



The American Journey

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STANDARDS	PAGE REFERENCES
Grade 8	
Social Studies EALR 1: CIVICS – The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.	
Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.	
1.1.1 KEY IDEALS & PRINCIPLES	
<p>Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, and the U.S. Constitution, including the <i>rule of law</i>, <i>separation of powers</i>, <i>representative government</i>, and <i>popular sovereignty</i>.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how the Declaration of Independence establishes life, liberty, and the pursuit of happiness as goals for our nation. Explains how the Constitution distinguishes popular sovereignty as a principle of our nation. 	<p>Student Edition: 141-142, 146-149, 178, 205-208, 215-223, 225-245 <i>Reading Strategy</i> 214 <i>Section 4 Review</i> 142 #4 <i>Standard Test Practice</i> 144 #6 <i>Visual Summary</i> 211</p> <p>Teacher Wraparound Edition: CO 184; CT 146,149; HCP 197; MA 184; PEQ 184-185; RS 187, 215; WS 141, 203</p>

STANDARDS	PAGE REFERENCES
1.1.2 APPLICATION OF IDEALS & PRINCIPLES	
<p>Evaluates efforts to reduce discrepancies between democratic ideals and reality in the United States including:</p> <ul style="list-style-type: none"> • how amendments to the Constitution have sought to extend rights to new groups; and • how democratic ideals and constitutional principles set forth in fundamental documents relate to public issues. <p>Examples:</p> <ul style="list-style-type: none"> • Judges how well the 14th and 15th Amendments have expanded freedoms for African-Americans and other groups in the past and present. • Judges the legacy of the Declaration of Sentiments and Resolutions in Seneca Falls in promoting women’s right to own property. • Judges the legacy of the Dawes Act in promoting the rights of tribal governments. 	<p>Student Edition: 210, 217-219, 234, 236-245, 435-436, 524-525, 527, 539, 654, 759, 1050 <i>Primary Source</i> 436, 524 <i>Section 2 Review</i> 527 #2, #5 <i>Section 3 Review</i> 438 #1 <i>Struggle for Reconstruction</i> 536 Teacher Wraparound Edition: A 217; CT 218, 219; DI 217, 527; RS 238, 525; SP 241, 524</p>
Component 1.2: Understands the purposes, organization, and function of governments, laws and political systems.	
1.2.1 STRUCTURE OF GOVERNMENT	
<p>Understands and analyzes the structure and powers of government at the national level.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Examines Article 1 of the U.S. Constitution and identifies the powers and responsibilities of the House of Representatives and Senate. • Examines Article 2 of the U.S. Constitution and identifies the powers and responsibilities of the President and his cabinet. • Examines Article 3 of the U.S. Constitution and identifies the responsibilities and powers of the Supreme Court. • Examines how the Supreme Court exercised powers outlined in Article 3 of the Constitution when ruling in <i>Cherokee Nation v. Georgia</i>. • Examines how Congress exercised powers outlined in Article 1 of the Constitution when it passed the Missouri Compromise. • Examines how President Jefferson used Article 2 of the Constitution to justify his role in the Louisiana Purchase. 	<p>Student Edition: 207-208, 219-221, 225-233, 238, 323-324, 343-344 Teacher Wraparound Edition: CT 218, 225; RS 220, 230, 233; SP 208, 228; WS 208</p>

