



*The*  
**AMERICAN  
VISION**

**MODERN TIMES**

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STANDARDS	PAGE REFERENCES
<p><b>Principles of Constitutional Democracy</b></p>	
<p><b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b></p>	
<p><b>Concept A. (1) Principles of constitutional democracy in the United States</b></p>	
<p>Examine the changing roles of government in the context of the historical period being studied:</p> <ul style="list-style-type: none"> <li>• philosophy</li> <li>• limits</li> <li>• duties</li> <li>• checks and balances</li> <li>• <b>separation of powers</b></li> <li>• <b>federalism</b></li> </ul>	<p><b>Student Edition:</b> 46-45, 445, 615, 740-742 <i>Critical Thinking</i> 55 #5 <i>Infographic</i> 48-49, 50-51 <i>Main Idea</i> 445 #3</p> <p><b>Teacher Wraparound Edition:</b> Ac 53; C 55; CT 47; DI 48; RS 51</p>
<p>Analyze the roles and influence of political parties and interest groups</p>	<p><b>Student Edition:</b> 80, 99, 111-112, 122-124, 242-247, 308, 434-435, 820-821 <i>Critical Thinking</i> 83 #5, 247 #6</p> <p><b>Teacher Wraparound Edition:</b> DI 123; RS 80</p>

STANDARDS	PAGE REFERENCES
<p>. Assess the changing roles of the following:</p> <ul style="list-style-type: none"> <li>• checks and balances</li> <li>• <b>separation of powers</b></li> <li>• <b>federalism</b></li> </ul>	<p><b>Student Edition:</b> 34, 38-39, 47-48 <i>Critical Thinking</i> 55 #5 <i>Infographic</i> 48-49</p> <p><b>Teacher Wraparound Edition:</b> CT 47, 60, 63</p>
<p>Define and explain judicial review</p>	<p><b>Student Edition:</b> 53, 82-83, R59 <i>Critical Thinking</i> 83 #4</p>
<p><b>United States History</b></p>	
<p><b>2a. Knowledge of continuity and change in the history of Missouri, the United States and the world</b></p>	
<p><b>Concept A. (1) Understand the migrations of people from many regions to North America</b></p>	
<p>Describe the migrations of people from many regions of the world and the interactions of cultures and religious traditions that have contributed to America's history</p>	<p><b>Student Edition:</b> 17, 91, 183, 214-219, 222 <i>Analyzing Primary Sources</i> 220-221 <i>Critical Thinking</i> 21 #4, 219 #5 <i>National Geographic</i> 215 <i>Primary Source</i> 216-217 <i>Writing About History</i> 21</p> <p><b>Teacher Wraparound Edition:</b> Ac 221, DI 216; WS 91</p>
<p><b>Concept B. (2) Political development in the United States</b></p>	
<p>Analyze the evolution of American <b>democracy</b>, its ideas, institutions and political processes from colonial days to the present, including:</p> <ul style="list-style-type: none"> <li>• Civil War and Reconstruction</li> <li>• struggle for civil rights</li> <li>• expanding role of government</li> </ul>	<p><b>Student Edition:</b> 122-129, 140-149, 445, 615, 622-624, 626-629, 630-639, 740-742 <i>Analyzing Supreme Court Cases</i> 625 <i>Infographic</i> 141 <i>Main Idea</i> 445 #3 <i>Timeline</i> 124-125, 632-633</p> <p><b>Teacher Wraparound Edition:</b> CT 126, 633; RS 148; SP 146; WS 124, 628</p>

