

GLNCOE CORRELATION
THE AMERICAN REPUBLIC TO 1877
KANSAS
Curricular Standards for Civics-Government,
Economics, Geography, and History

| OBJECTIVES | PAGE REFERENCES |
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| CIVICS-GOVERNMENT | |
| Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American republican government, and the rights, privileges, and responsibilities to become active participants in the democratic process. | |
| Benchmark 1: The student understands the rule of law as it applies to family, school, local, state and national governments. | |
| 1. distinguishes between state and federal law as it applies to individual citizens. | SE: 220-222 |
| 2. distinguishes between criminal and civil law as it applies to individual citizens. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 3. explains how juveniles and adults are treated differently under the law. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 4. evaluates the importance of the rule of law in establishing limits on both state and federal government and the governed, protecting individual rights, and promoting the common good. | SE: 217-222, 223-227, 228-230 |
| Benchmark 2: The student understands the shared ideals and the diversity of American society and political culture. | |
| 1. defines the rights guaranteed, granted and protected by the state and federal constitution and the amendments including the Bill of Rights. | SE: 228-230 TWE: CLA 229 C 230 |
| 2. explains the recurring issues and solutions involving the rights and responsibilities of the individual (i.e., affirmative action, gender equity). | SE: 228-230 TWE: CLA 229 C 230 |
| 3. explains the importance of respect for the law, a good education, work ethic, equal opportunity, and volunteerism. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| Benchmark 3: The student understands how the U.S. Constitution allocates and restricts power and responsibility in the government. | |
| 1. compares the U.S. and Kansas Constitutions to identify the major responsibilities of federal, state, and local governments. | SE: 217-222, 223-227, 233-253 |
| 2. explains how powers are distributed among the legislative, executive, and judicial branches at the state and national levels (i.e., checks and balances, separation of powers). | SE: 219-220, 223-227, 240-241 TWE: C 227 |

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| 3. compares the steps of how a bill becomes a law at state and national levels. | SE: 225 See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 4. describes the amendment procedure. | SE: 220 |
| 5. knows budgeting procedure and major areas of government spending (i.e., defense, social security, social programs). | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 6. analyzes the Declaration of Independence, the U.S. Constitution, including the Preamble, the Kansas Constitution and other writings to identify the essential ideas of American Constitutional governments. | SE: 154-157 TWE: CLA 156 C 157 |
| Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant. | |
| 1. recognizes the rights of citizens in other nations of the world and determines how they are similar to and different from the rights of American citizens. | SE: 228-230 TWE: CLA 229 C 230 |
| 2. acquires and records relevant information about issues involving rights, privileges, and responsibilities. | SE: 228-230 TWE: CLA 229 C 230 |
| 3. researches to develop understanding of public issues (e.g., designs and carries out projects). | SE: <i>Citizenship Cooperative Activity 409, 553</i> |
| 4. knows the correct procedures for contacting appropriate representatives for the purpose of expressing opinions or asking for help at local, state, and national levels. | SE: <i>Citizenship Cooperative Activity 409, 553</i> |
| Benchmark 5: The student understands various systems of governments and how nations and international organizations interact. | |
| 1. analyzes the basic features of state and national political systems and describes the ways each system meets or fails to meet the needs and wants of its citizens (i.e., republic, democracy, monarchy, dictatorship). | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 2. describes how powers are acquired, used, and justified at state and national levels (e.g., of, by, for the people). | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| ECONOMICS | |
| Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world. | |
| Benchmark 1: The student understands how scarcity of resources requires choices. | |
| 1. analyzes the effect of scarcity on the price, production, consumption, and distribution of goods or services. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |

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| 2. identifies substitutes and complements for selected goods and services. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 3. explains that the choices people make have both present and future consequences. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| Benchmark 2: The student understands how the market economy works in the United States. | |
| 1. analyzes the impact of inflation or deflation on the value of money and people's purchasing power. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 2. explains how relative price and people's economic decisions influence the market system. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 3. describes the four basic types of earned income (i.e., wages and salaries, rent, interest, profit). | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 4. explains the factors that cause unemployment (i.e., downsizing, outsourcing, seasonal demand for jobs, changes in skills needed by employers, other economic influences). | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 5. uses a diagram to explain the importance of the circular flow to a market economy (illustration: firms make products, sell the products, households earn income and buy the products, the money goes to the firms who use the money to pay for the resources they use or hire [workers], who take the money back to the households, and so on). | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 6. describes the positive and negative incentives to which entrepreneurs respond (e.g., profits, opportunity to be their own boss, the chance to achieve recognition, long hours, financial risk, increased responsibility). | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| Benchmark 3: The student analyzes how different economic systems, institutions, and incentives affect people. | |
| 1. explains how positive and negative incentives affect the way people behave (i.e., taking a driver's education class to reduce insurance costs; seeking a job with higher wages; paying a fine for library books returned late; losing pay on the job for an unexcused absence). | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 2. describes the types of specialized economic institutions found in market economies (i.e., corporations, partnerships, labor unions, banks, nonprofit organizations). | SE: 536-537 |
| 3. gives examples of changes that might influence international trade (i.e., U.S. sanctions, weather, exchange rate, war, boycotts, embargoes). | SE: 576, 578 TWE: CTA 576 |

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| 4. compares the exchange rates for different currencies. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| Benchmark 4: The student analyzes the role of the government in the economy. | |
| 1. gives examples of choices the government must make with limited resources (i.e., highways, welfare, defense, education, social security). | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 2. compares and contrasts government revenues and expenditures. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 3. distinguishes between debt and deficits. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 4. gives examples of how tariffs and quotas affect consumers and the prices of domestic goods. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen. | |
| 1. uses product information to identify costs and benefits to make informed choices among alternatives. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 2. uses the concept of trade-offs to make a decision. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 3. calculates interest earned and account balances for checking and savings accounts. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 4. explains how savings accumulation is influenced by the amount saved, the rate of return, and time. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| 5. applies the opportunity cost of decisions related to a spending/budget plan. | See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i> |
| GEOGRAPHY | |
| Geography Standard: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world. | |
| Benchmark 1: Maps and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments. | |
| 1. locates major political and physical features of Earth from memory and compares the relative locations of those features (See Appendix 2 for assessment items). | SE: RA 2-RA 15 <i>Social Studies Skillbuilder 27, 169, 361</i> |
| 2. develops and uses different kinds of maps, globes, graphs, charts, databases, and models. | SE: RA 2-RA 17, 1-9 <i>Social Studies Skillbuilder 27, 63, 81, 169, 273, 361</i> |
| 3. uses mental maps to answer geographic questions, and recognizes that people's mental maps reflect an individual's attitudes toward places. | SE: RA 2-RA 17, 1-9 <i>Social Studies Skillbuilder 27, 169, 361</i> |

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| 4. evaluates the relative merits of maps, graphic representations, tools, and technologies in terms of their value in solving geographic problems (e.g., map projections, aerial photographs, satellite images, geographic information systems). | SE: RA 2-RA 17, 1-9 <i>Social Studies Skillbuilder</i> 27, 63, 81, 169, 273, 320, 361, 396 |
| 5. uses geographic tools and technologies to pose and answer questions about past and present spatial distributions and patterns on Earth (illustrations: mountain ranges, river systems, field patterns, settlements, transportation routes). | SE: 1-9 <i>Social Studies Skillbuilder</i> 81, 169, 361, 396 |
| Benchmark 2: Regions: The student analyzes the spatial organization of people, places, and environments that form regions on the Earth's surface. | |
| 1. identifies and compares the physical and human characteristics of world regions (e.g., Kansas and Eastern United States, locations, topography, climate, vegetation, resources, people, religion, language, customs, government, agriculture, industry, architecture, arts, learning; Middle East and North Africa, South Asia, Europe, Latin America, Sub-Saharan Africa, East Asia, Anglo America). | SE: 1-5 See Glencoe's <i>Geography: The World and Its People</i> |
| 2. explains how U.S. and world regions are interdependent (i.e., through trade, diffusion of ideas, human migration, economic networks, international conflicts, participation in international organizations). | SE: 565, 573-578, 581-585 TWE: WW 573 IDC 582 DYK 582 |
| 3. identifies and explains the changing criteria that can be used to define a region (e.g., physical characteristics, cultural elements, human constructs). | SE: 2-3 |
| 4. identifies ways technology and culture have influenced regions (e.g., perceptions of resource availability, predominance of specific religions, economic development). | TWE: WW 573 |
| 5. explains the effects of a label on the image of a region (i.e., Rust Belt, Tornado Alley, Sun Belt, "The Great American Desert"). | See Glencoe's <i>Geography: The World and Its People</i> |
| Benchmark 3: Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface. | |
| 1. explains how Earth-Sun relationships affect Earth's physical processes and create physical patterns (i.e., latitude regions, climate regions, distribution of solar energy, ocean currents). | See Glencoe's <i>Geography: The World and Its People</i> |