STANDARDS	PAGE REFERENCES
1.2.2 FUNCTION OF GOVERNMENT	
<p>Evaluates the effectiveness of the system of checks and balances in the United States based on a historical event (1776 – 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> • Critiques the effectiveness of checks and balances when President Andrew Jackson ignored the Supreme Court’s ruling in <i>Cherokee Nation v. Georgia</i>. • Critiques the effectiveness of checks and balances when President James Polk took control of Mexican territory without a formal declaration of war. • Critiques the effectiveness of checks and balances in the Supreme Court case of <i>Marbury v. Madison</i>. 	<p>Student Edition: 208, 221, 275, 279, 343-344, 1042-1043 <i>Section 2 Review</i> 347 #4 <i>Visual Summary</i> 353</p> <p>Teacher Wraparound Edition: CT 221</p>
1.2.3 FORMS OF GOVERNMENT	
<p>Understands that the U.S. government includes concepts of both a democracy and a republic.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Explains how the United States government can be considered a “constitutional democracy” because the people are the ultimate source of authority. • Explains how the United States government can be considered a “constitutional republic” because its leaders and officials are elected as representatives of the people. 	<p>Student Edition: 142, 146-149, 188, 208, 215, 222-223 <i>Constitution Hand Book Review</i> 223 #2, #7 <i>Section 3 Review</i> 270 #2 <i>Standardized Test Practice</i> 273 #10, 144 #6</p> <p>Teacher Wraparound Edition: CT 146; A 246</p>
1.2.4 POLITICAL PARTIES	
Component 1.3: Understands the purposes, organization of international relationships and United States foreign policy.	
1.3.1 INTERNATIONAL RELATIONSHIPS	
<p>Analyzes how the United States has interacted with other countries (1791 – 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> • Examines how the Dawes Act resulted in loss of land and economic devastation for tribes. • Examines how the United States government recruited workers from China to build the Transcontinental Railroad. • Examines how the United States recruited workers from Europe to provide industrial labor. 	<p>Student Edition: 325-326, 343-346, 375-377, 397-399, 556, 571, 612-617, 664 <i>Latin America and the Monroe Doctrine</i> 325 <i>Section 2 Review</i> 347 #2, #4 <i>Section 3 Review</i> 326 #4, 377 #3, 571 #2 <i>Visual Summary</i> 327</p> <p>Teacher Wraparound Edition: CT 325, 397, 614; RS 326; WS 617</p>

STANDARDS	PAGE REFERENCES
Component 1.4: Understands civic involvement.	
1.4.1 CIVIC INVOLVEMENT	
<p>Analyzes an issue that attempts to balance individual rights and the <i>common good</i>. Examples:</p> <ul style="list-style-type: none"> • Takes a position on federal immigration policy that attempts to balance human rights with national security. • Takes a position on government surveillance that attempts to preserve individual privacy while maintaining national security. 	<p>Student Edition: 993, 995-996, 1005-1006 <i>Section 4 Review</i> 997 #3, #7 <i>Section 5 Review</i> 1006 #4 <i>Standardized Test Practice</i> 1011 #11</p> <p>Teacher Wraparound Edition: CT 999; DI 993, RS 998; WS 996, 998, 1006</p>
<p>Social Studies EALR 2: ECONOMICS – The student understands economic concepts and systems to comprehend the interactions between economy and individuals, households, businesses, governments, and societies.</p>	
<p>2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p>	
2.1.1 ECONOMIC CHOICES	
<p>Analyzes examples of how groups and individuals consider profit and personal values in making economic choices in United States history (1776 – 1900). Examples:</p> <ul style="list-style-type: none"> • Examines how the profit motive inspired the entrepreneurship of Levi Strauss, Sears Roebuck, and Wells Fargo during the Gold Rush. • Examines how the personal values of settlers determined what services were established, including saloons and general stores. 	<p>Student Edition: 280, 382, 553, 593 <i>Section 2 Review</i> 593 #6 <i>Section 4 Review</i> 382 #4, #6</p> <p>Teacher Wraparound Edition: CT 380; DI 553</p>
<p>2.2 Understands how economic systems function.</p>	
2.2.1 ECONOMIC SYSTEMS	
<p>Analyzes how the forces of <i>supply</i> and <i>demand</i> have affected the production, distribution, and consumption of goods, services, and resources. Examples:</p> <ul style="list-style-type: none"> • Examines the use of immigrant labor in the building of the transcontinental railroads as a result of the forces of supply and demand. 	<p>Student Edition: 389-391, 401-402, 554, 556-557, 561-562, 586, 593, 595, 603, 621 <i>Economics & History</i> 598 <i>Section 2 Review</i> 593 #6, 625 #6 <i>Standardized Test Practice</i> 680 #6</p> <p>Teacher Wraparound Edition: CT 621, 593; MA 582; RS 593</p>

