



The *American Journey*

Early Years

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STANDARDS	PAGE REFERENCES
MIDDLE/JUNIOR HIGH SCHOOL	
STATE GOAL 14: Understand political systems, with an emphasis on the United States.	
<p>Why This Goal Is Important: The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.</p>	
A. Understand and explain basic principles of the United States government.	
<p>14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</p>	<p>Student Edition: 215-223, 279, 602-607 <i>Constitution Handbook Review</i> 223 #4, #5 <i>Federal and State Powers</i> 216 <i>Section 1 Review</i> 279 #4 <i>A System of Checks and Balances</i> 217</p> <p>Teacher Wraparound Edition: AS 215, 216; CT 218, 221; DI 217, 221; RS 216, 279</p>

STANDARDS	PAGE REFERENCES
<p>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</p>	
<p>14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p>	<p>Student Edition: 200-201, 207-208, 215-221 <i>Constitution Handbook Review 223 #5</i> <i>Federal and State Powers 216</i> <i>A System of Checks and Balances 217</i></p> <p>Teacher Wraparound Edition: AS 216; CT 218, 221; RS 219; SP 208</p>
<p>C. Understand election processes and responsibilities of citizens.</p>	
<p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p>	<p>Student Edition: 200-201, 210, 215, 217, 222-223, 435-438 <i>Constitution Handbook Review 223 #3</i> <i>Rights, Duties, and Responsibilities 222</i> <i>Section 2 Review 201 #6</i> <i>Section 3 Review 438 #6</i></p> <p>Teacher Wraparound Edition: CT 200; HCP 435; RS 222</p>
<p>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</p>	
<p>14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).</p>	<p>The following references discuss various movements in United States history and may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 425-431, 435-438</p> <p>Teacher Wraparound Edition: D 435; HOCP 428, 435, 439; VS 439; W 428, 436</p>

STANDARDS	PAGE REFERENCES
E. Understand United States foreign policy as it relates to other nations and international issues.	
<p>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p>	<p>Student Edition: 256-257, 269-270, 282-283, 287-290, 291-293, 259, 375-377 <i>The Alien and Sedition Acts</i> 269 <i>Economics & History</i> 256, 289 <i>Section 3 Review</i> 270 #6, 377 #3, #8</p> <p>Teacher Wraparound Edition: CT 292; HCP 282; SP 269</p>
F. Understand the development of United States political ideas and traditions.	
<p>14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.</p>	<p>Student Edition: 139-142, 146-149, 197-201, 205-210 <i>Section 2 Review</i> 201 #5, #6, #8 <i>Section 4 Review</i> 142 #3, #7 <i>Virginia and New Jersey Plans</i> 200</p> <p>Teacher Wraparound Edition: AS 216; CT 146, 205; RS 198, 199; WS 141</p>
<p>14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.</p>	<p>Student Edition: 205-210, 236-237, 255 <i>Primary Source</i> 209, 218, 254 <i>Reading Strategy</i> 214 <i>Section 3 Review</i> 210 #2</p> <p>Teacher Wraparound Edition: CT 205, 210; DI 206; HCP 206; WS 206</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 15: Understand economic systems, with an emphasis on the United States.	
Why This Goal Is Important: People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems—and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them.	
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	
15.A.3a Explain how market prices signal producers about what, how and how much to produce.	Student Edition: 52, 89-90, 93-94, 308, 379-380, 389-381, 402 <i>By the Numbers</i> 379 <i>The Southern Colonies</i> 78 Teacher Wraparound Edition: HCP 390; RS 80, 308
15.A.3b Explain the relationship between productivity and wages.	Student Edition: 305, 309, 350, 396-397, 548-549 <i>By the Numbers</i> 557 <i>If You Were There</i> 305 <i>Primary Source</i> 396 Teacher Wraparound Edition: CT 397
15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.	Student Edition: 90, 99, 307, 548-549 <i>Economics & History</i> 91
15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).	Student Edition: 497, 558
B. Understand that scarcity necessitates choices by consumers.	
15.B.3a Describe the “market clearing price” of a good or service.	Student Edition: 306 Teacher Wraparound Edition: CT 306
15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.	Student Edition: 50-51, 128-129, 379-380, 548 <i>By the Numbers</i> 379 <i>Section 2 Review</i> 129 #3