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| 2. explains patterns in the physical environment in terms of physical processes (i.e., plate tectonics, glaciation, erosion and deposition, hydrologic cycle, ocean and atmospheric circulation). | See Glencoe's <i>Geography: The World and Its People</i> |
| 3. predicts the consequences of specific physical processes (e.g., hurricanes, forest fires, earthquakes, volcanic activity, monsoons). | See Glencoe's <i>Geography: The World and Its People</i> |
| 4. describes and illustrates ecosystems in terms of their biodiversity and productivity (e.g., food chains, plant and animal communities, grasslands, temperate forests, tropical rain forests, deserts, tundra, wetlands, marine environments). | See Glencoe's <i>Geography: The World and Its People</i> |
| 5. explains the challenges faced by ecosystems (i.e., effects of shifting cultivation, contamination of coastal waters, rain forest destruction, desertification, deforestation, over-population, natural disasters). | See Glencoe's <i>Geography: The World and Its People</i> |
| Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. | |
| 1. describes and analyzes the characteristics, structure, and patterns of different populations through the use of demographic concepts (i.e., population pyramids, birth/death rates, population growth rates, migration patterns). | SE: 291-292, 310, 314-315, 319, 403, 409, 534-539, 568 TWE: CLA 315 CTA 318, 538 IDC 537 |
| 2. analyzes the economic, political, and social factors that contribute to human migration (e.g., mobility, push-pull factors, conflict, laws, regional integration). | SE: 291-292, 310, 314-315, 319, 403, 409, 534-539, 568 TWE: CLA 315 CTA 318, 538 IDC 537 |
| 3. describes the patterns of cultural diffusion and the resulting distinctive cultural landscapes (e.g., religion, language, technology, customs, crops, foreign language newspapers and signs, ethnic neighborhoods, surnames, foods, dress, religious symbols and buildings, housing types, agricultural methods, settlement patterns). | SE: 291-292, 310, 314-315, 319, 403, 409, 534-539, 568 TWE: CLA 315 CTA 318, 538 IDC 537 |
| 4. explains the primary geographic causes for world trade and economic interdependence (i.e., location advantage, resource distribution, labor cost, technology, trade networks and organizations). | See Glencoe's <i>Geography: The World and Its People</i> |

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| 5. describes the consequences of industrialization and urbanization patterns (illustration: factors effecting location of industry, impact of rise or decline of a manufacturing area, changing spatial patterns of major industries, changes and effects of settlement patterns, links between industrial development and rural-urban migration). | SE: 386-390, 392-395, 528-533, 534-539, 541 TWE: WW 388, 393 MSN 388 MA 394 CC 537 DYK 537 C 545 IDC 394, 543 |
| 6. explains how cooperation and conflict among peoples contribute to political, economic, and social division of Earth's surface (e.g., local land use controversies, international hot spots, local cooperative efforts, international alliances, European Union, NATO, United Nations). | SE: 576-578, 579-585 TWE: C 585 IDC 582 WW 581, 583 |
| Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems. | |
| 1. explains and analyzes the role of technology in past, present, and future human modifications of the physical environment (e.g., dams, irrigation, cloud seeding, movement of water, water-quality alterations, fossil fuels, steel plow). | SE: 535, 558, 573, 578 TWE: DYK 543 WW 558, 573 |
| 2. analyzes ways in which past and/or present human systems develop in response to conditions in the physical environment (e.g., irrigation projects, transportation routes, time zones, field patterns, flood control, earthquake preparedness, tornado and hurricane predictions and precautions). | SE: 535, 558, 573, 578 TWE: DYK 543 WW 558 |
| 3. describes the local, national, and international consequences of the use or misuse of resources (e.g., resource movement and consumption, relationship between access to resources and living standards, relationship between competition for resources and world conflicts). | SE: 390, 530, 535, 558, 573, 578 TWE: DYK 543 WW 558 |
| 4. evaluates different viewpoints regarding resource use (i.e., transportation, water use, mining, timber, agriculture, labor, capital). | SE: 390, 530, 535, 558, 578 TWE: DYK 543 WW 558, 573 |
| 5. identifies and develops plans for the management and use of renewable and nonrenewable resources (e.g., water, fossil fuels, land, oceans, forests). | SE: 390, 530, 535, 558, 573, 578 TWE: DYK 543 WW 558, 573 |

