



The American Republic

Since 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 of constitutional democracy in the United States</p>	
<p>Examine the changing roles of government in the context of the historical period being studied:</p> <ul style="list-style-type: none"> • philosophy • limits • duties • checks and balances • separation of powers • federalism 	<p>Student Edition: 101, 104, 108, 111-112, 123, 574 <i>Constitution Handbook Assessment 129 #5</i> <i>Different Viewpoints 113</i> <i>Profiles in History 109</i></p> <p>Teacher Wraparound Edition: DI 114; ICA 124; RC 112; RS 122</p>

STANDARDS	PAGE REFERENCES
Analyze the roles and influence of political parties and interest groups	<p>Student Edition: 155, 226-228, 232-234 <i>Chart Skills</i> 227 <i>National Geographic</i> 233 <i>Political Parties of the Era</i> 227 <i>Reading Check</i> 155 <i>Section Assessment</i> 231 #2, #4</p> <p>Teacher Wraparound Edition: CS 227; HTA 230</p>
Assess the changing roles of the following: <ul style="list-style-type: none"> • checks and balances • separation of powers • federalism 	<p>The following references may be used to meet this standard.</p> <p>Student Edition: 101, 104, 111-112, 123-124, 574 <i>Chapter Activities</i> 119 #40 <i>Checks and Balances</i> 123 <i>Constitution Handbook Assessment</i> 129 #5 <i>Section Assessment</i> 115 #1</p> <p>Teacher Wraparound Edition: DI 114; DP 125; ICA 124; RC 112; RS 122</p>
Define and explain judicial review	<p>Student Edition: 127, 162 <i>Chart Skills</i> 172 <i>Major Supreme Court Decisions, 1801-1824</i> 172 <i>Marbury v. Madison</i> 963 <i>Reading Check</i> 162</p> <p>Teacher Wraparound Edition: CS 172; RC 162</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) Understand the migrations of people from many regions to North America	
<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>Student Edition: 336-340, 484 <i>An American Story</i> 336 <i>Different Viewpoints</i> 338 <i>Geography & History</i> 346-347 <i>Geography Skills</i> 337, 485 <i>National Geographic</i> 337, 485</p> <p>Teacher Wraparound Edition: ICA 339; RS 337</p>
Concept B. (2) Political development in the United States	
<p>Analyze the evolution of American democracy, its ideas, institutions and political processes from colonial days to the present, including:</p> <ul style="list-style-type: none"> • Civil War and Reconstruction • struggle for civil rights • expanding role of government 	<p>Student Edition: 162, 246-247, 251-253, 262-263, 266-268, 269-271, 441-442, 748-752, 755-760 <i>Picturing History</i> 439</p> <p>Teacher Wraparound Edition: ICA 269</p>
Concept C. (3) Economic development in the United States	
<p>Describe the historical development of the American economy, including:</p> <ul style="list-style-type: none"> • impact of geographic factors • role of the frontier and agriculture • impact of technological change and urbanization on land, resources, society, politics and culture • changing relationships between government and the economy 	<p>Student Edition: 286-287, 288-291, 292-293, 294-295, 341-345, 357, 707-708 <i>Linking Past & Present</i> 246 <i>National Geographic</i> 289 <i>The Technology of Urbanization</i> 342</p> <p>Teacher Wraparound Edition: ICA 289</p>

STANDARDS	PAGE REFERENCES
Concept D.(4) Foreign and domestic policy developments	
<p>Describe and evaluate the evolution of United States domestic and foreign policies, including:</p> <ul style="list-style-type: none"> • isolationism • Manifest Destiny • imperialism • two world wars • Cold War 	<p>Student Edition: 202-209, 392-397, 452-455, 468-469, 587, 588, 602-603 <i>Picturing History</i> 394 <i>Writing About History</i> 588, 606</p> <p>Teacher Wraparound Edition: CTA 208; RS 660</p>
Concept E. (5) Understanding cultural changes	
<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>Student Edition: 673-674, 686-687, 692-697, 698-703 <i>An American Story</i> 692, 698 <i>Fact Fiction Folklore</i> 700 <i>Profiles in History</i> 697 <i>TV Nation</i> 699 <i>Why It Matters</i> 690-691</p> <p>Teacher Wraparound Edition: FYI 686; RS 702</p>
F. (6) Missouri history as it relates to major developments of United States history	
<p>Analyze Missouri history as it relates to major developments of United States history, including:</p> <ul style="list-style-type: none"> • exploration and settlement • mid 1800s (conflict and war) • urbanization, industrialization, post-industrial societies 	<p>These following references may be used in the context of Missouri specific history.</p> <p>Student Edition: 163, 187-188, 226, 228-229, 236 <i>An American Story</i> 187 <i>Geography Skills</i> 188 <i>National Geographic</i> 188</p>

