



The American Journey

Reconstruction to the Present
(2nd printing)
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STANDARDS	PAGE REFERENCES
STATE GOAL 14: Understand political systems, with an emphasis on the United States.	
A. Understand and explain basic principles of the United States government.	
<p>14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</p>	<p>Student Edition: P35-40, P41-45, P46-48 <i>Citizenship Cooperative Activity</i> P101 <i>Interdisciplinary Activity</i> P48 <i>Reviewing Facts</i> P45, P48 <i>Supreme Court Case Summaries</i> 997-1000 Teacher Wraparound Edition: CTA P39; CS P36; RS P47</p>
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	
<p>14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p>	<p>Student Edition: P35-40, P50-71 <i>Chart</i> P36, P37 <i>Fact Fiction Folklore</i> 654 Teacher Wraparound Edition: DYK P34; EC P34</p>

STANDARDS	PAGE REFERENCES
C. Understand election processes and responsibilities of citizens.	
<p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p>	<p>Student Edition: P38, P46-48, P65, P97-98, 618, 714 <i>Reviewing Themes</i> 618</p> <p>Teacher Wraparound Edition: C P48; RS P47</p>
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	
<p>14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).</p>	<p>Student Edition: 856-860 <i>Analyzing Political Cartoons</i> 939 <i>Analyzing Visuals</i> 860 <i>Skillbuilder</i> 625 <i>Two Viewpoints</i> 939</p> <p>Teacher Wraparound Edition: C 860; ICA 948</p>
E. Understand United States foreign policy as it relates to other nations and international issues.	
<p>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p>	<p>Student Edition: 940-944, 945-951 <i>Geography & History</i> 934-935</p> <p>Teacher Wraparound Edition: EC 943</p>
F. Understand the development of United States political ideas and traditions.	
<p>14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.</p>	<p>Student Edition: P19-21, P22-27, 615-619, 838-842, 848-853, 985-993 <i>Two Viewpoints</i> P92, 586, 653, 754 <i>Why It Matters</i> 622-623</p> <p>Teacher Wraparound Edition: RF 849</p>
<p>14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.</p>	<p>Student Edition: P26-27, P35-40, P50-71 <i>Chart</i> P36, P37</p> <p>Teacher Wraparound Edition: EC P34, P65</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 15: Understand economic systems, with an emphasis on the United States.	
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	
15.A.3a Explain how market prices signal producers about what, how and how much to produce.	Student Edition: 712, 726-725
15.A.3b Explain the relationship between productivity and wages.	Student Edition: 565-566, 710, 725-726
15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.	Student Edition: 559, 566, 568, 710-711
15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).	Student Edition: 709, 712, 725-727, 902-903, 911, 932-933
B. Understand that scarcity necessitates choices by consumers.	
15.B.3a Describe the "market clearing price" of a good or service.	Student Edition: 566 (can be used to help facilitate this standard)
15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.	Student Edition: 559, 566, 710-711
C. Understand that scarcity necessitates choices by producers.	
15.C.3 Identify and explain the effects of various incentives to produce a good or service.	Student Edition: 559, 566, 709-712 <i>Economics Activity</i> 577 <i>Reviewing Facts</i> 559
D. Understand trade as an exchange of goods or services.	
15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.	Student Edition: 639, 644-645, 647, 712 <i>Geography & History</i> 934-935 Teacher Wraparound Edition: C 935; T 934

STANDARDS	PAGE REFERENCES
<p>15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.</p>	<p>Student Edition: 639, 644-645, 647 <i>Analyzing Visuals</i> P21 <i>Chart</i> P80 <i>Economics Activity</i> 663 <i>Geography & History</i> 934-935 <i>Interdisciplinary Activity</i> 661 Teacher Wraparound Edition: C 935; CTA P20; T 934</p>
<p>15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p>	<p>Student Edition: 561-566, 568, 572-575, 710 <i>Critical Thinking</i> 559 <i>Technology & History</i> 531, 711, 824 Teacher Wraparound Edition: CTA P20; DI 711</p>
<p>E. Understand the impact of government policies and decisions on production and consumption in the economy.</p>	
<p>15.E.3a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).</p>	<p>Student Edition: P20, P47, 550, 622 <i>Reviewing Themes</i> 624, 926 Teacher Wraparound Edition: CC P47</p>
<p>15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p>	<p>Student Edition: 571, 575, 821-822 Teacher Wraparound Edition: C 820</p>
<p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p>	
<p>A. Apply the skills of historical analysis and interpretation.</p>	
<p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p>	<p>Student Edition: <i>More About</i> 629 <i>People In History</i> 652, 774, 841 <i>Skillbuilder</i> 625 <i>Two Viewpoints</i> 653 <i>Why It Matters</i> 772-773 Teacher Wraparound Edition: CLA 765; EC 906</p>

