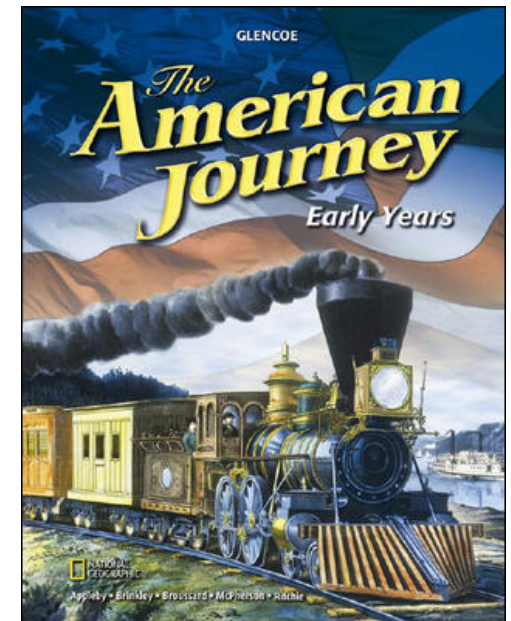


The **American Journey**

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Early Years

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STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
STANDARD 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.		
1.1 Students know the general chronological order of events and people in history.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> chronologically organizing major events and people of United States history; and 	Student Edition: 60-61, 86-87, 120-121, 140-141, 150-151, 184-185, 274-275, 334-335, 416-417, 472-473, 653-654, 980 <i>By the Numbers</i> 77 <i>National Geographic</i> 171, 994 <i>People in History</i> 80-81 <i>Primary Source</i> 128, 188-189 <i>Time Line</i> 59, 169, 425, 435, 805 <i>When and Where</i> 187 Teacher Wraparound Edition: SP 128	Student Edition: 60-61, 86-87, 120-121, 140-141, 150-151, 184-185, 274-275, 334-335, 416-417, 472-473 <i>By the Numbers</i> 77 <i>National Geographic</i> 171 <i>People in History</i> 80-81 <i>Primary Source</i> 128, 188-189 <i>Time Line</i> 59, 169, 425, 435 <i>When and Where</i> 187 Teacher Wraparound Edition: SP 128

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world. 	<p>Student Edition: 60-61, 86-87, 109, 120-121, 140-141, 150-151, 184-185, 274-275, 334-335, 416-417, 472-473, 653-654, 912-913</p> <p><i>By the Numbers</i> 77</p> <p><i>Chapter 26 Visual Summary</i> 833</p> <p><i>National Geographic</i> 171, 994</p> <p><i>Primary Source</i> 128, 188-189</p> <p><i>Time Line</i> 59, 169, 425, 435, 805</p> <p><i>When and Where</i> 187</p> <p>Teacher Wraparound Edition: SP 128</p>	<p>Student Edition: 60-61, 86-87, 109, 120-121, 140-141, 150-151, 184-185, 274-275, 334-335, 416-417, 472-473</p> <p><i>By the Numbers</i> 77</p> <p><i>National Geographic</i> 171</p> <p><i>Primary Source</i> 128, 188-189</p> <p><i>Time Line</i> 59, 169, 425, 435</p> <p><i>When and Where</i> 187</p> <p>Teacher Wraparound Edition: SP 128</p>
<p>1.2 Students use chronology to organize historical events and people.</p> <p>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>		
<ul style="list-style-type: none"> identifying examples of how various cultures* have used calendars to organize and measure time; 	<p>Student Edition: 12</p>	<p>Student Edition: 12</p>