STANDARDS	PAGE REFERENCES
2.2.2 TRADE	
<p>Understands and analyzes how the forces of <i>supply</i> and <i>demand</i> affect international trade in the United States (1776 – 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how England’s demand for cotton and indigo resulted in increased exports for the United States. Examines how the European demand for animal furs impacted trade with the United States. 	<p>Student Edition: 287, 360, 401-402 <i>By the Numbers</i> 401 <i>Economics & History</i> 402 <i>Section 3 Review</i> 292 #2</p> <p>Teacher Wraparound Edition: CT 360, 361; RS 360</p>
2.3 Understands the government’s role in the economy.	
2.3.1 GOVERNMENT AND THE ECONOMY	
<p>Understands and analyzes the influence of government taxation, creation of currency, and tariffs in early United States history (1776 – 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how President Andrew Jackson used the protective tariff to secure emerging industries in the 19th century. Examines and critiques how government’s laissezfaire approach to business regulation led to the establishment of the Lowell Girls Union in the 1830s. 	<p>Student Edition: 164, 191-192, 228, 257, 341, 351, 397, 577-578, 645 <i>Economics & History</i> 192, 256 <i>Primary Source</i> 188-189, 396 <i>Section 2 Review</i> 165 #2 <i>Section 4 Review</i> 578 #3</p> <p>Teacher Wraparound Edition: RS 351; WS 397</p>
2.4 Understands the economic issues and problems that all societies face.	
2.4.1 ECONOMIC ISSUES	
<p>Understands and analyzes the distribution of wealth and <i>sustainability</i> of resources in the United States (1776 – 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Compares the impact of Industrialization in the North on the standard of living of laborers and factory owners. Analyzes how the growth of slavery throughout the South created an economic system dominated by large plantation owners. 	<p>Student Edition: 305, 395, 401-402, 407-408, 531, 585, 595-599, 603, 622 <i>Economics & History</i> 402 <i>Primary Source</i> 538-539 <i>Section 1 Review</i> 587 #2, #3 <i>Section 2 Review</i> 625 # 2 <i>Section 3 Review</i> 531 #5 <i>Section 4 Review</i> 606 #2 <i>Standardized Test Practice</i> 315 #9 <i>Visual Summary</i> 633</p> <p>Teacher Wraparound Edition: CT 597; RS 407, 585; WS 603, 622</p>

STANDARDS	PAGE REFERENCES
<p>Social Studies EALR 3: GEOGRAPHY – The student applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and human cultures impact environments to make reasoned decisions.</p>	
<p>Component 3.1: Understands the physical characteristics, cultural characteristics and location of places and regions.</p>	
<p>3.1.1 MAPS AND GEOGRAPHIC TOOLS</p>	
<p>3.1.2 CHARACTERISTICS OF PLACES AND REGIONS</p>	
<p>Understands physical and cultural characteristics of places and regions in the United States.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains information gained from physical and political maps of the United States. Explains how the railroad led to the development of Chicago as a leader in the meatpacking industry. 	<p>Student Edition: Ref 4-Ref 11, Ref 24-Ref 25, 291, 306, 308, 313, 344, 374, 389, 398, 401, 564, 572, 1026</p> <p>Teacher Wraparound Edition: CT 401; DI 401, 1026; RS 564, 572; SP 316, 344, 362, 433, 454, 1026;</p>
<p>Component 3.2: Understands the interactions between humans and environments.</p>	
<p>3.2.1 HUMAN-ENVIRONMENTAL INTERACTION</p>	
<p>Understands and analyzes how the environment has affected people and how people have affected the environment in U.S. history (1776 – 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how Pierre L'Enfant altered the landscape of Washington, D.C. in order to build the Capitol. Examines how communication difficulties, due to the breadth of the Atlantic Ocean, led to the Battle of New Orleans and the rise of Andrew Jackson. 	<p>Student Edition: 298, 315-316, 397-398, 553-554, 564-565, <i>Geography & History</i> 258-259 <i>Section 2 Review</i> 317 #7, 565 #5 <i>Standardized Test Practice</i> 301 #10</p> <p>Teacher Wraparound Edition: CT 298; RS 259</p>
<p>3.2.2 CULTURE</p>	
<p>Understands <i>cultural diffusion</i> in the United States (1776 – 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains the transmission of Chinese culture in the West during the Gold Rush. Explains how Mexican vaqueros introduced ranching practices. 	<p>Student Edition: 360, 374, 379, 398-399, 409-410, 562 <i>Section 2 Review</i> 399 #3, #6 <i>Section 4 Review</i> 412 #7</p> <p>Teacher Wraparound Edition: DI 399; RS 360, 374, 399</p>

