



# The American Journey

© 2007

STANDARDS	PAGE REFERENCES
<b>Standard A: Geography</b>	
<b>Performance Standards</b>	
<p>A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p>	<p><b>Student Edition:</b> 4-5, 8-9, 56-57, 152-153, 286-287, 488-489, 495 <i>Geography Skills</i> 18, 30, 41, 52, 117, 181, 318, 372, 487 <i>Learning from Geography</i> 287, 493 <i>Skillbuilder</i> 27, 169, 361, 533, 560</p> <p><b>Teacher Wraparound Edition:</b> CLA 1, 5, 8; CTA 9; DI 4; GS 117; RS 32; T 27, 56, 152, 169, 286, 361, 492, 533, 560</p>

STANDARDS	PAGE REFERENCES
<p>A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape</p>	<p>The following references provide information and activities related to geography and map skills and are adaptable to lessons and assignments on constructing mental maps.</p> <p><b>Student Edition:</b>  4-5, 8-9, 56-57, 152-153, 286-287, 488-489, 495  <i>Geography Skills</i> 18, 30, 41, 52, 117, 181, 318, 372, 487  <i>Learning from Geography</i> 287, 493  <i>Skillbuilder</i> 27, 169, 361, 533, 560</p> <p><b>Teacher Wraparound Edition:</b>  CLA 1, 5, 8; CTA 9; DI 4; GS 117; RS 32; T 27, 56, 152, 169, 286, 361, 492, 533, 560</p>
<p>A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density</p>	<p><b>Student Edition:</b>  RA1-RA13, 1, 4-5, 8-9, 56-57, 74-75, 152-153, 286-287, 346-347, 588-589  <i>Skillbuilder</i> 27, 533</p> <p><b>Teacher Wraparound Edition:</b>  CLA 1, 8; CTA 9; DI 4; T 56, 286, 492, 588</p>
<p>A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment</p>	<p>The following projects can be used for all communities, including those in Wisconsin.</p> <p><b>Teacher Wraparound Edition:</b>  SLP 13, 67, 331</p>
<p>A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases</p>	<p><b>Student Edition:</b>  <i>Geography Skills</i> 52, 103, 398  <i>Graph Skills</i> 519  <i>Skillbuilder</i> 533</p> <p><b>Teacher Wraparound Edition:</b>  GOS 103; GS 398</p>
<p>A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation</p>	<p><b>Student Edition:</b>  17, 736-737, 740-741  <i>Graphic Organizer Skills</i> 17, 18</p> <p><b>Teacher Wraparound Edition:</b>  C 21; F 740; RS 738</p>

STANDARDS	PAGE REFERENCES
<p>A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world</p>	<p><b>Student Edition:</b>  16-18, 20-21, 39, 43-49, 53, 102-104, 288-289, 314-319, 582-587, 588-589, 639, 934-935</p> <p><i>Chart Skills</i> 289</p> <p><i>Geography Skills</i> 18, 41, 48, 52, 72</p> <p><i>More About</i> 60</p> <p><i>Why It Matters</i> 316-317</p> <p><b>Teacher Wraparound Edition:</b>  C 589; F 588; T 588; WIM 316</p>
<p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</p>	<p><b>Student Edition:</b>  528-530, 534-539, 572-573, 590-592, 601-602, 821-826, 934-935</p> <p><b>Teacher Wraparound Edition:</b>  C 539; CLA 591; DI 574; ICA 531, 537</p>
<p>A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals</p>	<p><b>Student Edition:</b>  22-26, 28-31, 39, 593-595</p> <p><i>America’s Architecture</i> 23</p> <p><i>Learning from Geography</i> 74</p> <p><i>Picturing History</i> 29</p> <p><b>Teacher Wraparound Edition:</b>  CLA 29; DI 24, 30, 40; LFG 74</p>
<p>A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment</p>	<p><b>Student Edition:</b>  386-390, 398-399, 554-555, 556-559, 561-566, 567-571, 572-575, 590-595, 597-602, 821-826, 943-944</p> <p><i>People In History</i> 823</p> <p><i>Technology and History</i> 112, 293, 307, 399, 482, 531, 673, 711, 824</p> <p><i>Why It Matters</i> 194-195, 316-317, 562-563</p> <p><b>Teacher Wraparound Edition:</b>  C 390, 826; CTA 594; DI 823; ICA 389, 564; RS 554, 565; WIM 194, 316, 562</p>