<ul style="list-style-type: none"> constructing tiered timelines to show how different series of events happened simultaneously; and 	<p>Student Edition: 86-87, 109, 120-121, 140-141, 150-151, 184-185, 274-275, 334-335, 416-417, 472-473</p> <p><i>By the Numbers</i> 77, 313, 773</p> <p><i>Economics & History</i> 289, 660</p> <p><i>Geography & History</i> 542</p> <p><i>Time Notebook</i> 96</p>	<p>Student Edition: 86-87, 109, 120-121, 140-141, 150-151, 184-185, 274-275, 334-335, 416-417, 472-473</p> <p><i>By the Numbers</i> 77, 313</p> <p><i>Economics & History</i> 289</p> <p><i>Geography & History</i> 542</p> <p><i>Time Notebook</i> 96</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> illustrating the time structure of events in historical narratives. 	<p>Student Edition: 60-61, 86-87, 120-121, 140-141, 150-151, 184-185, 274-275, 295, 334-335, 416-417, 437, 550-551, 952-953, 980 <i>By the Numbers</i> 77 <i>Economics & History</i> 289, 660 <i>National Geographic</i> 707, 994 <i>Primary Source</i> 128, 188-189 <i>Time Line</i> 59, 169, 425, 435, 805 Teacher Wraparound Edition: SP 128</p>	<p>Student Edition: 60-61, 86-87, 120-121, 140-141, 150-151, 184-185, 274-275, 295, 334-335, 416-417, 437 <i>By the Numbers</i> 77 <i>Economics & History</i> 289 <i>Primary Source</i> 128, 188-189 <i>Time Line</i> 59, 169, 425, 435 Teacher Wraparound Edition: SP 128</p>
<p>1.3 Students use chronology to examine and explain historical relationships.</p>		
<p>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>		
<ul style="list-style-type: none"> interpreting historical data to determine cause-effect and time-order relationships; and 	<p>Student Edition: 86-87, 120-121, 140-141, 150-151, 184-185, 274-275, 295, 334-335, 472-473, 550-551, 653-654, 912-913, 980 <i>By the Numbers</i> 77 <i>Chapter 26 Visual Summary</i> 833 <i>Economics & History</i> 289 <i>National Geographic</i> 171, 707, 994 <i>Primary Source</i> 128, 188-189 <i>Time Line</i> 59, 169, 425, 435, 805 <i>When and Where</i> 187 Teacher Wraparound Edition: SP 128</p>	<p>Student Edition: 86-87, 120-121, 140-141, 150-151, 184-185, 274-275, 295, 334-335, 472-473 <i>By the Numbers</i> 77 <i>Economics & History</i> 289 <i>National Geographic</i> 171 <i>Primary Source</i> 128, 188-189 <i>Time Line</i> 59, 169, 425, 435 <i>When and Where</i> 187 Teacher Wraparound Edition: SP 128</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> explaining patterns and identifying themes in related events over time. 	Student Edition: 437, 457, 463, 652-655, 912-913, 952-953, 980 <i>Chapter 26 Visual Summary</i> 833 <i>Chapter 29 Visual Summary</i> 933 <i>Founding the Thirteen Colonies</i> 79 <i>National Geographic</i> 171, 994 <i>Primary Source</i> 128, 188-189 <i>Time Line</i> 169, 425, 805 <i>When and Where</i> 187	Student Edition: 437, 457, 463 <i>Founding the Thirteen Colonies</i> 79 <i>National Geographic</i> 171 <i>Primary Source</i> 128, 188-189 <i>Time Line</i> 169, 425 <i>When and Where</i> 187
STANDARD 2: Students know how to use the processes and resources of historical inquiry.		
