



# The American Journey

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STANDARDS	PAGE REFERENCES
<p><b>SS/H 08.1.1 UNITED STATES HISTORY, before the 17th century.</b></p>	
<p>Analyze major cultures in the Americas before the 17th century.</p>	
<p>By the end of eighth grade, students will analyze major cultures in the Americas before the 17th century.</p>	
<p>° Describe the regional culture groups of early Native Americans in North America, e.g., the Northern, Northwestern, Plains, Mound Builders, Eastern Woodlands, and Southwestern Native Americans, etc.</p>	<p><b>Student Edition:</b> 17-19, 28-33 <i>Causes and Effects of Migration</i> 17 <i>Interdisciplinary Activity</i> 33 <i>National Geographic</i> 30-31 <i>Picturing History</i> 29</p> <p><b>Teacher Wraparound Edition:</b> CLA 29; DI 30; DYK 31, 32; RS 29</p>

STANDARDS	PAGE REFERENCES
<p>° Describe selected civilizations in Central and South Americas, e.g., the Mayan, Olmecs, Aztec, Incas, Chibchas, and Toltecs.</p>	<p><b>Student Edition:</b>  22-26  <i>America’s Architecture</i> 23  <i>Interdisciplinary Activity</i> 26  <i>Section Assessment</i> 26 #2, #3, #5, #6  <i>Why It Matters</i> 24-25</p> <p><b>Teacher Wraparound Edition:</b>  DI 24; ICA 25</p>
<p>° Explain how geography and climate influenced the way Early American cultural groups lived.</p>	<p><b>Student Edition:</b>  16-19, 29, 31-32, 33  <i>Causes and Effects of Migration</i> 17  <i>National Geographic</i> 18  <i>Section Assessment</i> 19 #3, #5</p> <p><b>Teacher Wraparound Edition:</b>  CLA 17; RS 32</p>
<p><b>SS/H 08.1.2 UNITED STATES HISTORY, exploration and settlement</b></p>	
<p>Analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.</p>	
<p>By the end of eighth grade, students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.</p>	
<p>° Explain the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England.</p>	<p><b>Student Edition:</b>  39-40, 43-48, 51  <i>Causes and Effects of European Exploration</i> 44  <i>National Geographic</i> 48  <i>Picturing History</i> 46  <i>Reading Check</i> 45  <i>Two Viewpoints</i> 47</p> <p><b>Teacher Wraparound Edition:</b>  C 49; ETC 48</p>

