



The American Journey

TO WORLD WAR I

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STANDARDS	PAGE REFERENCES
Principles of Constitutional Democracy	
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
Concept A. (1) Principles expressed in documents shaping constitutional democracy in the United States	
<p>Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed</p>	<p>Student Edition: 157, 164-167, 179, 221, 235 <i>Critical Thinking</i> 157 #5 <i>Primary Sources</i> 106</p> <p>Teacher Wraparound Edition: A 167; WS 165</p>

STANDARDS	PAGE REFERENCES
<p>Analyze important principles in the Constitution including:</p> <ul style="list-style-type: none"> • limited government • rule of law • majority rule and minority rights • separation of powers • checks and balances • amendment process • federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved) • popular sovereignty • due process of law (see Amendments V & XIV) • voting by citizens, especially as later amendments were passed 	<p>Student Edition: 99, 100, 130, 203-207, 219, 221-225 <i>Chart</i> 222, 224 <i>Connecting to the Constitution</i> 132-133 <i>Critical Thinking</i> 225 #6 <i>Primary Sources</i> 106</p> <p>Teacher Wraparound Edition: C 133; CT 221; RS 204, 205</p>
<p>Apply important principles of the Bill of Rights, such as:</p> <ul style="list-style-type: none"> • basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9) • protections against the government (fair trials, rights of accused, due process of law, etc.) 	<p>Student Edition: 201, 207, 222, 223, 260-261, 281 <i>Biography</i> 198 <i>Chart</i> 223 <i>Primary Sources</i> 106</p> <p>Teacher Wraparound Edition: CT 260; DYK 281; MSP 222; RS 261; WS 261</p>
<p>Concept B. (2) Role of citizens and governments in carrying out constitutional principles</p>	
<p>Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights</p>	<p>Student Edition: 234-239 <i>Connecting to the Constitution</i> 240-241 <i>Critical Thinking</i> 239 #4-#5</p> <p>Teacher Wraparound Edition: C 239; CT 236I RS 238; UA 236</p>

STANDARDS	PAGE REFERENCES
United States History	
2a. Knowledge of continuity and change in the history of Missouri, the United States and the world	
Concept A. (1) Native American cultures	
Analyze the viability and diversity of Native American cultures before Europeans came	<p>Student Edition: 86, 88, 95-96, 117, 122 <i>Geography Skills</i> 110-111 <i>Then and Now</i> 118</p> <p>Teacher Wraparound Edition: MSP 87</p>
Concept B. (2) Discovery, Exploration and Settlement of the United States	
Evaluate the importance of the discovery, exploration and early settlement of America	<p>Student Edition: 84-89, 95-97, 117, 119-124 <i>Biography</i> 118 <i>Critical Thinking</i> 124 #3 <i>National Geographic</i> 96, 122</p> <p>Teacher Wraparound Edition: C 98; CT 86, 122; MSP 119</p>
Concept C. (3) Perspectives on The American Revolution	
Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful	<p>Student Edition: 130-131, 135-141, 150, 152-157 <i>Critical Thinking</i> 157 #3 <i>More About</i> 138 <i>National Geographic</i> 156 <i>You Decide</i> 158-159</p> <p>Teacher Wraparound Edition: C 141, 157; CT 136; MAP 130; RS 153; SP 137, 154</p>

STANDARDS	PAGE REFERENCES
Concept D. (4) Writing the United States Constitution	
<p>Justify the drafting of the Constitution, and examine its effects on the formation of a new nation</p>	<p>Student Edition: 197-201, 203-207, 279-282, 284 <i>Biography</i> 198 <i>Critical Thinking</i> 201 #4, #6, 207 #4 <i>The Way It Was</i> 197 <i>You Decide</i> 208-209</p> <p>Teacher Wraparound Edition: C 207; CT 200; DYK 281; RS 199, 201, 206</p>
Concept E. (5) Westward expansion and settlement of the United States	
<p>Assess the significance of Westward Expansion including:</p> <ul style="list-style-type: none"> • Louisiana Purchase • Lewis and Clark Expedition • Missouri Compromise • Texas and the Mexican War • Oregon Territory • California Gold Rush 	<p>Student Edition: 287, 313-317, 328-329, 364-365, 393-394, 471-475, 481-487, 491-492, 493-497, 501, 503-506 <i>Geography & History</i> 318-319 <i>More About</i> 473 <i>National Geographic</i> 316 <i>The Way It Was</i> 328</p> <p>Teacher Wraparound Edition: C 317, 329, 475; CT 315; SP 328</p>
Concept F. (6) Cultural interactions among ethnic groups	
<p>Analyze cultural interactions among these groups:</p> <ul style="list-style-type: none"> • Native Americans • Immigrants from Europe • Africans brought to America 	<p>Student Edition: 287, 329, 341-343, 355, 398-400, 433-435, 437, 453-455, 457 <i>Biography</i> 456 <i>More About</i> 399 <i>Primary Sources</i> 342, 343</p> <p>Teacher Wraparound Edition: C 329I CT 455; DYK 435; UA 400; WS 342, 453</p>