2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> formulating historical questions based on examination of primary* and secondary* sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts; 	Student Edition: <i>By the Numbers</i> 195, 343, 375 <i>Documents of American History</i> 1046-1057 <i>National Geographic</i> 291 <i>Political Cartoons</i> 106 <i>Primary Source</i> 127, 188, 254 <i>Skills Handbook</i> 1028, 1029, 1030, 1031, 1032 <i>The Declaration of Independence</i> 146-149 Teacher Wraparound Edition: TC 140	Student Edition: <i>By the Numbers</i> 195, 343, 375 <i>Documents of American History</i> 608-619 <i>National Geographic</i> 291 <i>Political Cartoons</i> 106 <i>Primary Source</i> 127, 188, 254 <i>Skills Handbook</i> 588, 589, 590, 591, 592, 593, 594 <i>The Declaration of Independence</i> 146-149 Teacher Wraparound Edition: TC 140

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and 	<p>Student Edition: <i>Skills Handbook</i> 1028, 1029, 1030, 1031, 1032</p> <p>Teacher Wraparound Edition: TC 140</p>	<p>Student Edition: <i>Skills Handbook</i> 589, 590, 591, 593, 594</p> <p>Teacher Wraparound Edition: TC 140</p>
<ul style="list-style-type: none"> determining if the information gathered is sufficient to answer historical questions. 	<p>Student Edition: <i>Document Based Questions</i> 203, 266, 365, 469, 502 <i>Skills Handbook</i> 1029, 1031 <i>You Decide</i> 68, 140, 202-203, 266, 364-365, 468-469, 502, 600-601</p> <p>Teacher Wraparound Edition: CT 266; RS 202; SP 364</p>	<p>Student Edition: <i>Document Based Questions</i> 203, 266, 365, 469, 502 <i>Skills Handbook</i> 589, 591 <i>You Decide</i> 68, 140, 202-203, 266, 364-365, 468-469, 502</p> <p>Teacher Wraparound Edition: CT 266; RS 202; SP 364</p>
<p>2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.</p>		
<p>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>		
<ul style="list-style-type: none"> distinguishing between primary and secondary sources; 	<p>Student Edition: <i>Documents of American History</i> 1046-1057 <i>Political Cartoons</i> 106 <i>Primary Source</i> 127, 261, 278, 288, 295, 306, 361, 428-429, 460, 486, 492, 504, 556, 562-563 <i>Skills Handbook</i> 1029</p> <p>Teacher Wraparound Edition: TC 140</p>	<p>Student Edition: <i>Documents of American History</i> 608-619 <i>Political Cartoons</i> 106 <i>Primary Source</i> 127, 261, 278, 288, 295, 306, 361, 428-429, 460, 486, 492, 504 <i>Skills Handbook</i> 591</p> <p>Teacher Wraparound Edition: TC 140</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> interpreting the data in historical maps, photographs, art works, and other artifacts; and 	<p>Student Edition: <i>By the Numbers</i> 401 <i>Documents of American History</i> 1046-1057 <i>National Geographic</i> 18-19, 291, 296, 308, 362, 454, 482, 681, 720, 822 <i>Political Cartoons</i> 106 <i>Primary Source</i> 43, 100-101, 562 <i>Skills Handbook</i> 1026, 1030, 1032</p>	<p>Student Edition: <i>By the Numbers</i> 401 <i>Documents of American History</i> 608-619 <i>National Geographic</i> 18-19, 291, 296, 308, 362, 454, 482 <i>Political Cartoons</i> 106 <i>Primary Source</i> 43, 100-101 <i>Skills Handbook</i> 588, 591, 592, 594</p>
<ul style="list-style-type: none"> examining data for point of view, historical context, bias, distortion, or propaganda. 	<p>Student Edition: <i>Political Cartoons</i> 106 <i>Primary Source</i> 127, 726 <i>Skills Handbook</i> 1028, 1029, 1030, 1032 <i>You Decide</i> 68, 140, 202-203, 266, 364-365, 468-469, 502, 600-601 Teacher Wraparound Edition: HCP 822</p>	<p>Student Edition: <i>Political Cartoons</i> 106 <i>Primary Source</i> 127, 726 <i>Skills Handbook</i> 589, 590, 591, 594 <i>You Decide</i> 68, 140, 202-203, 266, 364-365, 468-469, 502</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<p>2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.</p> <p>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>		