STANDARDS	PAGE REFERENCES
<b>Concept C. (3) Economic development in the United States</b>	
<p>Describe the historical development of the American economy, including:</p> <ul style="list-style-type: none"> <li>• impact of geographic factors</li> <li>• role of the frontier and agriculture</li> <li>• impact of technological change and urbanization on land, resources, society, politics and culture</li> <li>• changing relationships between government and the economy</li> </ul>	<p><b>Student Edition:</b>  110-111, 169, 186-187, 190-191, 222-227, 242-247, 266, 445, 615  <i>Critical Thinking</i> 169 #5  <i>Main Idea</i> 187 #2, 193 #2, 445 #3</p> <p><b>Teacher Wraparound Edition:</b>  C 169; CT 187, 244; SP 111</p>
<b>Concept D.(4) Foreign and domestic policy developments</b>	
<p>Describe and evaluate the evolution of United States domestic and foreign policies, including:</p> <ul style="list-style-type: none"> <li>• isolationism</li> <li>• Manifest Destiny</li> <li>• imperialism</li> <li>• two world wars</li> <li>• Cold War</li> </ul>	<p><b>Student Edition:</b>  104-107, 262-267, 273-274, 324-327, 366, 458, 474-479, 538-541, 742-743  <i>Debates in History</i> 272-273, 324-325  <i>Political Cartoon</i> 475  <i>Primary Source</i> 108-109, 263</p> <p><b>Teacher Wraparound Edition:</b>  C 267; DI 366; RS 324; SP 108; WS 273</p>
<b>Concept E. (5) Understanding cultural changes</b>	
<p>Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology)</p>	<p><b>Student Edition:</b>  232-233, 382-385, 572-579, 754-759  <i>Past &amp; Present</i> 756-757  <i>People in History</i> 575  <i>Primary Source</i> 232, 383  <i>Time Notebook</i> 608-609</p> <p><b>Teacher Wraparound Edition:</b>  Ac 575; C 385; CT 756; WS 383</p>

STANDARDS	PAGE REFERENCES
<b>Concept F. (6) Missouri history as it relates to major developments of United States history</b>	
<p>Analyze Missouri history as it relates to major developments of United States history, including:</p> <ul style="list-style-type: none"> <li>• exploration and settlement</li> <li>• mid 1800s (conflict and war)</li> <li>• urbanization, industrialization, post-industrial societies</li> </ul>	<p><b>Student Edition:</b>  94-95, 111, 112, 182-187, 222-227  <i>National Geographic</i> 95, 183  <i>Primary Source</i> 224-225  <i>Technology &amp; History</i> 223  <i>Timeline</i> 184-185</p> <p><b>Teacher Wraparound Edition:</b>  C 227; DI 224; SP 95; WS 185</p>
<b>World History</b>	
<b>2b. Knowledge of continuity and change in the history of the world (World History)</b>	
<b>Concept G. (7) Causes, comparisons and results of major twentieth-century wars</b>	
<p>Examine all of the wars of the twentieth century (i.e., World War I and II), including: causes, comparisons, consequences and peace efforts</p>	<p><b>Student Edition:</b>  320-327, 348-353, 451-459, 518-525, 532-537, 654-61, 670-672, 674-675  <i>National Geographic</i> 321, 455, 655  <i>Timeline</i> 520-521</p> <p><b>Teacher Wraparound Edition:</b>  Ac 351; C 525; CT 533; DI 455; HO 321, 655; SP 321</p>
<b>Principles and Processes of Governance Systems</b>	
<b>3. Knowledge of principles and processes of governance systems</b>	
<b>Concept A. (1) Principles and purposes of government</b>	
<p>principles of government:</p> <ul style="list-style-type: none"> <li>• <b>limited government</b></li> <li>• <b>majority rule</b> and minority rights</li> <li>• constitution and civil rights</li> <li>• checks and balances</li> <li>• merits of the above principles</li> </ul>	<p><b>Student Edition:</b>  37-39, 46-55  <i>Critical Thinking</i> 41 #6, 55 #5  <i>Infographic</i> 38, 48-49</p> <p><b>Teacher Wraparound Edition:</b>  C 41, 55; CT 47; DI 48; SP 53</p>

