



The American Republic

To 1877
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STANDARDS	PAGE REFERENCES
<p>Principles of Constitutional Democracy</p>	
<p>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</p>	
<p>Concept A. (1) Principles expressed in documents shaping constitutional democracy in the United States</p>	
<p>Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed</p>	<p>Student Edition: 150-151, 154-157, 228 <i>An American Story Guide to Reading</i> 147</p> <p>Teacher Wraparound Edition: AI 155; CC 155; DI 149, 232; ICA 150</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: 210-211, 218-220, 221, 228, 230, 242, 245, 246, 248, 249, 253, 506, 508, 519, 542, <i>Alternate Assessment</i> 523 <i>Chart Skills</i> 218 <i>Civics in Action</i> 217-222, 223-227 <i>How the Constitution is Amended</i> 220 <i>Major Principles of the Constitution</i> 218 <i>The Federal System</i> 219</p> <p>Teacher Wraparound Edition: BMA 223; CC 225, 230, 253; CLA 218, 235, 242; CTA 245; DYK 193, 223, 249, 270; EC 244, 246, 247, 248; PR 190; 238, 240, 242, 244; RT 203, 220, 224; WWWWW 221; YDS 219</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: 205, 212, 220-221, 244-245, 260, 506 <i>Bill of Rights</i> 221 <i>How the Constitution is Amended</i> 220</p> <p>Teacher Wraparound Edition: CTA 221, 245; EC 244; PR 190; RT 203</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: 217-222, 228-230</p> <p>Teacher Wraparound Edition: BMA 217, 228, 240, 242; CLA 229; DYK 223; PT 224; WWWWW 221</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: 30-33, 36-37 <i>Geography Skills</i> 30 <i>Section 2 Assessment</i> 49 #4</p> <p>Teacher Wraparound Edition: CLA 29; DI 30; DYK 31;RS 32</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: 36-37, 43- 49, 60-62, 64 <i>European Voyages of Exploration</i> 48 <i>Section 2 Assessment</i> 49 #4, #5 <i>Section 4 Assessment</i> 62 #2, #4, #5</p> <p>Teacher Wraparound Edition: DI 60; ETC 48</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: 145, 162-164, 172-176, 177-182, 183-187 <i>Eve of the Revolution</i> 152-153 <i>Graphic Organizer Skills</i> 142, 174 <i>Two Viewpoints</i> 163</p> <p>Teacher Wraparound Edition: CLA 142; CTA 166; DI 174, 179; DYK 164; RT 160</p>
Concept D. (4) Writing the United States Constitution	
Justify the drafting of the Constitution, and examine its effects on the formation of a new nation	<p>Student Edition: 132-135, 195-198, 199-205, 207-213, 216-222, 232, 258-260</p> <p>Teacher Wraparound Edition: CLA 208, 218; CTA 196, 211; DI 143, 174, 179, 219; EC 216; RT 203</p>

STANDARDS	PAGE REFERENCES
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: 272-273, 282-285, 286-287, 292, 323-324, 356-360, 362-368, 369-374, 375-377, 436-437, 447 <i>Analyzing Political Cartoons</i> 378 <i>Guide to Reading</i> 282 <i>The Missouri Compromise, 1820</i> 323 <i>The War with Mexico, 1846-1848</i> 272</p> <p>Teacher Wraparound Edition: CTA 373; DI 358, 364; EC 286, 367; RT 283, 292, 357</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: 19, 28-33, 61-62, 77-78, 92-93, 104, 393-395, 403-406 <i>America's Literature</i> 295 <i>More About</i> 78, 394 <i>Native American Culture Before 1500</i> 30 <i>Time Notebook</i> 114</p> <p>Teacher Wraparound Edition: CC 405; CLA 117; DI 102, 403, 414; DYK 404, 405; ICA 61, 404; RT 104, 376; WWWWW 393; YDS 31</p>
Concept G. (7) Reform movements	
<p>Summarize reform movements such as:</p> <ul style="list-style-type: none"> • abolitionism • women's movement • Jacksonian Democracy 	<p>Student Edition: 334-339, 405-406, 418-424, 425-428, <i>Analyzing Political Cartoons</i> 337 <i>Why It Matters</i> 426-427</p> <p>Teacher Wraparound Edition: CLA 335; DI 336, 427; DYK 336; ICA 337, 421; RT 338, 422, 426; WWWWW 421</p>