<ul style="list-style-type: none"> examining current concepts, issues, events, and themes from multiple, historical perspectives. 	<p>Student Edition: <i>America’s Literature</i> 892-893 <i>Economics & History</i> 864-865 <i>Linking Past to Present</i> 862-863 <i>People in History</i> 878 <i>Primary Source</i> 876-877, 887 <i>You Decide</i> 916-917, 998-999 Teacher Wraparound Edition: WS 916</p>	<p>Student Edition: <i>Epilogue</i> 568-573 <i>National Geographic</i> 570 Teacher Wraparound Edition: C 573</p>
<p>STANDARD 3: Students understand that societies are diverse and have changed over time.</p>		
<p>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.</p> <p>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>		
<ul style="list-style-type: none"> describing the common traits and characteristics that unite the United States as a nation and a society; 	<p>Student Edition: 863-864, 875-879, 1001-1006 <i>Geography & History</i> 868-869 <i>Linking Past to Present</i> 862-863 <i>National Geographic</i> 922 <i>Primary Source</i> 876-877, 882 <i>Reading Check</i> 1006 Teacher Wraparound Edition: HCP 877; RS 863</p>	<p>Student Edition: <i>Epilogue</i> 568-573 <i>National Geographic</i> 570 Teacher Wraparound Edition: C 573</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere; 	<p>Student Edition: 613-617, 621, 663, 788, 1005-1006 <i>American Diary</i> 612 <i>Geography & History</i> 748-749, 1008-1009 <i>Political Cartoons</i> 616 <i>Primary Source</i> 613, 614-615, 622 <i>Reading Check</i> 616, 617</p> <p>Teacher Wraparound Edition: ACL 748; CT 614, 664, 748, 1008; DI 613; HCP 614; RS 615, 1009</p>	<p>Student Edition: <i>Epilogue</i> 549, 573</p> <p>Teacher Wraparound Edition: C 549</p>
<ul style="list-style-type: none"> describing the history, interactions, and contributions of various groups of people who make up the major culture regions* of the world; and 	<p>Student Edition: 627-632, 663-668 <i>Geography & History</i> 1008-1009 <i>People in History</i> 629, 666-667 <i>Primary Source</i> 622, 628, 664</p> <p>Teacher Wraparound Edition: C 632; HCP 627</p>	<p>Student Edition: <i>Epilogue</i> 550, 557</p>
<ul style="list-style-type: none"> explaining how the cultures of the earliest civilizations spread and interacted (<i>for example, the civilizations of the river valleys of India, Africa, Mesopotamia, and Mesoamerica</i>). 	<p>Student Edition: 11-15 <i>National Geographic</i> 12-13, 14</p> <p>Teacher Wraparound Edition: ACL 12; HCP 14</p>	<p>Student Edition: 11-15 <i>National Geographic</i> 12-13, 14</p> <p>Teacher Wraparound Edition: ACL 12; HCP 14</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
3.2 Students understand the history of social organization* in various societies.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> describing and giving examples of basic elements of culture and social organization; 	<p>Student Edition: 627-632, 759-764 <i>National Geographic</i> 20-21</p> <p>Teacher Wraparound Edition: C 632; HCP 627</p>	<p>Student Edition: <i>Epilogue</i> 550, 557 <i>National Geographic</i> 20-21</p>
<ul style="list-style-type: none"> explaining how forces of tradition have acted to maintain elements of social organization throughout history; 	<p>Student Edition: 759-761, 864 <i>Reading Check</i> 864</p> <p>Teacher Wraparound Edition: ACL 864; HCP 760</p>	<p>Student Edition: <i>Epilogue</i> 547-548 <i>National Geographic</i> 548</p> <p>Teacher Wraparound Edition: CPP 548</p>
