



The
***American
Journey***
Modern Times
© 2009

STANDARDS	PAGE REFERENCES
Principles of Constitutional Democracy	
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
Concept A. (1) Principles expressed in documents shaping constitutional democracy in the United States	
<p>Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed</p>	<p>Student Edition: Prologue 12 – Prologue 13 <i>The Declaration of Independence</i> Prologue 28 – Prologue 31 <i>Prologue Review</i> Prologue 27 #2</p> <p>Teacher Wraparound Edition: C Prologue 12, Prologue 28, Prologue 30, Prologue 31; R Prologue 28; AS Prologue 28, Prologue 29; W Prologue 30</p>

STANDARDS	PAGE REFERENCES
<p>Analyze important principles in the Constitution including:</p> <ul style="list-style-type: none"> • limited government • rule of law • majority rule and minority rights • separation of powers • checks and balances • amendment process • federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved) • popular sovereignty • due process of law (see Amendments V & XIV) • voting by citizens, especially as later amendments were passed 	<p>Student Edition: Prologue 14 – Prologue 15 <i>Constitution Handbook</i> Prologue 32 – Prologue 41 <i>The Constitution of the United States</i> Prologue 42 – Prologue 63 <i>Constitution Handbook Review</i> Prologue 41 #2 <i>Essential Question</i> Prologue 41 <i>Federal and State Powers</i> Prologue 34 <i>The Road to the Constitution</i> Prologue 14 – Prologue 15 <i>A System of Checks and Balances</i> Prologue 35</p> <p>Teacher Wraparound Edition: AS Prologue 35; D Prologue 35; FF Prologue 36; R Prologue 14</p>
<p>Apply important principles of the Bill of Rights, such as:</p> <ul style="list-style-type: none"> • basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9) • protections against the government (fair trials, rights of accused, due process of law, etc.) 	<p>Student Edition: Prologue 15, Prologue 35, Prologue 54 – Prologue 55 <i>Primary Source</i> Prologue 36</p> <p>Teacher Wraparound Edition: AS Prologue 54; C Prologue 54; R Prologue 55; S Prologue 54; W Prologue 35, Prologue 55; W1 Prologue 54</p>
Concept B. (2) Role of citizens and governments in carrying out constitutional principles	
<p>Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights</p>	<p>Student Edition: Prologue 35, Prologue 40 – Prologue 41, Prologue 54 – Prologue 55 <i>Primary Source</i> Prologue 36 <i>Rights, Duties, and Responsibilities</i> Prologue 40</p> <p>Teacher Wraparound Edition: AS Prologue 40; C Prologue 54; R Prologue 40; S Prologue 54; W Prologue 35, Prologue 55; W1 Prologue 54</p>
Concept C. Understanding of the main purposes of United States documents	
Concept D. Knowledge of the symbols of our nation	

STANDARDS	PAGE REFERENCES
Principles and Processes of Governance Systems	
2. Knowledge of principles and processes of governance systems	
Concept A. Principles and purposes of government.	
Concept B Similarities and differences of governmental systems	
Concept C Processes of governmental systems	
Apply rights and responsibilities of individuals to events in US history and everyday life	<p>Student Edition: Prologue 40-Prologue 41, 210-213, 443-449 <i>Constitution Handbook Review</i> Prologue 41 #2 <i>Essential Question</i> Prologue 41 <i>Section Review</i> 213 #5 <i>The Struggle for Civil Rights</i> 446-447</p> <p>Teacher Wraparound Edition: AS Prologue 40; C Prologue 40; D Prologue 41</p>
Explain how laws are made, interpreted and enforced	<p>Student Edition: Prologue 37 – Prologue 39, Prologue 45 – Prologue 48 <i>The Constitution of the United States</i> <i>Federal and State Powers</i> Prologue 34 <i>How a Bill Becomes a Law</i> Prologue 38</p> <p>Teacher Wraparound Edition: AS Prologue 38; C Prologue 43; S Prologue 47; W Prologue 38</p>
Explain how leaders are selected	<p>Student Edition: Prologue 16, Prologue 37 – Prologue 39, Prologue 43 – Prologue 44, Prologue 48 – Prologue 49, Prologue 50 – Prologue 51 <i>Women in Congress</i> Prologue 37</p> <p>Teacher Wraparound Edition: AS Prologue 16; C Prologue 50; D Prologue 41; FF Prologue 39; W1 Prologue 49; W2 Prologue 49</p>
Explain how power is distributed among individuals and branches of government	<p>Student Edition: Prologue 33 – Prologue 35, Prologue 37 – Prologue 39 <i>Constitution Handbook Review</i> Prologue 41 #4 <i>Federal and State Powers</i> Prologue 34</p> <p>Teacher Wraparound Edition: AS Prologue 16, Prologue 17, Prologue 34; C Prologue 34; R Prologue 34, Prologue 38</p>