STANDARDS	PAGE REFERENCES
World History	
2b. Knowledge of continuity and change in the history of the world (World History)	
Concept G. (7) Causes, comparisons and results of major twentieth-century wars	
<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>Student Edition: 448-455, 456-461, 464-469, 471-475, 589-594, 595-600, 601-606, 612-617, 618-623, 625-630</p> <p><i>Profiles in History</i> 452</p> <p>Teacher Wraparound Edition: CTA 460</p>
Principles and Processes of Governance Systems	
3. Knowledge of principles and processes of governance systems	
Concept A. (1) Principles and purposes of government	
<p>Explain the importance of the following principles of government:</p> <ul style="list-style-type: none"> • limited government • majority rule and minority rights • constitution and civil rights • checks and balances • merits of the above principles 	<p>Student Edition: 101, 111-114, 122, 124</p> <p><i>The Bill of Rights</i> 124</p> <p><i>Different Viewpoints</i> 113</p> <p><i>Profiles in History</i> 109</p> <p><i>Reading Check</i> 115</p> <p>Teacher Wraparound Edition: CTA 112; DC 113; RS 122</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 B. (2) Understanding economic concepts	
<p>Apply the following major economic concepts in the context of the historical period studied:</p> <ul style="list-style-type: none"> • scarcity • opportunity cost • factors of production (human resources, natural resources and capital resources) • supply and demand (shortages and surpluses) • gross domestic product (GDP) • savings and investment • business cycle • profit • government regulation and deregulation • budgeting • income • unemployment and full employment • inflation and deflation 	<p>The following references to Gross National Product (GNP) may be used to explore the differences and purposes of the GNP and GDP as economic indicators.</p> <p>Student Edition: 65-66, 154, 287, 308-309, 310, 319, 320, 534, 720, 844, 847, 867-868</p> <p><i>Analyzing Political Cartoons</i> 845</p> <p><i>Picturing History</i> 844</p>
Concept C. (3) Understanding the roles of people, business, and government in economic system of the United States	
<p>Analyze the roles people, business, and government play in economic systems, such as:</p> <ul style="list-style-type: none"> • monetary policy (why the Federal Reserve System influences interest rates and money supply) • fiscal policy (government taxation and spending) • how monopolies affect people’s lives and how they are regulated • how boycotts, strikes, and embargoes affect trade and people’s options • why businesses may choose to build in or move to other regions or countries 	<p>The references regarding the increasing global economy may be used to discuss the subsequent effects on business location.</p> <p>Student Edition: 181, 321-322, 327-328, 369, 440-441, 522, 534, 544, 867, 886, 897, 902-904</p>