<ul style="list-style-type: none"> comparing how roles of people have differed throughout history based on various factors (<i>for example, gender, age, caste, racial identity, wealth, and/or social position</i>); and 	<p>Student Edition: 47, 759-761, 875-879, 883, 885-891, 895-898 <i>America's Literature</i> 892-893 <i>People in History</i> 878 <i>Primary Source</i> 759, 760-761, 876-877, 882, 887, 896 <i>Reading Check</i> 891 <i>When and Where</i> 875</p> <p>Teacher Wraparound Edition: C 879, 891, 898; CT 891; HCP 760, 877, 886; RS 760</p>	<p>Student Edition: 47 <i>Epilogue</i> 547-548, 552-553, 565-566 <i>National Geographic</i> 548</p> <p>Teacher Wraparound Edition: CCP 548</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> describing how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (<i>for example, family structures, community structures</i>). 	<p>Student Edition: 759-761, 864, 875-879, 883 <i>Reading Check</i> 864</p> <p>Teacher Wraparound Edition: HCP 760</p>	<p>Student Edition: <i>Epilogue</i> 547-548, 552-553, 565-566 <i>National Geographic</i> 548</p> <p>Teacher Wraparound Edition: CPP 548; RS 548</p>
<p>STANDARD 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</p>		
<p>4.1 Students understand the impact of scientific and technological developments on individuals and societies.</p>		
<p>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>		
<ul style="list-style-type: none"> explaining the significance of the achievements of individual scientists and inventors from many cultures (<i>for example, the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books and knowledge</i>). 	<p>Student Edition: 306, 589-593 <i>Linking Past to Present</i> 30-31 <i>Primary Source</i> 100-101, 589, 590-591, 592 <i>Time Notebook</i> 423</p> <p>Teacher Wraparound Edition: HCP 589; SP 592; WS 590</p>	<p>Student Edition: 306 <i>Linking Past to Present</i> 30-31 <i>Primary Source</i> 100-101 <i>Time Notebook</i> 423</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> describing and explaining how industrialization influenced the movement of people (<i>for example, to and from urban, suburban, and rural areas</i>); 	<p>Student Edition: 309, 397-398, 621-625 <i>American Diary</i> 620 <i>By the Numbers</i> 621 <i>Geography & History</i> 868-869 <i>Primary Source</i> 622 <i>Reading Check</i> 309, 623, 625</p> <p>Teacher Wraparound Edition: AC 869; ACP 621; DI 621; HCP 398, 622</p>	<p>Student Edition: 309, 397-398 <i>Epilogue</i> 547, 548-549 <i>Reading Check</i> 309</p> <p>Teacher Wraparound Edition: HCP 398</p>
<ul style="list-style-type: none"> identifying and explaining the consequences of scientific and technological changes (<i>for example, navigation, transportation, printing, weaponry, agriculture, communication, and medicine</i>); and 	<p>Student Edition: 589-593 <i>Linking Past to Present</i> 30-31 <i>Primary Source</i> 306-307, 592 <i>Reading Check</i> 592</p> <p>Teacher Wraparound Edition: DI 306; HCP 589</p>	<p>Student Edition: <i>Epilogue</i> 547, 548-549 <i>Linking Past to Present</i> 30-31 <i>Primary Source</i> 306-307</p> <p>Teacher Wraparound Edition: DI 306</p>
<ul style="list-style-type: none"> relating differences in technology to differences in how people live in various regions of the world. 	<p>Student Edition: 306, 586-587, 589-593 <i>National Geographic</i> 586 <i>Reading Check</i> 587, 592</p> <p>Teacher Wraparound Edition: C 587; CT 306; HCP 586, 589</p>	<p>Student Edition: 306 <i>Epilogue</i> 547, 548-549, 557</p> <p>Teacher Wraparound Edition: ACL 546; CT 306, 547</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
4.2 Students understand how economic factors have influenced historical events.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> explaining how the economy of the Western United States has historically depended upon natural resources and how this has affected the region; 	<p>Student Edition: 379-380, 755-756, 1001 <i>By the Numbers</i> 379, 755</p> <p>Teacher Wraparound Edition: CT 379, 380; HCP 380</p>	<p>Student Edition: 379-380 <i>By the Numbers</i> 379 <i>Epilogue</i> 547</p> <p>Teacher Wraparound Edition: CT 379, 380; HCP 380</p>