STANDARDS	PAGE REFERENCES
<b>Economic Concepts and Principles</b>	
<b>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)</b>	
<b>Concept B. (2) Understanding economic concepts</b>	
<p>Apply the following major economic concepts in the context of the historical period studied:</p> <ul style="list-style-type: none"> <li>• <b>scarcity</b></li> <li>• <b>opportunity cost</b></li> <li>• <b>factors of production</b> (human resources, natural resources and capital resources)</li> <li>• <b>supply and demand</b> (shortages and surpluses)</li> <li>• <b>gross domestic product (GDP)</b></li> <li>• <b>savings and investment</b></li> <li>• <b>business cycle</b></li> <li>• <b>profit</b></li> <li>• government regulation and deregulation</li> <li>• budgeting</li> <li>• income</li> <li>• unemployment and full employment</li> <li>• <b>inflation</b> and deflation</li> </ul>	<p><b>Student Edition:</b> 16-21, 90-93, 127, 162-163, 194-199, 242, 400-405, 506-507, 719-720, 721, 748, 754-755 <i>Primary Source</i> 721</p> <p><b>Teacher Wraparound Edition:</b> Ac 163; C 21; CT 90; DI 245, 206; WS 748</p>
<b>Concept C. (3) Understanding the roles of people, business, and government in economic system of the United States</b>	
<p>Analyze the roles people, business, and government play in economic systems ,such as:</p> <ul style="list-style-type: none"> <li>• <b>monetary policy</b> (why the Federal Reserve System influences interest rates and money supply)</li> <li>• <b>fiscal policy</b> (government taxation and spending)</li> <li>• how monopolies affect people’s lives and how they are regulated</li> <li>• how boycotts, strikes, and embargoes affect trade and people’s options</li> <li>• why businesses may choose to build in or move to other regions or countries</li> </ul>	<p><b>Student Edition:</b> 24, 26, 83, 198, 301, 310, 348-349, 405, 413, 477-478, 697, 795 <i>Critical Thinking</i> 29 #6 <i>Infographic</i> 310 <i>Main Idea</i> 199 #3 <i>Primary Source</i> 309</p> <p><b>Teacher Wraparound Edition:</b> Ac 24, 310; CT 478; RS 311, 349; SP 24</p>

STANDARDS	PAGE REFERENCES
<b>Concept D. (4) Knowledge of economic consequences of decisions</b>	
Determine the economic consequences of personal and public decisions	<p><b>Student Edition:</b>  4-6, 186-187, 202, 362-367, 740-745, 774-777  <i>Critical Thinking</i> 745 #4  <i>Main Idea</i> 187 #4, 367 #3</p> <p><b>Teacher Wraparound Edition:</b>  CT 202; WS 744</p>
<b>Concept E. (5) Understanding the functions and effects of economic institutions</b>	
Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions and financial institutions	<p><b>Student Edition:</b>  147-149, 194-199, 200-207, 320-322, 400-405, 566-571, 746-753, 774-777  <i>Infographic</i> 195, 196-197  <i>Writing About History</i> 199</p> <p><b>Teacher Wraparound Edition:</b>  Ac 197; IA 203; SP 403; WS 206, 748</p>
<b>Concept F. (6) Knowledge of economic institutions</b>	
Explain the United States role in the global economy and of the roles of trade, treaties, international organizations and <b>comparative advantage</b> in the global economy	<p><b>Student Edition:</b>  794-797  <i>Critical Thinking</i> 797 #5  <i>Main Idea</i> 797 #2  <i>National Geographic</i> 795  <i>Primary Source</i> 796</p> <p><b>Teacher Wraparound Edition:</b>  C 797; CT 795; SP 796</p>
<b>Concept G. (7) Understanding the roles of government in a market economy</b>	
Identify the roles of government in a <b>market economy</b> (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)	<p><b>Student Edition:</b>  88, 186-187, 299, 300-302, 445, 569, 571, 749-750  <i>Main Idea</i> 445 #3  <i>Political Cartoon</i> 301</p> <p><b>Teacher Wraparound Edition:</b>  C 187; CT 302; WS 569, 748</p>

