI 548; ICA 549; RT 547</p>	<p>Student Edition: 683-686 <i>America's Literature</i> 687 <i>Citizenship Cooperative Activity</i> 693 <i>Critical Thinking</i> 686 #5, 692 #16</p> <p>Teacher Wraparound Edition: C 686; DI 685; RS 684; T 684</p> <p>These objectives refer to the U.S. in general and may be applied to all states.</p>	<p>Student Edition: 683-686 <i>America's Literature</i> 687 <i>Citizenship Cooperative Activity</i> 693 <i>Critical Thinking</i> 686 #5, 692 #16</p> <p>Teacher Wraparound Edition: C 686; DI 685; RS 684; T 684</p> <p>These objectives refer to the U.S. in general and may be applied to all states.</p>

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
2. Students will demonstrate knowledge of the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal.	Student Edition: 549-550, 556-558 Teacher Wraparound Edition: DI 558; DYK 558, 559; EC 561; WWWW 558	Student Edition: 700-703, 713-719, 724-728, 729-734 Teacher Wraparound Edition: C 703, 719, 728, 734; CTA 733; T 725	Student Edition: 700-703, 713-719, 724-728, 729-734 Teacher Wraparound Edition: C 703, 719, 728, 734; CTA 733; T 725
3. Students will describe Minnesota's contributions to World War II and analyze the impact of the war on Minnesota.	These objectives refer to the U.S. in general and may be applied to Minnesota through class discussion. Student Edition: 559-563 Teacher Wraparound Edition: CTA 560; YDS 561	Student Edition: 764-768 <i>Interdisciplinary Activity 768</i> <i>Reviewing Themes 768 #3</i> Teacher Wraparound Edition: C 768; CLA 765; DI 766; RS 767 These objectives refer to the U.S. in general and may be applied to all states.	Student Edition: 764-768 <i>Interdisciplinary Activity 768</i> <i>Reviewing Themes 768 #3</i> Teacher Wraparound Edition: C 768; CLA 765; DI 766; RS 767 These objectives refer to the U.S. in general and may be applied to all states.

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
<p>G. Post-World War II to the Present The student will know and understand Minnesota’s role in the major social, economic and political changes, both national and international, in the last half of the 20th century through the present, and analyze the impact of those changes.</p>			
<p>1. Students will explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.</p>	<p>These objectives refer to the U.S. in general and may be applied to Minnesota through class discussion. Student Edition: 564-570, 572-578, 579-585 Teacher Wraparound Edition: CTA 576; DI 581; ICA 575, 582</p>	<p>Student Edition: 806-809, 821-826, 856-860, 945-951 <i>Citizenship Cooperative Activity</i> 101 <i>Interdisciplinary Activity</i> 809 Teacher Wraparound Edition: C 809; CLA 822; DI 947; RS 807, 857</p>	<p>Student Edition: 806-809, 821-826, 856-860, 945-951 <i>Citizenship Cooperative Activity</i> 101 <i>Interdisciplinary Activity</i> 809 Teacher Wraparound Edition: C 809; CLA 822; DI 947; RS 807, 857 These objectives refer to the U.S. in general and may be applied to Minnesota through class discussion.</p>
<p>2. Students will identify and describe significant demographic changes in Minnesota and issues related to those changes and analyze the significance of their impact.</p>	<p>These objectives refer to the U.S. in general and may be applied to Minnesota through class discussion. Student Edition: 565-566, 577-578 <i>Graph Skills</i> 565</p>	<p>Student Edition: 737, 766, 822-823, 916 <i>Geography and History</i> 740-741 <i>Reviewing Themes</i> 739 Teacher Wraparound Edition: CLA 736; DI 823 These objectives refer to the U.S. in general and may be applied to Minnesota through class discussion.</p>	<p>Student Edition: 737, 766, 822-823, 916 <i>Geography and History</i> 740-741 <i>Reviewing Themes</i> 739 Teacher Wraparound Edition: CLA 736; DI 823 These objectives refer to the U.S. in general and may be applied to Minnesota through class discussion.</p>