STANDARDS	PAGE REFERENCES
<p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p>	<p>Student Edition: <i>America’s Literature</i> 603 <i>Analyzing Political Cartoons</i> 650, 658, 706 <i>National Geographic</i> 678, 690, 771, 778 <i>Skillbuilder</i> 533, 625 Teacher Wraparound Edition: CLA 591</p>
<p>16.A.3c Identify the differences between historical fact and interpretation.</p>	<p>Student Edition: <i>Fact Fiction Folklore</i> 529, 557, 584, 595, 614, 624, 654, 767, 794, 816, 925 <i>Skillbuilder</i> P87, 747, 827 Teacher Wraparound Edition: T 747, 827</p>
<p>B. Understand the development of significant political events.</p>	
<p>16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.</p>	<p>Student Edition: P11-14, P16-21, P26-27, P76 <i>Alternative Assessment</i> P29 <i>Chart</i> P76 <i>Critical Thinking</i> P21 Teacher Wraparound Edition: TN P76</p>
<p>16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.</p>	<p>Student Edition: P19-21, P22-27, P30-33, P35-45, P46-48, P74-75 <i>Chart</i> P20 <i>Critical Thinking</i> P21 Teacher Wraparound Edition: RS P23</p>
<p>16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.</p>	<p>Student Edition: P27, P39-40, P60-71, 994, 997-1000 Teacher Wraparound Edition: EC P62</p>
<p>16.B.3d (US) Describe ways in which the United States developed as a world political power.</p>	<p>Student Edition: P80, P83, 597-598, 638-641, 644-648, 649-654, 656-661, 671-676, 677-681, 688-691, 770-776, 777-780, 788-794, 816-820, 866-870, 928-932 <i>Economics Activity</i> 663 <i>More About</i> 565 Teacher Wraparound Edition: C 661</p>

STANDARDS	PAGE REFERENCES
C. Understand the development of economic systems.	
<p>16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p>	<p>Student Edition: P7-9, P10-14, <i>Interdisciplinary Activity</i> P14 Teacher Wraparound Edition: CA P8</p>
<p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p>	<p>Student Edition: P17, P81, P88-91, 557, 564-566, 567-571, 572-575, 582-587, 590-595, 618, 631-632, 702 <i>Citizenship Cooperative Activity</i> 577 <i>Geography & History</i> 588-589 <i>Picturing History</i> P17 <i>Skillbuilder</i> P15 Teacher Wraparound Edition: PH P17; SO 567</p>
<p>16.C.3c (US) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.</p>	<p>Student Edition: 556-559, 567-571, 572-575, 624, 731-734, 742-745, 923-924 <i>Citizenship Cooperative Activity</i> 577 <i>Critical Thinking</i> 559, 734 <i>National Geographic</i> 574 <i>Reviewing Themes</i> 575, 734 Teacher Wraparound Edition: C 571; T 734</p>
D. Understand Illinois, United States and world social history.	
<p>16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p>	<p>Student Edition: P10-14, P16-17, 528-530, 534-539 <i>Critical Thinking</i> 539 <i>Interdisciplinary Activity</i> P14 <i>Time Notebook</i> 540-541 Teacher Wraparound Edition: A P13; C 539</p>
<p>16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.</p>	<p>Student Edition: 529, 537-539 <i>Photo</i> 538 Teacher Wraparound Edition: C 539</p>

STANDARDS	PAGE REFERENCES
E. Understand Illinois, United States and world environmental history.	
<p>16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</p>	<p>Student Edition: P81, P89 <i>Economics Activity</i> P29 Teacher Wraparound Edition: DI P81</p>
<p>16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p>	<p>Student Edition: 528-532, 537-539, 542-547, 736-737 <i>Critical Thinking</i> 532 <i>Geography & History</i> 740-741 <i>Reviewing Themes</i> 532 <i>Skillbuilder</i> 533 Teacher Wraparound Edition: FO 740; ICA 537</p>
<p>16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850-present, on the environment.</p>	<p>Student Edition: P3, 582-587, 590-595, 622 <i>Geography 7 History</i> 626-627 <i>Graph</i> 591 <i>Why It Matters</i> 580 Teacher Wraparound Edition: C 595, 627; ICA 623; MAP 581</p>
STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.	
A. Locate, describe and explain places, regions and features on the Earth.	
<p>17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).</p>	<p>Student Edition: P3-5, P8-9 <i>Economics Activity</i> P29 <i>Technology Activity</i> P29 Teacher Wraparound Edition: C P9; CLA P5, P8; CTA P9</p>
<p>17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.</p>	<p>Student Edition: RA1-RA13 <i>Analyzing Visuals</i> 654 <i>Economics Activity</i> 663 <i>Geography & History Activity</i> 663 <i>Practicing Skills</i> 553 <i>Skillbuilder</i> 533, 560, 596 Teacher Wraparound Edition: T 533, 934</p>