STANDARDS	PAGE REFERENCES
Concept G. (7) Reform movements	
Summarize reform movements such as: <ul style="list-style-type: none"> • abolitionism • women’s movement • Jacksonian Democracy 	Student Edition: 403, 405-407, 409-413, 435, 437, 447-451, 529-534 <i>History Makers</i> 409 <i>Primary Sources</i> 412, 531 <i>Why It Matters</i> 410-411 Teacher Wraparound Edition: C 413, 451; CT 405; RS 410, 531
Concept H. (8) Understanding the causes and consequences of the Civil War	
Interpret political, economic and social causes and consequences of the Civil War and Reconstruction	Student Edition: 326-327, 536-542, 544, 546-547, 549-550, 552-553, 555-559, 571-575, 577-583, 592-596, 605-610, 612-613, 625-626, 628, 630-634, 636, 638-639 <i>National Geographic</i> 558 <i>You Decide</i> 560-561 Teacher Wraparound Edition: C 553, 559, 575; CT 579; T 544; UA 547
Principles and Processes of Governance Systems	
3. Knowledge of principles and processes of governance systems	
Concept B. (2) Principles and processes of governments in a democracy	
Assess rights and responsibilities of individuals	Student Edition: 235-239, 260-263 <i>Critical Thinking</i> 239 #3 <i>Linking Past and Present</i> 237 <i>Primary Sources</i> 236 <i>Read to Write</i> 245 #13-#14 Teacher Wraparound Edition: C 239; MSP 236; RS 261; T 236; UA 236

STANDARDS	PAGE REFERENCES
Interpret how laws are made, interpreted and enforced	<p>Student Edition: 99, 100, 101, 228, 237, 309 <i>Biography</i> 104 <i>Chart</i> 229 <i>Critical Thinking</i> 309 #3</p> <p>Teacher Wraparound Edition: C 233; SP 101; WS 237</p>
Interpret how leaders are selected	<p>Student Edition: 197, 227, 249-250, 255, 262, 280 <i>Biography</i> 151, 198, 232, 436</p> <p>Teacher Wraparound Edition: CT 250; UA 197; WS 197</p>
Interpret how power is distributed among individuals and branches of government	<p>Student Edition: 205, 223, 225, 309 <i>Chart</i> 221 <i>Critical Thinking</i> 207 #4, 225 #3 <i>Primary Sources</i> 106</p> <p>Teacher Wraparound Edition: RS 222; UA 204, 223</p>
Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)	<p>Student Edition: 238-239, 816-817, 818-819 <i>Critical Thinking</i> 239 #3-#4 <i>Read to Write</i> 245 #13-#14</p> <p>Teacher Wraparound Edition: A 819; C 239; RS 238; SP 816, 818</p>
Concept C. (3) Local, state and national governments in the United States	
Give examples of how local, state and national governments impact people's lives	<p>Student Edition: 219, 221-223, 235-239, 811 <i>Chart</i> 223</p> <p>Teacher Wraparound Edition: MSP 223, 236; T 235; UA 236</p>

STANDARDS	PAGE REFERENCES
<p>Analyze decision-making and conflict resolution in courts at local, state and national levels (roles of judge, jury, attorneys for prosecution, plaintiff and defense; civil vs. criminal law; court procedures)</p>	<p>Student Edition: 205, 230-231, 309, 550 <i>Chart</i> 231 <i>Connecting to the Constitution</i> 310-311 <i>Critical Thinking</i> 233 #4, 309 #3</p> <p>Teacher Wraparound Edition: CT 205</p>
<p>Economic Concepts and Principles</p>	
<p>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)</p>	
<p>Concept A. (1) Economic concepts</p>	
<p>Apply the following economic concepts:</p> <ul style="list-style-type: none"> • business cycle (expansion, recession, depression) • unemployment • market economy 	<p>Student Edition: 67, 194, 460 <i>Critical Thinking</i> 461 #4 <i>Skillbuilder</i> 839</p> <p>Teacher Wraparound Edition: CT 67; RS 194, 460; SP 67; T 839</p>
<p>Concept B. (2) The role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy</p>	
<p>Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy</p>	<p>Student Edition: 383-385, 710-711, 716-717, 751, 807 <i>Critical Thinking</i> 387 #4, 711 #4 <i>Technology & History</i> 384 <i>The Way It Was</i> 538-539</p> <p>Teacher Wraparound Edition: CT 751; SP 385, 806; T 383</p>

