

GLNCOE CORRELATION
THE AMERICAN JOURNEY
KANSAS

Curricular Standards for Civics-Government,
Economics, Geography, and History

OBJECTIVES	PAGE REFERENCES
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: 219, 281 See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i>
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: 939 TWE: WWW 940 See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i>
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: 220, 228, 244-253, 260, 505-506, 508 <i>Citizenship Cooperative Activity</i> 231 #15 TWE: CTA 221 DYK 249 TLL 332
2. explains the recurring issues and solutions involving the rights and responsibilities of the individual (i.e., affirmative action, gender equity).	SE: 426-427, 505-506, 519, 616-618, 856-860 <i>Why It Matters</i> 426-427, 474-475 TWE: CLA 426 CTA 245 ICA 851
3. explains the importance of respect for the law, a good education, work ethic, equal opportunity, and volunteerism.	SE: 229-230, 413-414, 511-512, 598-600, 631-632, 798-799 <i>Alternative Assessment</i> 159 #31 <i>Citizenship Cooperative Activity</i> 189 #24, 663 #17 TWE: CLA 229

OBJECTIVES	PAGE REFERENCES
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: 208-211, 219, 223-227, 233-243
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: 209-211, 219-220, 223-227, 233-241 <i>Critical Thinking</i> 214 #16 TWE: CLA 218 CP 224
3. compares the steps of how a bill becomes a law at state and national levels.	SE: 223-225, 235-236 <i>Graphic Organizer Skills</i> 225
4. describes the amendment procedure.	SE: 221, 242 <i>Graphic Organizer Skills</i> 220 TWE: EV 242
5. knows budgeting procedure and major areas of government spending (i.e., defense, social security, social programs).	SE: 733-734, 744, 923-924 <i>Chart Skills</i> 732 <i>Economics Activity</i> 749 #16 TWE: ICA 745, 939
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: 150-151, 154-157, 193-194, 202-204, 208-211, 218-221, 223-227, 233-253 TWE: AI 155 CLA 218
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: 931, 950-951 <i>Citizenship Cooperative Activity</i> 65 #25 TWE: C 230 ICA 791
2. acquires and records relevant information about issues involving rights, privileges, and responsibilities.	SE: 228-230, 243-245, 248, 519, 839-841 <i>National Geographic: Geography & History</i> 854-855 <i>Why It Matters</i> 426-427 TWE: C 842 ICA 851 MRJ 248
3. researches to develop understanding of public issues (e.g., designs and carries out projects).	SE: 1000 <i>Citizenship Cooperative Activity</i> 189 #24, 353 #25, 381 #19, 409 #26, 457 #27, 835 #25 TWE: CTA 940 PS 829
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</i> 720 #17 TWE: WL 236

OBJECTIVES	PAGE REFERENCES
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).	SE: 193, 217-220, 752-754, 925-926, 929, 931 TWE: IA 246 ICA 791
2. describes how powers are acquired, used, and justified at state and national levels (e.g., of, by, for the people).	SE: 208-209, 211, 218-219, 281, 752-754, 906 TWE: CTA 239, 932
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.	SE: 766, 904 <i>Economics Activity 523 #23, 783 #21</i> <i>Geography and History Activity 919</i> <i>Picturing History 904</i> TWE: PH 904
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.	SE: 711, 725, 766, 911-912 TWE: PH 904
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.	SE: 174-175, 483, 796-797, 902-903, 908 <i>Economics Activity 189 #25, 215 #25</i>
2. explains how relative price and people's economic decisions influence the market system.	SE: 710, 711, 796-797, 824-825 <i>Geography and History Activity 919</i> <i>Graph Skills 725</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).	SE: 350, 726, 737, 923, 932-933 <i>Economics Activity 215 #25</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).	TWE: ICA 799 See Glencoe's <i>Civics Today: Citizenship, Economics, & You</i>