STANDARDS	PAGE REFERENCES
3.2.3 HUMAN MIGRATION	
<p>Understands and analyzes migration as a catalyst on the growth of the United States (1776 – 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the impact of the forced migration of slaves on the growth of the United States. Explains the role of European immigrants in propelling Thomas Jefferson to the presidency. 	<p>Student Edition: 190-191, 269-270, 281, 283, 317, 359-363, 374, 379-380, 397, 409, 556-557, 563-565, 587, 621, 624-625</p> <p><i>Section 1 Review 363 #7</i> <i>Section 2 Review 317 #7</i> <i>Section 3 Review 377 #3, #5</i> <i>Standardized Test Practice 384 #6</i> <i>Visual Summary 383</i></p> <p>Teacher Wraparound Edition: AI 579; CT 191, 409</p>
Component 3.3: Understands the geographic context of global issues.	
3.3.1 GEOGRAPHIC CONTEXT OF GLOBAL ISSUES	
<p>Understands that learning about the geography of the United States helps explain global issues related to diversity (1776 to 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how migration and immigration instigated by the California Gold Rush led to the establishment of today’s multicultural communities in the West. Explains how immigration caused by the transcontinental railroad led to antiimmigration sentiment that continues today. 	<p>Student Edition: 269-270, 343-347, 366-371, 378-383, 617</p> <p>Teacher Wraparound Edition: CT 379; DI 617; HCP 381; SP 381</p>

STANDARDS**PAGE REFERENCES**

Social Studies EALR 4: **HISTORY** – The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1 Understands historical chronology.**4.1.1 CHRONOLOGY****4.1.2 CHRONOLOGICAL ERAS**

Understand how the following themes and developments help to define eras in U.S. history from 1776 to 1900:

- Fighting for independence and framing the Constitution (1776- 1815).**
- Slavery, expansion, removal, and reform (1801-1850).**
- Civil War and Reconstruction (1850-1877).**
- Development and struggles in the West, industrialization, immigration, and urbanization (1870-1900).**

Examples:

- Explains how the Revolutionary War and the War of 1812 help to define early U.S. history as a time of struggle for independence.
- Explains how the Monroe Doctrine helps to define U.S. history from 1801 to 1850 as a period of expansion.
- Explains how Reconstruction and the emergence of Jim Crow laws help to define U.S. history following the Civil War.
- Explain how the rise of prominent American Indian leaders in resistance movements against U.S. encroachment helps to define U.S. history at the end of the 19th century.

Student Edition:

178, 291-293, 298, 540

Section 1 Review 521 #7

Section 3 Review 293 #7

Visual Summary 143, 179, 299, 327, 541

Teacher Wraparound Edition:

