

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★  
**SOCIAL STUDIES**

© 2005

to the

**Minnesota**  
**Academic Standards**  
**In History and Social Studies**  
**Grades K-6**



G/SS-36

## **Scott Foresman Social Studies**

This document demonstrates how **Scott Foresman Social Studies** meets the Minnesota Academic Standards in History and Social Studies. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

**Scott Foresman** is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

### **Content**

**Scott Foresman Social Studies** content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

### **Accessibility**

**Scott Foresman Social Studies** provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

### **Motivation**

**Scott Foresman Social Studies** is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

### **Accountability**

**Scott Foresman Social Studies** provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Scott Foresman Social Studies  
to the  
Minnesota Academic Standards in History and Social Studies**

**Grades K – 3**

**HISTORY**

**I. U. S. HISTORY**

**A. Family Life Today and In The Past**

*The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.*

**1. Students will compare family life in his or her community from earlier times and today.**

**K:** Families, 19–22; Alike and Different, 301–304; Family Celebration, 309–312; Then and Now, 313–316

**1:** Getting to Know Andrew, 8–9; Families Long Ago, 12–13

**2:** Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Then and Now: How a Community Changes, 22–23; Comparing Communities, 24–27; Family History, 250–253

**3:** Communities, 10–15; United States Communities, 18–23; World Communities, 26–29; A Rural Community, 38–39; A Suburban Community, 42–43; Then and Now: From Farm to Town, 44–45; An Urban Community, 48–50; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235

**2. Students will compare family life in at least three distant places and times.**

**K:** Families, 19–22; Alike and Different, 301–304; Family Celebration, 309–312; Then and Now, 313–316

**1:** Getting to Know Andrew, 8–9; Families Long Ago, 12–13

**2:** Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Then and Now: How a Community Changes, 22–23; Comparing Communities, 24–27; Our State and Our Country, 30–33; Our Country Is Part of Our World, 36–39; Children of the World, 40–41

**3:** Communities, 10–15; United States Communities, 18–23; World Communities, 26–29; A Rural Community, 38–39; A Suburban Community, 42–43; Then and Now: From Farm to Town, 44–45; An Urban Community, 48–50; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235

**3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.**

**K:** Changes in Travel, 271–274; Scientists and Inventors, 275–278; Then and Now, 313–316

**1:** Things We Use, 34–35; Interview About Farm History, 163–167; How Things Have Changed, 242–243; Inventors and Inventions, 246–249; Telephones, 250–251; How Travel Has Changed, 252–253; TE only: Farming Now and Then, 164a; My Times, 242a; Things Change, 245a; Modes of Transport, 252a

**2:** Bartering Goods and Services, 138–139; Westward Ho! 228–229; Linking Our World, 278–281, Robert Fulton, 282–283; Review, 286–287

**3:** Transportation Over Time, 242–247; Map Adventure: Traveling West, 245–246; Chart and Graph Skills: Use a Time Line, 248–249; Communication Over Time, 250–255; Inventions Over Time, 258–263; Colonial Williamsburg: Spreading the News, 264–265; Medicine Improves Over Time, 266–269

**B. Famous People and Events in U. S. History**

*The student will recognize people and events that made significant contributions to U. S. History.*

**1. Student will know individuals and groups associated with key turning points in U. S. History.**

**K:** National Symbols, 251–254; First Americans, 255–258; Explorers, 259–262; Thanksgiving, 263–266; Celebrations, 267–270; Review, 281–282

**1:** Unit 5: Our Country, 190–191, 192–193, 194–195, 195a, 196–199, 200–201, 201a, 202–205, 206–207, 207a, 212–215, 216–217, 222–223

**2:** 150, 151, 170–171, 176–177, 178–179, 182–183, 198–199, 202–205, 206–207, 208–209, 210–213, 214–215, 216–219, 220–221, 222–225, 226–227, 228–229, 230–233, 234–235, 236–237, 238–239, 240

**3:** 5, 13, 28–29, 46–47, 68–69, 82–83, 85, 86, 87–89, 92, 94, 96–97, 118–119, 121, 122–123, 154, 156–157, 176–177, 179, 190–191, 209–211, 214–217, 220–221, 225, 228–229, 231, 232–233, 236–237, 242–244, 250–25, 258–261, 267–269, 272–273, 296–297, 312–313, 321, 322, 326–327, 337, 352, 353, 358–361, 362–363, 364–365, 368, 370–371, 372–373, 374–375, 396–397, 402–403, 406, 407

## C. Many Peoples and Cultures Meet in the Making of North America

***The student will demonstrate knowledge of the people who settled in North America.***

**1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America.**

**K:** Native Americans, 255-258, 259-262, 263-266

**1:** Native Americans, 190a-191; Chart and Graph Skills: Read a Diagram, 192-193; Native American Objects, 194-195; **TE:** Native American Objects, 195a, Native American Story, 195a, Traditional Tunes, 195a

**2:** The First Americans, 202a-205; Native Americans Meet European Colonists, 208-209

**3:** Native Americans, 23, 118-119, 122-123, 154-155, 173, 179, 206-209, 229, 231, 236-237, 365

**2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.**

**K:** Native Americans, 255-258, 259-262, 263-266

**1:** Early Travelers to America, 196a-201a

**2:** Native Americans Meet European Colonists, 208-209; Colonies, 210a-213; Our Country Grows, 222-225; Westward Ho!, 228-229

**3:** Explorers Come to North America, 208-211; Literature and Social Studies, 209; Research and Writing Skills: Use the Library, 212-213; A Spanish Community, 214-219; Here and There: Cadiz, Spain, 220-221; Map and Globe Skills: Use a Locator Map, 222-223; A French Community, 224-227; Issues and Viewpoints: Who Owns the Land? 228-229; An English Community, 230-235; Biography: Pocahontas, 236-237; Review, 238-239

## III. WORLD HISTORY

### A. Family Life Today and in the Past

**The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.**

**1. Students will compare family life in their own communities from earlier times and today.**

**K:** Families, 19-22; Alike and Different, 301-304; Family Celebration, 309-312; Then and Now, 313-316

**1:** Getting to Know Andrew, 8–9; Families Long Ago, 12–13; Life Around the World, 258a–261

**2:** Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Then and Now: How a Community Changes, 22–23; Comparing Communities, 24–27; Family History, 250–253

**3:** Communities, 10–15; United States Communities, 18–23; World Communities, 26–29; A Rural Community, 38–39; A Suburban Community, 42–43; Then and Now: From Farm to Town, 44–45; An Urban Community, 48–50; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235

**2. Students will compare family life in at least three distant places and times.**

**K:** Families, 19–22; Alike and Different, 301–304; Family Celebration, 309–312; Then and Now, 313–316

**1:** Getting to Know Andrew, 8–9; Families Long Ago, 12–13; Life Around the World, 258a–261

**2:** Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Then and Now: How a Community Changes, 22–23; Comparing Communities, 24–27; Family History, 250–253

**3:** Communities, 10–15; United States Communities, 18–23; World Communities, 26–29; A Rural Community, 38–39; A Suburban Community, 42–43; Then and Now: From Farm to Town, 44–45; An Urban Community, 48–50; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235; Here and There, 54–55, 124–125, 182–183, 220–221, 340–341, 372–373

**3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.**

**K:** Changes in Travel, 271–274; Scientists and Inventors, 275–278; Then and Now, 313–316

**1:** Things We Use, 34–35; Interview About Farm History, 163–167; How Things Have Changed, 242–243; Inventors and Inventions, 246–249; Telephones, 250–251; How Travel Has Changed, 252–253; TE only: Farming Now and Then, 164a; My Times, 242a; Things Change, 245a; Modes of Transport, 252a

**2:** Bartering Goods and Services, 138–139; Westward Ho! 228–229; Linking Our World, 278–281, Robert Fulton, 282–283; Review, 286–287

**3:** Transportation Over Time, 242–247; Map Adventure: Traveling West, 245–246; Chart and Graph Skills: Use a Time Line, 248–249; Communication Over Time, 250–255; Inventions Over Time, 258–263; Colonial Williamsburg: Spreading the News, 264–265; Medicine Improves Over Time, 266–269

## B. Civilizations in World History

***The student will demonstrate knowledge of the historical development of past cultures around the world.***

**Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.**

**K:** For related information see: Native Americans, 255-258, 259-262, 263-266

**1:** Life Around the World, 258a-261; Native Americans, 194a-199

**2:** Our Country Is Part of Our World, 36-39; Landmarks Around the World, 270-271

**3:** World Communities, 26-29 A Spanish Community, 214-219; A French Community, 224-227; An English Community, 230-235; Then and Now, 44-45, 124-125, 182-183, 220-221, 340-341, 372-373

## C. Famous People in World History

***The student will recognize individuals or groups that have shaped the world***

**Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.**

**K:** For related information see: Changes in Travel, 271-274; Scientists and Inventors, 275-278; Then and Now, 313-316

**1:** 10-11, 29, 30, 32-33, 58-59, 72-73, 78-79, 114-115, 122-123, 162-163, 164-167, 168-169, 190-191, 192-193, 194-195, 195a, 196-199, 200-201, 201a, 202-205, 206-207, 207a, 212-215, 216-217, 222-223, 242-243, 246-249, 256-257, 262-263

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## IV. HISTORICAL SKILLS

### A. Concepts of Time

*The student will demonstrate chronological thinking.*

**1. Students will define and use terms for concepts of historical time.**

**K:** My, How You've Changed, 127; Yesterday, Today, and Tomorrow, 127; Jobs Then and Now, 128–129; We All Change Time Lines, 130; Changes in Travel, 271–274; Scientists and Inventors Long Ago, 278

**1:** Read a Time Line, 146–147; Time Lines, 166, 180, 210–211, 252–253; Sequence, 14, 15, 26, 92, 94, 116, 117, 118, 123, 131, 164, 166, 252; Social Studies Strand, 30, 58, 79, 125, 169a, 186, 214; TE only: Living Time Lines, 149a

**2:** Read a Time Line, 226–227; Time Lines, 240, 256–257; Sequence, 107, 120, 121, 122, 172, 173, 200, 201, 202, 226, 230, 239, 256, 269; TE only: Social Studies Strand, 25, 70, 113, 129, 165a, 182, 223, 281

**3:** Time Lines, 248–249, 275, 339; Sequence, 237, 271, 286, 290, 291, 292, 294, 295, 305, 318, 323, 328, 330, 333; TE only: Social Studies Strand, 85, 119, 219, 228, 260, 353, 360, 369

**2. Students will place events in chronological order and construct timelines.**

**K:** All Change Time Lines, 130; Time Line Sequence, 273; Scientists and Inventors Long Ago, 278. Students explore sequencing and changes over time on pages 48, 246–247, and 313–316.