STANDARDS	PAGE REFERENCES
C. Understand that scarcity necessitates choices by producers.	
<p>15.C.3 Identify and explain the effects of various incentives to produce a good or service.</p>	<p>Student Edition: 307-309, 401-402 <i>Section 1 Review</i> 309 #5</p> <p>Teacher Wraparound Edition: CT 380, 538; DI 307</p>
D. Understand trade as an exchange of goods or services.	
<p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.</p>	<p>Student Edition: 99-100, 192-193, 257, 289-290, 341 <i>Economics & History</i> 289</p> <p>Teacher Wraparound Edition: CT 289; SP 341; WS100</p>
<p>15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.</p>	<p>Student Edition: 93-94, 396</p> <p>Teacher Wraparound Edition: RS 94</p>
<p>15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p>	<p>Student Edition: 305-307 <i>By the Numbers</i> 401 <i>Economics & History</i> 402</p> <p>Teacher Wraparound Edition: AS 93; C 309; CT 306; PS 401; RS 305; SP 402</p>
E. Understand the impact of government policies and decisions on production and consumption in the economy.	
<p>15.E.3a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).</p>	<p>Student Edition: 257, 368, 382, 497 <i>Economics & History</i> 256</p>
<p>15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p>	<p>Student Edition: 497, 552 <i>Economics & History</i> 192</p> <p>Teacher Wraparound Edition: DI 552</p>

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p>	
<p>Why This Goal Is Important: George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.</p>	
<p>A. Apply the skills of historical analysis and interpretation.</p>	
<p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p>	<p>Student Edition: 577-578, 581, 587, 589, 590, 595</p> <p>Teacher Wraparound Edition: CT 577; 587</p>
<p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p>	<p>Student Edition: 579, 587, 590-591, 592, 594</p> <p><i>By the Numbers</i> 277</p> <p><i>Economics & History</i> 91</p> <p><i>Interpreting Political Cartoons</i> 106</p> <p><i>Primary Source</i> 38, 45, 92-93, 128</p> <p><i>The Proclamation of 1763</i> 124</p> <p><i>Revolutionary War, 1776-1777</i> 156</p> <p><i>Territorial Expansion, 1800-1820</i> 291</p>
<p>16.A.3c Identify the differences between historical fact and interpretation.</p>	<p>Student Edition: 579, 581, 582, 589, 590, 594</p> <p>Teacher Wraparound Edition: CT 579, 582, 589, 590</p>
<p>B. Understand the development of significant political events.</p>	
<p>16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.</p>	<p>Student Edition: 59-61, 68-69, 73-75, 79, 81-82, 92, 105-107</p> <p><i>Founding the Thirteen Colonies</i> 79</p> <p><i>You Decide</i> 68</p> <p>Teacher Wraparound Edition: AS 92; CT 81, 92; DI 105; RS 68; SP 73; WS 73</p>

STANDARDS	PAGE REFERENCES
<p>16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.</p>	<p>Student Edition: 123-125, 127-129, 139-142 <i>The Proclamation of 1763</i> 124 <i>Section 1 Review</i> 125 #4, #5, #6, #8 <i>Section 2 Review</i> 129 #5, #7</p> <p>Teacher Wraparound Edition: C 125, 129; CT 124; HCP 127, 139; RS 123; SP 128</p>
<p>16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.</p>	<p>Student Edition: 197-201, 207-210, 215-223, 236-245, 255, 279, 324, 524, 527, 602-607 <i>Primary Source</i> 254, 524 <i>Section 1 Review</i> 279 #4 <i>Section 2 Review</i> 527 #5</p> <p>Teacher Wraparound Edition: DI 217; HCP 211; RS 279</p>
<p>16.B.3d (US) Describe ways in which the United States developed as a world political power.</p>	<p>Student Edition: 262-263, 283-285, 305-309, 325-326, 375-377 <i>Section 2 Review</i> 285 #8</p> <p>Teacher Wraparound Edition: C 285, 309, 326, 377; CT 376; DI 307; HCP 308; WS 375</p>
<p>16.B.3a (W) Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.</p>	<p>See Glencoe <i>World History</i> © 2008.</p>
<p>16.B.3b (W) Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.</p>	<p>Student Edition: 29-33 <i>Section 1 Review</i> 33 #5</p> <p>Teacher Wraparound Edition: DI 32</p>
<p>16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</p>	<p>Student Edition: 29-33</p> <p>Teacher Wraparound Edition: RS 30</p>