STANDARDS	PAGE REFERENCES
Concept H. (8) Understanding the causes and consequences of the Civil War	
<p>Interpret political, economic and social causes and consequences of the Civil War and Reconstruction</p>	<p>Student Edition: 436-439, 441-444, 445-448, 449-453, 460-464, 466-472, 473-477, 478-483, 485-491, 498-503, 504-508, 509-512, 513-520</p> <p><i>Comparing Resources</i> 462</p> <p><i>Foldables Study Organizer</i> 499</p> <p><i>Geography Skills</i> 452</p> <p><i>Graph Skills</i> 519</p> <p><i>Guide to Reading</i> 500</p> <p><i>National Geographic</i> 452, 507</p> <p><i>Section 1 Assessment</i> 464 # 3</p> <p><i>Section 2 Assessment</i> 472 #5</p> <p><i>What If</i> 516</p> <p><i>Why It Matters</i> 474</p> <p>Teacher Wraparound Edition: CAD 446; CLA 467, 510 514; DI 447; ETC 490, 518; ICA 463; MAC 479, 510; RS 450, 458, 498, 501, 505; WIM 475; WIMA 498</p>
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	
<p>Assess rights and responsibilities of individuals</p>	<p>Student Edition: 208, 212, 228-230</p> <p>Teacher Wraparound Edition: BMA 228; CLA 229; CTA 221; DYK 223</p>
<p>Interpret how laws are made, interpreted and enforced</p>	<p>Student Edition: 209-211, 219, 220-222, 223-227, 235</p> <p><i>Graphic Organizer Skills</i> 220, 225</p> <p><i>How a Bill Becomes a Law</i> 225</p> <p><i>The Federal System</i> 219</p> <p>Teacher Wraparound Edition: CLA 253; EC 247; RT 224</p>

STANDARDS	PAGE REFERENCES
Interpret how leaders are selected	<p>Student Edition: 218, 221, 223-224, 230</p> <p>Teacher Wraparound Edition: CLA 218, 234; CTA 234, 236; DYK 223, 239, 248; YDS 219</p>
Interpret how power is distributed among individuals and branches of government	<p>Student Edition: 209-211, 218-220, 223-227</p> <p><i>American System of Checks and Balances</i> 224</p> <p><i>The Federal System</i> 219</p> <p>Teacher Wraparound Edition: BMA 223, 238; CLA 218, 235; RT 220</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: 228-230, 246</p> <p><i>Citizenship Cooperative Activity</i> 189</p> <p>Teacher Wraparound Edition: CLA 229</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: 211, 218-219, 220, 228-230, 322</p> <p><i>Graphic Organizer Skills</i> 225</p> <p><i>The Federal System</i> 219</p> <p>Teacher Wraparound Edition: BMA 228; CLA 229; CTA 221, 245; EC 247; ICA 559</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>Student Edition: 210, 222, 226-227, 240-241</p> <p>Teacher Wraparound Edition: CTA 241; EC 240; WWW 227</p>