C 293; RS 178, 326

STANDARDS	PAGE REFERENCES
<p>Component 4.2: Understands and analyzes the causal factors that have shaped major events in history.</p>	
<p>4.2.1 INDIVIDUALS AND MOVEMENTS</p>	
<p>Understands and analyzes how individuals and movements impact U.S. history (1776 – 1900). Examples:</p> <ul style="list-style-type: none"> Explains the impact of the Seneca Falls Convention on the advancement of women’s rights. Examines the impact of Harriet Beecher Stowe’s novel <i>Uncle Tom’s Cabin</i> on the abolitionist movement in the United States. Explains the impact the Lowell strike had on future labor movements. 	<p>Student Edition: 397, 421, 425-431, 435-438, 439, 575-578, 604-606 <i>Section 2 Review</i> 431 #7 <i>Section 3 Review</i> 438 #6 <i>Standardized Test Practice</i> 440 #5 Teacher Wraparound Edition: CT 431, 435, 604; HCP 435; RS 427, 436; SP 437</p>
<p>4.2.2 CULTURES AND CULTURAL GROUPS</p>	
<p>Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776 – 1900). Examples:</p> <ul style="list-style-type: none"> Explains how African cultural and religious customs influenced the culture of the U.S. Explains how the Whitmans and other missionaries attempted to replace the religious and social practices of indigenous people in the United States. 	<p>Student Edition: 361-362, 374, 381, 398-399, 409-410, 419-421, 562, 567-571, 616, 627-632 <i>Linking Past to Present</i> 408 <i>Section 2 Review</i> 399 #6 <i>Section 3 Review</i> 632 #6 <i>Section 4 Review</i> 412 #7 Teacher Wraparound Edition: DI 399; FF 409; RS 374, 419, 562</p>
<p>4.2.3 IDEAS AND TECHNOLOGY</p>	
<p>Understands and analyzes how technology and ideas have impacted U.S. history (1776 – 1900). Examples:</p> <ul style="list-style-type: none"> Examines the effect of the cotton gin on propagating the expansion of slavery in the Southern U.S. Examines how Robert Fulton’s steam ship accelerated trade and westward movement in the United States. 	<p>Student Edition: 306, 389-393, 401-402, 554, 556-557, 589-593, 624-625, 627-632, 643-644 <i>Section 1 Review</i> 393 #7 <i>Section 2 Review</i> 593 #8, 625 #4, #6 <i>Visual Summary</i> 607, 633 Teacher Wraparound Edition: CT 306, 392; SP 402</p>

STANDARDS	PAGE REFERENCES
<p>Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.</p>	
<p>4.3.1 HISTORICAL INTERPRETATION</p>	
<p>Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776 – 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Distinguishes between conflicting views of the reasons for Southern secession. Examines artifacts documenting the various ways African Americans communicated on the Underground Railroad. 	<p>Student Edition: 271, 460-461, 464, 1027 <i>Section 3 Review</i> 461 #5</p> <p>Teacher Wraparound Edition: CT 1027; HCP 467; SP 1027</p>
<p>4.3.2 MULTIPLE CAUSATION</p>	
<p>Analyzes multiple causal factors to create positions on major events in U.S. history (1776 – 1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Presents a position on the causes and outcomes of the Mexican War demonstrating understanding of varying viewpoints of the conflict. 	<p>Student Edition: 269-270, 367-368, 375-377, 397-399, 468-469, 519-521, 627-632 <i>Section 1 Review</i> 521 #4, #7 <i>Section 2 Review</i> 399 #3, #6 <i>Section 3 Review</i> 270 #6, #7, 377 #3-#4, #6, 632 #8 <i>Visual Summary</i> 271, 467</p> <p>Teacher Wraparound Edition: HCP 398, 467</p>
<p>Component 4.4: Uses history to understand the present and plan for the future.</p>	
<p>4.4.1 HISTORICAL ANTECEDENTS</p>	
<p>Analyzes how a historical event in United States history helps us to understand a current issue.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how past immigration patterns to the United States have shaped modern immigration policy and public opinion. Examines how the Sherman Anti-Trust Act helps us to understand corporate regulations today. 	<p>Student Edition: 645, 657, 961, 992, 1005-1006, 1008-1009, 1015</p> <p>Teacher Wraparound Edition: CT 165, 992, 1015; RS 1009, 1015</p>