STANDARDS	PAGE REFERENCES
Concept D. (4) Knowledge of economic consequences of decisions	
Determine the economic consequences of personal and public decisions	<p>Student Edition: 522, 533-534, 544, 546 <i>Reading Check</i> 522 <i>Section Assessment</i> 534 #4; 544 #3, #4</p> <p>Teacher Wraparound Edition: FYI 534</p>
Concept E. (5) Understanding the functions and effects of economic institutions	
Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions and financial institutions	<p>Student Edition: 181, 327-331, 440-441, 544 American Literature 443 Profiles in History 328 <i>Section Assessment</i> 323 #4; 331 #3, #6; 546 #4</p> <p>Teacher Wraparound Edition: C 323</p>
Concept F. (6) Knowledge of economic institutions	
Explain the United States role in the global economy and of the roles of trade, treaties, international organizations and comparative advantage in the global economy	<p>Student Edition: 534, 902-904 <i>Geography & History</i> 824-825 <i>Picturing History</i> 903 <i>Reading Check</i> 904 <i>Section Assessment</i> 905 #5</p> <p>Teacher Wraparound Edition: FYI 825</p>
Concept G. (7) Understanding the roles of government in a market economy	
Identify the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)	<p>Student Edition: 442, 522, 534, 544, 546 <i>Different Viewpoints</i> 543 <i>Reading Check</i> 442, 522 <i>Section Assessment</i> 546 #3, #5</p> <p>Teacher Wraparound Edition: C 546</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 B. (2) Knowledge to use geography to predict and solve problems	
Apply knowledge of the geography of Missouri, the United States and world to make predictions and solve problems	<p>The following references can be used to discuss the geography of various places and regions to make predictions and solve problems.</p> <p>Student Edition: 4, 35, 58-59, 61-62 <i>Geography Skills</i> 63 <i>National Geographic</i> 63</p> <p>Teacher Wraparound Edition: A 7; CLA 1, 3, 6; CTA 62</p>
Concept C. (3) Understanding the concept of location	
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>Student Edition: RA2-RA3, RA4-RA5, RA6-RA7, RA10-RA11, RA12-RA13, RA14-RA15, RA16-RA17, 4 <i>United States Facts</i> RA18-RA19</p> <p>Teacher Wraparound Edition: E1 4; CLA 1, 3, 6</p>
Concept D. (4) Understanding the concept of place	
Describe physical characteristics and human characteristics that make specific places unique	<p>Student Edition: RA4-RA5, RA10-RA11, RA12-RA13, RA14-RA15, 4, 61-62 <i>Geography Skills</i> 68 <i>National Geographic</i> 68</p> <p>Teacher Wraparound Edition: CM 32; E2 4</p>

STANDARDS	PAGE REFERENCES
Explain how and why places change	<p>Student Edition: 5, 27-28, 32-33 <i>Reading Check</i> 28 <i>Section Assessment</i> 28 #6 <i>Why It Matters</i> 26-27</p> <p>Teacher Wraparound Edition: C 35; E3 4; TTA 8</p>
Explain how and why different people may perceive the same place in varied ways	<p>The following references can be used to help students assess why different people perceive the same place in varied ways.</p> <p>Student Edition: <i>Critical Thinking Skillbuilder</i> 385, 525</p> <p>Teacher Wraparound Edition: APS 385; T 525</p>
Concept E. (5) Understanding relationships within places	
Distinguish major patterns and issues with regard to population distribution, demographics , settlements, migrations, cultures and economic systems in the United States and world	<p>Student Edition: 4, 5, 60-61 <i>Geography Skills</i> 43, 68 <i>Linking Past & Present</i> 34 <i>National Geographic</i> 43, 68</p> <p>Teacher Wraparound Edition: E4 5; ETC 63</p>
Concept G. (7) Understanding relationships between and among regions	
List and explain criteria that give regions their identities in different periods of United States history	<p>Student Edition: 4, 61-62, 104-105 <i>Comparing European Colonies in the Americas, c. 1700</i> 54 <i>Geography Skills</i> 68 <i>National Geographic</i> 68</p> <p>Teacher Wraparound Edition: B RA20; C 52; ETC 5</p>