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| UNITED STATES HISTORY | |
| History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills. | |
| Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the beginnings of the Republic (1800-1850). | |
| 1. explains the territorial expansion of the United States between 1801 and 1861, and how it affected relations with external powers and American Indians (i.e., Louisiana Purchase, Manifest Destiny). | SE: 356-360, 362-368, 369-374, 375-378 <i>Chapter Summary</i> 380 |
| 2. analyzes the changes in American lives due to the industrial revolution and the expansion of slavery. | SE: 386-390, 391-395, 397-400, 401-407 TWE: MSN 388 CCW 387, 393 DYK 393 CLA 398 IDC 394 WW 393 |
| 3. lists how technological developments impacted different parts of American society between 1801 and 1860 (i.e., interchangeable parts, inventions, cotton gin, railroads, steamboats). | SE: 386-390, 391-395, 398 TWE: CCW 387 WW 388 MSN 388 IDC 389 C 390 CLA 398 |
| 4. describes the experiences of immigrants and how communities changed due to immigration (e.g., Irish, German). | SE: 393-395, 537-538, 543 TWE: WW 393 DYK 537 IDC 537 CTA 538 |
| 5. explains differences over policies and political philosophies which gave rise to political parties (e.g., Alien and Sedition Act, Federalism, foreign policy). | SE: 208-209, 212, 271, 280 |
| 6. defines and gives examples of Jacksonian Democracy (i.e., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S.). | SE: 334-339, 341-345, 348-351 TWE: IDC 337 MSN 350 |
| 7. explains the issues of nationalism and sectionalism (e.g., Bank of the U.S., expansion of slavery). | SE: 293-294, 321-324, 335-336, 436-437, 449-450 |
| 8. analyzes causes and long-term results of the War of 1812 and the Mexican War. | SE: 296-300, 369-374 TWE: CLA 297 YDS 298 IDC 299 CC 372 CTA 373 |

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| 9. explains the impact on American society of religious, social, and philosophical reform movements of the early 19th century (e.g., abolitionism, transcendentalism, woman's suffrage). | SE: 412-415, 418-424, 425-428 <i>Time Notebook</i> 416-417 TWE: CLA 413, 426 C 415 WW 421 CTA 422 WM 426 |
| Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial Era of American history (1850-1900). | |
| 1. retraces events that led to sectionalism and eventually secession prior to the Civil War (i.e., Compromise of 1820, Compromise of 1850, Kansas-Nebraska Act, <i>Dred Scott v. Sanford</i>). | SE: 436-440, 441-444, 445-448, 449-453 TWE: CLA 437, 442 C 444 MSN 447 |
| 2. explains the circumstances that shaped the Civil War and its outcome (i.e., economic, technological, human resources of the North and the South). | SE: 460-464, 466-472, 473-477, 478-483, 485-491 <i>America's Literature</i> 465 <i>National Geographic</i> 492-493 TWE: CLA 461 IDC 463 CTA 470 |
| 3. describes the contributions of individuals and groups in the Civil War. | SE: 463-464, 474-477, 478-482 <i>An American Story</i> 460 <i>America's Literature</i> 465 TWE: ExC 471 CTA 471 IDC 476 |
| 4. compares and contrasts different plans for Reconstruction (i.e., plans advocated by President Lincoln, congressional leaders, President Johnson). | SE: 500-503 TWE: C 503 CLA 501 |
| 5. describes the impeachment and trial as it applied to President Johnson. | SE: 507-508 |
| 6. describes changes in different regions during Reconstruction (e.g., economic, political, social structure). | SE: 504-508, 509-512, 513-520 TWE: IDC 507 CLA 510 MSN 511 ExC 518 |
| 7. describes changes in political and economic positions of African Americans in the North and South, including challenges to freedmen (i.e., Black Codes, sharecropping, Jim Crow, Amendments 13, 14, and 15, <i>Plessy v. Ferguson</i>). | SE: 504-506, 510-512, 519-520 TWE: IDC 507 C 508 MSN 511 IDC 516 ExC 519 |
| 8. explains how the rise of big business, heavy industry, and mechanized farming transformed American society. | SE: 517-518, 535-539 TWE: IDC 537 C 539 |

