



GLENCOE
**CIVICS
TODAY**

CITIZENSHIP, ECONOMICS, & YOU

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STANDARDS	PAGE REFERENCES
GOVERNMENT AND CITIZENSHIP GRADES 4-8	
VII. GOVERNMENT AND CITIZENSHIP	
A. Civic Values, Skills, Rights and responsibilities	
The student will recognize the importance of individual action and character in shaping civic life.	
<p>1. Students will identify people who have dealt with challenges and made a positive difference in other people's lives and explain their contributions.</p>	<p>Student Edition: 139-143, 156-162 <i>American Biography</i> 141, 159, 194, 295, 322, 380, 403, 500, 611 <i>Analyzing Graphs</i> 161 <i>Teens in Action</i> 17, 48, 82, 130, 152, 193, 216, 246, 281, 302</p> <p>Teacher Wraparound Edition: DI 140, 159; WS 159</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 99-100 <i>Unit 4 Resources</i> 47-48 <i>Unit 5 Resources</i> 47-48, 69-70 <i>Unit 6 Resources</i> 47-48</p>

STANDARDS	PAGE REFERENCES
The student will articulate the range of rights and responsibilities in a republic	
<p>1. Students will explain protections the Bill of Rights provides to individuals.</p>	<p>Student Edition: 120-124, 126-131, 435-440 <i>Analyzing Charts</i> 87, 127, 436 <i>Issues to Debate</i> 125 <i>Landmark Supreme Court Case Studies</i> 132 <i>Why It Matters</i> 118</p> <p>Teacher Wraparound Edition: AS 128; C 124, 143, 440; F 118; HO 122, 130, 136, 142; T 118; WS 121, 130</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 3, 95-96, 97-98, 109-110, 111, 113, 114, 115</p>
<p>2. Students will explain some of the responsibilities of people living in a democracy.</p>	<p>Student Edition: 153-154, 156-162, 163, 298-299, 437 <i>American Biography</i> 159 <i>Analyzing Charts</i> 153 <i>Analyzing Graphs</i> 161 <i>Teens in Action</i> 152, 246</p> <p>Teacher Wraparound Edition: C 154, 162, 299; CT 437; HO 151, 158, 163; WS 154, 159</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 5-6, 13-14, 118, 123-124, 125-126, 127-128, 131-132, 133, 135, 136</p>
<p>3. Students will explain that the Minnesota Constitution also protects rights, including additional rights not specifically mentioned by the federal constitution.</p>	<p>The following references cover state constitutions and individual rights and can be adapted to lessons specific to Minnesota through classroom instruction and/or the use of adjunct materials, such as a copy of the Minnesota Constitution.</p> <p>Student Edition: 355</p> <p>Teacher Wraparound Edition: C 131, 137, 143; CT 135; DI 22, 123; HO 122, 130, 136, 142, 145; T 118; WS 127, 130</p> <p>Teacher Resources: <i>Unit 4 Resources</i> 15-16, 37</p>

STANDARDS	PAGE REFERENCES
<p>4. Students will describe landmark U.S. Supreme Court decisions concerning rights and responsibilities.</p>	<p>Student Edition: 123, 133, 134-135, 137, 140, 143, 257-259, 435, 438-440 <i>Analyzing Charts</i> 142, 258 <i>Caption</i> 123 <i>Landmark Supreme Court Case Studies</i> 132, 144, 325, 370, 459</p> <p>Teacher Wraparound Edition: AS 132, 144; DI 134; SP 123, 439; T 132; WS 143</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 107, 108 <i>Unit 2 Resources</i> 3-4 <i>Unit 5 Resources</i> 25-26, 53-54</p>
<p>The student will know how citizenship is established and exercised.</p>	
<p>1. Students will explain the meaning of legally recognized citizenship in the United States, and describe the processes by which an individual may establish U.S. citizenship.</p>	<p>Student Edition: 14-19 <i>Caption</i> 16</p> <p>Teacher Wraparound Edition: C 19; CA 16; GR 14; HO 8, 17; RS 17; SP 19; T 4-5, 15</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 11, 21, 42</p>
<p>2. Students will distinguish between the rights of citizens and non-citizens and describe the use of this distinction throughout U.S. history.</p>	<p>Student Edition: 18-19, 151-154 <i>Analyzing Charts</i> 87, 135, 153 <i>Analyzing Graphs</i> 8 <i>Caption</i> 15 <i>Reading Check</i> 19</p> <p>Teacher Wraparound Edition: C 154; CA 151; RC 19; SP 19</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 21, 24, 37-38, 42</p>