STANDARDS	PAGE REFERENCES
Economic Concepts and Principles	
4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
Concept A. (1) Economic concepts	
<p>Apply the following economic concepts:</p> <ul style="list-style-type: none"> • business cycle (expansion, recession, depression) • unemployment • market economy 	<p>Student Edition: 308, 310-311, 350-351, 483, 536-537, 550, 560, 566, 574-575</p> <p><i>What Life Was Like</i> 308</p> <p>Teacher Wraparound Edition: DI 280; ICA 309, 559</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>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: 40, 308-311, 384-385, 386-390, 391-392, 393-395</p> <p><i>What Life Was Like</i> 308-309</p> <p>Teacher Wraparound Edition: RS 310, 482, 487</p>
Concept C. (3) Interpreting the past, explaining the present and predicting the future of economic decisions	
<p>Interpret the past, explain the present and predict future consequences of economic decisions</p>	<p>Student Edition: 260-262, 280, 308-311, 338-339, 350-351, 536-539</p> <p>Teacher Wraparound Edition: DI 280, 350; ICA 309, 516</p>
Concept D. (4) Understanding the consequences of personal and public economic decisions	
<p>Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy.</p>	<p>Student Edition: 290, 308, 310-311, 338-339, 350-351, 391-393, 482-483, 518, 556-558, 566</p> <p>Teacher Wraparound Edition: DI 260; ICA 309</p>
Concept E. (5) Understanding various types of taxes and their purposes	
<p>Identify different forms of taxes, such as tariffs, sales taxes and income taxes, and their purposes</p>	<p>Student Edition: 133-135, 229, 235, 248, 262, 338, 483, 576</p> <p>Teacher Wraparound Edition: CC 229; CLA 235; DI 134; EC 248;</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	<p>Student Edition: 1-9 <i>How Do I Study Geography</i> 2-3 <i>Social Studies Skillbuilder</i> 27, 16, 361 <i>You Decide</i> 96-97</p> <p>Teacher Wraparound Edition: CLA 1; DI 2, 4; EC, 7, 96; RT 5, 32, 370</p>
Construct maps	<p>The reference atlases can be used to construct maps.</p> <p>Student Edition: 1, <i>Reference Atlas</i> RA2-RA14 <i>Social Studies Skillbuilder</i> 27 <i>You Decide</i> 382-383</p> <p>Teacher Wraparound Edition: CLA 1, 44; DI 438; ICA 317; RT 77, 83, 87</p>
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	<p>Student Edition: 1, 4-5 <i>Geography Skills</i> 77, 83, 87, 452, 542 <i>Reference Atlas</i> RA2-RA3</p> <p>Teacher Wraparound Edition: CLA 8; CTA 1, 9; RT 5</p>
Locate cities and topographic features of the United States	<p>Student Edition: 4-5 <i>Parts of Maps</i> 5</p> <p>Teacher Wraparound Edition: CLA 8; CTA 9; RT 5</p>

STANDARDS	PAGE REFERENCES
Locate and describe geographic places , using absolute and relative location	Student Edition: 4-5, 8 <i>You Decide</i> 96-97 Teacher Wraparound Edition: CTA 9; DYK 0; EC 96; RT 5; WWWW 96
Concept C. (3) Place	
Analyze physical characteristics , such as climate, topography, relationship to water and ecosystems	Student Edition: 4 <i>Reference Atlas</i> RA1, RA4-RA5 <i>Geography Handbook</i> 1-2 <i>Geography Skills</i> 284 Teacher Wraparound Edition: CLA 8; DI 4; EC 561; ICA 291, 317; RT 5, 32
Analyze human characteristics , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Student Edition: <i>Geography Handbook</i> 3 <i>Geographic Organizer Skills</i> 377 <i>Geography Skills</i> 310, 565 <i>More About</i> 394 Teacher Wraparound Edition: DI 308; EC 7; ICA 394; RT 376, 392; WWWW 393
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: 314-315, 319, 528-533, 534-539 <i>National Geographic</i> 18, 291, 310 <i>Urban and Rural Population Growth, 1860-1900</i> 538 Teacher Wraparound Edition: CLA 315; RS 318, 526; WIMA 526

STANDARDS	PAGE REFERENCES
Concept G.(7) Relationships between and among places	
<p>Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas</p>	<p>Student Edition: 304-305, 306-311, 314-319, 388-390, 391-395 <i>Geography Skills</i> 318, 388 <i>Why It Matters</i> 316-317</p> <p>Teacher Wraparound Edition: BSA 314; CLA 307; DI 308, 388; ICA 389 ; RT 310, 318, 387</p>
Concept H. (8) Regions	
<p>Explain how regions of the United States relate to one another and change over time</p>	<p>Student Edition: 70-73, 76-80, 82-85, 86-93, 177-179, 314-319, 341-342, 386-390, 391-395, 397-400, 401-407, 436-439, 441-444, 504-508, 513-520 <i>Founding the Thirteen Colonies</i> 91 <i>Geography Skills</i> 507 <i>Learning From Geography</i> 74 <i>Social Studies Skillbuilder</i> 81 <i>Why It Matters</i> 316</p> <p>Teacher Wraparound Edition: CLA 8, 442; EC 3, 406; ICA 89, 394; RT 87, 318, 384</p>
Concept I. (9) Uses of geography	
<p>Use geography to interpret the past, explain the present and plan for the future</p>	<p>Student Edition: <i>Geography Skills</i> 98 <i>Graphic Organizer skills</i> 377 <i>How Does Geography Influence History</i> 6-7 <i>Why It Matters</i> 194-195, 316-317</p> <p>Teacher Wraparound Edition: DI 2; EC 6; GH 2-3; RT 32, 77, 83, 87; WWW 6, 7</p>