STANDARDS	PAGE REFERENCES
Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)	<p>Student Edition: Prologue 40 – Prologue 41, 443, 444 <i>Constitution Handbook Review</i> Prologue 41 #2 <i>Essential Question</i> Prologue 41 <i>People in History</i> 436 <i>Primary Source</i> 443 <i>Rights, Duties, and Responsibilities</i> Prologue 40</p> <p>Teacher Wraparound Edition: AS Prologue 40; HCP 444; R 437</p>
Give examples of how local, state and national governments impact people’s lives	<p>Student Edition: 441, 447 <i>Essential Question</i> Prologue 41 <i>Primary Source</i> 440 <i>Section Review</i> 437 #4, 441 #5 <i>The Struggle for Civil Rights</i> 446 - 447</p> <p>Teacher Wraparound Edition: AS Prologue 34, Prologue 40; FF 436</p>
Analyze decision-making and conflict resolution in courts at local, state and national levels (roles of judge, jury, attorneys for prosecution, plaintiff and defense; civil vs. criminal law; court procedures)	<p>Student Edition: Prologue 39, 598-603 <i>Critical Thinking</i> Prologue 39 <i>Primary Source</i> 434 – 435 <i>Section Review</i> 437 #2</p> <p>Teacher Wraparound Edition: C Prologue 16, Prologue 39, 434; D Prologue 39; DI 434</p>
Missouri, United States and World History	
3a. Knowledge of continuity and change in the history of Missouri and the United States	
Concept A Understand the migrations of people from many regions to North America	
Analyze the viability and diversity of Native American cultures before Europeans came	<p>Student Edition: Prologue 1 – Prologue 3 <i>Prologue Review</i> Prologue 27 #1 <i>Reading Check</i> Prologue 3 <i>Ways of Life</i> Prologue 2 – Prologue 3</p> <p>Teacher Wraparound Edition: AIC Prologue 1; ACP Prologue 3; AS Prologue 0, Prologue 2; C Prologue 2, Prologue 3; D Prologue 2; R Prologue 2</p>

STANDARDS	PAGE REFERENCES
<p>Concept B Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times</p>	
<p>Concept C Discovery, Exploration and Settlement of the United States</p>	
<p>Evaluate the importance of the discovery, exploration and early settlement of America</p>	<p>Student Edition: Prologue 3 - Prologue 7, Prologue 10 <i>National Geographic</i> Prologue 4 <i>Primary Source</i> Prologue 5 <i>Reading Check</i> Prologue 7 Teacher Wraparound Edition: AS Prologue 4, Prologue 8; D Prologue 4, Prologue 10; R Prologue 6; S Prologue 0, Prologue 6, Prologue 8; W Prologue 4</p>
<p>Concept D. Perspectives on The American Revolution</p>	
<p>Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful</p>	<p>Student Edition: Prologue 10 – Prologue 11, Prologue 12 – Prologue 13 <i>War for Independence</i> Prologue 12 – Prologue 13 Teacher Wraparound Edition: AIC Prologue 13; C Prologue 12, Prologue 13; D Prologue 11, Prologue 13; R Prologue 11, Prologue 12</p>
<p>Concept E. Political Developments in the U.S.</p>	
<p>Justify the drafting of the Constitution and its effects on the formation of the new nation</p>	<p>Student Edition: Prologue 13 – Prologue 15 <i>The Road to the Constitution</i> Prologue 14 – Prologue 15 Teacher Wraparound Edition: AS Prologue 14; C Prologue 14, Prologue 15; D Prologue 15; R Prologue 14; W Prologue 14</p>
<p>Concept F. Westward Expansion and settlement in the US</p>	
<p>Assess the significance of Westward Expansion including:</p> <ul style="list-style-type: none"> a. Louisiana Purchase b. Lewis and Clark Expedition c. Missouri Compromise d. Texas and the Mexican War e. Oregon Territory f. California Gold Rush 	<p>Student Edition: Prologue 18, Prologue 20, Prologue 23 – Prologue 24, 7 <i>Prologue Review</i> Prologue 27 #5 <i>Westward Expansion</i> Prologue 24 Teacher Wraparound Edition: AS Prologue 24; D Prologue 24; S Prologue 18, Prologue 24</p>