STANDARDS	PAGE REFERENCES
<p>The student will understand the importance of participation in civic life and demonstrate effective civic skills</p>	
<p>1. Students will explain the steps necessary to become an informed voter and an engaged citizen.</p>	<p>Student Edition: 150-154, 156-162, 163, 293-299, 336, 471-473, 541-542 <i>Analyzing Charts</i> 153 <i>Analyzing Graphs</i> 161 <i>Caption</i> 151 <i>Reading Check</i> 295</p> <p>Teacher Wraparound Edition: AS 293, 297; C 154, 162; CA 151; CT 437; HO 151, 158, 163; RC 295, 471; VS 163; WS 159, 295</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 13-14, 118, 123-124, 131-132, 133, 135 <i>Unit 3 Resources</i> 3-4, 9-12, 13-14 <i>Unit 5 Resources</i> 13-14</p>
<p>2. Students will explain the meaning of civic life and how all members of a community can be engaged.</p>	<p>Student Edition: 7, 11-13, 21-22, 150-154, 156-162, 163, 293-299, 336, 471-473, 541-542 <i>Analyzing Charts</i> 153 <i>Analyzing Graphs</i> 161 <i>Caption</i> 151 <i>Reading Check</i> 295</p> <p>Teacher Wraparound Edition: AS 293, 297; C 13, 154, 162; CA 151; CT 437; HO 151, 158, 163; RC 295, 471; VS 163; WS 159, 295</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 13-14, 118, 123-124, 131-132, 133, 135, 136 <i>Unit 5 Resources</i> 13-14</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will identify and research community problems and recommend solutions.</p>	<p>Student Edition: 396-399, 400-406, 408-412, 413 <i>Teens in Action</i> 398 <i>Time Political Cartoons</i> 401</p> <p>Teacher Wraparound Edition: AS 403, 405; C 399, 412; DI 404, 410; HO 397, 402, 410, 413; T 394-395, 409; TPC 401; WIM 394; WS 410</p> <p>Teacher Resources: <i>Unit 4 Resources</i> 80, 81-82, 85, 86, 87</p>
<p>4. Students will analyze sources of information for accuracy, bias, and relevance, and distinguish between fact and opinion in order to analyze a public policy issue.</p>	<p>Student Edition: 336 <i>Analyzing Charts</i> 336 <i>Analyzing Primary Sources</i> 342-343, 416-417 <i>Issues to Debate</i> 331, 361, 464, 614, 636 <i>Reading Social Studies</i> 346-347 <i>Skills Handbook</i> 757, 759, 761, 762, 763 <i>Time Political Cartoons</i> 401</p> <p>Teacher Wraparound Edition: AI 347; AS 331, 405; C 399; CT 331, 361, 464, 614, 759, 763; DI 361; RS 342, 346, 416; SP 636, 757; TPC 401</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 103-104 <i>Unit 3 Resources</i> 9-12, 15-16, 77, 78, 79-80, 81, 84, 85 <i>Unit 5 Resources</i> 51-52 <i>Unit 8 Resources</i> 7-8, 27-28</p>