**1:** Read a Time Line, 146–147; Time Lines, 166, 180, 210–211, 252–253; TE only: Living Time Lines, 149a

**2:** Read a Time Line, 226–227; Time Lines, 240, 256–257

**3:** Time Lines, 248–249, 275, 339

### B. Historical Resources

*The student will understand that we can learn about the past from different sorts of evidence.*

**1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.**

**K:** Unit 5: The U.S.A., 251–254, 255–258, 259–262, 263–266, 267–270, 271–274, 275–279, 281–282; Then and Now, 313–316

**1:** 10–11, 32–33, 72–73, 78–79, 114–115, 122–123, 162–163, 168–169, 190–191, 196–199, 202–205, 206–207, 216–217, 256–257, 262–263

**2:** 28–29, 34–35, 74–75, 86–87, 90, 116–117, 132–133, 170–171, 178–179, 188, 220–221, 234–235, 236, 268–269, 284–285

**3:** 46-47, 60-61, 82-83, 96-97, 118-119, 128-129, 156-157, 176-177, 180, 190-191, 200, 228-229, 236-237, 272-273, 276-277, 312-313, 326-327, 350-351, 360, 364-365, 402-403, 406, 407; TE only, 133h, 199h, 281h, 349h

## **V. GEOGRAPHY**

### **A. Concepts of Location**

***The student will use directional and positional words to locate and describe people, places and things.***

**1. Students will describe the location of people, places and things by using positional words.**

**K:** Positions, 31–34; Maps, 73–76, 209–212

**1:** Use Four Directions, 60–61; Follow a Route, 120–121

**2:** Living in a Neighborhood, 8–11; Read a City Map, 20–21

**3:** See United States Communities pages 18–23.

**2. Students will use maps and globes to locate places referenced in stories and real life situations.**

**K:** 34, 73-76, 209-212, 213-216, 217-220, 221-224

**1:** H10-H11, H12-H13, H14, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8

**2:** H10-H11, H12-H13, H14, 12, 20-21, 29, 31, 32, 35, 38, 60-61, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 124-125, 133, 158, 160, 161, 171, 179, 184-185, 202, 206, 214-215, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 283, R2, R3, R4, R6, R8

**3:** H8-H9, H10-H11, H12-H13, 9, 10, 14, 16, 17, 20, 21, 22, 26, 32-33, 38, 42, 48, 51, 56, 73, 74, 75, 80, 84, 87, 90, 98-99, 103, 104, 110-111, 114, 120, 141, 142, 148, 152, 153, 158, 171, 172, 174, 178, 182, 186, 189, 191, 207, 208, 210, 214, 216, 220, 222, 224, 230, 234, 241, 245, 248, 252, 257, 258, 266, 279, 289, 290, 291, 292, 302, 317, 318, 320, 324, 327, 328, 334, 338-389, 340, 357, 358, 369, 383, 390, 398, R2-R3, R4-R5, R6-R7, R8-R9, R10-R11, R12-R13

**3. Students will explain that an address locates a specific place.**

**K:** My Name and Address, 26; Neighborhoods, 69–72

**1:** Welcome!, 50a; Welcome to My Neighborhood, 50–53

**2:** Living in a Neighborhood, 8–11

**3:** See United States Communities pages 18–23.

**4. Students will name and use directional words to describe locations of places in the school and community. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.**

**K:** Positions, 31–34; Maps, 73–76, 209–212

**1:** Use Four Directions, 60–61; Follow a Route, 120–121

**2:** Map and Globe Skills: Read a City Map, 20–21; Use a Compass Rose, 124–125

**3:** Use Map Scales, 32–33, 35; Use Intermediate Directions, 98–99, 101; Understand Hemispheres, 110–111, 127, 131; Use a Locator Map, 222–223; Use Latitude and Longitude, 388–389, 405, 409

**5. Students will use the equator and poles as reference points to describe locations.**

**K:** For related information see Globe pages 221–224.

**1:** For related information see Globe pages 154–155.

**2:** Our Country Is Part of Our World, 36a–39; Map Handbook, H19

**3:** Map and Globe Skills: Understand Hemispheres, 110–111, 127, 131

**6. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer.**

**K:** Positions, 31–34; Maps, 73–76, 209–212

**1:** Use a Map Key, 54–55; Follow a Route, 120–121; Use a History Map, 200–201

**2:** Map and Globe Skills: Read a City Map, 20–21; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215

**3:** Use Map Scales, 32–33, 35

**The student will demonstrate working knowledge of the cardinal directions.**

**1. Students will use cardinal and intermediate directions to locate places.**

**K:** For related information see map symbols and signs pages 76 and 77.

**1:** Use Four Directions, 60–61; Follow a Route, 120–121

**2:** Use a Compass Rose, 124–125

**3:** Use Map Scales, 32–33, 35; Use Intermediate Directions, 98–99, 101; Understand Hemispheres, 110–111, 127, 131; Use a Locator Map, 222–223; Use Latitude and Longitude, 388–389, 405, 409

## B. Maps and Globes

*The student will use and create maps and globes to locate people, places and things.*

### **1. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.**

**K:** Positions, 31–34, Maps, 73-76, 209-212, 213-216, 217-220, 221-224

**1:** Maps, H16–H26, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8

**2:** Maps, 12, 29, 31, 32, 35, 38, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 133, 158, 160, 161, 171, 179, 202, 206, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2–R8; Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215

**3:** Geography Skills: Map Handbook, H12–H20; Map and Globe Skills, 32–33, 98–99, 110–111, 222–223, 388–389; Maps, 10, 16, 20, 21, 22, 26, 38, 42, 48, 74, 75, 84, 90, 104, 114, 120, 142, 148, 152, 153, 172, 178, 182, 186, 191, 208, 210, 214, 220, 224, 230, 233, 252, 258, 266, 318, 328, 340, 390, 398; Map Adventure, 51, 80, 174, 245, 320, 369; Atlas, R2-R3, R4-R5, R6-R7, R8-R9, R10-R11, R12-R13

### **2. Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.**

**K:** United States Map, 214–215; State Birds, 216; United States Mural, 216

**1:** United States Map, 75; Atlas, R6–R9

**2:** United States Map, R6–R7, R8–R9

**3:** Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398

### **3. Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend.**

**K:** 31, 33, 34, 73, 74, 76, 209, 212, 213, 216

**1:** Map Handbook, H16–H26; Making Maps, 55, 61, 121, 179; TE only: Making Maps, 45, 1g, 55a, 61a, 74a, 75, 79a, 123a, 124a, 265a

**2:** Make a Map, 125a; Construct Maps, 124–125, 144, 184–185, 192, 214–215, 267

**3:** 23, 32-33, 98-99, 110-111, 219, 222-223, 343; TE only, 15, 51, 73, 108, 149, 175, 215, 245, 289, 331, 357, 397

**4. Students will locate the continents and oceans on a map of the world and a globe.****K:** World Map, 217–220; Globe, 221–224**1:** World Map, 76–77**2:** Our Country Is Part of Our World, 36a–39, 41a; Atlas: Map of the World, R4–R5**3:** Understand Hemispheres, 110–111; World Climate Regions, 182–183; Atlas, R2–R11**5. Students will recognize the outline shape of the contiguous United States.****K:** United States Map, 214–215**1:** United States Map, 75; Atlas, R6–R9**2:** United States Map, R6–R7, R8–R9**3:** Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398**6. Students will recognize the outline shapes of countries and locate cultures and civilizations studied in history.****K:** For related information see: World Map, 217–220; Globe, 221–224**1:** World Map, 76–77, 154–155, 174–175, 258–261**2:** Our Country Is Part of Our World, 36a–39, 41a; Atlas: Map of the World, R4–R5**3:** Another Big City-Tokyo, Japan, 54–55; A Spanish Community, 214–219; Here and There: Cadiz, Spain, 220–221; A French Community, 224–227; An English Community, 230–235***The student will use maps and globes to demonstrate specific geographical knowledge.*****1. Students will locate on a map the major world countries, states and major cities of the United States.****K:** 34, 73-76, 209-212, 213-216, 217-220, 221-224**1:** H16–H26, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8**2:** H16–H26, 12, 20-21, 29, 31, 32, 35, 38, 60-61, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 124-125, 133, 158, 160, 161, 171, 179, 184-185, 202, 206, 214-215, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 283, R2, R3, R4, R6, R8

**3:** H10–H20, 9, 10, 14, 16, 17, 20, 21, 22, 26, 32–33, 38, 42, 48, 51, 56, 73, 74, 75, 80, 84, 87, 90, 98–99, 103, 104, 110–111, 114, 120, 141, 142, 148, 152, 153, 158, 171, 172, 174, 178, 182, 186, 189, 191, 207, 208, 210, 214, 216, 220, 222, 224, 230, 234, 241, 245, 248, 252, 257, 258, 266, 279, 289, 290, 291, 292, 302, 317, 318, 320, 324, 327, 328, 334, 338–389, 340, 357, 358, 369, 383, 390, 398, R2–R3, R4–R5, R6–R7, R8–R9, R10–R11, R12–R13