STANDARDS	PAGE REFERENCES
<b>Elements of Geographical Study and Analysis</b>	
<b>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</b>	
<b>Concept B. (2) Knowledge to use geography to predict and solve problems</b>	
Apply knowledge of the geography of Missouri, the United States and world to make predictions and solve problems	<p><b>Student Edition:</b>  <i>Geography &amp; History</i> 14-15, 138-139, 228-229, 284-285, 410-411, 516-517, 662-663, 760-761</p> <p><b>Teacher Wraparound Edition:</b>            CT 663; DI 15; T 138, 284, 410, 760; WS 229</p>
<b>Concept C. (3) Understanding the concept of location</b>	
Locate major cities of Missouri, the United States and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and world	<p><b>Student Edition:</b>            A2-A19  <i>Critical Thinking</i> 316 #14-15  <i>Infographic</i> 519  <i>National Geographic</i> 28, 144, 217, 455, 656, 742, 810</p> <p><b>Teacher Wraparound Edition:</b>            SP 455, 742, 810</p>
<b>Concept D. (4) Understanding the concept of place</b>	
Describe <b>physical characteristics</b> and <b>human characteristics</b> that make specific <b>places</b> unique	<p><b>Student Edition:</b>            166-169, 502, 743-744  <i>Critical Thinking</i> 169 #4  <i>Geography &amp; History</i> 228-229, 760-761</p> <p><b>Teacher Wraparound Edition:</b>            DI 167, 744; EC 743; T 228, 760</p>
Explain how and why <b>places</b> change	<p><b>Student Edition:</b>            222-227, 388, 503, 583  <i>Primary Source</i> 502-503  <i>Technology &amp; History</i> 223  <i>Visual Summary</i> 254</p> <p><b>Teacher Wraparound Edition:</b>            C 227; CT 224, 503; RS 583; SP 330</p>

STANDARDS	PAGE REFERENCES
<p>Explain how and why different people may perceive the same place in varied ways</p>	<p><b>Student Edition:</b>            224-225, 583, 642-643, 665-666  <i>Main Idea 227 #3</i>  <i>Political Cartoon 643</i>  <i>Primary Source 224-225, 583</i></p> <p><b>Teacher Wraparound Edition:</b>            CT 224, 583; WS 224</p>
<p><b>Concept E. (5) Understanding relationships within places</b></p>	
<p>Distinguish major patterns and issues with regard to population distribution, <b>demographics</b>, settlements, migrations, cultures and economic systems in the United States and world</p>	<p><b>Student Edition:</b>            16, 222, 330, 388, 502-503, 573, 584-585, 760-761, 788, 790-791  <i>Geography &amp; History 228-229, 760-761</i></p> <p><b>Teacher Wraparound Edition:</b>            A 761; Ac 228; C 227; RS 585; SP 330</p>
<p><b>Concept G. (7) Understanding relationships between and among regions</b></p>	
<p>List and explain criteria that give <b>regions</b> their identities in different periods of United States history</p>	<p><b>Student Edition:</b>            92-93, 103, 109, 166-169, 407, 743-744  <i>Geography &amp; History 410-411</i>  <i>National Geographic 92, 167</i></p> <p><b>Teacher Wraparound Edition:</b>            Ac 109; CT 109; DI 167, 744; WS 168</p>
<p>Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)</p>	<p><b>Student Edition:</b>            47-48, 142, 144, 274-275, 568  <i>Critical Thinking 55 #5</i>  <i>Infographic 48-49</i></p> <p><b>Teacher Wraparound Edition:</b>            CT 47; DI 48; WS 142</p>
<p>Explain how <b>regions</b> relate to one another (e.g., river-drainage regions)</p>	<p><b>Student Edition:</b>            92-93, 103, 109, 166-169, 407, 743-744  <i>Geography &amp; History 410-411</i>  <i>National Geographic 92, 167</i></p> <p><b>Teacher Wraparound Edition:</b>            Ac 109; CT 109; DI 167, 744; WS 168</p>