STANDARDS	PAGE REFERENCES
B. Beliefs and Principles of United States Democracy	
The student will know the purpose, function and limits of our republic.	
<p>1. Students will explain why government is needed and what would happen if there were no government.</p>	<p>Student Edition: 20-23, 27, 151-154, 427 <i>Analyzing Charts</i> 22, 24</p> <p>Teacher Wraparound Edition: AS 25; CT 21, 152; RS 22; SP 22</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 17-18, 43, 135</p>
<p>2. Students will explain what “consent of the governed” means and how it is expressed in the preamble to the Constitution.</p>	<p>Student Edition: 12, 24, 35, 56, 80, 86-87 <i>Analyzing Charts</i> 24</p> <p>Teacher Wraparound Edition: CT 13; WS 80</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 17-18, 60, 78, 85-86</p>
<p>3. Students will define consent of the governed, liberty, equality, rights, responsibilities, justice, popular sovereignty, and general welfare, democracy, republic, and representative democracy.</p>	<p>Student Edition: 12, 23-25, 27, 34-37, 55-56, 60, 67, 80, 86-87, 91, 134, 145, 238-240, 436-437 <i>Analyzing Charts</i> 24, 25, 87</p> <p>Teacher Wraparound Edition: AS 60; CT 13, 23, 24, 107; DI 107; RS 25; T 118-119; WIM 4, 30; WS 56, 80</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 3-4, 15-16, 17-18, 21-22, 45-46, 60, 78, 85-86, 109-110, 133</p>
<p>4. Students will understand how governmental power is limited through federalism and a system of checks and balances.</p>	<p>Student Edition: 35, 88-90, 188, 253, 351-354 <i>Analyzing Charts</i> 88, 89, 352</p> <p>Teacher Wraparound Edition: C 253; CT 89, 351; SP 88, 352; T 348</p> <p>Teacher Resources: <i>Unit 2 Resources</i> 31 <i>Unit 4 Resources</i> 13-14, 29-30, 33-34, 37</p>

STANDARDS	PAGE REFERENCES
<p>The student will know symbols, songs, traditions, and landmarks/monuments that represent the beliefs and principles of the United States.</p>	
<p>1. Students will explain why key national, state, and local symbols and landmarks and monuments are significant.</p>	<p>Student Edition: 4, 20, 30, 139, 170, 174, 767, 770, 775 <i>Time Political Cartoons</i> 12</p> <p>Teacher Wraparound Edition: DYK 170; TPC 12; VL 4, 30, 174</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 29-30</p>
<p>2. Students will know the Pledge of Allegiance, its history, and why Americans recite it.</p>	<p>Student Edition: 775</p> <p>Teacher Wraparound Edition: VL 4</p>
<p>The student will demonstrate knowledge and understanding of principles and beliefs upon which our republic is based.</p>	
<p>1. Students will explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.</p>	<p>Student Edition: 12-13, 24, 35-36, 56, 80, 86-88 <i>Analyzing Charts</i> 24, 25, 88</p> <p>Teacher Wraparound Edition: CT 13, 87; RS 86; WS 80</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 17-18, 21-22, 86, 135</p>
<p>2. Students will explain the ideals of the American system of government: liberty, justice, equality, "E Pluribus Unum"</p>	<p>Student Edition: 8-12, 34-35, 48, 55-56, 67, 80, 121, 133-137, 140-143, 145, 238-240 <i>Analyzing Charts</i> 87</p> <p>Teacher Wraparound Edition: AS 12; C 143; RS 12; T 118; WS 34, 56</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 75-76, 107, 108, 111, 115, 116</p>