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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).	SE: 308 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).	SE: 539, 710, 711, 733-734, 798-799, 824-825, 942 <i>Chart Skills 732</i> <i>Citizenship Cooperative Activity 811 #30</i> <i>Economics Activity 783 #21</i>
2. describes the types of specialized economic institutions found in market economies (i.e., corporations, partnerships, labor unions, banks, nonprofit organizations).	SE: 311, 348-349, 568-571, 573-574, 618 <i>Citizenship Cooperative Activity 577 #23</i> <i>Practicing Skills 275</i>
3. gives examples of changes that might influence international trade (i.e., U.S. sanctions, weather, exchange rate, war, boycotts, embargoes).	SE: 288-290, 639, 672-673, 904, 931, 940, 943
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).	SE: 733-734, 816, 908, 923, 938, 942 TWE: ICA 939
2. compares and contrasts government revenues and expenditures.	SE: 223, 235-236
3. distinguishes between debt and deficits.	SE: 903, 911, 924, 937
4. gives examples of how tariffs and quotas affect consumers and the prices of domestic goods.	SE: 622, 624, 645
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.	SE: <i>Economics Activity 275 #24</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>

OBJECTIVES	PAGE REFERENCES
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: RA2-RA3, RA4-RA5, RA8, RA9, RA12-RA13, 1 <i>Geography Skills</i> 789 TWE: A 9 CLA 8 TLL 750
2. develops and uses different kinds of maps, globes, graphs, charts, databases, and models.	SE: 4-5 <i>Social Studies Skillbuilder</i> 27, 361, 533 TWE: CLA 5, 29 CM 8 CTA 9 ETC 7 USM 5
3. uses mental maps to answer geographic questions, and recognizes that people's mental maps reflect an individual's attitudes toward places.	SE: <i>Social Studies Skillbuilder</i> 27 TWE: DA 946 E2 2 ETC 3
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: 40 <i>Linking Past & Present</i> 40 TWE: ETC 7 USM 5
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: <i>Geography and History Activity</i> 65, 95, 605 <i>Geography Skills</i> 30, 291, 388 <i>Why It Matters</i> 316-317 TWE: E1 2 ETC 7 USM 5
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: 5, 23-26, 29-33, 874-875, 899, 932 <i>National Geographic: Geography & History</i> 740-741 TWE: CLA 929 CTA 32 MSN 438

OBJECTIVES	PAGE REFERENCES
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: 790, 943, 940, 950 <i>Citizenship Cooperative Activity</i> 953 #27 <i>National Geographic: Geography & History</i> 934-935 <i>Technology Activity</i> 811 #31 TWE: ICA 948 MA 893 MSN 938
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 TWE: ETC 3
4. identifies ways technology and culture have influenced regions (e.g., perceptions of resource availability, predominance of specific religions, economic development).	SE: 378, 386-387, 391, 393-395, 585-586 <i>National Geographic: Geography & History</i> 588-589 TWE: C 587 F 588 MSN 438
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>
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).	SE: 17 TWE: C 21
3. predicts the consequences of specific physical processes (e.g., hurricanes, forest fires, earthquakes, volcanic activity, monsoons).	SE: 2 TWE: E3 2
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).	SE: <i>Critical Thinking</i> 34 #21 TWE: CLA 1 TLL 14
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).	SE: 538, 736-737, 944 <i>National Geographic: Geography & History</i> 740-741 TWE: ETC 943 F 740 ICA 931