**2. Students will use an atlas to locate geographic information.**

**K:** United States Map, 214–215; World Map, 217–220; Globe, 221–224

**1:** H16–H26, Atlas, R1–R11; Map and Globe Skills, 54–55, 60–61, 120–121, 154–155, 200–201

**2:** Atlas, R2–R9; Geography Terms, R10; Picture Glossary, R12–R21; Map and Globe Skills, 20–21, 60–61, 124–125, 184–185, 214–215

**3:** Atlas, R2–R10; Map and Globe Skills, 32–33, 98–99, 110–111, 222–223, 388–389

## C. Physical Features and Processes

*The student will distinguish between physical and human-made features of places on the Earth's surface.*

**1. Students will name and locate physical features of the United States, including places about which they have read.**

**K:** Forests, 193–196; Plains, 197–200; Mountains, 201–204; Oceans, 205–208; Maps, 209–212; United States Map, 213–216

**1:** Looking at Our Land and Water, 150a–153; Map and Globe Skills: Locate Land and Water, 154–155a; Our Earth's Resources, 156a–163a

**2:** United States Map, R6–R7, R8–R9; Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; How a Community Changes, 22–23; Comparing Communities, 24–27; Our State and Our Country, 30–33; Our Country Is Part of Our World, 36–39; Landforms and Water on a Map, 60–61; Where People Live, 62–65; How and Where People Lived, 66–67; From My Orchard to You, 68–71; Our Earth's Resources, 76–79

**3:** Communities, 10–15; United States Communities, 18–23; World Communities, 26–29; A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50; A Mountain Community, 172–173; A Water Community, 178–179; A Crossroads Community, 186–189; Map Adventure, 51, 80, 174, 245, 320, 369

**2. Students will name and locate major human- made features of the United States, including features about which they have read.****K:** Washington Monument, 253; Capitol, 252; Statue of Liberty, 252–253**1:** Washington Monument, 208; Capitol, 209; Statue of Liberty, 209**2:** A Walk Through a Community, 16–19; How a Community Changes, 22–23; Ellis island, 251; Landmarks in Our Country, 264–267; Here and There: Landmarks Around the World, 270–271**3:** Communities, 10–15; United States Communities, 18–23; World Communities, 26–29; A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50; A Mountain Community, 172–173; A Water Community, 178–179; A Crossroads Community, 186–189; Map Adventure, 51, 80, 174, 245, 320, 369***The student will identify specific landforms and waterways on a map using geographical terms.*****1. Students will locate major river systems and mountain ranges on continents studied.****K:** Forests, 193–196; Plains, 197–200; Mountains, 201–204; Oceans, 205–208; Maps, 209–212; United States Map, 213–216**1:** Looking at Our Land and Water, 150a–153; Map and Globe Skills: Locate Land and Water, 154–155a; Our Earth’s Resources, 156a–163a**2:** Landforms and Water on a Map, 60–61; Geography Skill, H18, H19, H24, H25; Continents, 37, 39; Oceans, 58, 205, 222, 281**3:** A Rural Community, 38–39; A Suburban Community, 42–43; A Mountain Community, 172–173; A Water Community, 178–179; A Crossroads Community, 186–189**2. Students will explain and use introductory geographical terms.****K:** Unit 4, 178–179, 180–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 225–229, 230, 231–232; TE only: Geography, 34, 157, 196, 260, 265, 277, 320**1:** Geography Skills, H16–H26; Map and Globe Skills, 54–55, 60–61, 120–121, 154–155, 200–201 TE only: Themes of Geography, 27, 51, 59, 75, 144, 197, 257; Social Studies strand, 29, 46, 55, 55a, 76, 79, 107, 120, 145, 149a, 155a, 169a, 175, 217, 259, 265a;**2:** Geography Skills, H16–H26; Map and Globe Skills, 20–21, 60–61, 124–125, 184–185, 214–215 TE only: Themes of Geography, 83, 117, 135, 136, 182, 229, 271; Social Studies Strand, 20, 26, 29, 35a, 38, 68, 78, 124, 125a, 165a, 184, 225, 244, 266, 267;**3:** Geography Skills, H10–H20; Map and Globe Skills, 32–33, 98–99, 110–111, 222–223, 388–389; Map Adventure, 51, 80, 174, 245, 320, 369; TE only: Social Studies Strand, 20, 31, 32, 111, 125, 146, 149, 174, 210, 223, 225, 276, 337, 388, 389

## VI. ECONOMICS

### A. Economic Choices

*The student will understand that economic choices are necessary in life.*

**1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).**

**K:** Needs and Wants, 143–146; Needs: Food, 147–151; Needs: Clothing, 151–154; Needs: Shelter, 155–158

**1:** Needs and Wants, 100a–103; TE only: What Will You Pack? 100a; What Do I Need? 100a; A Wish List, 103a

**2:** Needs and Wants, 66, 106–107; Make a Decision, 108–109

**3:** Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–305

**2. Students will explain that money can be used to buy goods and services.**

**K:** 131-134, 135, 136, 137, 138, 139-142, 143-146, 159-162, 253

**1:** 104a, 104-105, 106-107, 107a, 217a, 228

**2:** 102, 104a, 104-107, 108-109, 126a, 126-129, 130-131, 142-143, 178

**3:** 220, 287, 290-295, 296-297, 298-299, 300-303, 310-311, 314-315

**3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants.**

**K:** Making Choices, 139–142

**1:** Scarcity, 104a, 104-105, 107a, 170-173

**2:** Scarcity, 104a, 104-107, 108-109, 126-129, 130-131, 145

**3:** Scarcity, 290-295, 300-303, 304-305, 311, 314-315, 329, 332, 339

**4. Students will give examples of tradeoffs (opportunity costs).**

**K:** 131-134, 139-142, 143-146

**1:** 104a, 104-105, 107a, 170-173

**2:** 104a, 104-107, 108-109, 126-129, 130-131, 145

**3:** 290-295, 300-303, 304-305, 311, 314-315, 329, 332, 339

**5. Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.**

**K:** 119-122, 123-126, 127-130, 131–134, 135–138, 139–142

**1:** 108a, 108-111, 115a, 116-119, 124-125

**2:** 68-71, 104a, 120-123, 126-129, 134-137, 140-141

**3:** 284-285, 298-299, 321-323, 328-333, 342-343



## **B. Producers and Consumers**

***The student will understand the relationship between consumers and producers in regards to goods and services.***

**1. Students will distinguish between producers and consumers and between goods and services.**

**K:** 119-122, 123-126, 127-130, 131-134, 135-138, 139-142

**1:** 108a, 108-111, 115a, 116-119, 124-125

**2:** 68-71, 104a, 120-123, 126-129, 134-137, 140-141

**3:** 284-285, 298-299, 321-323, 328-333, 342-343

**2. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.**

**K:** 119-122, 123-126, 127-130, 131-134, 135-138, 139-142, 225-229

**1:** Human Resources, 94-97, 108-111, 116-119, 124-125; Our Earth's Resources, 156-159; TE only: Where Does It Come From? 156a; Water, Water Everywhere, 163a

**2:** Human Resources, 104-107, 112-115, 120-123, 126-129, 134-137; Natural Resources, 52, 76-79, 86-87, 92, 95-96, 203-205

**3:** Earning, Spending, and Saving, 290-295; Using Resources, 318-327; Depending on Others, 328-333

## **VII. GOVERNMENT AND CITIZENSHIP**

### **A. Civic Values, Skills, Rights and Responsibilities**

***The student will describe civic values, rights and responsibilities in a republic.***

**1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life.**

**K:** Getting Along, 27-30; Solving Problems, 39-42, 149, 226; Alike and Different, 301-304; Citizenship, 38, 72, 78, 83, 87, 215, 243, 253, 254, 266, 270

**1:** Citizenship Skills, H6-H7, H8-H9; Pledge of Allegiance, 16-17; Symbols in Our Country, 208-209; Our Country's Flag, 210-111; We Celebrate Holidays, 212-215; Choosing Our Country's Leaders, 218-221; TE only: Vote for a Place, 218a; Let's Take a Vote, 218a; Stand Up and Be Counted, 223a; Tallying the Votes, 223a; It's a Secret, 223a

**2:** Living in a Neighborhood, 8-11; Citizen Heroes: Kids Care Clubs, 12-13; Local Government, 154-157; Citizen Heroes: Anna Beavers, 158-159; Thurgood Marshall, 170-171; Lesson 4: Voting for Leaders, 172-175; Susan B. Anthony, 178-179; The Land of Freedom, 180-183; Unit 4 Review, 190-193; TE only: 111a, 172a

**3:** Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Rights and Responsibilities, 356–363; United States Government, 366–371; Here and There, 372–373; Citizenship in History, 374–375; Being a Good Citizen, 376–379; State Government, 398–401; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229

**2. Students will explain the rights and responsibilities of people living in a democracy, including the principle of majority rule and minority rights.**

**K:** Getting Along, 27–30; School Rules, 35–38; Solving Problems, 39–42; Citizenship, 38, 72, 78, 83, 87, 215, 243, 253, 254, 266, 270

**1:** Citizenship in Action, H4–H5; Community Laws and Leaders, 70a–73a; Caring for Our Resources, 170a–173; Vocabulary, 186–187, Choosing Our Country’s Leaders, 218–221; The Star Spangled Banner, 224–225; Voting, 226; TE only: Citizenship, 4, 16, 19, 21a, 27a, 69, 73, 113, 159, 161, 172, 186, 204, 209, 211, 225

**2:** Living in a Neighborhood, 8–11; Citizen Heroes: Kids Care Clubs, 12–13; Local Government, 154–157; Citizen Heroes: Anna Beavers, 158–159; Thurgood Marshall, 170–171; Lesson 4: Voting for Leaders, 172–175; Susan B. Anthony, 178–179; The Land of Freedom, 180–183; Unit 4 Review, 190–193; TE only: 111a, 172a

**3:** Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Rights and Responsibilities, 356–363; United States Government, 366–371; Here and There, 372–373; Citizenship in History, 374–375; Being a Good Citizen, 376–379; State Government, 398–401; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229