STANDARDS	PAGE REFERENCES
<p>The student will explain the importance of law in the American constitutional system.</p>	
<p>1. Students will explain how law limits both the government and the governed, protects individual rights and promotes the general welfare.</p>	<p>Student Edition: 25, 87-88, 124, 188, 238-240, 438-440 <i>Issues to Debate</i> 125, 189, 464 <i>Landmark Supreme Court Case Studies</i> 132, 325</p> <p>Teacher Wraparound Edition: AS 125, 128; CT 87, 464; RS 25; T 132, 325; WS 124</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 92, 109-110, 111, 114, 115, 135</p>
<p>2. Students will explain that authority for making laws rests with the people, through their elected officials.</p>	<p>Student Edition: 24, 86-87, 153, 194-196, 197, 199, 397 <i>Analyzing Charts</i> 24</p> <p>Teacher Wraparound Edition: CT 194; DI 397; RS 25</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 135 <i>Unit 2 Resources</i> 27-28 <i>Unit 3 Resources</i> 57, 59</p>
<p>3. Students will distinguish and explain the relationships between making, enforcing and interpreting the law.</p>	<p>Student Edition: 80-81, 185-186, 188, 194-196, 199-202, 216-217, 229, 251-253 <i>Analyzing Charts</i> 88, 186, 201</p> <p>Teacher Wraparound Edition: C 253; CT 252; WIM 446</p> <p>Teacher Resources: <i>Unit 2 Resources</i> 40, 42, 60, 66, 70, 83-84</p>

STANDARDS	PAGE REFERENCES
<p>4. Students will evaluate rules and laws using criteria of good laws.</p>	<p>Student Edition: 427 <i>Analyzing the Court Decision</i> 144 <i>Issues to Debate</i> 125, 189, 464, 614 <i>Landmark Supreme Court Case Studies</i> 132, 144, 325, 370, 459</p> <p>Teacher Wraparound Edition: DI 125, 428, 434; HO 427, 432, 437, 441; RS 427; SP 433; WS 325, 432, 433</p> <p>Teacher Resources: <i>Unit 5 Resources</i> 39</p>
<p>5. Students will distinguish between civil and criminal law, state and federal law.</p>	<p>Student Edition: 238-242, 243-247, 248-253, 254-259, 366-369, 430-434, 448-451, 452-458 <i>Analyzing Charts</i> 245, 368, 450, 457</p> <p>Teacher Wraparound Edition: C 259, 434, 451; CT 246, 432, 449; DI 242; RS 240, 431, 453; SP 368; T 424, 446</p> <p>Teacher Resources: <i>Unit 4 Resources</i> 29, 34, 40 <i>Unit 5 Resources</i> 31, 53, 57-58, 59, 61, 62</p>
<p>C. Roots of the Republic</p>	
<p>The student will demonstrate knowledge of influential and foundational documents of American constitutional government.</p>	
<p>1. Students will explain how the British limited monarchical power through written documents such as the Magna Carta, which influenced American constitutional government.</p>	<p>Student Edition: 33, 67, 87, 768 <i>Analyzing Charts</i> 87</p> <p>Teacher Wraparound Edition: DI 24; T 33</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 61, 65</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will explain how the Mayflower Compact, Articles of Confederation, and other documents influenced the development of American government.</p>	<p>Student Edition: 32-37, 49, 55-56, 60-63, 67-70, 78, 86-87, 768-769 <i>Analyzing Charts</i> 69, 87</p> <p>Teacher Wraparound Edition: C 37; CT 36; DI 37; RS 60; T 33</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 15-16, 59, 60, 61, 65, 79-80, 82, 86, 87, 89</p>
<p>3. Students will describe the principles expressed in the Declaration of Independence, including inalienable rights and self-evident truths, and how these principles influence the development of United States constitutional government.</p>	<p>Student Edition: 12, 34-35, 55-56, 60, 67, 86-87, 145, 437 <i>Why It Matters</i> 4</p> <p>Teacher Wraparound Edition: AS 62; CT 35, 67; TC 61; WIM 4</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 68, 85, 92</p>
<p>4. Students will describe the principles expressed in the Preamble to the Constitution and how these principles influence the United States constitutional government.</p>	<p>Student Edition: 12, 22, 80-81, 86-87, 95, 120-124, 126-131, 133-137, 139-143, 220, 239-240, 404-406 <i>Analyzing Charts</i> 22, 135, 142</p> <p>Teacher Wraparound Edition: C 90, 143; WS 80, 134</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 91</p>
<p>5. Students will describe how the Constitution and Bill of Rights protect individual rights and support the principle of majority rule but also protect the rights of the minority.</p>	<p>Student Edition: 25, 121-124, 127-131, 139-143, 145, 238-240, 257-259, 435-440, 474-478 <i>Analyzing Charts</i> 87, 258 <i>Issues to Debate</i> 125 <i>Landmark Supreme Court Case Studies</i> 144</p> <p>Teacher Wraparound Edition: CL 128; RS 25; T 239; WS 124</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 107-108, 109-110, 111, 114, 115 <i>Unit 5 Resources</i> 25-26, 27-28, 33, 34</p>