STANDARDS	PAGE REFERENCES
Analyze cultural interactions among these groups: <ol style="list-style-type: none"> Native Americans Immigrants from Europe Africans brought to America 	Student Edition: 11, 81-82, 125, 126-127, 128-129 <i>Essential Question</i> 129 <i>Immigration in the Mid-1800s</i> Prologue 25 <i>People in History</i> 128 <i>Skills Handbook</i> 585 <i>Trail of Tears</i> Prologue 22 – Prologue 23 Teacher Wraparound Edition: FF Prologue 23; S 585
Concept G. Knowledge of contributions of non-Missourians	
Concept H. Reform movements	
Summarize reform movements such as: <ol style="list-style-type: none"> Abolitionism Women’s movement Jacksonian Democracy 	Student Edition: Prologue 22 – Prologue 23, Prologue 26 – Prologue 27 <i>Prologue Review</i> Prologue 27 #7 Teacher Wraparound Edition: C Prologue 23; F Prologue 23
Concept I Understanding the causes and consequences of the Civil War	
Interpret political, economic and social causes and consequences of the Civil War and Reconstruction	Student Edition: 7-9, 15-19, 24, 49-55, 65-70, 77-79, 81-85, 87-89, 93-98 <i>National Geographic</i> 23, 61 <i>Primary Source</i> 44 <i>Primary Sources</i> 22 <i>You Decide</i> 26-27 Teacher Wraparound Edition: C 41
Concept J. Understanding economic concepts	
Concept K. Principles and purposes of government	
Concept L. Principles of constitutional democracy in the United States	
Concept M. Processes of governmental systems	
Concept N. Economic development in the United States	
Concept O. Understanding the roles of people, business, and government in the economic system of the United States	
Concept P. Understanding functions and effects of economic institutions	
Concept Q. Knowledge of economic institutions	
Concept R. Understanding the roles of the government in the US economy	
Concept S. Understanding the concept of location	

STANDARDS	PAGE REFERENCES
Concept T. Understanding the concept of Place	
Concept U. Understanding relationships within places	
Concept V. Understanding relationships between and among regions	
Concept W. Foreign and domestic policy developments	
Concept X. Causes, comparisons, and results of major twentieth-century wars	
Concept Y. Understanding cultural changes	
Concept Z. Missouri history as it relates to major developments of United States History	
3b. Knowledge of continuity and change in the history of the world	
Concept A. Culture of early river valley civilizations	
Concept B. Contributions of Greek and Roman civilizations	
Concept C. Institutions and events of European civilization during the Middle Ages	
Concept D. Japanese institutions and culture	
Concept E. Native Latin American cultures	
Concept F. Cultural features of the historic African Empires	
Concept G. Knowledge of contributions and interactions of major world civilizations	
Concept H. Influence of the Renaissance and Reformation	
Concept I. Causes and effects of European overseas expansion	
Concept J. Impact of Scientific Revolution	
Concept K. Effect of the Enlightenment on major revolutions	
Concept L. Causes and consequences of economic theories and practices	
Concept M. Causes, comparisons and results of major twentieth-century wars	
Concept N. Causes, reactions and consequences of European and Japanese imperialism	
Concept O. Causes and consequences of major demographic changes	
Economic Concepts and Principles	