<ul style="list-style-type: none"> explaining how economic factors influenced historical events in the United States and in various regions of the world (<i>for example, the history of Colorado’s “boom and bust” economy</i>); and 	<p>Student Edition: 361, 379-380, 851, 863, 972-973, 1001-1003 <i>By the Numbers</i> 379 <i>Economics & History</i> 864-865</p> <p>Teacher Wraparound Edition: CT 380; HCP 380</p>	<p>Student Edition: 361, 379-380 <i>By the Numbers</i> 379 <i>Epilogue</i> 556-558</p> <p>Teacher Wraparound Edition: CT 380; HCP 380</p>
<ul style="list-style-type: none"> explaining how societies are and have been linked by economic factors. 	<p>Student Edition: 361, 379-381, 1001-1003 <i>By the Numbers</i> 379 <i>Economics & History</i> 1002 <i>Reading Check</i> 1003</p> <p>Teacher Wraparound Edition: AWIM 1001; HCP 380</p>	<p>Student Edition: 361, 379-381 <i>By the Numbers</i> 379</p> <p>Teacher Wraparound Edition: HCP 380</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
4.3 Students understand the historical development and know the characteristics of various economic systems.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> describing the general characteristics of economic systems (<i>for example, scarcity, growth, distribution of goods and services, production, and consumption</i>); and 	Student Edition: 379-380, 755-756, 851, 863 <i>By the Numbers</i> 379 <i>Economics & History</i> 864-865	Student Edition: 379-380 <i>By the Numbers</i> 379 <i>Epilogue</i> 548-549, 556-557
<ul style="list-style-type: none"> describing historical events and individuals in the economic development of the United States. 	Student Edition: 361, 379-380, 755-757 Teacher Wraparound Edition: HCP 380	Student Edition: 361, 379-380 <i>Epilogue</i> 548-549, 556-558 Teacher Wraparound Edition: HCP 380
STANDARD 5:		
Students understand political institutions and theories that have developed and changed over time.		
5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> explaining the historical development of democratic governmental principles and institutions; 	Student Edition: 100-101, 133, 139-142 <i>Primary Source</i> 141 <i>Reading Check</i> 142 <i>You Decide</i> 140 Teacher Wraparound Edition: C 142; WS 141	Student Edition: 100-101, 133, 139-142 <i>Primary Source</i> 141 <i>Reading Check</i> 142 <i>You Decide</i> 140 Teacher Wraparound Edition: C 142; WS 141

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and 	<p>Student Edition: 141-142, 187-189, 197-201, 205-210, 254 <i>Constitution Handbook</i> 214-223 <i>People in History</i> 197 <i>Primary Source</i> 141, 188-189, 198-199, 254 <i>The Constitution of the United States</i> 224-245 <i>You Decide</i> 202-203</p> <p>Teacher Wraparound Edition: AC 203; ACPP 208; C 142, 201, 210; CT 216; FF 202; HCP 189; RS 187; WS 141, 142, 189, 217</p>	<p>Student Edition: 141-142, 187-189, 197-201, 205-210, 254 <i>Constitution Handbook</i> 214-223 <i>People in History</i> 197 <i>Primary Source</i> 141, 188-189, 198-199, 254 <i>The Constitution of the United States</i> 224-245 <i>You Decide</i> 202-203</p> <p>Teacher Wraparound Edition: AC 203; ACPP 208; C 142, 201, 210; CT 216; FF 202; HCP 189; RS 187; WS 141, 142, 189, 217</p>
<ul style="list-style-type: none"> giving examples of extensions and restrictions of political and civil rights in United States history. 	<p>Student Edition: 254 <i>Constitution Handbook</i> 217, 222-223 <i>Primary Source</i> 254 <i>Reading Check</i> 223</p> <p>Teacher Wraparound Edition: AMC 217; AWIM 222; C 223; CT 222; RS 222</p>	<p>Student Edition: 254 <i>Constitution Handbook</i> 217, 222-223 <i>Primary Source</i> 254 <i>Reading Check</i> 223</p> <p>Teacher Wraparound Edition: AMC 217; AWIM 222; C 223; CT 222; RS 222</p>
<p>5.2 Students know how various systems of government have developed and functioned throughout history.</p>		
<p>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>		