STANDARDS	PAGE REFERENCES
D. Governmental Institutions and Processes of the United States	
The student will know the functions of the United States government and ways in which power is delegated and controlled.	
<p>1. Students will describe the three branches of the U.S. government established by the Constitution, their primary functions, and their relationships</p>	<p>Student Edition: 80-81, 88, 184-188, 194-196, 214-218, 220-223, 240-242, 249-253, 254-259</p> <p><i>Analyzing Charts</i> 88, 186</p> <p>Teacher Wraparound Edition: C 223, 242, 253; CT 215, 217, 252; SP 88; WS 88, 186</p> <p>Teacher Resources: <i>Unit 2 Resources</i> 29-30, 31-32, 35-36, 40, 41, 59-60, 64, 65, 66, 83-84, 85, 89, 90</p>
<p>2. Students will describe separation of powers and checks and balances and analyze historical and contemporary examples of how they are applied among the branches of government.</p>	<p>Student Edition: 88, 188, 202, 217, 221-222, 253</p> <p><i>Analyzing Charts</i> 88</p> <p><i>Analyzing Primary Sources</i> 264-265</p> <p><i>Landmark Supreme Court Case Studies</i> 260</p> <p>Teacher Wraparound Edition: C 223, 253; DI 202; DYK 265; T 260</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 91-92, 105-106</p> <p><i>Unit 2 Resources</i> 31-32, 40, 42</p>
<p>3. Students will describe the process by which a bill becomes a law.</p>	<p>Student Edition: 197-202</p> <p><i>Analyzing Charts</i> 201</p> <p>Teacher Wraparound Edition: C 202; CT 198, 201; DI 202; HO 178, 187, 193, 201, 203; RS 200; SP 199, 201</p> <p>Teacher Resources: <i>Unit 2 Resources</i> 32, 36, 42</p>

STANDARDS	PAGE REFERENCES
<p>The student will know the functions of Minnesota state and local governments and describe their relationship with the federal government.</p>	
<p>1. Students will explain the relationship between the federal government and state governments and define the concept of federalism.</p>	<p>Student Edition: 89-90, 350-354 <i>Analyzing Charts</i> 89, 352</p> <p>Teacher Wraparound Edition: C 355; CT 89, 351; DI 352; RS 89, 353; SP 352, 353; WS 353</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 92 <i>Unit 4 Resources</i> 13-14, 29-30, 32, 33-34, 37</p>
<p>2. Students will explain the major purposes of Minnesota's Constitution as stated in its Preamble.</p>	<p>The following references cover the Preamble to the U.S. Constitution and state constitutions in general and can be adapted to lessons specific to Minnesota through classroom instruction and/or the use of adjunct materials, such as a copy of the Minnesota Constitution.</p> <p>Student Edition: 80, 95, 355</p> <p>Teacher Wraparound Edition: DI 80; WS 80</p> <p>Teacher Resources: <i>Unit 4 Resources</i> 15-16</p>
<p>3. Students will understand the basic structure and functions of state and local governments.</p>	<p>Student Edition: 350-355, 357-360, 362-365, 366-369, 371, 376-382, 383-386, 387-390, 391, 396-399 <i>Analyzing Charts</i> 352, 364, 368, 378, 381, 385</p> <p>Teacher Wraparound Edition: C 355, 365, 369, 399; CT 358; HO 397; SP 352, 359; T 374; WIM 374; WS 360, 381</p> <p>Teacher Resources: <i>Unit 4 Resources</i> 3-4, 30, 32, 33-34, 35, 38, 39, 40, 43-44, 53-54, 55-56, 59-60, 61, 63, 64, 65, 81-82, 83, 85, 86, 87</p>