***The student will understand the importance of participation in civic life and demonstrate effective civic skills.***

**1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others’ lives.**

**K:** School Rules, 35–38; Solving Problems, 39–42; Neighborhoods, 69–72; Community Helpers, 84–88; Communities, 89–92; Celebrations, 93–97, 268–269; Biography, 270

**1:** Citizenship in Action, H4–H5; Community Laws and Leaders, 70a–73a; Caring for Our Resources, 170a–173; Vocabulary, 186–187, Choosing Our Country’s Leaders, 218–221; The Star Spangled Banner, 224–225; Voting, 226; TE only: Citizenship, 4, 16, 19, 21a, 27a, 69, 73, 113, 159, 161, 172, 186, 204, 209, 211, 225

**2:** Living in a Neighborhood, 8–11; Citizen Heroes: Kids Care Clubs, 12–13; Local Government, 154–157; Citizen Heroes: Anna Beavers, 158–159; Thurgood Marshall, 170–171; Lesson 4: Voting for Leaders, 172–175; Susan B. Anthony, 178–179; The Land of Freedom, 180–183; Unit 4 Review, 190–193; TE only: 111a, 172a

**3:** Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Rights and Responsibilities, 356–363; United States Government, 366–371; Here and There, 372–373; Citizenship in History, 374–375; Being a Good Citizen, 376–379; State Government, 398–401; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229

**2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority.**

**K:** School Rules, 35–38; Solving Problems, 39–42

**1:** Rules and Laws, 5, 22a, 22–25, 26–27, 27a, 38, 46, 70a, 70–71, 82, 220

**2:** Laws, 4, 9, 33, 44, 154, 156, 167–169

**3:** Laws, 76–77, 90, 360, 377, 391, 392, 393, 395, 399–400

**3. Students will explain the importance of voting and how one vote can make a difference.**

**K:** For related information see Tallying Votes on pages 254 and Solving Problems pages 39–42.

**1:** Choosing Our Country’s Leaders, 218–221; TE only: Vote for a Place, 218a; Let’s Take a Vote, 218a; Stand Up and Be Counted, 223a; Tallying the Votes, 223a; It’s a Secret, 223a

**2:** Voting, 11; Voting for Leaders, 172–179; Discovery Channel School: Get Out the Vote, 194–195

**3:** Voting, 358, 359, 378, 394–395

**4. Students will explain that people have diverse viewpoints and that speaking and listening to others is important.**

**K:** Getting Along, 27–30; Solving Problems, 39–42, 149, 226; Alike and Different, 301–304

**1:** Citizenship in Action, H4–H5; Solve a Problem, 26–27; TE only: Citizenship, 4, 16, 19, 21a, 27a, 69, 73, 113, 159, 161, 172, 186, 204, 209, 211, 225

**2:** Citizenship in Action, H4–H5; Living in a Neighborhood, 8–11; Citizen Heroes: Kids Care Clubs, 12–13; Local Government, 154–157; Citizen Heroes: Anna Beavers, 158–159; Thurgood Marshall, 170–171; Lesson 4: Voting for Leaders, 172–175; Susan B. Anthony, 178–179; The Land of Freedom, 180–183; Unit 4 Review, 190–193; TE only: 111a, 172a

**3:** Current Issues, 16–17, 166–167, 228–229, 256–257, 284–285, 318–319, 328–331, 332–333, 334–335, 355, 376–379, 398–401; Citizenship Skills, H2–H3

## **B. Beliefs and Principles of United States Democracy**

***The student will understand the role of government, rules, and law and why we have them.***

**1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules.**

**K:** Rules at Home, 30; Why Do We Need Rules at School, 35–38; Signs, 77; Rules, 79; Why Do We Have Rules? 81–84

**1:** Citizenship in Action, H4-H5, Rules We Follow, 22–25; Community Laws and Leaders, 70-71; TE only: Rules of the Game, 22a; The Rules, 22a; Rules on Rules, 27a; Rule-Making, 27a; Our Rules, 27a

**2:** Laws, 4, 9, 33, 44, 154, 156, 167–169

**3:** Laws, 76–77, 90, 360, 377, 391, 392, 393, 395, 399–400

**2. Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws.**

**K:** Why Do We Need Rules at School, 35–38; Signs, 77; Rules, 79; Why Do We Have Rules? 81–84

**1:** Citizenship in Action, H4-H5, Rules We Follow, 22–25; Community Laws and Leaders, 70-71; TE only: Rules of the Game, 22a; The Rules, 22a; Rules on Rules, 27a; Rule-Making, 27a; Our Rules, 27a

**2:** Laws, 4, 9, 33, 44, 154, 156, 167–169

**3:** Laws, 76–77, 90, 360, 377, 391, 392, 393, 395, 399–400

**3. Students will know that the United States and the State of Minnesota each have a constitution that outlines the rules for government.**

**K:** For related information see pages 35–38, 77–79, 81–84, and 251–254.

**1:** The Colonies Become Free, 202-205; Benjamin Franklin, 206-207; TE only: Declaration of Independence, 207a; Constitution, 219

**2:** Federal Government, 166-169; Susan B. Anthony, 178–179; The Land of Freedom, 180–183; Thirteen Colonies, One Country, 216–219; TE only: The Preamble, 171a

**3:** Constitution, 360–361

***The student will know key symbols, songs and locations that represent our nation and state.***

**1. Students will recognize the symbols, songs, locations that uniquely identify our nation.**

**K:** Symbols, 251-254, 263-266, 267-270, 280-282

**1:** Symbols, 21, 21a, 62-65, 66-67, 184-185, 186, 197, 199, 203, 205, 210, 212-215, 226, 229

**2:** Symbols, 183, 213-215, 219, 240, 247, 256-259, 261, 286, 287, 289

**3:** Symbols, 104-109, 112-113, 114-117, 120-123, 124-125, 126-127, 132, 350-351

**2. Students will recognize symbols that are significant for the state of Minnesota.**

**K:** For related information see Symbols pages 251-254.

**1:** For related information see Symbols pages 208A–211a.

**2:** For related information see Landmarks in Our Country pages 264–267.

**3:** For related information see Celebrating Cultures, 104–109, 112–113; Celebrating a Community's Past, 114–115; Celebrations Across Our Own Nation, 120–123

**3. Students will describe key national holidays and explain why people celebrate them.**

**K:** 93-96, 263-266, 267-270

**1:** Read a Calendar, 20–21; Special Things We Do, 62-65; Chinese New Year, 66-67; Holidays Are Special Days, 184–185; Columbus Day, 197; Thanksgiving, 199; Independence Day, 203, 205; We Celebrate Holidays, 212–215; TE only: Special Days, 21a; Celebrate a Custom, 62a; Red, White, and Boom, 202a; Holidays, 212a; Holiday Spirit, 217a

**2:** Martin Luther King, Jr. Day, 183; Thanksgiving, 213; Independence Day, 219; Holiday Time Line, 240; Festivals, 247; People Celebrate, 256–259; Spring 260–261; Memorial Day, 262–263, 286; Holiday Calendar, 287; TE only: Culture, 18; Special Days, 256a; People Celebrate, 256–259; Picturing Spring Celebrations, 261

**3:** Celebrating Cultures, 104–109, 112–113; Celebrating a Community's Past, 114–115; Celebrations Across Our Own Nation, 120–123; N'cwala, an African Thanksgiving, 124–125; Celebrate! 132

## C. Roots of the Republic

***The student will understand the importance of key founding documents of the U.S.***

**1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.**

**K:** For related information see 251, 252, 253, 254

**1:** The Colonies Become Free, 202-205; Benjamin Franklin, 206-207; TE only: Declaration of Independence, 207a; Constitution, 219

**2:** 166-169, 171a, 178, 179, 180-183, 216-219

**3:** 360, 361, 367, 368, 369, 370, 371, 373, 380-381

***The student will become familiar with statesmen and their leadership and guidance of the republic***

**1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.**

**K:** National Symbols, 252–253; Symbols on Coins, 253; Celebrations, 268–269; Biography, 270

**1:** George Washington, 204–205, 208, 215; Biography: Benjamin Franklin, 206–207; Abraham Lincoln, 216–217

**2:** Thurgood Marshall, 170–171; Presidents, 33, 34–35, 151, 168–169, 176–177, 190, 218, 222, 232, 264

**3:** Community Leaders, 390–395; United States Government, 366–371

## D. Governmental Institutions and Processes of the United States

***The student will know basic functions of government.***

**1. Students will describe examples of specific services provided by government.**

**K:** Community Helpers, 85–88; Communities, 89–92; Celebrations, 268–269; Biography, 270

**1:** Citizenship in Action, H4-H5; Community Laws and Leaders, 70-71; Choosing Our Country's Leaders, 218-221, 222-223

**2:** Local Government, 154–157; State Government, 160–163; Federal Government, 166–169

**3:** United States Government, 366–371; Community Services, 384–387; Community Leaders, 390–395; Citizen Heroes: An Honest Man, 396–397; State Government, 398–401

**2. Students will name people involved in government, including current and past government leaders, employees, and volunteers.**

**K:** School Helpers, 43-46; Community Helpers, 85–88; Celebrations, 268–269; Biography, 270

**1:** Citizenship in Action, H4-H5; Community Laws and Leaders, 70-71; Choosing Our Country's Leaders, 218-221, 222-223

**2:** Local Government, 154–157; State Government, 160–163; Federal Government, 166–169. TE only: Diagram Leadership, 133a; In the Mayor's Chair, 154a; Community Government, 155; Our Town, 159a; Familiar Leaders, 161; The President's Job, 166a

**3:** Community Leaders, 390–395; United States Government, 366–371

**Scott Foresman Social Studies  
to the  
Minnesota Academic Standards in History and Social Studies**

**Grades 4 - 6**

**HISTORY**

**I. U. S. HISTORY**

**A. Pre-history through 1607**

*The student will understand that large and diverse American Indian Nations were the original inhabitants of North America.*

