



The American Republic

To 1877
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STANDARDS	PAGE REFERENCES
<p>STATE GOAL 14: Understand political systems, with an emphasis on the United States.</p>	
<p>A. Understand and explain basic principles of the United States government.</p>	
<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: 207-211 <i>Chart Skills</i> 218 <i>Civics in Action</i> 218-220, 223-227 Teacher Wraparound Edition: BMA 223, 238; CLA 218; RT 220 Teacher Resources: <i>Supreme Court Case Studies</i> 1-2, 3-4, 7-8 <i>The Living Constitution</i> T13, T27 <i>Unit 4 Resources: The New Republic</i> 95</p>
<p>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</p>	
<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: 207-211 <i>Chart Skills</i> 218 <i>Civics in Action</i> 218-220, 223-227 Teacher Wraparound Edition: BMA 223; CLA 208, 218; RT 220 Teacher Resources: <i>The Living Constitution</i> T12-T45, 1-74 <i>Unit 4 Resources: The New Republic</i> 25, 87, 89, 95</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: 211, 212 <i>Civics in Action</i> 217-220, 228-230</p> <p>Teacher Wraparound Edition: BMA 228; CLA 218, 229; DYK 223, 238; YDS 219</p> <p>Teacher Resources: <i>Supreme Court Case Studies</i> 9-10, 17-18, 57-58</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: 418-424, 425-428, 566-568 <i>Why It Matters</i> 426-427</p> <p>Teacher Wraparound Edition: DYK 238; EC 244, 416; ICA 582; RT 413; WWW 573</p> <p>Teacher Resources: <i>American Biographies</i> 25, 29, 35, 37, 49, 59, 62</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: 572-578, 579-585</p> <p>Teacher Wraparound Edition: CTA 544, 576; DYK 582; ICA 575, 582; WWW 583</p> <p>Teacher Resources: <i>Interpreting Political Cartoons</i> 9-10, 35-36 <i>Unit 7: Modern America Emerges</i> 31, 69</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: 149-151, 192-194, 202-205, 207-208, 260</p> <p>Teacher Wraparound Edition: CC 149; CLA 156, 208, 218; DP 218</p> <p>Teacher Resources: <i>The Living Constitution</i> T6-T11, T22, T23, 1-5</p>

STANDARDS	PAGE REFERENCES
<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: 202-205, 207-211, 260 <i>Civics in Action</i> 217-230</p> <p>Teacher Wraparound Edition: CLA 208, 218; DP 218; EC 244; RT 220</p> <p>Teacher Resources: <i>The Living Constitution</i> T6-T11, T22, T23, 1-5</p>
<p>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</p>	
<p>A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</p>	
<p>15.A.3a Explain how market prices signal producers about what, how and how much to produce.</p>	<p>See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> © 2008</p> <p>Student Edition: 501-502, 584, 588-589, 590-592, 716 <i>Real World Economics</i> 587 <i>Time Reports</i> 596-597</p>
<p>15.A.3b Explain the relationship between productivity and wages.</p>	<p>See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> © 2008</p> <p>Student Edition: 524, 525, 585 <i>Issues to Debate</i> 614 <i>Time Political Cartoons</i> 639</p>
<p>15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.</p>	<p>See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> © 2008</p> <p>Student Edition: 541, 543, 584-585</p>
<p>15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).</p>	<p>Student Edition: 199-200, 350, 557-558</p> <p>Teacher Resources: <i>Unit 7 Resources: Modern America Emerges</i> 49, 51-52, 61, 65</p>
<p>B. Understand that scarcity necessitates choices by consumers.</p>	
<p>15.B.3a Describe the "market clearing price" of a good or service.</p>	<p>See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> © 2008</p> <p>Student Edition: 589 <i>The Price Adjustment Process</i> 589</p>

STANDARDS	PAGE REFERENCES
<p>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p>	<p>Student Edition: 307-308, 310-311</p> <p>Teacher Wraparound Edition: RT 310; WWW 310</p> <p>Teacher Resources: <i>Interpreting Political Cartoons</i> 29-32 <i>Unit 7 Resources: Modern America Emerges</i> 37</p>
<p>C. Understand that scarcity necessitates choices by producers.</p>	
<p>15.C.3 Identify and explain the effects of various incentives to produce a good or service.</p>	<p>Student Edition: 310-311, 338, 387</p> <p>Teacher Wraparound Edition: RT 310; WWW 310</p> <p>Teacher Resources: <i>Unit 4 Resources: The New Republic</i> 70, 73-74, 77, 79, 84, 87 <i>Unit 5 Resources: The Growing Nation</i> 85, 95</p>
<p>D. Understand trade as an exchange of goods or services.</p>	
<p>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.</p>	<p>Student Edition: 262, 290</p> <p>Teacher Wraparound Edition: YDS 290</p> <p>Teacher Resources: <i>Interpreting Political Cartoons</i> 9-10 <i>Unit 4 Resources: The New Republic</i> 18 <i>Unit 7 Resources: Modern America Emerges</i> 36</p>
<p>15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.</p>	<p>See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> © 2008</p> <p>Student Edition: 524, 707-708 <i>Imports and Exports, Selected Nations</i> 709</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: 306-309, 386-390, 391-392, 518, 534-536 <i>Technology & History</i> 307, 399</p> <p>Teacher Wraparound Edition: CLA 307; RT 310</p> <p>Teacher Resources: <i>Unit 4 Resources: The New Republic</i> 3-4, 70, 73-74, 77</p>