STANDARDS	PAGE REFERENCES
<p>4. Students will identify the major state offices; the primary duties associated with them, and know the names of major local, state, and federal elected officials and describe how they are chosen.</p>	<p>Student Edition: 177-182, 191-193, 208-212, 246-247, 357-360, 362-365, 366-369, 371, 377-382, 384-386, 388-390, 391</p> <p><i>Analyzing Charts</i> 364, 368, 378, 381</p> <p>Teacher Wraparound Edition: C 365, 386; DI 384; SP 363; T 358; WS 247, 360, 369, 381, 390</p> <p>Teacher Resources: <i>Unit 4 Resources</i> 3-4, 30, 33-34, 35, 55-56, 58, 59-60, 81-82</p>
<p>5. Students will explain the relationship between American Indian People and Nations and Minnesota and the U.S. Government.</p>	<p>The following references introduce students to the relationship between Native Americans and the U.S. government. In addition, sections of the textbook devoted to diversity, discrimination and civil rights can be adapted to facilitate lessons specific to Native Americans through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 16, 42, 52, 342, 771</p>
<p>The student will describe the relationships the U.S. has with other nations in the world.</p>	
<p>1. Students will define foreign policy and identify ways in which U.S. foreign policy affects their lives.</p>	<p>Student Edition: 217, 219-223, 444-445, 596-597, 710-713, 734-738, 742, 745-748</p> <p><i>Issues to Debate</i> 636</p> <p>Teacher Wraparound Edition: AS 596, 711; CT 596; DI 221, 736; F 732; HO 712, 720, 727; RS 445; T 732; WS 710, 738, 747</p> <p>Teacher Resources: <i>Unit 2 Resources</i> 45, 59-60, 64, 65 <i>Unit 8 Resources</i> 57-58, 62</p>
<p>2. Students will describe cases when the U.S. government has used diplomacy and other foreign policy tools to mediate international disputes.</p>	<p>Student Edition: 220-223, 741-742, 745-748</p> <p>Teacher Wraparound Edition: C 748; WS 742</p> <p>Teacher Resources: <i>Unit 8 Resources</i> 57-58, 59, 63</p>

STANDARDS	PAGE REFERENCES
The student will understand other government systems in the world.	
<p>1. Students will compare governmental structure and individual rights in the United States to those in other forms of government.</p>	<p>Student Edition: 23-26, 716-718, 745-748 <i>Analyzing Charts</i> 24, 25 <i>Analyzing Graphs</i> 746</p> <p>Teacher Wraparound Edition: AS 25, 717; C 26, 748; CT 24, 748; DI 24; RS 25, 717, 746; SP 718, 746; WS 26, 747</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 3-4, 43 <i>Unit 8 Resources</i> 5-6, 19-20, 34-35, 42, 47-50, 63</p>
HISTORICAL SKILLS GRADES 4-8	
IV. HISTORICAL SKILLS	
A. Concepts of Time	
The student will acquire skills of chronological thinking.	
<p>1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.</p>	<p>Student Edition: 8-9, 57, 273-275, 428-429, 797-801 <i>Analyzing Charts</i> 87, 274, 294 <i>Analyzing Graphs</i> 8, 255, 405, 612, 640-641, 642 <i>Analyzing Time Lines</i> 428</p> <p>Teacher Wraparound Edition: CT 9, 49, 294; RS 9, 640; SP 294, 428; VS 57</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 57-58 <i>Unit 2 Resources</i> 31-32, 55-56, 79-80 <i>Unit 6 Resources</i> 119-120</p>