STANDARDS	PAGE REFERENCES
<p>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)</p>	
<p>Concept A Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events</p>	
<p>Apply the following economic concepts: a. business cycle (expansion, recession, depression) b. unemployment c. market economy</p>	<p>Teachers may meet this objective through classroom discussion of the following references: Student Edition: 333, 339-341, 354-355, 513, 517-518 <i>By the Numbers</i> 331 <i>Primary Source</i> 338-339 <i>Section Review</i> 335 #3, 513 #4 <i>Visual Summary</i> 357 Teacher Wraparound Edition: D 354</p>
<p>Concept B. Understanding the consequences of personal and public economic decisions</p>	
<p>Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy.</p>	<p>Teachers may meet this objective through classroom discussion of the following references: Student Edition: 313-315, 470-471, 517-518, 559-561 <i>By the Numbers</i> 313 <i>Economics & History</i> 314 <i>You Decide</i> 342-343 Teacher Wraparound Edition: AEC 560; C 216; R 342, 560; W 560</p>
<p>Concept C. Understanding various types of taxes and their purposes</p>	
<p>Identify different forms of taxes, such as tariffs, sales taxes and income taxes, and their purposes</p>	<p>Student Edition: Prologue 14, Prologue 22, 135, 217-218, 310, 355 <i>Economics & History</i> 218 <i>Section Review</i> 311 #4 Teacher Wraparound Edition: AS Prologue 22; C Prologue 14</p>
<p>Concept D. Interdependence of households, businesses and governments</p>	

STANDARDS	PAGE REFERENCES
Concept E. The role of technology in changing the US from an agricultural economy to an industrial economy	
Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy	<p>Teachers may meet this objective through classroom discussion of the following references:</p> <p>Student Edition: 313-315 <i>A Changing Economy</i> 426 <i>By the Numbers</i> 313 <i>Economics & History</i> 314 <i>Essential Question</i> 315 <i>Primary Source</i> Prologue 20 – Prologue 21 <i>Section Review</i> 315 #2, #3, #6 <i>You Decide</i> 158-159</p> <p>Teacher Wraparound Edition: C 559</p>
Concept F. Interpreting the past, explaining the present and predicting the future of economic decisions	
Interpret the past, explain the present and predict future consequences of economic decisions	<p>Teachers may meet this objective through classroom discussion of the following references:</p> <p>Student Edition: 353, 354-355, 559-561 <i>Economics & History</i> 560-561 <i>Essential Question</i> 564 <i>Section Review</i> 564 #2</p> <p>Teacher Wraparound Edition: AS 559, 560; S2 560; W 560</p>
Concept G. Compare and contrast economic systems	
Concept H. Understanding the roles of people, business, and government in economic systems of the United States	
Concept I. Understanding the functions and effects of economic institutions	
Concept J. Knowledge of economic institutions	
Concept K. Understanding the roles of government in a market economy	

STANDARDS	PAGE REFERENCES
Elements of Geographical Study and Analysis	
5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment	
Concept A. Reading and constructing maps	
Use and evaluate geographic research sources to process and report information to solve problems and make predictions	<p>Teachers may meet this objective through classroom assignment based on the following references:</p> <p>Student Edition: <i>Geography & History</i> 100-101, 130-131, 268-269, 306-307, 426-427, 566-567</p> <p>Teacher Wraparound Edition: ASA 100, 130, 306, 426</p>
Construct maps	<p>Teachers may meet this objective through classroom discussion and assignment using the following references:</p> <p>Student Edition: Ref18, Ref19, Ref20, Ref21, Ref22, Ref23, Ref24 –Ref25, Ref26-Ref27</p> <p>Teacher Wraparound Edition: ASA Ref18; D Prologue 24</p>
Concept B. Understanding the concept of location to make predictions and solve problems	
Locate states of the United States	<p>Student Edition: Ref23 <i>By the Numbers</i> 7 <i>National Geographic</i> Prologue 21, 12, 16 <i>Population of the United States, 1820</i> Ref27 <i>United States Facts</i> Ref14-Ref15</p> <p>Teacher Wraparound Edition: D Prologue 24; S 7; T Ref27</p>
Locate cities and topographic features of the United States	<p>Student Edition: Ref23 <i>National Geographic</i> Prologue 21, 40, 68, 112 <i>Population of the United States, 1820</i> Ref27</p> <p>Teacher Wraparound Edition: AS Ref30, Ref31; T Ref23, Ref27</p>