STANDARDS	PAGE REFERENCES
<p>° Identify the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of the Americas.</p>	<p><b>Student Edition:</b>  47-48, 58-59  <i>Causes and Effects of European Exploration</i> 44  <i>National Geographic</i> 48  <i>Section Assessment</i> 62 #3, #4  <i>Technology &amp; History</i> 45  <b>Teacher Wraparound Edition:</b>  C 49; CC 60; RS 59</p>
<p>° Identify the political, economic, and social impact of the encounter between European and early cultures in the Americas.</p>	<p><b>Student Edition:</b>  46-47, 52-53, 54-55  <i>America’s Literature</i> 50  <i>Causes and Effects of European Exploration</i> 44  <i>Two Viewpoints</i> 47  <b>Teacher Wraparound Edition:</b>  C 49; ETC 56; F 56; HC 50</p>
<p>° Identify explorers, e.g., Columbus, Leif Ericsson, Amerigo Vespucci, Champlain, and Hudson.</p>	<p><b>Student Edition:</b>  44-47  <i>A European Story</i> 43  <i>Interdisciplinary Activity</i> 49  <i>Section Assessment</i> 49 #2  <i>Social Studies Skillbuilder</i> 63  <i>Two Viewpoints</i> 47  <b>Teacher Wraparound Edition:</b>  CLA 44; DI 45; DYK 46; RS 46; WWWWW 46</p>
<p>° Describe Spanish, French, and English settlements.</p>	<p><b>Student Edition:</b>  51-55, 70-73  <i>Geography &amp; History</i> 74-75  <i>National Geographic</i> 52, 61, 72  <i>People in History</i> 54  <b>Teacher Wraparound Edition:</b>  DI 60; ETC 56; TTA 66</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 08.1.3 UNITED STATES HISTORY, colonial America.</b>	
Describe key people, events, and ideas from colonial America.	
By the end of eighth grade, students will describe key people, events, and ideas from colonial America.	
<p>° Explain the factors that led to the founding of the colonies, e.g., the escape from religious persecution, economic opportunity, release from prison, and military adventure.</p>	<p><b>Student Edition:</b> 58-62 <i>A European Story</i> 58 <i>Causes and Effects of European Exploration</i> 44 <i>More About...</i> 60 <i>Section Assessment</i> 62 #3, #4</p> <p><b>Teacher Wraparound Edition:</b> CC 60; CLA 59; ICA 61; TTA 66</p>
<p>° Describe geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South.</p>	<p><b>Student Edition:</b> 76-80, 82-85, 86-93 <i>Founding the Thirteen Colonies</i> 91 <i>History Through Art</i> 84 <i>National Geographic</i> 77, 83, 87 <i>People in History</i> 79, 88</p> <p><b>Teacher Wraparound Edition:</b> ETC 91; RS 77</p>
<p>° Describe life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves.</p>	<p>The following references from prior to and during the 18<sup>th</sup> century may be used in classroom discussion to meet objective.</p> <p><b>Student Edition:</b> 100-106, 108-113 <i>America's Literature</i> 107 <i>History Through Art</i> 105 <i>Interdisciplinary Activity</i> 105 <i>People in History</i> 79, 88 <i>Time Notebook</i> 114-115</p> <p><b>Teacher Wraparound Edition:</b> C 49; ETC 91; MAA 67, 99</p>