STANDARDS	PAGE REFERENCES
Concept C. (3) Interpreting the past, explaining the present and predicting the future of economic decisions	
Interpret the past, explain the present and predict future consequences of economic decisions	<p>Student Edition: 67, 383-385 <i>Connecting to the Constitution</i> 310-311 <i>History Makers</i> 707 <i>Reviewing Skills</i> 417 #23 <i>Skillbuilder</i> 839</p> <p>Teacher Wraparound Edition: CT 67, 311; F 310; SP 67; T 839</p>
Concept D. (4) Understanding the consequences of personal and public economic decisions	
Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy .	<p>Student Edition: 91, 383, 460 <i>Critical Thinking</i> 387 #3 <i>Primary Sources</i> 94</p> <p>Teacher Wraparound Edition: RS 383</p>
Concept E. (5) Understanding various types of taxes and their purposes	
Identify different forms of taxes , such as tariffs, sales taxes and income taxes, and their purposes	<p>Student Edition: 95, 282, 284, 450, 537, 647, 812-813, 817 <i>Critical Thinking</i> 284 #3</p> <p>Teacher Wraparound Edition: CT 647; F 812; MAP 537; RS 282, 537; SP 813</p>

STANDARDS	PAGE REFERENCES
Elements of Geographical Study and Analysis	
5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment	
Concept A. (1) Geographic research sources (e.g., maps, satellite images, globes, charts, graphs and databases) and how to evaluate and use them	
Use and evaluate geographic research sources to process and report information to solve problems and make predictions	Student Edition: 39-45, 54-57 <i>Skillbuilder</i> 825 <i>Thinking Like a Historian</i> 57 #3 Teacher Wraparound Edition: CT 40; MSP 42; SP 39; T 54, 825; UA 41
Construct maps	Student Edition: 43-45 Teacher Wraparound Edition: SP 83; UA 39
Concept B. (2) Use of the geography of Missouri, the United States, the Americas, and world to make predictions and solve problems: Location	
Locate states of the United States	Student Edition: 28, 30-31, 35 <i>Geography Skills</i> 440 <i>National Geographic</i> 316, 558 <i>Why It Matters</i> 182-183
Locate cities and topographic features of the United States	Student Edition: 29, 30-31, 32-33, 676 <i>Geography Skills</i> 440, 516 <i>National Geographic</i> 316 <i>Why It Matters</i> 182-183 Teacher Wraparound Edition: SP 182

STANDARDS	PAGE REFERENCES
Locate and describe geographic places , using absolute and relative location	Student Edition: 39, 42, 54-55 <i>Thinking Like a Historian</i> 57 #1 Teacher Wraparound Edition: EC 55; MSP 42; SP 55
Concept C. (3) Place	
Analyze physical characteristics , such as climate, topography, relationship to water and ecosystems	Student Edition: 39, 54, 55, 126, 154, 307, 670 <i>Biography</i> 118 Teacher Wraparound Edition: RS 55; SP 39, 118, 126
Analyze human characteristics , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Student Edition: 40, 126-127, 383-385, 473-474, 539-540, 644 <i>Geography Skills</i> 440, 564 <i>National Geographic</i> 45 Teacher Wraparound Edition: RS 473, 538; WS 540
Concept E. (5) Human systems	
Compare major patterns of population distribution, demographics , and migrations in the United States and the impact of those patterns on cultures and community life	Student Edition: 505, 641, 686, 711, 751 <i>Geography Skills</i> 416 <i>National Geographic</i> 45, 386 Teacher Wraparound Edition: CT 751; RS 474; UA 386
Concept G.(7) Relationships between and among places	
Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas	Student Edition: 390, 392-393, 426, 710-711, 713, 715, 716-717 <i>Biography</i> 391 <i>Critical Thinking</i> 394 #4, 711 #6 <i>More About</i> 716 <i>Technology & History</i> 390 Teacher Wraparound Edition: C 394