STANDARDS	PAGE REFERENCES
<p>Locate and describe geographic places, using absolute and relative location</p>	<p>Student Edition: Ref20, Ref21 <i>National Geographic</i> Prologue 12, 69, 83 <i>Route of Lincoln’s Funeral Train</i> 77 Teacher Wraparound Edition: D Prologue 24; S 7; T Ref23, Ref27</p>
<p>Concept C. Understanding the concept of place</p>	
<p>Analyze physical characteristics, such as climate, topography, relationship to water and ecosystems</p>	<p>Student Edition: Ref4, Ref5, Ref8-Ref9, Ref12-Ref13, Ref24 <i>Agricultural Production in the South</i> 97 <i>Geography & History</i> 100-101 <i>Primary Source</i> 120, 126 Teacher Wraparound Edition: C Prologue 20</p>
<p>Analyze human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political system</p>	<p>Student Edition: Ref2-Ref3, Ref6-Ref7, 563-564 <i>How Much Do We Recycle?</i> 562 <i>Geography & History</i> 566-567 <i>National Geographic</i> 12 <i>U.S. Foreign-Born Population</i> 563 Teacher Wraparound Edition: A Ref17; C1 566; D Prologue 24; S 7</p>
<p>Concept D. Relationships within places (<i>Human-Environment Interactions</i>) (Movement)</p>	
<p>Concept E. Understanding relationships between and among places</p>	
<p>Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas</p>	<p>Student Edition: 559-561, 564 <i>By the Numbers</i> 559 <i>Economics & History</i> 560-561 <i>Essential Question</i> 564 <i>Geography & History</i> 306-307, 426-427 Teacher Wraparound Edition: AS 559; C 306, 307, 427</p>

STANDARDS	PAGE REFERENCES
Concept F. Understanding relationships between and among regions	
Explain how regions of the United States relate to one another and change over time	Student Edition: Prologue 25 – Prologue 26 <i>National Geographic</i> 8, 12 <i>Westward Expansion</i> Prologue 24 Teacher Wraparound Edition: AS Prologue 24; C 8; D Prologue 24; R Prologue 25; S 7; W Prologue 25
Concept G. Using geography to interpret, explain and predict	
Concept H. Human Systems	
Compare major patterns of population distribution, demographics , and migrations in the United States and the impact of those patterns on cultures and community life	Student Edition: <i>By the Numbers</i> Prologue 23 <i>National Geographic</i> 16, 23 <i>Population of the United States, 1820</i> Ref27 <i>Resources in the North and South</i> 34 <i>Trail of Tears</i> Prologue 22 Teacher Wraparound Edition: C Prologue 20; D Prologue 24; FF Prologue 23; S 16
Concept I. Human-environment interactions	
Concept J. Using geography to interpret, explain and plan for the future	
Use geography to interpret the past, explain the present and plan for the future	Student Edition: <i>Geography & History</i> 100-101, 130-131, 268-269, 306-307, 426-427, 566-567 Teacher Wraparound Edition: ASA 100, 130, 306, 426
Relationships of Individual and Groups to Institutions and Traditions	
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions	
Concept A. Cultures meeting the needs of people	
Concept B. Group membership	
Concept C. Methods of resolving conflicts	
Concept D. (Knowledge of how needs of individuals are met	