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<p>16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</p>	<p>Student Edition: 43-47, 50-52, 69, 81-82 <i>The Columbian Exchange</i> 50-51 <i>Section 3 Review</i> 47</p> <p>Teacher Wraparound Edition: C 47, 52; HCP 45</p>
<p>C. Understand the development of economic systems.</p>	
<p>16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p>	<p>Student Edition: 40-41, 43, 45-46, 50-52, 60, 81-82 <i>Founding the Thirteen Colonies</i> 79 <i>Section 1 Review</i> 61 #7 <i>Section 3 Review</i> 47 #2, #5 <i>Section 4 Review</i> 52 #3, #7</p> <p>Teacher Wraparound Edition: AS 50; C 41, 52; HCP 45; VS 83</p>
<p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p>	<p>Student Edition: 89-95, 305-309, 389-393, 395-399, 401-403 <i>By the Numbers</i> 395, 401 <i>Economics & History</i> 91 <i>Primary Source</i> 92, 306</p> <p>Teacher Wraparound Edition: C 309; CT 90, 92, 392, 401; HCP 308; RS 93, 94, 308</p>
<p>16.C.3c (US) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.</p>	<p>Student Edition: 548-549, 551-552, 570</p> <p>Teacher Wraparound Edition: CT 570; DI 548, 549</p>
<p>16.C.3a (W) Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.</p>	<p>Student Edition: 29-33; 35-36 <i>African Trading Kingdoms</i> 32 <i>Linking Past to Present</i> 30-31 <i>Section 1 Review</i> 33 #3, #5, #7</p> <p>Teacher Wraparound Edition: C 33; CT 30; DI 29, 32; HCP 32, 36; RS 30</p>

STANDARDS	PAGE REFERENCES
<p>16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.</p>	<p>Student Edition: 12, 18-21 <i>Section 2 Review 15 #4</i> <i>Selected Sites of the Mound Builders 18</i></p> <p>Teacher Wraparound Edition: CT 18; RS 12</p>
<p>16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.</p>	<p>Student Edition: 306-307, 313-317; 389-393 <i>Canals, 1820-1860 316</i> <i>Linking Past to Present 314-315</i> <i>Primary Source 100-101, 306-307, 389, 390-391</i></p> <p>Teacher Wraparound Edition: AS 307; C 317, 393; CT 306, 316, 392; DI 315</p>
<p>D. Understand Illinois, United States and world social history.</p>	
<p>16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p>	<p>Student Edition: 67-69, 74-75, 77-82, 89-90, 92-95, 317, 360, 374 <i>The Middle Colonies 74</i> <i>The New England Colonies 67</i> <i>The Southern Colonies 78</i></p> <p>Teacher Wraparound Edition: AS 92; C 75, 82; CT 74; RS 80; SP 77, 78, 92; WS 82, 90</p>
<p>16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.</p>	<p>Student Edition: 89, 94-95, 102-103, 317, 398, 407-409 <i>If You Were There 65, 99</i> <i>Primary Source 94</i> <i>Section 4 Review 412 #3</i></p> <p>Teacher Wraparound Edition: WS 102, 409</p>

STANDARDS	PAGE REFERENCES
<p>16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p>	<p>Student Edition: 29-33, 50-51, 65-69, 313-317, 343-347, 363, 398-399</p> <p><i>By the Numbers</i> 313, 343, 395</p> <p><i>The Columbian Exchange</i> 50-51</p> <p><i>Economics & History</i> 91</p> <p><i>Primary Source</i> 92-93</p> <p>Teacher Wraparound Edition: C 33, 69; CT 30; DI 51; HCP 32, 398; VS 83; WS 68</p>
<p>E. Understand Illinois, United States and world environmental history.</p>	
<p>16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</p>	<p>Student Edition: 61, 89, 305-308, 312-317</p> <p><i>Canals, 1820-1860</i> 316</p> <p><i>Linking Past to Present</i> 314-315</p> <p><i>The Middle Colonies</i> 74</p> <p><i>The New England Colonies</i> 67</p> <p><i>Primary Source</i> 306-307</p> <p><i>The Southern Colonies</i> 78</p> <p>Teacher Wraparound Edition: CT 305; DI 315; SP 78, 89</p>
<p>16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p>	<p>Student Edition: 315-317, 360-361, 380, 389-393, 554</p> <p><i>Canals, 1820-1860</i> 316</p> <p>Teacher Wraparound Edition: C 317; CT 361, 392</p>
<p>16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.</p>	<p>Student Edition: 309, 379-380, 397-398, 412, 549-550</p> <p><i>Moving to the City</i> 550-551</p> <p><i>Section 1 Review</i> 309 #6</p> <p><i>Section 2 Review</i> 399 #6</p> <p>Teacher Wraparound Edition: HCP 398; RS 379</p>