STANDARDS	PAGE REFERENCES
Concept H. (8) Regions	
Explain how regions of the United States relate to one another and change over time	Student Edition: 39, 43, 57, 678-679, 761 <i>Critical Thinking</i> 679 #5 <i>Thinking Like a Historian</i> 57 #3 Teacher Wraparound Edition: C 47; CT 57; SP 39, 43
Concept I. (9) Uses of geography	
Use geography to interpret the past, explain the present and plan for the future	Student Edition: 39-45, 54-57 <i>Geography & History</i> 318-319, 488-489, 614-615, 772-773 <i>Skillbuilder</i> 825 <i>Thinking Like a Historian</i> 57 #3 Teacher Wraparound Edition: CT 40; MSP 42; SP 39; T 54, 825; UA 41
Relationships of Individual and Groups to Institutions and Traditions	
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions	
Concept B. (2) Group membership	
Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group	Student Edition: 239, 291-292, 505-506, 695-697, 765, 767 <i>Critical Thinking</i> 697 #3 <i>History Makers</i> 238 Teacher Wraparound Edition: CT 695; RBI 505; UA 767
Concept D. (4) Effect of laws and events on relationships	
Describe how laws and events affect members of groups and relationships among groups	Student Edition: 99, 100, 101, 228, 237, 309 <i>Biography</i> 104 <i>Chart</i> 229 <i>Critical Thinking</i> 309 #3 Teacher Wraparound Edition: C 233; SP 101; WS 237

STANDARDS	PAGE REFERENCES
Concept E. (5) Effect of personal and group experiences on perceptions	
Assess how personal and group experiences influence people’s perceptions and judgments of events	Student Edition: 397, 691, 695-696, 741-742, 778-779 <i>Connecting to the Constitution</i> 650-651 Teacher Wraparound Edition: CT 691, 695; MSP 742; RS 397; WS 397
Concept F. (6) Changing ideas, concepts and traditions	
Analyze how ideas, concepts, and traditions have changed over time (e.g., women’s role in society)	Student Edition: <i>Linking Past and Present</i> 83, 154, 237, 280, 503 <i>Why It Matters</i> 410-411, 592-593 Teacher Wraparound Edition: CT 237; MSP 83; WS 411
Tools of Social Science Inquiry	
7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	
Concept A. (1) Using primary and secondary sources	
Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters	Student Edition: <i>Primary Sources</i> 94, 161, 299, 398, 515, 691, 787 <i>Skillbuilder</i> 835, 836, 837, 838 Teacher Wraparound Edition: T 835, 836, 837, 838
Concept B. (2) Using maps, graphs, statistics, timelines, charts and diagrams	
Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions	Student Edition: 41-45, 58-59 <i>Skillbuilder</i> 824, 825 <i>Thinking Like a Historian</i> 59 Teacher Wraparound Edition: CT 44; F 58; MSP 42, 45; RS 43; T 824, 825; UA 41

STANDARDS	PAGE REFERENCES
Concept C. (3) Creating maps and graphics	
Create maps, graphs, timelines, charts and diagrams to communicate information	<p>Student Edition: 43-45 <i>Critical Thinking</i> 97 #3, 107 #4, 289 #3, 367 #3 <i>Skillbuilder</i> 824, 825</p> <p>Teacher Wraparound Edition: SP 83; UA 39</p>
Concept D.(4) Using technological tools	
Use technological tools for research and presentation	<p>Student Edition: <i>Skillbuilder</i> 835</p> <p>Teacher Wraparound Edition: T 835</p> <p>This standard can additionally be covered with classroom technology activities.</p>
Concept E.(5) Distinguishing fact and opinion	
Distinguish between fact and opinion and recognize bias and points of view	<p>Student Edition: <i>Critical Thinking</i> 284 #6 <i>Reading</i> 276-277 <i>Reviewing Skills</i> 301 <i>Skillbuilder</i> 833, 834</p> <p>Teacher Wraparound Edition: AI 277; PI 277; RS 277; T 833, 834</p>
Concept F. (6) Supporting a point of view	
Identify, research and defend a point of view/position	<p>Student Edition: <i>Critical Thinking</i> 225 #6, 575 #6 <i>Reading</i> 216-217, 568-569 <i>Skillbuilder</i> 823, 831, 832, 835</p> <p>Teacher Wraparound Edition: AI 217, 569; RS 568</p>