**1. Students will compare ways of life of Indian Nations from different regions of North America.**

**5 The United States:** Native Americans of North America, 74–99

**5 Building a Nation:** Native Americans of North America, 74–99

**5 Growth of a Nation:** Native American Cultures, 8–9

**B. Pre-history through 1607**

*The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian Nations.*

**1. Students will identify key European explorers and how their voyages led to the establishment of colonies.**

**5 The United States:** European Explorers, 110–115; Spain Builds an Empire, 132–153; Hard Times in Virginia, 156–163; New European Colonies, 164–167

**5 Building a Nation:** European Explorers, 110–115; Spain Builds an Empire, 132–153; Hard Times in Virginia, 156–163; New European Colonies, 164–167

**5 Growth of a Nation:** East Meets West, 10–11

**2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.**

**5 The United States:** Columbus and the Taino, 135; The Columbian Exchange, 136; Different Worlds Collide, 142–145; Life in New Spain, 146–153; Native Americans, 160; French and Dutch Settlements, 165; Thanksgiving, 171



**5 Building a Nation:** Columbus and the Taino, 135; The Columbian Exchange, 136; Different Worlds Collide, 142–145; Life in New Spain, 146–153; Native Americans, 160; French and Dutch Settlements, 165; Thanksgiving, 171

**5 Growth of a Nation:** East Meets West, 10–11; Life in the Colonies, 12–18

### **C. Colonization and Conflict, 1607-1780s**

***The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.***

**1. Students will explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America.**

**5 The United States:** The Struggle to Found Colonies, 154–187

**5 Building a Nation:** The Struggle to Found Colonies, 154–187

**5 Growth of a Nation:** Founding Colonies, 13; The First Permanent English Colony, 14; Religious Freedom, 14; The 13 English Colonies, 16

**2. Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact.**

**5 The United States:** The 13 English Colonies, 176–185; Life in the English Colonies, 200–229

**5 Building a Nation:** The 13 English Colonies, 176–185; Life in the English Colonies, 200–229

**5 Growth of a Nation:** The 13 English Colonies, 16

**3. Students will identify the differences and tensions between the English colonies and American Indian tribes.**

**5 The United States:** French and Dutch Settlements, 165; Thanksgiving, 171; Pontiac, 197; French Explore the Mississippi, 240–243; The French and Indian War, 246–251

**5 Building a Nation:** French and Dutch Settlements, 165; Thanksgiving, 171; Pontiac, 197; French Explore the Mississippi, 240–243; The French and Indian War, 246–251

**5 Growth of a Nation:** The 13 English Colonies, 16; The French and Indian War, 18

**4. Students will understand the significance of enslaved Africans and their descendants in the economic and social life of the colonies.**

**5 The United States:** Slavery in the Colonies, 224–227

**5 Building a Nation:** Slavery in the Colonies, 224–227

**5 Growth of a Nation:** Slavery and the Slave Trade, 17

**D. Political Unrest and the American Revolution 1763- mid-1791**

***The student will demonstrate an understanding of the causes and course of the American Revolution.***

**1. Students will understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain.**

**5 The United States:** The Road to War, 266–293

**5 Building a Nation:** The Road to War, 266–293

**5 Growth of a Nation:** Taxes and Protests, 23

**2. Students will understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths.**

**5 The United States:** Declaring Independence, 296–302

**5 Building a Nation:** Declaring Independence, 296–302

**5 Growth of a Nation:** Declaring Independence, 24

**3. Students will analyze the roles of key individuals and political leaders in the American Revolution.**

**5 The United States:** The Road to War, 266–293; Winning the Revolution, 294–323

**5 Building a Nation:** The Road to War, 266–293; Winning the Revolution, 294–323

**5 Growth of a Nation:** Winning the War, 25

**4. Students will know and understand key factors and events contributing to the defeat of the British.**

**5 The United States:** Winning the Revolution, 294–323

**5 Building a Nation:** Winning the Revolution, 294–323

**5 Growth of a Nation:** Winning the War, 25

***The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.***

**1. Students will know and understand basic principles of the new government established by the Constitution of the United States.**

**5 The United States:** Debate in Philadelphia, 344–351, Ratifying the Constitution, 352–357

**5 Building a Nation:** Debate in Philadelphia, 344–351, Ratifying the Constitution, 352–357

**5 Growth of a Nation:** A New Constitution, 27; The Three Branches of Government, 27; The Bill of Rights, 28; Government of the People, 480–485

**2. Students will know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.**

**5 The United States:** Forming a New Government, 336–359

**5 Building a Nation:** Forming a New Government, 336–359

**5 Growth of a Nation:** A New Constitution, 27; The Three Branches of Government, 27; The Bill of Rights, 28

## **E. Growth and Westward Expansion, 1801-1861**

***The student will demonstrate knowledge of western expansion, conflict, and reform in America.***

**1. Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations.**

**5 The United States:** Jefferson Looks West, 370–379; People Moving South and West, 428–449

**5 Building a Nation:** Jefferson Looks West, 370–379; People Moving South and West, 428–449

**5 Growth of a Nation:** A Growing Nation, 30–37

**2. Students will analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph.**

**5 The United States:** A New Kind of Revolution, 408–415

**5 Building a Nation:** A New Kind of Revolution, 408–415

**5 Growth of a Nation:** The Industrial Revolution, 34

## **F. Civil War and Reconstruction, 1850s-1870s**

**The student will demonstrate knowledge of the causes of the Civil War.**

**1. Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights, and explain how they resulted in major political compromises.**

**5 The United States:** A Divided Nation, 462–489

**5 Building a Nation:** Divided Nation, 462–489

**5 Growth of a Nation:** The Abolitionist Movement, 36; North and South Grow Apart, 54–65; The Struggle Over Slavery, 66–73; The First Shots Are Fired, 74–77

**2. Students will identify on a map the states that seceded from the Union, and those that remained in the Union.**

**5 The United States:** The Union and the Confederacy, 486

**5 Building a Nation:** The Union and the Confederacy, 486

**5 Growth of a Nation:** The Union and the Confederacy, 76

***The student will demonstrate knowledge of major events and people of the Civil War.***

**1. Students will know and understand the roles of significant figures and battles of the Civil War Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman and Battle of Gettysburg.**

**5 The United States:** A Divided Nation, 462–489; War and Reconstruction, 490–523

**5 Building a Nation:** A Divided Nation, 462–489; War and Reconstruction, 490–523

**5 Growth of a Nation:** A Divided Nation, 52–79; War and Reconstruction, 80–113

**2. Students will analyze the aftermath of the war and its effects on citizens from the North and South including free blacks, women and former slaveholders.**

**5 The United States:** The End of Slavery, 516–523

**5 Building a Nation:** The End of Slavery, 516–523

**5 Growth of a Nation:** The End of Slavery, 106–111

## **G. Reshaping the Nation and the Emergence of Modern America, 1877-1916**

***The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.***

**1. Students will identify and understand the reasons for the increase in Immigration, growth of cities, new inventions, and political challenges to American government arising from the industrial revolution, and analyze their impact.**

**5 The United States:** Industry and Immigration, 560–587

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** Industry and Immigration, 164–201

**2. Students will identify and explain racial segregation and racism, including the rise of “Jim Crow,” the Ku Klux Klan, discrimination against immigrants, and the relocation of American Indian tribes to reservations, and analyze the impact of these actions.**

**5 The United States:** War in the West, 554–557; Jim Crow Laws, 461, 520; Ku Klux Klan, 461, 518, New Americans, 568–577; Trail of Tears, 406

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** War in the West, 154–161; Jim Crow Laws, 51, 110, 234, 236; Ku Klux Klan, 108, New Americans, 184–191; American Indian Removal, 33

**3. Students will analyze how the rise of big business, the growth of industry, and the change in life on American farms and small towns with increased mechanization changed life in America.**

**5 The United States:** Farmers and Cowboys, 546–553; Industry and Immigration, 560–587

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** Pioneers on the Plains, 138–147; Cowboys and Miners, 148–153; Industry and Immigration, 164–201

**4. Students will analyze the impact of the Progressive Movement on child labor and working conditions; the rise of organized labor; women’s suffrage and the temperance movement, and identify the contributions of individuals in these movements.**

**5 The United States:** Life in the City, 571; Workers and Unions, 572; Going on Strike, 573; Improving Conditions, 574; Working Against Child Labor, 576–577; Reforms at Home, 603; Women Get the Right to Vote, 612

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The Labor Movement, 192–197; Working Against Child Labor, 198–199; Life in the Growing Cities, 222–229; Women’s Rights, 240–245; The Progressive Movement, 262–267

## **H. World Wars and the Emergence of Modern America, 1900-1930s**

*The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.*

**1. Students will know and understand the reasons for the Spanish-American War and its resulting impact.**

**5 The United States:** The Spanish-American War, 580–581

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The Spanish-American War, 253–257

**2. Students will know and understand the United States' actions in the Pacific, and resulting international reactions.**

**5 The United States:** Expansion Overseas, 578–582

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** Expanding Overseas, 250–259

**3. Students will identify and understand the struggles and contributions of African American leaders of this period, including W.E.B. DuBois and Booker T. Washington, and compare their ideas.**

**5 The United States:** The Great Migration, 613; Fighting Discrimination, 614

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The Great Migration, 235, 314; Unequal Opportunities, 232–239

***The student will understand World War I, its causes and effects.***

**1. Students will know and understand the reasons for the United States' neutrality and delayed entry and involvement in World War I.**

**5 The United States:** World War I, 608–609; The United States Enters the War, 610

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** World War I, 272–281

**2. Students will explain Wilson's 14 Points and United States' isolationism.**

**5 The United States:** The War Ends, 611

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The United States and the Peace Process, 280