<ul style="list-style-type: none"> identifying the ancient and medieval roots of governmental principles and institutions (<i>for example, Hammurabi’s Code, Roman Republicanism, Mosaic Law , Greek Democracy, Islamic Law</i>); 	<p>Student Edition: 32-33</p>	<p>Student Edition: 32-33</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> describing the basic forms of government, and giving examples of societies that have practiced them (<i>for example, monarchy, oligarchy, clan/tribal, autocracy, dynasties, theocracy, republic, democracy</i>); and 	Student Edition: 32-33, 100-101 <i>Reading Check</i> 101	Student Edition: 32-33, 100-101 <i>Reading Check</i> 101
<ul style="list-style-type: none"> describing how various other nations have pursued, established, and maintained democratic forms of government. 	Student Edition: 100-101, 205 <i>Reading Check</i> 101	Student Edition: 100-101, 205 <i>Reading Check</i> 101
5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> describing how attributes of various people have affected their individual political rights (<i>for example, gender, racial identity, national origin, property ownership, religion, legal status</i>); 	Student Edition: 398-399, 407-411, 425-431, 435-438, 663-668, 825-827 <i>People in History</i> 427, 437 <i>Political Cartoons</i> 398 <i>Primary Source</i> 428-429, 436, 664-665 <i>Reading Check</i> 438 Teacher Wraparound Edition: C 431, 438, 668; CT 664; HCP 435, 663; RS 399, 430, 825	Student Edition: 398-399, 407-411, 425-431, 435-438 <i>Epilogue</i> 552-553 <i>People in History</i> 427, 437 <i>Political Cartoons</i> 398 <i>Primary Source</i> 428-429, 436 <i>Reading Check</i> 438 Teacher Wraparound Edition: ATC 552; C 431, 438; HCP 435; RS 399, 430

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history; and 	<p>Student Edition: 650, 805-807 <i>Critical Thinking</i> 805 <i>Political Cartoons</i> 806 <i>Time Line</i> 805</p> <p>Teacher Wraparound Edition: CT 680; HCP 806; SP 805</p>	<p>Student Edition: <i>Epilogue</i> 559</p> <p>Teacher Wraparound Edition: CT 559</p>
<ul style="list-style-type: none"> describing how forms of involuntary servitude have been used to maintain and expand political power throughout history (<i>for example, slavery, serfdom, impressment</i>). 	<p>Student Edition: 407-411, 425-431, 825-826 <i>By the Numbers</i> 407 <i>Primary Source</i> 410, 428-429 <i>Time Line</i> 425</p> <p>Teacher Wraparound Edition: C 431; FF 430; HCP 428; RS 430, 825; WS 410</p>	<p>Student Edition: 407-411, 425-431 <i>By the Numbers</i> 407 <i>Primary Source</i> 410, 428-429 <i>Time Line</i> 425</p> <p>Teacher Wraparound Edition: C 431; FF 430; HCP 428; RS 430; WS 410</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
5.4 Students know the history of relationships among different political powers and the development of international relations.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> describing how the relationships between the United States and external political powers developed with the growth of the nation; and 	<p>Student Edition: 373-377, 682-683, 686-689, 695, 713-717, 753, 811-813, 843-849, 862, 906-909, 911-915, 943-947, 960-962, 973-974, 979-980, 993-994</p> <p><i>Chance & Error in History</i> 908 <i>National Geographic</i> 376, 686 <i>Primary Source</i> 682, 695 <i>You Decide</i> 916-917</p> <p>Teacher Wraparound Edition: C 849, 962; CT 944; DI 908; HCP 714; SP 717</p>	<p>Student Edition: 373-377 <i>Epilogue</i> 554-555, 559-561, 562-563, 566-567 <i>National Geographic</i> 376, 566</p> <p>Teacher Wraparound Edition: CT 554, 562; SP 560</p>
<ul style="list-style-type: none"> identifying basic patterns of political alliances in the modern world. 	<p>Student Edition: 713-717, 730-731, 811-813, 843-849, 906-909, 944, 947, 955</p> <p>Teacher Wraparound Edition: C 849, 909; CT 944, 947; HCP 714; SP 717</p>	<p>Student Edition: <i>Epilogue</i> 554-555, 559-561, 562-563</p> <p>Teacher Wraparound Edition: CT 554; SP 560</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
STANDARD 6: Students know that religious and philosophical ideas have been powerful forces throughout history.		