STANDARDS	PAGE REFERENCES
B. Historical Resources	
The student will begin to use historical resources.	
<p>1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.</p>	<p>Student Edition: 172-173, 268-269, 471-472, 702-703, 759, 760, 761, 762, 764, 765, 766</p> <p>Teacher Wraparound Edition: A 502; AI 703; AS 555; DI 471, 472; HO 472, 482, 632; PI 269; RS 172, 268, 269, 471; TC 351</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 10, 15-16, 17-18, 29-30, 55-56 <i>Unit 2 Resources</i> 7-8, 15-16, 29-30, 79-80 <i>Unit 8 Resources</i> 47-50</p>
<p>2. Students will assess the credibility and determine appropriate use of different sorts of sources.</p>	<p>Student Edition: 336, 346-347, 626-627, 702-703, 757, 759, 762, 763</p> <p><i>Analyzing Charts</i> 336 <i>Issues to Debate</i> 331</p> <p>Teacher Wraparound Edition: AI 347; AS 331; CT 331, 361, 762; DI 336, 361, 454, 471; LI 346; PI 347; RS 336, 346, 347, 627, 703; T 614</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 55-56 <i>Unit 3 Resources</i> 9-12, 73-74, 85 <i>Unit 6 Resources</i> 18 <i>Unit 8 Resources</i> 7-8</p>
<p>3. Students will investigate the ways historians learn about the past if there are no written records.</p>	<p>The following references provide an introduction to oral history. The methods of historians can be covered through classroom instruction and/or the use of adjunct materials</p> <p>Student Edition: 34, 428</p> <p>Teacher Wraparound Edition: RS 428</p>

STANDARDS	PAGE REFERENCES
C. Historical Inquiry	
The student will apply research skills by investigating a topic in U.S. history.	
<p>1. Students will define a research topic that can be studied using a variety of historical sources.</p>	<p>The following references provide ideas for research topics as well as guidance for research, writing and critical thinking.</p> <p>Student Edition: 2-3, 172-173, 494-495, 759, 762 <i>Analyzing Primary Sources</i> 166-167, 342-343, 490-491 <i>Issues to Debate</i> 125, 714 <i>Read to Write Activity</i> 3, 703</p> <p>Teacher Wraparound Edition: AI 173, 495, 703; DI 333; HO 122, 130, 136, 142, 145, 323, 327, 336, 339; RS 3, 166, 495; WS 325</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 9-11, 13-14, 60, 84, 108 <i>Unit 3 Resources</i> 56</p>
<p>2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.</p>	<p>Student Edition: 471-472, 759</p> <p>Teacher Wraparound Edition: A 502; AS 555; DI 471, 472; HO 472, 482, 632; RS 471; TC 351</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 13-14, 108 <i>Unit 3 Resources</i> 78</p>
<p>3. Students will develop strategies to find, collect, and organize historical research.</p>	<p>Student Edition: 172-173, 268-269, 702-703, 759, 760, 761, 762, 764, 765, 766</p> <p>Teacher Wraparound Edition: AI 703; C 78; PI 269; RS 39, 45, 48, 74, 75, 172, 268, 269; VS 27</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 9-11, 51-54, 123-124 <i>Unit 2 Resources</i> 55-56 <i>Unit 4 Resources</i> 29-30, 55-56 <i>Unit 5 Resources</i> 9-12</p>

STANDARDS**PAGE REFERENCES**

The student will analyze historical evidence and draw conclusions.

1. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events.