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<p>Social Studies EALR 5: SOCIAL STUDIES SKILLS – The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.</p>	
<p>Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.</p>	
<p>5.1.1 UNDERSTANDS REASONING</p>	
<p>Understands <i>reasons</i> based on evidence for a position about events in United States history. Examples:</p> <ul style="list-style-type: none"> Explains the reasons for one’s own position about the effectiveness of the system of checks and balances when Jackson ignored the Supreme Court Ruling in <i>Cherokee Nation v. Georgia</i>. Explains the reasons for one’s own position about the effectiveness of the system of checks and balances when Congress impeached Andrew Johnson. 	<p>Student Edition: <i>Section 4 Review</i> 178 #3</p> <p>Teacher Wraparound Edition: C 403, 497; CT 289; DC 179; HCP 197; RS 178, 261, 464, 1015; SP 269; WS 450, 459, 463, 597, 1019</p>
<p>5.1.2 EVALUATES REASONING</p>	
<p>Evaluates the <i>logic</i> of reasons for a position about events in United States history. Examples:</p> <ul style="list-style-type: none"> Critiques the order and coherence of reasons when evaluating the effectiveness of the federal system of checks and balances during Andrew Jackson’s presidency. Critiques the organization of reasons when evaluating the effectiveness of the federal system of checks and balances during the impeachment of Andrew Johnson. 	<p>The following references can be used in classroom discussions and activities to meet this objective.</p> <p>Student Edition: <i>Section 4 Review</i> 178 #3</p> <p>Teacher Wraparound Edition: C 403, 497; CT 289; DC 179; HCP 197; RS 178, 261, 464, 1015; SP 269; WS 450, 459, 463, 597, 1019</p>
<p>Component 5.2: Uses inquiry-based research.</p>	
<p>5.2.1 FORMS QUESTIONS</p>	
<p>Creates and uses <i>research questions</i> that are tied to an essential question to focus inquiry on social studies issues and historical events. Examples:</p> <ul style="list-style-type: none"> Develops research questions that are tied to an essential question to focus inquiry on how the need for national security can be balanced with the right to individual privacy. Develops research questions that are tied to an essential question to focus inquiry on how amendments to the Constitution have sought to extend rights to disenfranchised individuals. 	<p>The following references can be used in classroom discussions, activities and assignments to meet this objective.</p> <p>Student Edition: 995-996 <i>Skills Handbook</i> 1033 <i>You Decide</i> 140, 468-469, 698-699, 916-917, 998-999</p>

STANDARDS	PAGE REFERENCES
5.2.2 ANALYZES SOURCES	
<p>Evaluates the logic of positions in primary and secondary sources to interpret an issue or historical event.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Critiques the order and coherence of newscasts and newspaper articles on the contributions of migrant workers when interpreting various perspectives on federal immigration policy. • Critiques the coherence of positions taken by slaves, slaveholders, and abolitionists. 	<p>Student Edition: 1020, 1027, 1028, 1029</p> <p>Teacher Wraparound Edition: CT 404, 1027, 1028; DI 1029; HCP 465; RS 1029; SP 1027</p>
Component 5.3: Deliberates public issues.	
5.3.1 DELIBERATION	
<p>Applies democratic ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Applies democratic ideals outlined in the Constitution to clarify and address positions on federal immigration policy that attempt to balance human rights with national security. • Applies democratic ideals outlined in the Constitution to clarify and address the government’s position on surveillance that attempts to preserve individual privacy while maintaining national security. 	<p>Teacher Wraparound Edition: AC 999; DI 995; RS 998, WS 996</p>
Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.	
5.4.1 CREATES POSITION AND PRODUCT	
<p>Uses sources within the body of the work to support positions in a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Uses sources within the body of the work to support one’s position on the Indian Removal Act. • Uses sources within the body of the work to support one’s position on the framing of the Constitution. 	<p>The following references can be used with classroom activities and assignments to meet this objective.</p> <p>Student Edition: <i>Skills Handbook</i> 1020, 1029</p>

5.4.2 CITING SOURCES

Uses appropriate format to cite sources within an essay.

Examples:

- Demonstrates proper citation by citing others' ideas within an essay (e.g., MLA, APA).

This objective can be met with classroom activities and assignments.