STANDARDS	PAGE REFERENCES
<p>° Explain the principal economic and political connections between the colonies and England.</p>	<p><b>Student Edition:</b>  101-103, 104-105, 108-109, 132-135  <i>National Geographic</i> 103  <i>Picturing History</i> 102  <i>Reading Check</i> 103</p>
<p>° Describe sources of dissatisfaction that led to the American Revolution.</p>	<p><b>Student Edition:</b>  132-135, 136-139  <i>An American Story</i> 136  <i>Causes and Effects of the Revolutionary War</i> 142  <i>Interdisciplinary Activity</i> 135  <i>More About...</i> 138  <i>Section Assessment</i> 135 #3, #4, #5  <b>Teacher Wraparound Edition:</b>  DI 134, 138; RS 137</p>
<p>° Identify key individuals and events in the American Revolution, e.g., King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.</p>	<p><b>Student Edition:</b>  141-145, 147-151  <i>An American Story</i> 147  <i>Interdisciplinary Activity</i> 151  <i>People in History</i> 149  <i>Picturing History</i> 150  <i>Section Assessment</i> 151 #5  <b>Teacher Wraparound Edition:</b>  CC 149; ICA 144; RS 148</p>
<p>° Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.</p>	<p><b>Student Edition:</b>  142-145, 172-176, 177-182, 183-185  <i>Fact Fiction Folklore</i> 145  <i>Geography &amp; History</i> 152-153  <i>National Geographic</i> 143, 165, 180, 181  <i>Reading Check</i> 145  <b>Teacher Wraparound Edition:</b>  FCO 160D</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 08.1.4 U.S. HISTORY, challenges faced by the new gov't.</b>	
Analyze challenges faced by the new United States government.	
By the end of eighth grade, students will analyze challenges faced by the new United States government.	
<p>° Explain the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.</p>	<p><b>Student Edition:</b>  199-205, 207-213  <i>America's Architecture</i> 202  <i>An American Story</i> 199  <i>Interdisciplinary Activity</i> 205  <i>People in History</i> 203  <i>Picturing History</i> 204, 212  <i>Section Assessment</i> 213 #3  <b>Teacher Wraparound Edition:</b>  DI 201; DYK 203; ICA 210</p>
<p>° Describe major issues facing Congress and the first four presidents.</p>	<p><b>Student Edition:</b>  258-262, 263-266, 267-272, 278-281, 282-285, 288-294  <i>More About...</i> 271  <i>National Geographic</i> 284  <b>Teacher Wraparound Edition:</b>  CLA 289; RS 292</p>
<p>° Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.</p>	<p><b>Student Edition:</b>  267-270  <i>Causes and Effects of Political Parties</i> 268  <i>Differences Between the First Political Parties</i> 269  <i>Section Assessment</i> 272 #3, #4  <b>Teacher Wraparound Edition:</b>  CLA 268; DI 269; ICA 270; RS 271</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 08.1.5 UNITED STATES HISTORY, from 1801-1861.</b>	
Describe growth and change in the United States from 1801-1861.	
By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.	
<p>° Describe territorial exploration, expansion, and settlement, e.g., Lewis and Clark, Louisiana Purchase, and acquisition of southern and western territories.</p>	<p><b>Student Edition:</b> 282-285 <i>Geography &amp; History</i> 286-287 <i>National Geographic</i> 284, 291 <i>Section Assessment</i> 285 #3, #4, #5, #6</p> <p><b>Teacher Wraparound Edition:</b> ETC 286; MSN 284; RS 283</p>
<p>° Describe how the physical geography and various incentives influenced the movement of people, goods, and services</p>	<p><b>Student Edition:</b> 393-395 <i>Fact Fiction Folklore</i> 393 <i>Interdisciplinary Activity</i> 395 <i>More About...</i> 394 <i>Section Assessment</i> 395 #3</p> <p><b>Teacher Wraparound Edition:</b> FCO 384D; ICA 394; WWWWW 393</p>
<p>° Describe the political relationships between the Americas and Europe, which led to the Monroe Doctrine.</p>	<p><b>Student Edition:</b> 325-327 <i>Reading Check</i> 326, 327 <i>Section Assessment</i> 327 #5</p> <p><b>Teacher Wraparound Edition:</b> ETC 326</p>
<p>° Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc.</p>	<p><b>Student Edition:</b> 386-390, 397-400 <i>Interdisciplinary Activity</i> 390, 400 <i>National Geographic</i> 398 <i>Section Assessment</i> 390 #4, 400 #3 <i>Technology &amp; History</i> 399</p> <p><b>Teacher Wraparound Edition:</b> ICA 389; RS 387; WWWWW 388</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 08.1.6 U. S. HISTORY, Civil War and Reconstruction</b>	
Identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.	
By the end of eighth grade, students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.	
<p>° Describe economic and philosophical differences between the North and South.</p>	<p><b>Student Edition:</b>  386-390, 391-395, 397-400, 401-407  <i>History Through Art</i> 392  <i>More About...</i> 404  <i>Picturing History</i> 402  <i>Southern Population, 1860</i> 403</p> <p><b>Teacher Wraparound Edition:</b>  CLA 402; DI 393; DYK 404; RS 392</p>
<p>° Identify key events leading to secession and war.</p>	<p><b>Student Edition:</b>  418-424, 436-439, 441-444, 445-448  <i>More About...</i> 422  <i>National Geographic</i> 423</p> <p><b>Teacher Wraparound Edition:</b>  CLA 419; DI 420; ETC 423; ICA 421; RS 422</p>
<p>° Identify key people during this period, e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, Clara Barton, etc.</p>	<p><b>Student Edition:</b>  419-421, 446-448  <i>People in History</i> 406, 442  <i>Section Assessment</i> 424 #3  <i>Two Viewpoints</i> 420</p> <p><b>Teacher Wraparound Edition:</b>  DI 420; ETC 423; FCO 434D; WWWWW 421</p>
<p>° Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.</p>	<p><b>Student Edition:</b>  449-453, 460-464, 466-472, 473-477, 485-491  <i>Geography &amp; History</i> 492-493  <i>National Geographic</i> 452, 470, 488-489  <i>Why It Matters</i> 474-475</p> <p><b>Teacher Wraparound Edition:</b>  CLA 474; ETC 471</p>