OBJECTIVES	PAGE REFERENCES
<p>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.</p>	
<p>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).</p>	<p>SE: 403 <i>Citizenship Cooperative Activity</i> 863 #26 <i>Geography Skills</i> 30-31 <i>Graph Skills</i> 591 <i>More About...</i> 629 <i>National Geographic: Geography & History</i> 588-589 <i>Social Studies Skillbuilder</i> 81 <i>Time Notebook</i> 916</p>
<p>2. analyzes the economic, political, and social factors that contribute to human migration (e.g., mobility, push-pull factors, conflict, laws, regional integration).</p>	<p>SE: 76-77, 78-80, 357-360, 375-378, 393-394, 528-530 TWE: CLA 357 CTA 318 MCE 529 MSN 438</p>
<p>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).</p>	<p>SE: 394-395, 405, 585-586 <i>National Geographic: Geography & History</i> 588-589 TWE: C 587 CC 405 CTA 586 ICA 658 TLL 68</p>
<p>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).</p>	<p>SE: 102, 288-289, 940, 943 <i>Economics Activity</i> 663 #18 <i>Geography Skills</i> 103 <i>More About...</i> 60 <i>National Geographic: Geography & History</i> 934-935 TWE: T 934</p>
<p>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).</p>	<p>SE: 307-308, 311, 393 <i>Fact Fiction Folklore</i> 393 TWE: MSN 308</p>
<p>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).</p>	<p>SE: 790, 792-793, 805, 899, 929, 932, 940 TWE: CC 669 CLA 789, 937</p>

OBJECTIVES	PAGE REFERENCES
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: 318, 378, 539, 733, 737 <i>Geography and History Activity 749</i> TWE: CC 659 ETC 943 ICA 537
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: 24, 26, 29, 315, 317-318, 378, 733 TWE: C 33 CLA 315
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: 736-737, 944 <i>National Geographic: Geography & History 740-741</i> TWE: ETC 943 IAG 736 ICA 738
4. evaluates different viewpoints regarding resource use (i.e., transportation, water use, mining, timber, agriculture, labor, capital).	SE: 622, 944 <i>National Geographic: Geography & History 626-627</i> TWE: C 627
5. identifies and develops plans for the management and use of renewable and nonrenewable resources (e.g., water, fossil fuels, land, oceans, forests).	SE: 622 TWE: TTA 892
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: 282-285, 292, 341-343, 356-360, 362-367, 369-374, 375-378 <i>Geography Skills 291</i> TWE: ICA 344 ETC 346
2. analyzes the changes in American lives due to the industrial revolution and the expansion of slavery.	SE: 306-309, 386-390, 391-395, 399-400, 401-407 <i>What Life Was Like 308</i> <i>Why It Matters 316-317</i> <i>More About 404</i> TWE: TLA 305 CTA 310 ETC 406

OBJECTIVES	PAGE REFERENCES
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: 306-309, 310-311, 315-318, 386-390, 399-400 <i>Technology & History</i> 307 <i>What Life Was Like</i> 308 <i>Assessment</i> 319
4. describes the experiences of immigrants and how communities changed due to immigration (e.g., Irish, German).	SE: 393-395, 582-587, 590-595, 628-633 <i>Geography & History</i> 588-589 TWE: CLA 376 MSN 438
5. explains differences over policies and political philosophies which gave rise to political parties (e.g., Alien and Sedition Act, Federalism, foreign policy).	SE: 267-272, 278-279, 285, 291-294 TWE: CLA 268 ICA 270
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: 334-337, 338-339, 348-349 TWE: DYK 336 ICA 337
7. explains the issues of nationalism and sectionalism (e.g., Bank of the U.S., expansion of slavery).	SE: 322-325, 338-339, 386-390, 397-400, 436-439 TWE: CTA 325 CLA 437
8. analyzes causes and long-term results of the War of 1812 and the Mexican War.	SE: 288-294, 296-300, 321-323, 325-327, 369-374 TWE: CLA 297 ETC 326
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>Why It Matters</i> 426-427 TWE: MSN 414 CTA 422
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: 322-324, 436-439, 441-444, 445-448, 449-453 TWE: CTA 310, 325 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: 386-390, 397-400, 449-453, 460-464, 466-472, 473-483, 485-491 <i>Geography & History</i> 492 TWE: CLA 461
3. describes the contributions of individuals and groups in the Civil War.	SE: 463-464, 473-477, 478-482, 485-491 <i>People in History</i> 480 <i>Technology & History</i> 482 TWE: ETC 471 ICA 476