STANDARDS	PAGE REFERENCES
<p>A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations</p>	<p><b>Student Edition:</b> 828-831, 848-853, 916-917, 943-944, 945-951</p> <p><b>Teacher Wraparound Edition:</b> C 917, 951; EC 943; ICA 948; RS 949; T 916</p>
<p><b>Standard B: History</b></p>	
<p><b>Performance Standards</b></p>	
<p>B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</p>	<p><b>Student Edition:</b> 956-979</p> <p><i>America’s Literature</i> 50, 107, 140, 295, 379, 465, 603</p> <p><i>Analyzing Primary Sources</i> 959, 961, 963, 965, 967</p> <p><i>Skillbuilder</i> 146, 169, 206, 340, 429, 440, 521, 625, 747, 827</p> <p><i>Two Viewpoints</i> 47, 118, 163, 420, 450, 586, 653, 754, 880, 939</p> <p><b>Teacher Wraparound Edition:</b> APS 959, 961, 963, 965, 967; DI 850, 868; RS 165, 476, 767, 852</p>
<p>B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history</p>	<p><b>Student Edition:</b> <i>Graphic Organizer Skills</i> 17, 44, 142, 174, 268, 377, 684, 807, 842</p> <p><i>Linking Past and Present</i> 164, 760, 817</p> <p><i>Skillbuilder</i> 120, 909</p> <p><i>Technology and History</i> 399, 824</p> <p><i>What If</i> 178, 516, 674, 850</p> <p><i>Why It Matters</i> 110-111, 316-317, 474-475, 772-773</p> <p><b>Teacher Wraparound Edition:</b> GOS 17, 44, 142, 174, 268, 377, 684, 807, 842; LPP 164, 760, 817; TH 399, 824; WI 178, 516, 674, 850; WIM 110, 316, 475, 772</p>

STANDARDS	PAGE REFERENCES
<p>B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history</p>	<p><b>Student Edition:</b>  130-131, 132-135, 136-139, 141-145, 147-151, 160-161, 183-187, 664-665, 671-676, 688-691, 724-728, 752-755, 758-763, 775-776, 780, 945-951</p> <p><i>Graphic Organizer Skills</i> 142, 684, 807</p> <p><i>Two Viewpoints</i> 754, 880</p> <p><i>What If</i> 516, 674</p> <p><i>Why It Matters</i> 474-475, 772-773</p> <p><b>Teacher Wraparound Edition:</b>  C 145, 187, 439, 728, 951; DI 690; GOS 142, 684, 807; RS 137, 442, 675, 762</p>
<p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p>	<p><b>Student Edition:</b>  211-212, 460-464, 877-878</p> <p><i>Skillbuilder</i> 206, 340, 440, 747, 827, 861</p> <p><i>Two Viewpoints</i> 47, 118, 163, 420, 450, 586, 653, 754, 880, 939</p> <p><b>Teacher Wraparound Edition:</b>  C 213; ICA 880; RS 878; T 340</p>
<p>B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently</p>	<p><b>Student Edition:</b>  <i>Skillbuilder</i> 861</p> <p><i>Two Viewpoints</i> 163, 420, 586, 754, 880</p> <p><b>Teacher Wraparound Edition:</b>  C 428; CLA 242, 250; CTA 221, 245; ICA 210; RS 203, 422, 426</p>
<p>B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights</p>	<p><b>Student Edition:</b>  151, 154-157, 187, 207-208, 217-222, 228-230, 260</p> <p><b>Teacher Wraparound Edition:</b>  C 157, 205, 230; CLA 156, 229; CTA 221; ICA 150, 210; RS 186, 190, 203; T 155</p>