STANDARDS	PAGE REFERENCES
16.E.3a (W) Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.	See Glencoe <i>World History</i> © 2008.
16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.	See Glencoe <i>World History</i> © 2008.
STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.	
Why This Goal Is Important: The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.	
A. Locate, describe and explain places, regions and features on the Earth.	
17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).	Student Edition: Ref 2- Ref 9, Ref 18- Ref 27, 123, 191, 588, 592 Teacher Wraparound Edition: SP 123, 588, 592; T Ref 20, Ref 21
17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.	Student Edition: Ref 2- Ref 9, Ref 18- Ref 29, 588, 592 <i>By the Numbers</i> 195 <i>Constitution Handbook Review</i> 223 #5 <i>Reading Strategy</i> 204, 214 <i>Section 2 Review</i> 201 #5 Teacher Wraparound Edition: ASA Ref 28; DI 588; T Ref 20, Ref 21, Ref 28, Ref 29
B. Analyze and explain characteristics and interactions of the Earth's physical systems.	
17.B.3a Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.	Student Edition: Ref 30- Ref 31, 79-80, 92-94 <i>Section 1 Review</i> 95 #2, #3 Teacher Wraparound Edition: C Ref 31; HCP 94; RS 93

STANDARDS	PAGE REFERENCES
<p>17.B.3b Explain how changes in components of an ecosystem affect the system overall.</p>	<p>Student Edition: 7-9, 12-13, 51, 573 <i>The Columbian Exchange</i> 50 <i>The Dust Bowl</i> 559 <i>Primary Source</i> 558 Section 1 Review 9 #3, #5, #7</p> <p>Teacher Wraparound Edition: DI 573; HCP 8</p>
<p>C. Understand relationships between geographic factors and society.</p>	
<p>17.C.3a Explain how human activity is affected by geographic factors.</p>	<p>Student Edition: 68, 79-80, 89, 93-94, 305, 307-308, 314-317 <i>Canals, 1820-1860</i> 316 <i>Primary Source</i> 306-307</p> <p>Teacher Wraparound Edition: C 317; CT 374; DI 315, HCP 94, 315; SP 78, 89</p>
<p>17.C.3b Explain how patterns of resources are used throughout the world.</p>	<p>See Glencoe <i>World History</i> © 2008.</p>
<p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p>	<p>Student Edition: 379-382, 397-399, 409, 529-530 <i>Reading Strategy</i> 378 Section 2 Review 399 #8</p> <p>Teacher Wraparound Edition: C 382, 399; CT 409; HCP 380, 398, 408; SP 398</p>
<p>D. Understand the historical significance of geography.</p>	
<p>17.D.3a Explain how and why spatial patterns of settlement change over time.</p>	<p>Student Edition: 379-382, 397-399, 409, 529-530 <i>Reading Strategy</i> 378 Section 2 Review 399 #8</p> <p>Teacher Wraparound Edition: C 382, 399; CT 409; HCP 380, 398, 408; SP 398</p>

STANDARDS	PAGE REFERENCES
<p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p>	<p>Student Edition: 7-9, 12-13, 51, 573 <i>The Columbian Exchange</i> 50 <i>The Dust Bowl</i> 559 <i>Primary Source</i> 558 <i>Section 1 Review</i> 9 #3, #5, #7</p> <p>Teacher Wraparound Edition: DI 573; HCP 8</p>
<p>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</p>	
<p>Why This Goal Is Important: A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.</p>	
<p>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p>	
<p>18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>	<p>Student Edition: 100-101, 103, 205-206, 374, 398-399, 409-410 <i>Linking Past to Present</i> 408-409 <i>Section 2 Review</i> 399 #8</p> <p>Teacher Wraparound Edition: AS 409; C 399; CT 205; DI 399; HCP 100, 398; RS 374</p>
<p>B. Understand the roles and interactions of individuals and groups in society.</p>	
<p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p>	<p>Student Edition: 100-101, 129-140, 155, 209-210, 265-266, 381-382, 396-397, 399, 419-422, 425-431 <i>Primary Source</i> 351, 381, 396 <i>Section 4 Review</i> 382 #5</p> <p>Teacher Wraparound Edition: AS 155; DI 209</p>

STANDARDS	PAGE REFERENCES
<p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p>	<p>Student Edition: 66, 102-103, 205-206, 419-421, 435-439 <i>Section 1 Review 421 #4, #7</i> <i>Section 2 Review 103 #7</i></p> <p>Teacher Wraparound Edition: C 103, 210, 421; CT 103, 419; HCP 206, 419, 435, 439; SP 66</p>
<p>C. Understand how social systems form and develop over time.</p>	
<p>18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).</p>	<p>Student Edition: 215-223, 236-245, 255, 382, 524-525, 527, 552, 602-607 <i>Primary Source 254, 524</i> <i>Section 2 Review 527 #5</i></p> <p>Teacher Wraparound Edition: C 223; DI 382</p>
<p>18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.</p>	<p>Student Edition: 374, 381-382, 396-399, 409-410, 419-421, 425-431, 435-438</p> <p>Teacher Wraparound Edition: C 431, 438; CT 419; DI 399; HCP 398, 408, 428, 435, 439; RS 427</p>