## **I. A World at War, 1930s-1945**

***The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.***

**1. Students will examine causes and analyze the effects of the Great Depression and the impact of the New Deal.**

**5 The United States:** The Great Crash, 619; The New Deal, 620; The Dust Bowl, 621; Hard Times Continue, 622; Biography, Franklin Delano Roosevelt, 623

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The Good Times End, 320–326; Biography, Franklin Delano Roosevelt, 327; The New Deal, 328–335

**2. Students will analyze the major causes and effects of American neutrality and eventual involvement in World War II, including the America First movement, lend-lease, and the impact of Pearl Harbor.**

**5 The United States:** World War II Begins, 625; Americans at War, 626–627

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** World War II Begins, 340–347; The World at War, 356–367

**3. Students will recognize major events, battles and significant leaders in World War II and analyze their impact, including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan.**

**5 The United States:** World War II, 624–631

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The World at War, 356–367

**4. Students will evaluate the impact of World War II on the home front and on American culture, including Japanese internment, Tuskegee Airmen, and “Rosie the Riveter.”**

**5 The United States:** Americans at War, 626–627

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The Home Front, 348–355

## **J. Post WWII Era, 1945-1980**

***The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War II and the present.***

**1. Students will understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and the American occupation of Japan.**

**5 The United States:** The Iron Curtain Falls, 638

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The World is Divided, 384–386

**2. Students will understand and analyze the emergence of the United States as a superpower, and its pivotal role in the establishment of the United Nations.**

**5 The United States:** A New Kind of War, 637

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The World is Divided, 384–386; The United Nations, 387

**3. Students will analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, Korean and Vietnam Wars and the Cuban Missile Crisis.**

**5 The United States:** The Iron Curtain Falls, 638; Cold war Conflicts, 639; The Cuban Missile Crisis, 640; The Arms Race Continues, 641; The Cold War Continues, 650–655

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The World is Divided, 384–391; Cold War Conflicts, 406–413; The Cold War Continues, 428–437

**4. Students will explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women, and minorities.**

**5 The United States:** Struggle for Equal Rights, 642–649

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** African Americans and Civil Rights, 418–427

**5. Students will identify major Supreme Court decisions during this era and analyze their impact, including *Brown vs. Board of Education*.**

**5 The United States:** Struggle for Equal Rights, 642–649

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** African Americans and Civil Rights, 418–427

## **K. Contemporary America, 1980-present**

*The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.*

**1. Students will identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Reagan.**

**5 The United States:** The Iron Curtain Falls, 638; Cold war Conflicts, 639; The Cuban Missile Crisis, 640; The Arms Race Continues, 641; The Cold War Continues, 650–655; The Cold War Ends, 659

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** The World is Divided, 384–391; Cold War Conflicts, 406–413; The Cold War Continues, 428–437; Steps Toward Peace, 447; Tensions Rise Again, 448; The Cold War Ends, 448–449

**2. Students will analyze challenges of a post-communist world, especially September 11, 2001 and its aftermath.**

**5 The United States:** Looking Toward the Future, 658–667

**5 Building a Nation:** Topic covered after Reconstruction.

**5 Growth of a Nation:** A New Role in the World, 450–453; Global Challenges, 500–521

## **II. MINNESOTA HISTORY**

### **A. Pre-Contact to 1650**

*The student will demonstrate knowledge of Minnesota's indigenous peoples.*

**1. Students will describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence.**

**4 Regions:** The Ojibwa, 256–259

**4 Learning About Your State:** Early People of Our State, 10



**2. Students will explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and compare and contrast them.**

**4 Regions:** The Ojibwa, 256–259

**4 Learning About Your State:** Early People of Our State, 10

## **B. Contact and Fur Trade 1600-1810**

*The student will demonstrate knowledge of early explorers and fur traders in Minnesota and the impact of the fur trade on both European and Native societies.*

**1. Students will describe how early explorers and fur traders affected the development of Minnesota.**

**4 Regions:** The Fur Trade, 264–267

**4 Learning About Your State:** Early Explorers, 11; Life for Early Settlers, 12; Historical Places, 13; Famous People

**2. Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.**

**4 Regions:** The Ojibwa, 256–259; Keeping a Culture Strong, 260–261

**4 Learning About Your State:** Early Explorers, 11; Life for Early Settlers, 12; Historical Places, 13; Famous People

## **C. Early Settlement and Statehood 1810-1860**

**The student will know and understand the factors that led to rapid settlement of Minnesota in the 19 th Century and the changes the new Minnesotans brought with them.**

**1. Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes.**

**4 Regions:** The Fur Trade, 264–267; Building Farms, 270–275

**4 Learning About Your State:** Life for Early Settlers, 12;

**2. Students will describe the process of Minnesota’s becoming a territory and then a state.**

**4 Regions:** The Fur Trade, 264–267; Building Farms, 270–275

**4 Learning About Your State:** Life for Early Settlers, 12;

**3. Students will understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibwe, the Dakota, and the settlers.**

**4 Regions:** The Ojibwa, 256–259

**4 Learning About Your State:** Early Explorers, 11; Life for Early Settlers, 12; Historical Places, 13; Famous People, 14

#### **D. Civil War and Dakota War 1860-1864**

*The student will know and understand Minnesota’s role in the Civil War and the impact of the Dakota War of 1862.*

**1. Students will describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors shaping these attitudes.**

**4 Regions:** For related information: Civil War, 137, 187, 202–205, 281

**4 Learning About Your State:** Historical Places, 13; Famous People, 14

**2. Students will describe Minnesota’s role in the Civil War, both on the home front and on the battlefield, including the role of the First Minnesota Regiment.**

**4 Regions:** For related information: Civil War, 137, 187, 202–205, 281

**4 Learning About Your State:** Historical Places, 13; Famous People, 14

**3. Students will compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862.**

**4 Regions:** For related information: Building Farms, 270–275

**4 Learning About Your State:** Life for Early Settlers, 12; Historical Places, 13; Famous People, 14; Where People Live, 15; Changes in Population, 16

#### **E. Industrial Era 1865-1914**

*The student will know and understand Minnesota’s major industries and the economic, social, political, and technological changes that accompanied industrialization.*

**1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota’s early industries (lumbering, mining, and agriculture).**

**4 Regions:** For related information see Building Farms and Hub of the Nation pages 270–282.

**4 Learning About Your State:** What People Do, 17; Then and Now, 18; Industries and the Economy, 25

**2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.**

**4 Regions:** Hub of the Nation, 276–280

**4 Learning About Your State:** Where People Live, 15; Changes in Population, 16; What People Do, 17; Then and Now, 18; Industries and the Economy, 25

**3. Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.**

**4 Regions:** For related information: Biography: Elizabeth Cady Stanton page 139.

**4 Learning About Your State:** Historical Places, 13; Famous People, 14; Education, 24; Then and Now, 18

## **F. World Wars and II, and the Interwar period, 1914-1945**

*The student will know and understand the impact on Minnesota of World War I and World War II, as well as the social and economic changes of the 1920s and the 1930s.*

**1. Students will understand the issues that Minnesotans faced during World War I and how they responded to them.**

**4 Regions:** For related information see Building Farms and Hub of the Nation pages 270–282.

**4 Learning About Your State:** Historical Places, 13; Famous People, 14

**2. Students will demonstrate the knowledge the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal.**

**4 Regions:** For related information see Earning and Living pages 64–89.

**4 Learning About Your State:** Historical Places, 13; Famous People, 14

**3. Students will describe Minnesota’s contributions to World War II and analyze the impact of the war on Minnesota.**

**4 Regions:** For related information see World War II pages 53, 329, 330, 405, and 406.

**4 Learning About Your State:** Historical Places, 13; Famous People, 14

## G. Post-World War II to the Present

*The student will know and understand Minnesota's role in the major social, economic and political changes, both national and international, in the last half of the 20th Century through the present, and analyze the impact of those changes.*

**1. Students will explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.**

**4 Regions:** People of the Midwest, 254–285

**4 Learning About Your State:** Where People Live, 15; Changes in Population, 16; What People Do, 17; Then and Now, 18; Industries and the Economy, 25

**2. Students will identify and describe significant demographic changes in Minnesota and issues related to those changes and analyze the significance of their impact.**

**4 Regions:** People of the Midwest, 254–285

**4 Learning About Your State:**

**3. Students will develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world.**

**4 Regions:** People of the Midwest, 254–285

**4 Learning About Your State:** All Lessons, 1–44

**4. Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.**

**4 Regions:** People of the Midwest, 254–285

**4 Learning About Your State:** Where People Live, 15; Changes in Population, 16; What People Do, 17; Then and Now, 18; Industries and the Economy, 25; Cities and Towns, 35; Make a Map of Your Community, 36; Your Community: Past and Future, 42

## III. WORLD HISTORY

### A. Beginnings of Human Society

*The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.*

**1. Students will describe the migration of people from Africa to other world regions.**

**6 The World:** Early Gatherers and Hunters, 10–17; Early Farmers, 18–25; Developing Cultures, 26–29

**2. Students will describe the development of agriculture and its effect on human communities.**

**6 The World:** Early Farmers, 18–25

**3. Students will illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.**

**6 The World:**

**4. Students will describe significant historical achievements of various cultures of the world.**

**6 The World:** Developing Cultures, 26–29; Early Civilizations, 34–39, 40–47, 48–53, 54–59; Ancient Egypt and Nubia, 76–97; Ancient China, 98–119; Ancient India and Persia, 120–147

## **B. Classical Civilizations and World Religions 1000 BC - 600 AD**

*The student will describe classical civilizations in Africa, Asia, and Mesoamerica.*

**1. Students will describe the emergence of states in Sub-Saharan Africa and explains how iron working diffused in Africa.**

**6 The World:** Iron Age, 250, 351; African Empires, 368–389

**2. Students will describe how the Chinese Empire was united.**

**6 The World:** Ancient China, 98–119

**3. Students will analyze the relationship between agriculture and the development of complex societies in Mesoamerica.**