OBJECTIVES	PAGE REFERENCES
4. compares and contrasts different plans for Reconstruction (i.e., plans advocated by President Lincoln, congressional leaders, President Johnson).	SE: 500-503, 506-508 <i>Assessment</i> 508 TWE: CLA 501, 505
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, 513-520 <i>Critical Thinking Skillbuilder</i> 521 TWE: CLA 510 ETC 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: 403-406, 418-424, 504-506, 508, 510-512, 519-520, 630-632 <i>Critical Thinking Skillbuilder</i> 521 TWE: ICA 507 ETC 519
8. explains how the rise of big business, heavy industry, and mechanized farming transformed American society.	SE: 386-390, 399-400, 528-532, 537-539, 548-551, 556-559, 567-571, 572-575, 590-595
9. explains the concept of the “American Dream” from different perspectives and the influences of new inventions and advances in transportation.	SE: 530-532, 556-559, 561-566, 582-587, 590-595
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: 557, 567-571, 572-575 TWE: CLA 573 MSN 574
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: 582-587, 628-633 <i>Two Viewpoints</i> 586 <i>Assessment</i> 587 <i>Geography & History</i> 588-589 TWE: CLA 376, 583 MSN 438 CTA 586
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: 572-575, 610-614 <i>Assessment</i> 575 TWE: CLA 573 MSN 574
13. describes Federal American Indian policy after the Civil War.	SE: 542-547 <i>People in History</i> 546
14. describes the attitudes and actions of government officials, the Army, missionaries, settlers, and the general public toward American Indians.	SE: 341-345, 542-547 <i>People in History</i> 546 TWE: ICA 344 CTA 546
15. explains American Indians’ responses to increased white settlement, mining activities, and railroad construction.	SE: 341-345, 543, 544-545 <i>Time Notebook</i> 312 <i>Geography & History</i> 346 TWE: ICA 545

OBJECTIVES	PAGE REFERENCES
16. explains geographic, economic and social factors that influenced an expansionist U.S. foreign policy in the late 19th century.	SE: 638-641, 644-648, 649-654, 656-661
17. lists arguments used to justify expansion and those used to oppose expansion.	SE: 638-641, 644-648, 654 <i>Assessment</i> 641 TWE: MSN 640 CLA 645, 657 CTA 653
18. describes the causes and consequences of the Spanish-American War.	SE: 649-654
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>Graphic Organizer Skills</i> 377 TWE: Fo 305 CTA 310 ICA 337 MSN 438 CLA 446
2. uses basic research skills to conduct an investigation of a historical event.	SE: <i>Study & Writing Skillbuilder</i> 340 TWE: MSN 284 ICA 337 SLP 433 CLA 455
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>Study & Writing Skillbuilder</i> 340 TWE: CTA 271, 470 TTA 330 SLP 433 MSN 447, 544 ICA 545
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>Analyzing Political Cartoons</i> 297 <i>Study & Writing Skillbuilder</i> 340 <i>Two Viewpoints</i> 420, 586 <i>Critical Thinking Skillbuilder</i> 440 TWE: ICA 372 CTA 470

Codes Used for TWE Pages

A	Assess
AI	Analyzing Information
C	Close
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CM	Constructing a Model
CP	Charting Powers
CTA	Critical Thinking Activity
DA	Determining Attitudes
DYK	Did You Know
E1	Element 1: The World in Spatial Terms
E2	Element 2: Places and Regions
E3	Element 3: Physical Systems
ETC	Extending the Content
EV	Expressing Viewpoints
F	Focus
Fo	Foldables
IA	Identifying Alternatives
IAG	Illustrating Agriculture
ICA	Interdisciplinary Connections Activity
MA	More About the Photo
MCE	Making a Cause-and-Effect Chart
MRJ	Making Reasoned Judgments
MSN	Meeting Special Needs
PH	Picturing History
PS	Proposing Solutions
SLP	Service Learning Project
T	Teach
TLA	Time Line Activity
TLL	Two-Minute Lesson Launcher
TTA	Team Teaching Activity
USM	Using Special-Purpose Maps
WL	Writing Letters
WWWW	When?Who?What?Where?