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
3. Students will develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world.	<p>These objectives refer to Americans in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: <i>Civics in Action</i> 228-230</p> <p>Teacher Wraparound Edition: BMA 228; CLA 229; DI 548; ICA 549, 575, 582; RT 437</p>	<p>Student Edition: <i>Citizenship Cooperative Activity</i> 605</p> <p>This objective can be met during teacher/class discussion. See Glencoe's <i>The American Republic To 1877</i> © 2005.</p>	<p>Student Edition: P46-P48 <i>Citizenship Cooperative Activity</i> 29, 49, 605 <i>Interdisciplinary Activity</i> 48</p> <p>Teacher Wraparound Edition: C48</p> <p>These objectives refer to Americans in general and may be applied to Minnesota through class discussion.</p>
4. Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.	<p>These objectives refer to the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 578</p>	<p>This objective can be met during teacher/class discussion. See Glencoe's <i>The American Republic To 1877</i> © 2005.</p>	<p>Student Edition: 536, 537-539, 622, 626, 745 <i>Geography & History</i> 626-627</p> <p>Teacher Wraparound Edition: EC 626; ICA 537; RS 538</p>
IV. HISTORICAL SKILLS			
A. Concepts of Time			
The student will acquire skills of chronological thinking.			
1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.	<p>Student Edition: <i>Social Studies Skillbuilder</i> 63</p> <p>Teacher Wraparound Edition: CLA 363; DI 18; RT 450; TLA 37, 99, 131, 161, 305, 411</p>	<p>Student Edition: 68-69, 160-161, 256-257, 354-355, 458-459 <i>Skillbuilder</i> 63</p> <p>Teacher Wraparound Edition: C 676; T 63, 505; TLA 69, 161, 257, 355, 459</p>	<p>Student Edition: P2-P3, 526-527, 608-609, 698-699, 722-723</p> <p>Teacher Wraparound Edition: C 676; TLA P3, 527, 609, 699, 723</p>

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
B. Historical Resources The student will begin to use historical resources.			
1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.	Student Edition: <i>Study & Writing Skillbuilder</i> 340 <i>Primary Source Library</i> 590-605 <i>Documents of American History</i> 611-623 Teacher Wraparound Edition: DI 475; RT 165, 470, 476, 489; TTA 128	Student Edition: <i>Skillbuilder</i> 340, 429, 625, 747 Teacher Wraparound Edition: RS 476; T 340, 429, 625, 747	Student Edition: <i>Practicing Skills</i> P101, 635, 748 <i>Skillbuilder</i> P87, 625, 747 Teacher Wraparound Edition: T P87, 625, 747
2. Students will assess the credibility and determine appropriate use of different sorts of sources.	Student Edition: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429 Teacher Wraparound Edition: RT 137, 366; TTA 128	Student Edition: <i>Skillbuilder</i> 146, 206, 440, 827 Teacher Wraparound Edition: T 146, 206, 440, 827	Student Edition: <i>Practicing Skills</i> 635, 748, 811, 890 <i>Skillbuilder</i> 625, 747, 795, 827, 887 Teacher Wraparound Edition: T 625, 747, 795, 827, 887
3. Students will investigate the ways historians learn about the past if there are no written records.	Student Edition: 17, 19 <i>Time Notebook</i> 20-21 Teacher Wraparound Edition: CLA 21; DI 24; DYK 21; EC 7, 20	Student Edition: 17, 19 <i>Time Notebook</i> 20-21 Teacher Wraparound Edition: CLA 21; T 20	Student Edition: P5-P6, 957 Teacher Wraparound Edition: DI 584, OH 956

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
C. Historical Inquiry The student will apply research skills by investigating a topic in U.S. history.			
1. Students will define a research topic that can be studied using a variety of historical sources.	Student Edition: <i>Critical Thinking Skillbuilder</i> 521, 571 Teacher Wraparound Edition: CLA 279, 307, 315; DI 209, 280; ICA 337, 372; RT 104	Student Edition: <i>Skillbuilder</i> 340, 429, 474, 625, 747 Teacher Wraparound Edition: T 340, 429, 474, 625, 747	Student Edition: <i>Practicing Skills</i> 635, 748, 811, 890 <i>Skillbuilder</i> 625, 747, 795, 827, 887 Teacher Wraparound Edition: T 625, 747, 795, 827, 887
2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.	Student Edition: <i>Social Studies Skillbuilder</i> 63, 81, 169, 273, 320, 396 <i>Technology Skillbuilder</i> 429 Teacher Wraparound Edition: CLA 279; DI 209, 280	Student Edition: <i>Skillbuilder</i> 340, 429, 625, 747 Teacher Wraparound Edition: T 340, 429, 625, 747	Student Edition: <i>Practicing Skills</i> P101; 635, 748 <i>Skillbuilder</i> P87, 625, 747 Teacher Wraparound Edition: T P87, 625, 747
3. Students will develop strategies to find, collect, and organize historical research.	Student Edition: <i>Critical Thinking Skillbuilder</i> 120, 206, 521, 571 <i>Study & Writing Skillbuilder</i> 340, 484 <i>Technology Skillbuilder</i> 551 Teacher Wraparound Edition: CLA 307; DI 209, 280	Student Edition: <i>Skillbuilder</i> 206, 340, 521, 625, 682, 747, 827 Teacher Wraparound Edition: T 206, 340, 521, 625, 682, 747, 827	Student Edition: <i>Skillbuilder</i> P87, 682, 781, 795, 827, 861, 927 Teacher Wraparound Edition: T P87, 682, 781, 795, 827, 861, 927