STANDARDS	PAGE REFERENCES
<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: 262, 338</p> <p>Teacher Wraparound Edition: CC 229; CLA 235; EC 248</p> <p>Teacher Resources: <i>Unit 7 Resources: Modern America Emerges 3-4</i></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: 290, 310-311, 338</p> <p>Teacher Wraparound Edition: DYK 558</p> <p>Teacher Resources: <i>The Living Constitution T27</i> <i>Unit 4 Resources: The New Republic 18</i> <i>Unit 7 Resources: Modern America Emerges 3-4</i></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>Time Notebook</i> 20-21, 114-115, 170-171, 312-313, 416-417, 454-455</p> <p>Teacher Resources: <i>American Biographies 1-74</i></p>
<p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p>	<p>Student Edition: <i>Social Studies Skillbuilder</i> 27, 81, 396 <i>Critical Thinking Skillbuilder</i> 120, 571 <i>National Geographic</i> 143, 152-153, 452, 488, 489, 492-493, 581 <i>Study & Writing Skillbuilder</i> 340</p> <p>Teacher Wraparound Edition: CTA 90; RT 32, 104, 310</p> <p>Teacher Resources: <i>Interpreting Political Cartoons 1-72</i></p>

STANDARDS	PAGE REFERENCES
<p>16.A.3c Identify the differences between historical fact and interpretation.</p>	<p>Student Edition: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Two View Points</i> 163, 420, 450 <i>Study & Writing Skillbuilder</i> 340</p> <p>Teacher Resources: <i>Interpreting Political Cartoons</i> 1-72 <i>Unit 3 Resources: Creating a Nation</i> 21</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: 71-73, 76-80, 82-85, 86-93, 108-111 <i>People In History</i> 79</p> <p>Teacher Wraparound Edition: EC 91</p> <p>Teacher Resources: <i>Unit 2 Resources: Colonial Settlement</i> 25, 60 <i>Unit 3 Resources: Creating a Nation</i> 5-6, 83</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: 132-135, 136-139, 141-145, 147-151 <i>More About</i> 138 <i>Graphic Organizer Skills</i> 142</p> <p>Teacher Wraparound Edition: CLA 142; ICA 144, RT 133;</p> <p>Teacher Resources: <i>Unit 3 Resources: Creating a Nation</i> 27, 34, 53, 79, 83, 87</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: <i>Civics in Action</i> 220-221</p> <p>Teacher Wraparound Edition: BMA 244; CC 247; DYK 248; EC 238, 244, 246, 247, 252; WWWWW 253</p> <p>Teacher Resources: <i>Supreme Court Case Studies</i> 1-36 <i>The Living Constitution</i> T37, T39, 49-61</p>

STANDARDS	PAGE REFERENCES
<p>16.B.3d (US) Describe ways in which the United States developed as a world political power.</p>	<p>Student Edition: 544-545</p> <p>Teacher Wraparound Edition: CTA 544</p> <p>Teacher Resources: <i>Unit 7 Resources: Modern America Emerges</i> 21, 31, 36, 57, 63, 64, 67, 71</p>
<p>16.B.3a (W) Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.</p>	<p>Student Edition: 41-42</p>
<p>16.B.3b (W) Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.</p>	<p>Student Edition: 41-42</p>
<p>16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</p>	<p>See Glencoe's <i>World History: Journey Across Time</i> © 2008</p> <p>Student Edition: 512-521, 522-531, 534-540</p> <p><i>Using Geography Skills</i> 514, 516, 538</p> <p><i>You Decide</i> 532-533</p> <p>Teacher Wraparound Edition: CTA 537; RT 523</p>
<p>16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</p>	<p>Student Edition: 47-49, 51-55, 59-62, 92-93, 116-119, 121-125</p> <p>Teacher Wraparound Edition: RT 54</p>
<p>C. Understand the development of economic systems.</p>	
<p>16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p>	<p>Student Edition: 51-54, 59-62, 71-72, 89-90, 104</p> <p><i>Geography Skills</i> 52</p> <p><i>More About</i> 60</p> <p>Teacher Wraparound Edition: CC 60; DI 88; ICA 61</p> <p>Teacher Resources: <i>Unit 2 Resources: Colonial Settlement</i> 3-4, 18, 39</p>