STANDARDS	PAGE REFERENCES
<p>B.8.7 Identify significant events and people in the major eras of United States and world history</p>	<p><b>Student Edition:</b>  136-139, 160-161, 183-187, 258-259, 282-285, 286-287, 369-374, 434-435, 458-459, 466-472, 485-491, 502-503, 671-676, 677-681, 724-728, 729-734, 760-763, 775-776, 779-780, 788-794, 838-842, 844-847, 871-876, 901-908, 945-951</p> <p><i>Chart Skills</i> 732</p> <p><i>Geography Skills</i> 165, 284, 487</p> <p><i>People In History</i> 109, 203, 406, 511, 652, 774, 841</p> <p><i>Two Viewpoints</i> 163, 420, 450, 754, 880</p> <p><i>Why It Matters</i> 474-475, 772-773</p> <p><b>Teacher Wraparound Edition:</b>  C 285, 681; CLA 163; RS 450, 845</p>
<p>B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society</p>	<p><b>Student Edition:</b>  386-390, 398-399, 554-555, 556-559, 561-566, 567-571, 572-575, 590-595, 597-602, 821-826, 943-944</p> <p><i>People In History</i> 823</p> <p><i>Technology and History</i> 112, 293, 307, 399, 482, 531, 673, 711, 824</p> <p><i>Why It Matters</i> 194-195, 316-317, 562-563</p> <p><b>Teacher Wraparound Edition:</b>  C 390, 826; CTA 594; DI 823; ICA 389, 564; RS 554, 565; WIM 194, 316, 562</p>
<p>B.8.9 Explain the need for laws and policies to regulate science and technology</p>	<p><b>Student Edition:</b>  571, 572-575, 779-780, 830, 917, 944</p> <p><b>Teacher Wraparound Edition:</b>  C 917</p>
<p>B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations</p>	<p><b>Student Edition:</b>  203-205, 211-212, 288-294, 392-393, 418-424, 425-428, 573-575, 610-614, 615-619, 628-633, 677-681, 848-853, 854-855, 856-860, 867-870, 871-876, 945-951</p> <p><i>Why It Matters</i> 426-427</p> <p><b>Teacher Wraparound Edition:</b>  C 205, 213, 633, 681, 860; CLA 629, 849; DI 858; ICA 545, 631; RS 422, 573, 632; WIM 426</p>

STANDARDS	PAGE REFERENCES
<p>B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin</p>	<p>The following references cover major issues related to Native Americans, including Wisconsin tribes. Those references that do not specifically cover Wisconsin tribes can be adapted to do so.</p> <p><b>Student Edition:</b></p> <p>264, 337, 341-345, 542-547, 600, 632-633, 738, 859-860</p> <p><i>Geography Skills</i> 342, 544</p> <p><i>Graph Skills</i> 543</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 547, 633; DI 858; ICA 545</p>
<p>B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues</p>	<p><b>Student Edition:</b></p> <p>2-3, 4-5, 6-7, 14-15, 74-75, 170-171, 756-757</p> <p><i>Graphic Organizer Skills</i> 17, 44, 842</p> <p><i>Linking Past and Present</i> 40, 760</p> <p><i>Skillbuilder</i> 63, 81, 396, 596</p> <p><i>Why It Matters</i> 24-25, 110-111</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CLA 757; DI 2; EC 3, 7; GOS 17, 44; RS 14; T 74; TLA 15; WIM 24</p>
<p><b>Standard C: Political Science and Citizenship</b></p>	
<p><b>Performance Standards</b></p>	
<p>C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights</p>	<p><b>Student Edition:</b></p> <p>151, 187, 207-208, 212-213, 217-222, 228-230, 838-842</p> <p><i>Chart Skills</i> 218</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 113, 157, 230; CC 155; CLA 156, 218, 229; CTA 221, 245; EC 246, 247; RS 186</p>
<p>C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system</p>	<p><b>Student Edition:</b></p> <p>151, 154-157, 187, 207-208, 217-222, 227, 228-230, 260, 324-325, 446-447, 838-840</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 157, 205, 230; CLA 156, 229; CTA 221; ICA 150, 210; RS 186, 190, 203; T 155</p>