STANDARDS	PAGE REFERENCES
Concept E. Group Membership	
Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group	<p>Student Edition: Prologue 40 – Prologue 41; 77-78, 79, 171-173, 174 <i>Critical Thinking</i> 87 <i>Essential Question</i> 79 <i>Linking Past to Present</i> 354-355 <i>Section Review</i> 85 #2</p> <p>Teacher Wraparound Edition: C 174; W 84</p>
Concept F. Effects of actions, cultural, traditions and institutions	
Concept G. Effect of laws and events on relationships	
Describe how laws and events affect members of groups and relationships among groups	<p>Student Edition: 126-127 <i>American Diary</i> 124 <i>Primary Source</i> 78, 81, 82, 96-97 <i>Struggle of Reconstruction</i> 94-95</p> <p>Teacher Wraparound Edition: AS 127; C 84; W 78</p>
Concept H. Effect of personal and group experiences on perceptions	
Assess how personal and group experiences influence people’s perceptions and judgments of events	<p>Teachers may meet this objective through classroom discussion of the following references:</p> <p>Student Edition: <i>Section Review</i> 115 #6, 136 #5 <i>Skills Handbook</i> 578, 585, 586, 587</p> <p>Teacher Wraparound Edition: C 585; D 587, 590; R 587; S 585</p>
Concept I. Changing ideas, concepts and traditions	
Analyze how ideas, concepts, and traditions have changed over time (e.g., women’s role in society)	<p>Student Edition: <i>Essential Question</i> 98, 115, 123, 305, 311, 315, 322 <i>Linking Past to Present</i> 354-355 <i>Skills Handbook</i> 573, 587</p>
Concept J. Methods of resolving conflicts	
Concept K. Ideas and beliefs of different cultures	
Concept L. Changing of roles of various groups	
Concept M. Major social institutions	
Concept N. Consequences of individual or institutional failure	

STANDARDS	PAGE REFERENCES
Concept O. Causes, effects and resolutions of cultural conflict	
Tools of Social Science Inquiry	
7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	
Concept A. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry	
<p>Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters</p>	<p>Student Edition: <i>Primary Source</i> 78, 82, 114, 122, 148-149, 346-347, 348 <i>Section Review</i> 587 Teacher Wraparound Edition: AIC 95; R 587</p>
Concept B. Knowledge to create and use various social studies graphics and maps	
<p>Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions</p>	<p>Student Edition: <i>Critical Thinking</i> 179 <i>Map Skills</i> 134 <i>Primary Source</i> 338-339 <i>Skills Handbook</i> 584, 588 Teacher Wraparound Edition: ASA 306; D 584; R 588; S 584, 588</p>
<p>Create maps, graphs, timelines, charts and diagrams to communicate information</p>	<p>Student Edition: <i>Geography Skills Handbook</i> Ref 22 <i>Skills Handbook</i> 584, 588 Teacher Wraparound Edition: ASA Ref 22; C 123; D 584; R 588; S 584, 588; T Ref 22</p>
Concept C. Understanding fact, opinion, bias and points of view in sources	
<p>Distinguish between fact and opinion and recognize bias and points of view</p>	<p>Student Edition: <i>Section Review</i> 115 #6, 136 #5 <i>Skills Handbook</i> 578, 585, 586, 587 Teacher Wraparound Edition: C 585; D 587, 590; R 587; S 585</p>

STANDARDS	PAGE REFERENCES
Concept D. Using technological tools	
Use technological tools for research and presentation	<p>Teachers may meet this objective by requiring students to use technological tools when exercising the following references:</p> <p>Student Edition: <i>Essential Question</i> 136, 315, 335 <i>Prologue Review</i> Prologue 27 #7 <i>Section Review</i> 341 #6 <i>Skills Handbook</i> 589</p> <p>Teacher Wraparound Edition: ASA 306; C 589; DI 355; HCP 88; R 589</p>
Concept E Developing a research plan and identifying resources	
Concept F. Interpreting various social studies resources	
Concept G. Supporting a point of view	
Identify, research and defend a point of view/position	<p>Student Edition: <i>Skills Handbook</i> 579, 582, 585, 586, 587, 589, 591</p> <p>Teacher Wraparound Edition: C 582, 589, 591; C2 579; R 589; W 591</p>