**6 The World:** Mesoamerican Civilizations, 160–161; Geography of Mesoamerica, 162–167; The Olmec and the Maya, 168–173; The Aztecs, 174–181; Geography of South America, 186–189; The Chavin and the Mochica, 190–195; The Inca, 196–203

**4. Students will describe and compare major religious systems and practices.**

**6 The World:** Judaism, 54–57; Hinduism, 136–139, 349; Buddhism, 141–143, 361, 402; Islam, 321, 330–339, 407; Christianity, 294–297, 302, 328, 381, 382, 401, 407

**C. Classical Civilizations and World Religions 1000 BC - 600 AD**

*The student will describe classical civilizations in Europe and the West.*

**1. Students will demonstrate knowledge of ancient Greek civilization, including art, politics, and philosophy.**

**6 The World:** Ancient Greece, 244–245, 246–251, 252–259, 260–265, 266–271

**2. Students will demonstrate knowledge of ancient Rome, including art, politics and philosophy.**

**6 The World:** Ancient Rome, 274–275, 276–281, 282–287, 288–293, 294–297, 298–305

**D. World Civilizations, Expansions of Cultural, Commercial and Political Contacts, 600 AD - 1500 AD**

*The student will understand the causes and consequences of emerging civilizations and increased contact across the cultural regions of Eurasia and Africa.*

**1. Students will analyze the spread of Islamic civilization to western Europe, India and Africa.**

**6 The World:** Development of Islam, 330–333; The Islamic World, 334–339

**2. Students will describe the expansion of the Chinese Empire and its effect on political and cultural life.**

**6 The World:** Empires of Asia, 346–349; Chinese Dynasties, 350–355; The Khmer, 356–359

**3. Students will describe the formation of states in sub-Saharan Africa and the Americas.**

**6 The World:** The Early Peoples of South America, 184–205; Early North American Peoples, 206–231; African Empires, 368–369, 370–373, 374–379, 380–387

**E. Western Civilizations, Renaissance and Reformation 1000 AD – 1700 AD**

*The student will demonstrate knowledge of important historical, cultural, and social events in Europe during the Middle Ages.*

**1. Students will demonstrate knowledge of the Renaissance in Europe.**

**6 The World:** The Renaissance, 430–437

**2. Students will demonstrate knowledge of the age of exploration.**

**6 The World:** Trade Routes and Conquests, 438–443; European Colonization, 444–451

**3. Students will demonstrate knowledge of the Reformation including important figures of the era.**

**6 The World:** The Need for Church Reform, 436–437

**4. Students will demonstrate knowledge of scientific, political, economic and social changes starting in the 17<sup>th</sup> Century, including the Enlightenment.**

**6 The World:** Enlightenment, 473; The Industrial Revolution, 474–477; The Second Industrial Revolution, 478–481

**F. World Civilizations, Toward a Global Culture, 1500 - 1770 AD**

*The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.*

**1. Students will explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450.**

**6 The World:** Crusades, Trade, and the Plague, 406–411; Trade Routes and Conquests, 438–443

**2. Students will describe early European explorations, settlements, and empires.**

**6 The World:** Trade Routes and Conquests, 438–443; European Colonization, 444–451

**3. Students will analyze the strengths and limitations of the Chinese Empire under the Ming Dynasty.**

**6 The World:** Ming Dynasty, 351, 353, 355, 433, 493

**4. Students will understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.**

**6 The World:** African Empires, 368–389; Slave Trade, 441, 448, 449, 469

**5. Students will identify the causes and consequences of global migrations of Europeans, Africans, and Asians.**

**6 The World:** Empires of Asia, 346–349; African Empires, 368–389; Medieval Europe, 390–415; Expanding Empires, 486–491; Imperialism in East Asia, 492–497; New Nations, 498–505

## **G. Western Civilizations, Age of Revolution and Reaction, 1640-1920 AD**

*The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.*

**1. Students will examine the effects of imperialism on the colonial societies of the 18th, 19th and 20th Centuries.**

**6 The World:** Expanding Empires, 486–491; Imperialism in East Asia, 492–497; New Nations, 498–505

## **IV. HISTORICAL SKILLS**

### **A. Concepts of Time**

*The student will acquire skills of chronological thinking.*

**1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.**

**4 Regions:** Use a Vertical Time Line, 134–135; 155; Time Lines, 38, 130, 135, 136, 150, 188, 194, 202, 216, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418

**5 The United States:** Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522, 532, 546, 554, 568, 586, 602, 616, 632, 642, 668, 678, 682

**5 Building a Nation:** Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522



**5 Growth of a Nation:** Time Lines, 2, 6, 12, 22, 23, 30, 33, 38, 46, 48, 54, 55, 60, 66, 74, 78, 82, 96, 106, 112, 120, 122, 128, 138, 148, 154, 162, 166, 171, 176, 184, 185, 192, 200, 208, 210, 216, 222, 232, 240, 246, 250, 262, 272, 282, 290, 292, 298, 310, 320, 328, 336, 340, 348, 356, 368, 376, 378, 384, 394, 406, 414, 418, 428, 438, 446, 456, 464, 466, 502, 512, 522

**6 The World:** Time Lines, 2–3, 4–5, 70–71, 72–73, 154–155, 156–157, 238–239, 240–241, 314–315, 316–317, 422–423, 424–425, 512–513, 514–515, 598–599, 600–601; Parallel Time Lines, 524–525, R29–R40

## B. Historical Resources

*The student will begin to use historical resources.*

**1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.**

**4 Regions:** Primary Sources, 38, 40, 41, 45–46, 53–54, 74–75, 83, 107–108, 118, 130, 133, 135, 136, 139–140, 144, 150, 174, 179–180, 188, 191, 193–194, 197, 202, 207–208, 216, 240, 264, 265, 267–268, 271–272, 273–274, 276, 277, 279, 281, 283–284, 305–306, 310–311, 324, 326, 329–330, 332, 333, 334, 335, 338, 341, 346, 349–350, 352, 385–386, 389–390, 400, 401, 402, 403, 404, 407–408, 413, 414, 418

**5 The United States:** Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525, 548, 551, 555, 556, 557, 563, 569, 572, 576, 579, 583, 607, 610, 612, 620, 621, 622, 626, 631, 638, 640, 644, 645, 646, 647, 651, 659, 660, 662, 667

**5 Building a Nation:** Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525

**5 Growth of a Nation:** Compare Primary and Secondary Sources, 392–393; Analyzing Primary Sources, 19, 23, 24, 29, 37, 41, 57, 65, 68, 71, 90, 94, 98, 100, 109, 115, 130, 132, 140, 142, 149, 152, 153, 157, 158, 161, 167, 168, 193, 198, 218, 227, 234, 242, 243, 252, 253, 259, 266, 269, 271, 275, 276, 279, 284, 285, 299, 300, 313, 314, 319, 321, 322, 329, 343, 345, 349, 352, 353, 357, 358, 361, 362, 363, 364, 365, 393, 397, 411, 424, 425, 427, 430, 437, 439, 441, 449, 458, 459, 475, 481, 485, 487, 490, 504, 505, 508, 509, 511, 516

**6 The World:** Primary Sources, H16, 3, 29, 37, 43, 50, 51, 52, 55, 61, 63, 71, 80, 85, 91, 111, 116, 135, 137, 142, 155, 181, 203, 228, 229, 239, 248, 255, 257, 265, 270, 280, 281, 284, 285, 286, 289, 291, 293, 295, 305, 307, 315, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 407, 409, 410, 423, 427, 437, 440, 443, 457, 458, 459, 463, 471, 472, 473, 476, 477, 487, 488, 495, 497, 499, 500, 501, 513, 523, 527, 528, 530, 532, 547, 549, 550, 552, 553, 561, 569, 570, 571, 573, 577, 579, 581, 586, 588, 589, 599, 607, 609, 611, 613, 619, 623, 625, 639, 640, 642, 643, 646, 647, 648, 655, 661

**2. Students will assess the credibility and determine appropriate use of different sorts of sources.**

**4 Regions:** Research and Writing Skills, 262, 330, 376; Primary Sources, 38, 40, 41, 45–46, 53–54, 74–75, 83, 107–108, 118, 130, 133, 135, 136, 139–140, 144, 150, 174, 179–180, 188, 191, 193–194, 197, 202, 207–208, 216, 240, 264, 265, 267–268, 271–272, 273–274, 276, 277, 279, 281, 283–284, 305–306, 310–311, 324, 326, 329–330, 332, 333, 334, 335, 338, 341, 346, 349–350, 352, 385–386, 389–390, 400, 401, 402, 403, 404, 407–408, 413, 414, 418

**5 The United States:** Research and Writing Skills, 86, 208, 284, 356, 606; Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525, 548, 551, 555, 556, 557, 563, 569, 572, 576, 579, 583, 607, 610, 612, 620, 621, 622, 626, 631, 638, 640, 644, 645, 646, 647, 651, 659, 660, 662, 667

**5 Building a Nation:** Research and Writing Skills, 86, 208, 284, 356; Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525

**5 Growth of a Nation:** Research and Writing Skills, 174, 268, 392, 496; Compare Primary and Secondary Sources, 392–393; Analyzing Primary Sources, 19, 23, 24, 29, 37, 41, 57, 65, 68, 71, 90, 94, 98, 100, 109, 115, 130, 132, 140, 142, 149, 152, 153, 157, 158, 161, 167, 168, 193, 198, 218, 227, 234, 242, 243, 252, 253, 259, 266, 269, 271, 275, 276, 279, 284, 285, 299, 300, 313, 314, 319, 321, 322, 329, 343, 345, 349, 352, 353, 357, 358, 361, 362, 363, 364, 365, 393, 397, 411, 424, 425, 427, 430, 437, 439, 441, 449, 458, 459, 475, 481, 485, 487, 490, 504, 505, 508, 509, 511, 516