STANDARDS	PAGE REFERENCES
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	
<p>Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group</p>	<p>Student Edition: 14, 16-19, 22-26, 28-33, 228-230, 322, 356, 363-364, 412-415, 418-424, 425-428, 460-462, 510-511 <i>People in History</i> 166</p> <p>Teacher Wraparound Edition: CLA 229; DI 24, 143, 427; RC 105; RT 14, 376, 426, 437; SLP 129, 255</p>
Concept D. (4) Effect of laws and events on relationships	
<p>Describe how laws and events affect members of groups and relationships among groups</p>	<p>Student Edition: 22-26, 412-415, 418-424, 425-428, 341-345, 566-568 <i>Why It Matters</i> 426-427</p> <p>Teacher Wraparound Edition: CLA 229; DI 447; ICA 261, 337, 559; PR 458; RT 23, 325, 413, 446</p>
Concept E. (5) Effect of personal and group experiences on perceptions	
<p>Assess how personal and group experiences influence people's perceptions and judgments of events</p>	<p>Student Edition: <i>Critical Thinking Skillbuilder</i> 146, 440</p> <p>Teacher Wraparound Edition: CLA 268; CTA 166; DI 290, 364, 399, 462; ICA 270; RT 392</p>
Concept F. (6) Changing ideas, concepts and traditions	
<p>Analyze how ideas, concepts, and traditions have changed over time (e.g., women's role in society)</p>	<p>Student Edition: <i>What Life Was Like</i> 308-309 <i>Why It Matters</i> 426-427, 474-475</p> <p>Teacher Wraparound Edition: CLA 156; DI 143; EC 91; ICA 144, 537; RT 112, 186, 376; TTA 524</p>

STANDARDS	PAGE REFERENCES
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	<p>Student Edition: <i>Interdisciplinary Activity</i> 80 <i>Study and Writing Skillbuilder</i> 340</p> <p>Teacher Wraparound Edition: CLA 21; DI 102, 581; ICA 309, 372; RT 470, 476; TTA 128, 524</p>
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	<p>Student Edition: <i>Social Studies Skillbuilder</i> 27, 63, 81, 169, 273, 320, 396</p> <p>Teacher Wraparound Edition: CTA 544; DI 72, 88; PR 68; RT 32, 77, 83, 104, 173</p>
Concept C. (3) Creating maps and graphics	
Create maps, graphs, timelines, charts and diagrams to communicate information	<p>Student Edition: <i>Social Studies Skillbuilder</i> 27 <i>You Decide</i> 282-283</p> <p>Teacher Wraparound Edition: CLA 1, 44; DI 18,110; ICA 317; RT 77, 83, 87, 220</p>
Concept D.(4) Using technological tools	
Use technological tools for research and presentation	<p>Student Edition: <i>Technology Skillbuilder</i> 429, 551</p> <p>Teacher Wraparound Edition: CLA 122, 479; DI 102, 109, 558, 574, 581; EC 96; ICA 79, 261; RT 98, 203</p>

STANDARDS	PAGE REFERENCES
Concept E.(5) Distinguishing fact and opinion	
Distinguish between fact and opinion and recognize bias and points of view	Student Edition: 545 <i>Critical Thinking Skill Builder</i> 146, 440 Teacher Wraparound Edition: DI 290, 364; RT 133, 137, 470, 482; TTA 128
Concept F. (6) Supporting a point of view	
Identify, research and defend a point of view/position	Teacher Wraparound Edition: CLA 52, 59; CTA 166, 538, 560; DI 60, 84; PR 160; RT 54; SPL 67