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| 9. explains the concept of the “American Dream” from different perspectives and the influences of new inventions and advances in transportation. | SE: 535-537 TWE: CLA 535 WW 535 MSN 536 |
| 10. summarizes from different perspectives the influences of limited competition, business organizations, and the leadership of industrialists on business and industry in the 19th century. | SE: 535-537 |
| 11. interprets data from written and non-written sources to describe the experiences of immigrants of the late 19th century and how cultural groups affected American society. | SE: 536-539, 543 TWE: CTA 538 WW 542 |
| 12. uses data from written and non-written sources to explain the rise of the American labor movement and relevant political, social, and economic issues. | SE: 392-395, 536-539, 541 <i>More About</i> 394 TWE: IDC 537 DYK 537 CTA 538 |
| 13. describes Federal American Indian policy after the Civil War. | SE: 531-532 TWE: DYK 531 WW 531 IDC 531 CTA 532 |
| 14. describes the attitudes and actions of government officials, the Army, missionaries, settlers, and the general public toward American Indians. | SE: 284-285, 341-345, 370-371, 531-533 <i>Primary Sources Library</i> 600 <i>National Geographic</i> 346-347 TWE: IDC 531 CTA 532 |
| 15. explains American Indians’ responses to increased white settlement, mining activities, and railroad construction. | SE: 264-265, 531-532 TWE: IDC 531 CTA 532 |
| 16. explains geographic, economic and social factors that influenced an expansionist U.S. foreign policy in the late 19th century. | SE: 375-378, 528-533, 540-545 <i>Chapter Summary</i> 380 TWE: C 545 CTA 544 |
| 17. lists arguments used to justify expansion and those used to oppose expansion. | SE: 359-360, 368, 371, 380, 529 |
| 18. describes the causes and consequences of the Spanish-American War. | SE: 544-545 |
| Benchmark 3: The student engages in historical thinking skills. | |
| 1. examines historical materials relating to United States history during the 1800s to analyze change over time and make logical inferences concerning cause and effect. | SE: <i>America’s Literature</i> 295, 465 <i>Primary Sources Library</i> 600-603 <i>Documents of America’s Heritage</i> 616-619 |
| 2. uses basic research skills to conduct an investigation of a historical event. | SE: <i>Critical Thinking Skillbuilder</i> 120, 146, 206, 440, 521 <i>Study and Writing Skillbuilder</i> 301, 340, 484 |

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| 3. examines historical documents, artifacts, and other materials, and analyzes them in terms of credibility, as well as the purpose, perspective, and point of view for which they were constructed. | SE: <i>Primary Sources Library</i> 596, 598, 600, 603 <i>Documents of America's Heritage</i> 619-623 <i>Critical Thinking Skillbuilder</i> 440 <i>Study and Writing Skillbuilder</i> 340 |
| 4. compares different historians' descriptions of the same event in United States history during the 1800s in order to examine how the choice of questions and the use of sources may affect their conclusions. | SE: <i>Primary Sources Library</i> 600 <i>National Geographic</i> 346-347 |

Codes Used for TWE Pages

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| C | Close |
| CC | Curriculum Connection |
| CCW | Creating a Concept Web |
| CLA | Cooperative Learning Activity |
| CTA | Critical Thinking Activity |
| DYK | Did You Know? |
| ExC | Extending the Content |
| IDC | Interdisciplinary Connections Activity |
| MA | More About |
| MSN | Meeting Special Needs |
| WM | Why It Matters |
| WW | What? Where? When? Who? |
| YDS | You Don't Say... |