STANDARDS	PAGE REFERENCES
Explain how and why <b>regions</b> change	<p><b>Student Edition:</b>  222-227, 388, 503, 583  <i>Primary Source</i> 502-503  <i>Technology &amp; History</i> 223  <i>Visual Summary</i> 254</p> <p><b>Teacher Wraparound Edition:</b>  C 227; CT 224, 503; RS 583; SP 330</p>
<b>Relationships of Individual and Groups to Institutions and Traditions</b>	
<b>6. Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>Concept A. (1) Ideas and beliefs of different cultures</b>	
Compare and contrast the major ideas and beliefs of different cultures	<p><b>Student Edition:</b>  8, 9-10, 11, 17, 21, 100, 680-681, 596-597, 601, 657, 742, 744-745  <i>Main Idea</i> 21 #3</p> <p><b>Teacher Wraparound Edition:</b>  Ac 9; C 381; EC 10; RS 100, 657; SP 9</p>
<b>Concept B. (2) Changing of roles of various groups</b>	
Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects	<p><b>Student Edition:</b>  147, 224-226, 388-393, 665-666, 686-691, 724-729  <i>Main Idea</i> 227 #3  <i>Primary Source</i> 224-225, 389, 390-391</p> <p><b>Teacher Wraparound Edition:</b>  Ac 689; DI 390; EC 391; WS 224</p>
<b>Concept C. (3) Major social institutions</b>	
Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs	<p><b>Student Edition:</b>  91, 100, 145-147, 200-207, 292-299, 412-415, 422-431, 730-733  <i>Primary Source</i> 201, 294  <i>Writing About History</i> 207</p> <p><b>Teacher Wraparound Edition:</b>  Ac 424; DI 146; RS 100; WS 201</p>

STANDARDS	PAGE REFERENCES
<b>Concept D. (4) Consequences of individual or institutional failure</b>	
Identify the consequences that can occur when: <ul style="list-style-type: none"> <li>institutions fail to meet the needs of individuals and groups</li> <li>individuals fail to carry out their personal responsibilities</li> </ul>	<b>Student Edition:</b> 98-99, 400-405, 582-587, 611-612, 642-643, 712-714, 716-717 <i>National Geographic</i> 98 <i>Primary Source</i> 583, 713 <b>Teacher Wraparound Edition:</b> CT 631; DI 504; RS 634
<b>Concept E. (5) Causes, effects and resolutions of cultural conflict</b>	
Determine the causes, consequences and possible resolutions of cultural conflicts	<b>Student Edition:</b> 104-105, 504, 630-637, 686-691, 692-697 <i>Primary Source</i> 687 <i>Timeline</i> 632-633 <b>Teacher Wraparound Edition:</b> CT 631; DI 504; RS 634
<b>Tools of Social Science Inquiry</b>	
<b>7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)</b>	
<b>Concept A. (1) Developing a research plan and identifying resources</b>	
Develop a research plan and identify appropriate resources for investigating social studies topics	<b>Student Edition:</b> R2, R6-R8, R15, R18-R20 <i>Analyzing Primary Sources</i> 114-115, 220-221, 334-335, 640-641, 792-793 <b>Teacher Wraparound Edition:</b> T R2, R6, R7, R8, R15, R18, R19, R20
<b>Concept B. (2) Selecting and analyzing primary/secondary sources</b>	
Distinguish between and analyze <b>primary sources</b> and <b>secondary sources</b>	<b>Student Edition:</b> R18-R20 <i>Analyzing Primary Sources</i> 114-115, 220-221, 334-335, 640-641, 792-793 <b>Teacher Wraparound Edition:</b> F 114; T 220, 334, 472, R18, R19, R20; WS 433

STANDARDS	PAGE REFERENCES
<b>Concept C. (3) Understanding fact, opinion, bias and points of view in sources</b>	
Distinguish between fact and opinion and analyze sources to recognize bias and points of view	<p><b>Student Edition:</b> R5, R11 <i>Main Idea 149 #2</i></p> <p><b>Teacher Wraparound Edition:</b> SP 111, 125, 134; T R5, R11</p>
<b>Concept D. (4) Interpreting various social-studies resources</b>	
Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts	<p><b>Student Edition:</b> GH3-GH13, R15, R16, R18</p> <p><b>Teacher Wraparound Edition:</b> Ac GH8; C GH13; CT GH4, GH5; RS 18; T GH3, R15, R16, R18</p>
<b>Concept E. (5) Knowledge to create various social-studies' graphics</b>	
Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies	<p><b>Student Edition:</b> <i>Critical Thinking 13 #7, 55 #5, 113 #6, 169 #5</i></p> <p><b>Teacher Wraparound Edition:</b> Ac 127, 161, 186; RS 11, 141; SP 106, 127; T GH3</p>