6.1 Students know the historical development of religions and philosophies.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> describing religious traditions of various ethnic groups in the United States; 	<p>Student Edition: 409-410 <i>Reading Check</i> 411</p> <p>Teacher Wraparound Edition: AIC 410; DI 410</p>	<p>Student Edition: 409-410 <i>Reading Check</i> 411</p> <p>Teacher Wraparound Edition: AIC 410; DI 410</p>
<ul style="list-style-type: none"> describing religious developments in United States history (<i>for example, the Puritans, the Great Awakening, the Christian Abolitionists, the Mission System, the Mormon Trek, the founding of utopian religious communities</i>); and 	<p>Student Edition: 50, 75, 381-382, 419 <i>Primary Source</i> 381 <i>Reading Check</i> 382 <i>You Decide</i> 68</p> <p>Teacher Wraparound Edition: C 382; CT 75; DI 382; HCP 419; RS 75, 381; WS 68</p>	<p>Student Edition: 50, 75, 381-382, 419 <i>Primary Source</i> 381 <i>Reading Check</i> 382 <i>You Decide</i> 68</p> <p>Teacher Wraparound Edition: C 382; CT 75; DI 382; HCP 419; RS 75, 381; WS 68</p>
<ul style="list-style-type: none"> describing different religious concepts that have developed throughout history (<i>for example, monotheism and polytheism</i>). 	<p>Student Edition: 13, 381-382, 419 <i>Primary Source</i> 381 <i>Reading Check</i> 382</p> <p>Teacher Wraparound Edition: C 382</p>	<p>Student Edition: 13, 381-382, 419 <i>Primary Source</i> 381 <i>Reading Check</i> 382</p> <p>Teacher Wraparound Edition: C 382</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
6.2 Students know how societies have been affected by religions and philosophies.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice; and 	Student Edition: 29, 409-410	Student Edition: 29, 409-410
<ul style="list-style-type: none"> giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs. 	Student Edition: 878-879 <i>People in History</i> 39, 136, 164, 427, 666, 878 <i>Primary Source</i> 760 Teacher Wraparound Edition: ADI 666; CT 878; RS 879; WS 666	Student Edition: <i>Epilogue</i> 564-565 <i>People in History</i> 39, 136, 164, 427 Teacher Wraparound Edition: RS 564
6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.		
As students in grades 5-8 extend their knowledge, what they know and are able to do includes		
<ul style="list-style-type: none"> describing how societies have used various forms of visual arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history; 	Student Edition: 30, 409, 759-760 <i>National Geographic</i> 20-21 Teacher Wraparound Edition: AIC 30; HCP 760; RS 760	Student Edition: 30, 409 <i>Epilogue</i> 550 <i>National Geographic</i> 20-21 Teacher Wraparound Edition: AIC 30; DI 550

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> giving examples of the unique art forms that characterize the various ethnic groups in the United States and the religious or philosophical ideas they express; 	<p>Student Edition: 30, 409, 760 <i>Linking Past to Present</i> 408-409 <i>National Geographic</i> 20-21</p> <p>Teacher Wraparound Edition: AIC 30; DI 760; HCP 760</p>	<p>Student Edition: 30, 409 <i>Linking Past to Present</i> 408-409 <i>National Geographic</i> 20-21</p> <p>Teacher Wraparound Edition: AIC 30</p>
<ul style="list-style-type: none"> explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies; and 	<p>Student Edition: 409, 629, 632, 760-761, 866 <i>America's Literature</i> 70-71, 130-131, 310-311, 404-405, 488-489, 558-559, 648-649, 766-767, 892-893, 964-965 <i>Linking Past to Present</i> 408-409 <i>People in History</i> 629 <i>Primary Source</i> 760-761</p> <p>Teacher Wraparound Edition: DI 760; HCP 760; RS 866</p>	<p>Student Edition: 409 <i>America's Literature</i> 70-71, 130-131, 310-311, 404-405, 488-489 <i>Linking Past to Present</i> 408-409</p>
<ul style="list-style-type: none"> explaining the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds. 	<p>Student Edition: 18-19 <i>National Geographic</i> 18-19</p> <p>Teacher Wraparound Edition: WS 18</p>	<p>Student Edition: 18-19 <i>National Geographic</i> 18-19</p> <p>Teacher Wraparound Edition: WS 18</p>