STANDARDS	PAGE REFERENCES
Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)	<p>The following references may be used to discuss how parts of a region relate to one another and to the region as a whole.</p> <p>Student Edition: 4, 45-47, 48-52, 54-56, 104-105 <i>Geography Skills</i> 51 <i>National Geographic</i> 51 <i>Social Studies Skillbuilder</i> 57</p> <p>Teacher Wraparound Edition: ETC 5</p>
Explain how regions relate to one another (e.g., river-drainage regions)	<p>The following references may be used to discuss how regions relate to one another.</p> <p>Student Edition: 187-188 <i>Geography & History</i> 168-169 <i>Geography Skills</i> 68, 191 <i>National Geographic</i> 68, 180, 188, 191</p> <p>Teacher Wraparound Edition: ETC 5; CAM 182</p>
Explain how and why regions change	<p>Student Edition: 5, 27-28, 32-33 <i>Reading Check</i> 28 <i>Section Assessment</i> 28 #6 <i>Why It Matters</i> 26-27</p> <p>Teacher Wraparound Edition: C 35; TTA 8; WIM 26</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 A. (1) Ideas and beliefs of different cultures	
Compare and contrast the major ideas and beliefs of different cultures	<p>Student Edition: 55, 47, 50-51, 68-69 <i>African Culture Crosses the Ocean</i> 61 <i>Linking Past & Present</i> 34 <i>Reading Check</i> 47</p> <p>Teacher Wraparound Edition: ICA 33</p>
Concept B. (2) Changing of roles of various groups	
Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects	<p>Student Edition: 421-423, 746-752, 753-759 <i>An American Story</i> 418 <i>National Geographic</i> 423 <i>Profiles in History</i> 422 <i>Reading Check</i> 423</p> <p>Teacher Wraparound Edition: ETC 423; FYI 422, 758, 749</p>
Concept C. (3) Major social institutions	
Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs	<p>The following references may be used to discuss how social institutions fulfill human needs.</p> <p>Student Edition: 47, 48-50, 55 <i>A City and a Storm</i> 421 <i>An American Story</i> 48 <i>Reading Check</i> 47, 55</p> <p>Teacher Wraparound Edition: C 47; ICA 421</p>

STANDARDS	PAGE REFERENCES
Concept D. (4) Consequences of individual or institutional failure	
<p>Identify the consequences that can occur when:</p> <ul style="list-style-type: none"> •institutions fail to meet the needs of individuals and groups •individuals fail to carry out their personal responsibilities 	<p>The following references can be used to discuss the consequences of institutions failing to meet human needs.</p> <p>Student Edition: 53-54, 59-60, 66, 103-106, 751-752, 838-842</p> <p><i>Chart Skills</i> 105</p> <p><i>Reading Check</i> 106, 748</p> <p><i>Some Weaknesses of the Articles of Confederation</i> 105</p> <p>Teacher Wraparound Edition: CLA 754; ICA 841</p>
Concept E. (5) Causes, effects and resolutions of cultural conflict	
<p>Determine the causes, consequences and possible resolutions of cultural conflicts</p>	<p>Student Edition: 30-33, 746-752</p> <p><i>An American Story</i> 753</p> <p><i>Picturing History</i> 751, 754, 755</p> <p><i>Reading Check</i> 752</p> <p>Teacher Wraparound Edition: ICA 33</p>
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) Developing a research plan and identifying resources	
<p>Develop a research plan and identify appropriate resources for investigating social studies topics</p>	<p>Student Edition: <i>Critical Thinking Skillbuilder</i> 470, 489</p> <p><i>Study & Writing Skillbuilder</i> 426, 563, 767</p> <p>Teacher Wraparound Edition: CLA 754; CTA 46; ICA 411, 841; T 470, 563, 767</p>

STANDARDS	PAGE REFERENCES
Concept B. (2) Selecting and analyzing primary/secondary sources	
Distinguish between and analyze primary sources and secondary sources	<p>Student Edition: <i>Critical Thinking Skillbuilder</i> 818, 855 <i>Primary Sources Library</i> 928-929, 930-931, 932-933, 934-935, 936-937, 938-939</p> <p>Teacher Wraparound Edition: T 818, 855</p>
Concept C. (3) Understanding fact, opinion, bias and points of view in sources	
Distinguish between fact and opinion and analyze sources to recognize bias and points of view	<p>Student Edition: <i>Critical Thinking Skillbuilder</i> 385, 525 <i>Different Viewpoints</i> 276, 338, 543, 646-647</p> <p>Teacher Wraparound Edition: DV 276, 338, 543, 647; T 385, 525</p>
Concept D. (4) Interpreting various social-studies resources	
Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts	<p>Student Edition: <i>Analyzing Political Cartoons</i> 845 <i>Chart Skills</i> 227 <i>National Geographic</i> 411 <i>Picturing History</i> 749 <i>Social Studies Skillbuilder</i> 29, 57, 160, 186, 624, 910</p> <p>Teacher Wraparound Edition: DI 50, 410</p>
Concept E. (5) Knowledge to create various social-studies' graphics	
Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies	<p>Student Edition: 1, 2-3</p> <p>Teacher Wraparound Edition: CLA 1, 6, 19; CM 32; CTA 7; DI 20, 32, 50; RS 22</p>