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
The student will analyze historical evidence and draw conclusions.			
1. Students will understand that primary sources document firsthand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events.	Student Edition: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429 Teacher Wraparound Edition: RT 137, 366; TTA 128	Student Edition: <i>Skillbuilder</i> 146, 340, 440 Teacher Wraparound Edition: RS 476; T 146, 340, 440	Student Edition: 956-979 <i>Practicing Skills</i> P101 <i>Skillbuilder</i> P87 Teacher Wraparound Edition: BI 958, 960, 962, 974; T P87
2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.	Student Edition: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429 Teacher Wraparound Edition: RT 137, 366; TTA 128	Student Edition: <i>Skillbuilder</i> 146, 340, 440 Teacher Wraparound Edition: RS 476; T 146, 340, 440	Student Edition: 956-979 <i>Practicing Skills</i> P101 <i>Skillbuilder</i> P87 Teacher Wraparound Edition: BI 958, 960, 962, 974; T P87
3. Students will understand the concepts of historical context and multiple causation.	Student Edition: <i>Why It Matters</i> 24-25, 110-111, 316-317, 426-427, 474-475 <i>Critical Thinking Skillbuilder</i> 120, 440 <i>Study & Writing Skillbuilder</i> 340 Teacher Wraparound Edition: RT 137, 450, 470	Student Edition: <i>Skillbuilder</i> 120 <i>What If</i> 178-179, 364-365, 516-517, 674-675, 850-851 Teacher Wraparound Edition: T 120	Student Edition: <i>Causes & Effects</i> P20, P76, P85, 684, 807, 842 <i>Critical Thinking</i> 676 #4 <i>Skillbuilder</i> P15 <i>What If</i> 674-675, 850-851 Teacher Wraparound Edition: RS 818; T P15

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
4. Students will create a timeline that illustrates the relationship of their topic to other historic events.	Student Edition: <i>Social Studies Skillbuilder 63</i> Teacher Wraparound Edition: CLA 363, 486, 514; DI 18; RT 450	Student Edition: <i>Skillbuilder 63</i> Teacher Wraparound Edition: C 676; T 63, 505	Student Edition: <i>Critical Thinking 619 #5, 676 #5, 763 #5, 780 #5</i>
The student will present and explain the findings of a research project.			
1. Students will analyze how historians present their work in multiple formats.	Student Edition: <i>Social Studies Skillbuilder 81, 169, 273, 320, 396</i> <i>Study & Writing Skillbuilder 340</i> <i>Technology Skillbuilder 429, 551</i> Teacher Wraparound Edition: ICA 488	Student Edition: <i>Skillbuilder 63, 340</i> Teacher Wraparound Edition: T 63, 340	Student Edition: 956-979 <i>Skillbuilder P87, 625, 747</i> Teacher Wraparound Edition: BI 958, 960, 962, 974; T P87, 625, 747
2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.	Teacher Wraparound Edition: CLA 21, 29, 44, 52, 59, 117, 279, 315, 514; RT 376	Student Edition: <i>Skillbuilder 301, 484, 655, 682, 781</i> Teacher Wraparound Edition: T 301, 484, 655, 682, 781	Student Edition: <i>Practicing Skills 662, 692, 783</i> <i>Skillbuilder 655, 682, 781</i> Teacher Wraparound Edition: T 655, 682, 781
3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.	Student Edition: <i>Critical Thinking Skillbuilder 521</i> Teacher Wraparound Edition: DI 84; ICA 337, 567; RT 54, 104, 271, 489	Student Edition: <i>Skillbuilder 68</i> Teacher Wraparound Edition: T 68	Student Edition: <i>Practicing Skills 692, 783</i> <i>Skillbuilder 682, 781</i> Teacher Wraparound Edition: T 682, 781

STANDARDS	PAGE REFERENCES		
	<i>The American Republic To 1877</i>	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
4. Students will learn how to cite sources and to document their research in the form of a bibliography.	This objective can be met during teacher/class discussion.	This objective can be met during teacher/class discussion.	This objective can be met during teacher/class discussion.
5. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.	This objective can be met during teacher/class discussion.	This objective can be met during teacher/class discussion.	This objective can be met during teacher/class discussion.