STANDARDS	PAGE REFERENCES
B. Analyze and explain characteristics and interactions of the Earth's physical systems.	
<p>17.B.3a Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.</p>	<p>Student Edition: 736-737, 773, 944 <i>Geography & History</i> 626-627, 740-741 Teacher Wraparound Edition: FO 740</p>
<p>17.B.3b Explain how changes in components of an ecosystem affect the system overall.</p>	<p>Student Edition: 626-627 (can be used to prompt a discussion or lesson about an ecosystem)</p>
C. Understand relationships between geographic factors and society.	
<p>17.C.3a Explain how human activity is affected by geographic factors.</p>	<p>Student Edition: P13, P17, P90-91, 528-532, 534-539 <i>Critical Thinking</i> 532 <i>Economics Activity</i> P29 <i>Reviewing Themes</i> 532 <i>Skillbuilder</i> P15 Teacher Wraparound Edition: C 532</p>
<p>17.C.3b Explain how patterns of resources are used throughout the world.</p>	<p>Student Edition: P17, 645 <i>Geography & History</i> 934-935 <i>Interdisciplinary Activity</i> 641 <i>Time Notebook</i> 917 Teacher Wraparound Edition: C 935</p>
<p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p>	<p>Student Edition: P89, 528-532, 556-559, 564-566, 570, 582-587, 590-595 <i>Geography & History</i> 588-589 <i>Geography & History Activity</i> 605 <i>Reviewing Themes</i> 559, 595 Teacher Wraparound Edition: C 595; EC 588; HC 603</p>

STANDARDS	PAGE REFERENCES
D. Understand the historical significance of geography.	
17.D.3a Explain how and why spatial patterns of settlement change over time.	Student Edition: 529-530, 556-559, 582-587, 590-595 <i>Critical Thinking</i> 532 <i>Geography & History</i> 588-589, 740-741 <i>Reviewing Themes</i> 559, 595 Teacher Wraparound Edition: C 595; HC 603
17.D.3b Explain how interactions of geographic factors have shaped present conditions.	Student Edition: 944 <i>Geography & History</i> 740-741 Teacher Wraparound Edition: EC 943
STATE GOAL 18: Understand social systems, with an emphasis on the United States.	
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	
18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.	Student Edition: 585, 587, 593-595, 597-602, 714-716, 739, 825-826 <i>Alternative Assessment</i> 721 <i>America's Literature</i> 603, 687, 769, 843, 915 <i>Interdisciplinary Activity</i> 826 <i>Time Notebook</i> 756-757, 916-917 <i>What Life Was Like</i> 598-599, 738 Teacher Wraparound Edition: C 587; ICA 585
B. Understand the roles and interactions of individuals and groups in society.	
18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).	Student Edition: 597-600, 667, 931-932, 945-951 <i>Photo</i> 585 <i>Reviewing Themes</i> 951 <i>What Life Was Like</i> 598-599 Teacher Wraparound Edition: WW 947

STANDARDS	PAGE REFERENCES
<p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p>	<p>Student Edition: 585, 587, 597-599 <i>Photo</i> 585 <i>What Life Was Like</i> 598-599 Teacher Wraparound Edition: C 587</p>
<p>C. Understand how social systems form and develop over time.</p>	
<p>18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).</p>	<p>Student Edition: 582-587, 598-602, 613, 615-619, 628-633, 713-719, 825-826, 838-842, 856-860, 947-948 <i>Quote</i> 948 Teacher Wraparound Edition: RS 857</p>
<p>18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.</p>	<p>Student Edition: 582-587, 598-602, 613, 615-619, 628-633, 713-719, 838-842, 856-860 <i>Critical Thinking</i> 860 <i>Picturing History</i> 860 <i>Reviewing Themes</i> 619 Teacher Wraparound Edition: C 633; RS 618</p>