STANDARDS	PAGE REFERENCES
<p>° Describe life on the battlefield and on the home front from multiple perspectives.</p>	<p><b>Student Edition:</b>            478-483  <i>An American Story</i> 478  <i>Interdisciplinary Activity</i> 483  <i>People in History</i> 480  <i>Picturing History</i> 479, 481  <i>Reading Check</i> 481  <i>Technology &amp; History</i> 482  <b>Teacher Wraparound Edition:</b>            CLA 479; DYK 481</p>
<p>° Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution.</p>	<p><b>Student Edition:</b>            475-476, 503, 505-506, 508  <i>Interdisciplinary Activity</i> 477  <i>People in History</i> 511  <i>Reading Check</i> 481  <i>Section Assessment</i> 508 #5  <b>Teacher Wraparound Edition:</b>            DI 506; FCO 498D</p>
<p>° Describe the impact of Reconstruction policies on the South.</p>	<p><b>Student Edition:</b>            500-503, 504-508, 509-512, 513-520  <i>History Through Art</i> 501  <i>National Geographic</i> 507, 515  <i>What If...</i> 516-517  <b>Teacher Wraparound Edition:</b>            CLA 514; DI 511; ICA 516; WWW 517</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 08.1.7 UNITED STATES HISTORY, Civil War to World War I</b>	
Explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.	
By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.	
<p>° Describe federal policies of expansion and how they affected various culture groups and individuals, e.g., Native Americans, Asian Americans, etc.</p>	<p><b>Student Edition:</b>  542-547, 638-641, 644-648  <i>National Geographic</i> 544  <i>People in History</i> 546  <i>Section Assessment</i> 547 #4, #5</p> <p><b>Teacher Wraparound Edition:</b>  CLA 543; DI 544; RS 546</p>
<p>° Explain why people immigrated to the United States, describe their obstacles and contributions.</p>	<p><b>Student Edition:</b>  582-587  <i>Interdisciplinary Activity</i> 587  <i>Fact Fiction Folklore</i> 584  <i>Geography &amp; History</i> 588-589  <i>Picturing History</i> 583  <i>Section Assessment</i> 587 #4, #5  <i>Two Viewpoints</i> 586</p> <p><b>Teacher Wraparound Edition:</b>  CC 585; CTA 586; DI 584; WAM 583</p>
<p>° Describe the growth of American cities and the impact on societies.</p>	<p><b>Student Edition:</b>  590-595  <i>People in History</i> 592  <i>Urban and Rural Population Growth, 1860-1900</i> 591</p> <p><b>Teacher Wraparound Edition:</b>  CLA 591; CTA 594; DI 592; RS 593;  WWWWW 591, 593</p>

STANDARDS	PAGE REFERENCES
<p>° Describe the United States participation in key world events, e.g., the Spanish-American War, World War I, etc.</p>	<p><b>Student Edition:</b>  649-654, 671-676, 677-681  <i>Interdisciplinary Activity</i> 654  <i>National Geographic</i> 654  <i>Section Assessment</i> 654 #3, #4, 35  <i>Two Viewpoints</i> 653</p> <p><b>Teacher Wraparound Edition:</b>  CLA 650; ICA 652; RS 653</p>
<p><b>SS/H 08.1.8 U. S. HISTORY, WWI through the Great Depression</b></p>	
<p>Describe key, social, economic and cultural developments from WWI through the Great Depression.</p>	
<p>By the end of eighth grade, students will describe key, social, economic and cultural developments from WWI through the Great Depression.</p>	
<p>° Describe the arts in the United States, e.g., the Harlem Renaissance, the works of F. Scott Fitzgerald, Louis Armstrong, etc.</p>	<p><b>Student Edition:</b>  715-716  <i>Reading Check</i> 716  <i>Section Assessment</i> 719 #5</p> <p><b>Teacher Wraparound Edition:</b>  ICA 716</p>
<p>° Describe the social changes, e.g., women's suffrage, prohibition, etc.</p>	<p><b>Student Edition:</b>  714, 716-717, 719  <i>An American Story</i> 713  <i>Reading Check</i> 714</p> <p><b>Teacher Wraparound Edition:</b>  DI 715; ICA 716; WWWWW 716; YDA 716</p>
<p>° Describe the economic factors that led to the Great Depression.</p>	<p><b>Student Edition:</b>  724-728  <i>Section Assessment</i> 728 #3, #5  <i>Stock Prices, 1920-1932</i> 725</p> <p><b>Teacher Wraparound Edition:</b>  C 728; RS 725</p>