STANDARDS	PAGE REFERENCES
<p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p>	<p>Student Edition: 102, 106, 200-201, 306-311, 386-390, 391-395, 397-400, 401-406</p> <p>Teacher Wraparound Edition: RT 104, 310</p> <p>Teacher Resources: <i>Unit 5 Resources: The Growing Nation</i> 83, 85, 86, 88, 94</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: 517-518, 533, 534-539, 541-544, 556-558</p> <p>Teacher Wraparound Edition: DI 542; EC 518</p> <p>Teacher Resources: <i>Unit 7 Resources: Modern America Emerges</i> 33, 36</p>
<p>16.C.3a (W) Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.</p>	<p>Student Edition: 24, 26, 38-42</p> <p><i>Linking Past & Present</i> 40</p>
<p>16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.</p>	<p>Student Edition: 22-26, 28-33</p> <p>Teacher Wraparound Edition: CLA 29, RT 23</p>
<p>16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500-present.</p>	<p>Student Edition: 306-309, 386-390, 534-536</p> <p><i>Technology & History</i> 112, 307, 399</p> <p>Teacher Wraparound Edition: CLA 307; ICA 79; RT 310, 387</p> <p>Teacher Resources: <i>Unit 2 Resources: Colonial Settlement</i> 53 <i>Unit 3 Resources: Creating a Nation</i> 9-10, 70 <i>Unit 4 Resources: The New Republic</i> 3-4, 71, 73-74 <i>Unit 5 Resources: The Growing Nation</i> 55, 81 <i>Unit 6 Resources: Civil War and Reconstruction</i> 53</p>

STANDARDS	PAGE REFERENCES
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: 76-80, 82-85, 86-93, 375-378</p> <p>Teacher Wraparound Edition: CLA 101; DI 308; ICA 79, 103; RT 310, 387</p> <p>Teacher Resources: <i>Unit 2 Resources: Colonial Settlement 7-8, 25, 33, 40</i> <i>Unit 4 Resources: The New Republic 55, 91</i> <i>Unit 5 Resources: The Growing Nation 83, 86, 87</i></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: 112-113, 319, 377-378, 393-395</p> <p>Teacher Wraparound Edition: ICA 537; WWW 358</p> <p>Teacher Resources: <i>Unit 2 Resources: Colonial Settlement 7-8, 25, 33, 40</i> <i>Unit 4 Resources: The New Republic 55, 91</i> <i>Unit 5 Resources: The Growing Nation 83, 86, 87</i></p>
<p>16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p>	<p>Student Edition: 106, 112-113, 412-415, 418-424 <i>Why It Matters 110-111</i></p> <p>Teacher Wraparound Edition: DI 414; RT 104, 112</p> <p>Teacher Resources: <i>Unit 2 Resources: Colonial Settlement 3-4, 9-10</i> <i>Unit 5 Resources: The Growing Nation 31, 61, 73</i></p>
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: 72-73, 77-78, 314-319</p> <p>Teacher Wraparound Edition: CLA 315</p> <p>Teacher Resources: <i>Unit 4 Resources: The New Republic 84, 88, 92</i></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: 341-345, 356-360, 362-368, 369-374, 375-378 <i>Graphic Organizer Skills 377</i></p> <p>Teacher Wraparound Edition: ICA 365</p>

STANDARDS	PAGE REFERENCES
<p>16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850-present, on the environment.</p>	<p>Student Edition: 538, 557, 578</p> <p>Teacher Wraparound Edition: EC 561; ICA 394; WWWWW 393, 573</p>
<p>16.E.3a (W) Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000-1000 BCE.</p>	<p>See Glencoe's <i>World History: Journey Across Time</i> © 2008</p> <p>Student Edition: 17-18, 39-42, 195-196, 225-226 <i>Using Geography Skills</i> 195, 225</p> <p>Teacher Wraparound Edition: EC TOOLS 6; RT 195</p>
<p>16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE-1500 CE.</p>	<p>Student Edition: 38-41, 43-48</p> <p>Teacher Wraparound Edition: CLA 39</p>
<p>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p>	
<p>A. Locate, describe and explain places, regions and features on the Earth.</p>	
<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: <i>Geography Handbook</i> 4-5 <i>Social Studies Skillbuilder</i> 361</p> <p>Teacher Wraparound Edition: CC 4; DYK 0, 4; EC 0, 7, 96; RT 5; WWWWW 1</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: <i>Geography Handbook</i> 1-5, 8-9 <i>Social Studies Skillbuilder</i> 27, 81, 273, 320, 361, 396</p> <p>Teacher Wraparound Edition: CLA 1; EC 7</p> <p>Teacher Resources: <i>Unit 2 Resources: Colonial Settlement</i> 19 <i>Unit 5 Resources: The Growing Nation</i> 47, 73</p>
<p>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</p>	
<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: 578</p> <p>Teacher Wraparound Edition: EC 561; WWWWW 573</p>