Student Edition:

336, 346, 759, 762, 763

Analyzing Charts 336

Analyzing Primary Sources 166-167, 342-343, 490-491

Issues to Debate 331, 614

Teacher Wraparound Edition:

AS 331; CT 331, 361; RS 342; T 614

Teacher Resources:

Unit 5 Resources 15-16, 17-18

Unit 6 Resources 17-18

Unit 7 Resources 27-30

2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.

Student Edition:

166-167, 264-265, 342-343, 346-347, 416-417, 490-491, 494-495, 622-623, 698-699, 752-753, 762

Issues to Debate 125, 331, 361, 614

Teacher Wraparound Edition:

CT 361, 491, 614, 699, 762; DI 361; RS 346; SP 762

Teacher Resources:

Unit 3 Resources 77, 78

Unit 8 Resources 47-50

3. Students will understand the concepts of historical context and multiple causation.

The following references examine a particular issue, in this case the struggle for civil rights, and follow it over time to illustrate multiple causation and show how the issue changes and progresses through various historical events and contexts.

Student Edition:

43, 75-76, 133-137, 139-143, 239-240, 257-259, 773, 777, 779

Landmark Supreme Court Case Studies 144

Teacher Wraparound Edition:

C 143, 259; CT 137, 140, 258; DI 257; RS 136; T 144, 239; WS 134

Teacher Resources:

Unit 1 Resources 107, 108

STANDARDS	PAGE REFERENCES
<p>4. Students will create a timeline that illustrates the relationship of their topic to other historic events.</p>	<p>Student Edition: 765</p> <p>Teacher Wraparound Edition: CT 49; DI 24, 46, 765; RS 39</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 55-56 <i>Unit 3 Resources</i> 29-30 <i>Unit 6 Resources</i> 119-120</p>
<p>The student will present and explain the findings of a research project.</p>	
<p>1. Students will analyze how historians present their work in multiple formats.</p>	<p>The following references provide guidance for analyzing and interpreting a variety of historical source material and graphic aids.</p> <p>Student Edition: <i>Issues to Debate</i> 331 <i>Reading Social Studies</i> 172-173, 346-347, 422-423, 494-495, 702-703 <i>Skills Handbook</i> 757, 759, 760, 761, 762, 763, 764, 766</p> <p>Teacher Wraparound Edition: AI 173, 423; CT 762; RS 172, 759; SP 762</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 55-56 <i>Unit 2 Resources</i> 79-80</p>
<p>2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</p>	<p>The following references provide possible topics for research projects in a variety of presentation formats.</p> <p>Teacher Wraparound Edition: AS 21, 51, 72, 76, 183, 285; C 13, 429; DI 37, 54, 68, 77, 499; HO 69, 73, 81, 88, 91, 482, 501, 508, 530, 740; SP 217; WS 41, 143, 285</p> <p>Teacher Resources: <i>Unit 1 Resources</i> 9-11, 51-54, 123-124 <i>Unit 3 Resources</i> 47-50 <i>Unit 6 Resources</i> 9-11, 27-28</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.</p>	<p>The following TWE writing activities require students to compose and support a thesis statement. Additional practice with composition skills can be facilitated through classroom instruction and/or the use of adjunct materials.</p> <p>Teacher Wraparound Edition:</p> <p>DI 192; HO 740; RS 445; WS 88, 143, 179, 229, 247, 277, 310, 445</p> <p>Teacher Resources:</p> <p><i>Unit 3 Resources 71-72</i></p> <p><i>Unit 6 Resources 93-94</i></p>
<p>4. Students will learn how to cite sources and to document their research in the form of a bibliography.</p>	<p>Teachers can introduce a lesson on citing sources by having students note that each <i>Analyzing Primary Sources</i> reading (listed on T11) provides a source citation.</p>
<p>5. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.</p>	<p>Teachers can introduce how to appropriately paraphrase other people's work while covering <i>Analyzing Primary Sources</i> readings (listed on T11).</p> <p>Teacher Resources:</p> <p><i>Unit 3 Resources 7-8</i></p> <p><i>Unit 5 Resources 29-30</i></p>