STANDARDS	PAGE REFERENCES
<p>° Describe the extent and depth of business and farm failures, unemployment, and poverty.</p>	<p><b>Student Edition:</b>  731, 735-739  <i>An American Story</i> 735  <i>Geography &amp; History</i> 740-741  <i>More About...</i> 727  <i>Section Assessment</i> 739 #6  <i>What Life Was Like...</i> 738</p> <p><b>Teacher Wraparound Edition:</b>  CLA 736; DI 737; DYK 726; RS 738</p>
<p>° Describe the New Deal, the Depression, and the future role of government in the economy.</p>	<p><b>Student Edition:</b>  729-734, 742-746  <i>Analyzing Political Cartoons</i> 745  <i>Interdisciplinary Activity</i> 734, 746  <i>The New Deal</i> 732  <i>Section Assessment</i> 746 #3, #4, #5</p> <p><b>Teacher Wraparound Edition:</b>  CTA 733; RS 730</p>
<p>° Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc.</p>	<p><b>Student Edition:</b>  729-731, 743  <i>People in History</i> 736  <i>Picturing History</i> 730  <i>Section Assessment</i> 739 #5</p> <p><b>Teacher Wraparound Edition:</b>  DI 731, 744; WWWWW 743</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 08.1.9 UNITED STATES HISTORY, since World War II</b>	
Describe key people, events, and ideas since World War II.	
By the end of eighth grade, students will describe key people, events, and ideas since World War II.	
<p>° Explain segregation, desegregation, and the Civil Rights Movement.</p>	<p><b>Student Edition:</b>  838-842, 848-853  <i>Causes and Effects of the Move Toward Equality</i> 842  <i>Geography &amp; History</i> 854-855  <i>Interdisciplinary Activity</i> 853  <i>National Geographic</i> 839  <i>People in History</i> 841  <i>Picturing History</i> 840, 852  <i>What If...</i> 850-851</p> <p><b>Teacher Wraparound Edition:</b>  FCO 836D; MAP 837</p>
<p>° Describe the changing role of women in America.</p>	<p><b>Student Edition:</b>  856-857, 917  <i>Interdisciplinary Activity</i> 860  <i>Linking Past &amp; Present</i> 857  <i>People in History</i> 943  <i>Picturing History</i> 923</p> <p><b>Teacher Wraparound Edition:</b>  DI 858; RS 857</p>
<p>° Describe the technology revolution and its impact on communication, transportation, and new industries.</p>	<p><b>Student Edition:</b>  823-824, 845, 943  <i>People in History</i> 823  <i>Section Assessment</i> 944 #5  <i>Technology &amp; History</i> 824  <i>Why It Matters</i> 563</p> <p><b>Teacher Wraparound Edition:</b>  CC 823; DI 823; WWW 824</p>

STANDARDS	PAGE REFERENCES
<p>° Describe the consumer economy and increasing global markets.</p>	<p><b>Student Edition:</b> 821-822, 943-944 <i>Geography &amp; History</i> 934-935 <b>Teacher Wraparound Edition:</b> DI 823; F 934; T 934</p>
<p>° Describe the increases in violent crime and illegal drugs.</p>	<p><b>Student Edition:</b> 933</p>
<p>° Explain the effects of increased immigration.</p>	<p><b>Student Edition:</b> 858-859, 943-944</p>
<p>° Describe political leaders of the period, trend in national elections, and differences between the two major political parties.</p>	<p><b>Student Edition:</b> 814-815, 844-845, 882, 910-911, 914, 936-937, 941-942 <i>Analyzing Political Cartoons</i> 797 <i>National Geographic</i> 800, 941 <b>Teacher Wraparound Edition:</b> CLA 797, 815</p>