STANDARDS	PAGE REFERENCES
<p>17.B.3b Explain how changes in components of an ecosystem affect the system overall.</p>	<p>Student Edition: 578</p> <p>Teacher Wraparound Edition: EC 561</p>
<p>C. Understand relationships between geographic factors and society.</p>	
<p>17.C.3a Explain how human activity is affected by geographic factors.</p>	<p>Student Edition: <i>Geography Handbook</i> 2-3, 6-7</p> <p>Teacher Wraparound Edition: CLA 1, 315; DI 438; EC 3, 6; ICA 365; RT 32, 318</p>
<p>17.C.3b Explain how patterns of resources are used throughout the world.</p>	<p>Student Edition: <i>Geography Handbook</i> 2-3</p> <p>Teacher Wraparound Edition: EC 3</p> <p>Teacher Resources: <i>Unit 2 Resources: Colonial Settlement</i> 3-4, 45</p>
<p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p>	<p>Student Edition: <i>Geography Handbook</i> 6-7</p> <p>Teacher Wraparound Edition: CLA 1, 315; DI 438; EC 6; ICA 365, 394; RT 32, 318</p> <p>Teacher Resources: <i>Unit 5 Resources: The Growing Nation</i> 73, 85, 86</p>
<p>D. Understand the historical significance of geography.</p>	
<p>17.D.3a Explain how and why spatial patterns of settlement change over time.</p>	<p>Teacher Wraparound Edition: CLA 1, 315; DI 438; EC 6; ICA 365, 394; RT 32, 318</p> <p>Teacher Resources: <i>Unit 5 Resources: The Growing Nation</i> 73</p>
<p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p>	<p>Student Edition: 578</p> <p>Teacher Wraparound Edition: EC 561; ICA 365; WWW 573</p>

STANDARDS	PAGE REFERENCES
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.	
<p>18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>	<p>Student Edition: 412-415</p> <p>Teacher Wraparound Edition: CTA 538; DI 414; ICA 537; RT 413</p> <p>Teacher Resources: <i>American Art & Music</i> 1-54 <i>Unit 5 Resources: The Growing Nation</i> 75-76, 79, 83, 105 <i>Unit 6 Resources: Civil War and Reconstruction</i> 9-10</p>
B. Understand the roles and interactions of individuals and groups in society.	
<p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p>	<p>Student Edition: 412-415 <i>Civics in Action</i> 228-230</p> <p>Teacher Wraparound Edition: BMA 228, 240; CLA 229; DI 414; DYK 568; ICA 582</p>
<p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p>	<p>Student Edition: 412-415</p> <p>Teacher Wraparound Edition: CLA 413; CTA 538; DI 414; ICA 537</p> <p>Teacher Resources: <i>American Art & Music</i> 23-24, 33-34, 35-36, 39-40 <i>Unit 5 Resources: The Growing Nation</i> 75-76, 79, 83, 85 <i>Unit 6 Resources: Modern America Emerges</i> 7-8</p>
C. Understand how social systems form and develop over time.	
<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: 418-424, 566-568, 578, 582-583</p> <p>Teacher Wraparound Edition: CC 568; CTA 532, 538; ICA 531, 582; RT 422</p> <p>Teacher Resources: <i>The Living Constitution</i> 1-68 <i>Unit 7 Resources: Modern America Emerges</i> 31, 69</p>

STANDARDS	PAGE REFERENCES
<p>18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.</p>	<p>Student Edition: 418-424, 566-568, 578, 582-583</p> <p>Teacher Wraparound Edition: CC 568; CTA 532, 538; ICA 531, 582; RT 422</p> <p>Teacher Resources: <i>Unit 2 Resources: Colonial Settlement 25</i> <i>Unit 5 Resources: The Growing Nation 61, 79, 83, 94</i> <i>Unit 6 Resources: Civil War and Reconstruction 72</i> <i>Unit 7 Resources: Modern America Emerges 7-8, 45</i></p>