STANDARDS	PAGE REFERENCES
<p>C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused</p>	<p><b>Student Edition:</b> 207-211, 217-222, 223-227, 904-906 <i>Graphic Organizer Skills</i> 225</p> <p><b>Teacher Wraparound Edition:</b> C 227; CLA 242; CTA 251; RS 220, 239; T 218, 224</p>
<p>C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level</p>	<p><b>Student Edition:</b> 208-211, 218-222, 223-227 <i>Chart Skills</i> 218</p> <p><b>Teacher Wraparound Edition:</b> C 222, 227; CLA 218, 235; RS 220</p>
<p>C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights</p>	<p><b>Student Edition:</b> 208-212, 217-220, 228 <i>Chart Skills</i> 218</p> <p><b>Teacher Wraparound Edition:</b> C 213; CLA 218; CS 218</p>
<p>C.8.6 Explain the role of political parties and interest groups in American politics</p>	<p><b>Student Edition:</b> 230, 268-270, 335-337, 392-393, 418-424, 425-428, 550-551, 573-575, 614, 615-619, 631-633, 856-860, 941 <i>Chart Skills</i> 269 <i>Graphic Organizer Skills</i> 268 <i>Why It Matters</i> 426-427, 622-623</p> <p><b>Teacher Wraparound Edition:</b> C 633, 860; CLA 229, 335, 629, 849; GOS 268; ICA 545, 623, 631; RS 573, 632; WIM 426, 622</p>
<p>C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate</p>	<p>The following references provide information and activities related to recent and current issues of public concern and are easily adaptable to debate.</p> <p><b>Student Edition:</b> 828-831, 848-853, 943-944, 945-951 <i>Two Viewpoints</i> 939 <i>What If</i> 850-851</p> <p><b>Teacher Wraparound Edition:</b> C 831, 951; CLA 849, 946; CTA 940; DI 938; EC 943; ICA 851, 948; RS 829, 932, 949; TV 939; WI 850; WIM 622</p>

STANDARDS	PAGE REFERENCES
C.8.8 Identify ways in which advocates participate in public policy debates	<p><b>Student Edition:</b> 230, 392-393, 418-424, 425-428, 573-575, 610-614, 615-619, 631-633, 848-853, 854-855, 856-860</p> <p><i>Why It Matters</i> 426-427</p> <p><b>Teacher Wraparound Edition:</b> C 633, 860; CLA 229, 629, 849; ICA 545, 631; RS 573, 632; WIM 426</p>
C.8.9 Describe the role of international organizations such as military alliances and trade associations	<p><b>Student Edition:</b> 790, 793, 929, 940, 943</p> <p><b>Teacher Wraparound Edition:</b> C 794; EC 793</p>
<b>Standard D: Economics</b>	
<b>Performance Standards</b>	
D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services	See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.
D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services	<p><b>Student Edition:</b> 308, 483, 565-566, 568-571, 709-711, 796-797, 902-903, 908</p> <p><b>Teacher Wraparound Edition:</b> DI 903</p>
D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets	See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.
D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life	<p><b>Student Edition:</b> 709-710, 821-822</p> <p><b>Teacher Wraparound Edition:</b> C 712</p>
D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity	<p><b>Student Edition:</b> 571, 612-614, 622, 624, 731-734, 744-745, 940, 943-944, 945-951</p> <p><b>Teacher Wraparound Edition:</b> C 734; CLA 946; ICA 745; RS 730; TTA 892</p>

STANDARDS	PAGE REFERENCES
D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income	<p><b>Student Edition:</b> 572-575, 590-592, 828-831, 923-924, 932-933</p> <p><b>Teacher Wraparound Edition:</b> C 831; DI 574; RS 573, 829, 911</p>
D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns	<p><b>Student Edition:</b> 375-377, 528-530, 567-570, 591, 639-640, 934-935</p> <p><i>Geography Skills</i> 52</p> <p><i>More About</i> 60</p> <p><b>Teacher Wraparound Edition:</b> ICA 531; RS 529</p>
D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive	<p><b>Student Edition:</b> 308, 310-311, 567-571</p>
D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce	<p>See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.</p>
D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System	<p><b>Student Edition:</b> 567-571, 573-575, 624, 709-712, 744-745, 821-822</p> <p><b>Teacher Wraparound Edition:</b> C 571, 712; DI 711; RS 573</p>
D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment	<p><b>Student Edition:</b> 229-230, 917</p> <p><b>Teacher Wraparound Edition:</b> C 917; CLA 229, 917</p>