**6 The World:** Research and Writing Skills, 144, 280, 364, 386, 450, 472; Primary Sources, H16, 3, 29, 37, 43, 50, 51, 52, 55, 61, 63, 71, 80, 85, 91, 111, 116, 135, 137, 142, 155, 181, 203, 228, 229, 239, 248, 255, 257, 265, 270, 280, 281, 284, 285, 286, 289, 291, 293, 295, 305, 307, 315, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 407, 409, 410, 423, 427, 437, 440, 443, 457, 458, 459, 463, 471, 472, 473, 476, 477, 487, 488, 495, 497, 499, 500, 501, 513, 523, 527, 528, 530, 532, 547, 549, 550, 552, 553, 561, 569, 570, 571, 573, 577, 579, 581, 586, 588, 589, 599, 607, 609, 611, 613, 619, 623, 625, 639, 640, 642, 643, 646, 647, 648, 655, 661

**3. Students will investigate the ways historians learn about the past if there are no written records.**

**4 Regions:** Research Skills, H4–H5; Artifact, 38, 40, 41, 45–46, 53–54, 74–75, 83, 107–108, 118, 130, 133, 135, 136, 139–140, 144, 150, 174, 179–180, 188, 191, 193–194, 197, 202, 207–208, 216, 240, 264, 265, 267–268, 271–272, 273–274, 276, 277, 279, 281, 283–284, 305–306, 310–311, 324, 326, 329–330, 332, 333, 334, 335, 338, 341, 346, 349–350, 352, 385–386, 389–390, 400, 401, 402, 403, 404, 407–408, 413, 414, 418

**5 The United States:** 2–3, 11, 16, 21, 23, 31, 37, 39, 40, 41, 46–47, 65, 79, 81, 93, 103, 105, 126–127, 135, 149, 151, 158, 160, 163, 171, 174, 182, 183, 184, 185, 195, 206, 214, 215, 217, 221, 222, 223, 227, 235, 237, 241, 249, 260–261, 269, 270, 274, 275, 279, 281, 283, 284, 285, 288, 290, 293, 299, 301, 304, 309, 310, 311, 316, 327, 330–331, 343, 346, 348, 350, 351, 353, 355, 366, 367, 368, 369, 371, 374, 385, 394–395, 406, 407, 410, 418, 419, 421, 423, 432, 437, 439, 456–457, 467, 469, 471, 475, 478, 481, 483, 489, 497, 498, 500, 504, 508, 510, 511, 519, 530–531, 548, 551, 553, 555, 556, 563, 569, 572, 575, 576, 577, 583, 584, 594–595, 610, 612, 620, 621, 622, 623, 626, 627, 628, 631, 638, 640, 644, 645, 646, 647, 649, 651, 659, 660, 662, 666, 667

**5 Building a Nation:** 2–3, 11, 16, 21, 23, 31, 37, 39, 40, 41, 46–47, 65, 79, 81, 93, 103, 105, 126–127, 135, 149, 151, 158, 160, 163, 171, 174, 182, 183, 184, 185, 195, 206, 214, 215, 217, 221, 222, 223, 227, 235, 237, 241, 249, 260–261, 269, 270, 274, 275, 279, 281, 283, 284, 285, 288, 290, 293, 299, 301, 304, 309, 310, 311, 316, 327, 330–331, 343, 346, 348, 350, 351, 353, 355, 366, 367, 368, 369, 371, 374, 385, 394–395, 406, 407, 410, 418, 419, 421, 423, 432, 437, 439, 456–457, 467, 469, 471, 475, 478, 481, 483, 489, 497, 498, 500, 504, 508, 510, 511, 519

**5 Growth of a Nation:** Research and Writing Skills, 174, 268, 392, 496; Compare Primary and Secondary Sources, 392–393; Analyzing Primary Sources, 19, 23, 24, 29, 37, 41, 57, 65, 68, 71, 90, 94, 98, 100, 109, 115, 130, 132, 140, 142, 149, 152, 153, 157, 158, 161, 167, 168, 193, 198, 218, 227, 234, 242, 243, 252, 253, 259, 266, 269, 271, 275, 276, 279, 284, 285, 299, 300, 313, 314, 319, 321, 322, 329, 343, 345, 349, 352, 353, 357, 358, 361, 362, 363, 364, 365, 393, 397, 411, 424, 425, 427, 430, 437, 439, 441, 449, 458, 459, 475, 481, 485, 487, 490, 504, 505, 508, 509, 511, 516

**6 The World:** Research and Writing Skills, 144, 280, 364, 386, 450, 472; Digging Up the Past, 8–31; Early Civilizations, 32–63

## C. Historical Inquiry

*The student will apply research skills by investigating a topic in U.S. history.*

**1. Students will define a research topic that can be studied using a variety of historical sources.**

**4 Regions:** Research and Writing Skills, H6–H9, 262, 330, 376; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419

**5 The United States:** Research and Writing Skills, 86, 208, 284, 356, 606; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**5 Building a Nation:** Research and Writing Skills, 86, 208, 284, 356; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505

**5 Growth of a Nation:** Research and Writing Skills, 174, 268, 392, 496; Chapter Review, 79, 113, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523

**6 The World:** Research and Writing Skills, H4–H9; 144, 280, 364, 386, 450, 472; Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.**

**4 Regions:** TE only: Technology, 1c, 95c, 157c, 223c, 291c, 359c; Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Grade-Level Biography, TR59–TR64; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419

**5 The United States:** Technology, 1c, 45c, 125c, 193c, 259c, 329c, 393c, 455c, 529c, 593c; Bibliography, 1h, 45h, 125h, 193h, 259h, 329h, 393h, 455h, 529h, 593h; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**5 Building a Nation:** Technology, 1c, 45c, 125c, 193c, 259c, 329c, 393c, 455c; Bibliography, 1h, 45h, 125h, 193h, 259h, 329h, 393h, 455h, 529h, 593h; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505

**5 Growth of a Nation:** Technology, 1c, 45c, 119c, 207c, 289c, 375c, 463c; Bibliography, 1h, 45h, 119h, 207h, 289h, 375h, 463h; Chapter Review, 79, 113, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523

**6 The World:** Technology, 1c, 69c, 153c, 237c, 313c, 421c, 511c, 597c; TE only: Bibliography, 1h, 69h, 153h, 237h, 313h, 421h, 511h, 597h; Grade-Level Biography, TR43–TR50; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**3. Students will develop strategies to find, collect, and organize historical research.**

**4 Regions:** Research and Writing Skills, H6–H9, 262, 330, 376; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419

**5 The United States:** Research and Writing Skills, 86, 208, 284, 356, 606; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**5 Building a Nation:** Research and Writing Skills, 86, 208, 284, 356; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505

**5 Growth of a Nation:** Research and Writing Skills, 174, 268, 392, 496; Chapter Review, 79, 113, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523

**6 The World:** Research and Writing Skills, H4–H9; 144, 280, 364, 386, 450, 472; Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

***The student will analyze historical evidence and draw conclusions.*****1. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events.**

**4 Regions:** Primary Source, 2–3, 96–97, 158–159, 224–225, 292–293, 360–361; For related information see: 38, 40, 41, 45–46, 53–54, 74–75, 83, 107–108, 118, 130, 133, 135, 136, 139–140, 144, 150, 174, 179–180, 188, 191, 193–194, 197, 202, 207–208, 216, 240, 264, 265, 267–268, 271–272, 273–274, 276, 277, 279, 281, 283–284, 305–306, 310–311, 324, 326, 329–330, 332, 333, 334, 335, 338, 341, 346, 349–350, 352, 385–386, 389–390, 400, 401, 402, 403, 404, 407–408, 413, 414, 418; Literature and Social Studies, 74, 107, 179, 271, 310, 385; TE only: Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Grade-Level Biography, TR59–TR64; Curriculum Connection, 4, 17, 41, 98, 115, 139, 160, 183, 197, 206, 207, 226, 271, 362, 272

**5 The United States:** Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525, 548, 551, 555, 556, 557, 563, 569, 572, 576, 579, 583, 607, 610, 612, 620, 621, 622, 626, 631, 638, 640, 644, 645, 646, 647, 651, 659, 660, 662, 667; TE only: Technology, 1c, 45c, 125c, 193c, 259c, 329c, 393c, 455c, 529c, 593c; Bibliography, 1h, 45h, 125h, 193h, 259h, 329h, 393h, 455h, 529h, 593h; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**5 Building a Nation:** Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525; TE only: Technology, 1c, 45c, 125c, 193c, 259c, 329c, 393c, 455c; Bibliography, 1h, 45h, 125h, 193h, 259h, 329h, 393h, 455h; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505

**5 Growth of a Nation:** Analyzing Primary Sources, 19, 23, 24, 29, 37, 41, 57, 65, 68, 71, 90, 94, 98, 100, 109, 115, 130, 132, 140, 142, 149, 152, 153, 157, 158, 161, 167, 168, 193, 198, 218, 227, 234, 242, 243, 252, 253, 259, 266, 269, 271, 275, 276, 279, 284, 285, 299, 300, 313, 314, 319, 321, 322, 329, 343, 345, 349, 352, 353, 357, 358, 361, 362, 363, 364, 365, 393, 397, 411, 424, 425, 427, 430, 437, 439, 441, 449, 458, 459, 475, 481, 485, 487, 490, 504, 505, 508, 509, 511, 516; TE only: Technology, 1c, 45c, 119c, 207c, 289c, 375c, 463c

**6 The World:** Primary Sources, H16, 3, 29, 37, 43, 50, 51, 52, 55, 61, 63, 71, 80, 85, 91, 111, 116, 135, 137, 142, 155, 181, 203, 228, 229, 239, 248, 255, 257, 265, 270, 280, 281, 284, 285, 286, 289, 291, 293, 295, 305, 307, 315, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 407, 409, 410, 423, 427, 437, 440, 443, 457, 458, 459, 463, 471, 472, 473, 476, 477, 487, 488, 495, 497, 499, 500, 501, 513, 523, 527, 528, 530, 532, 547, 549, 550, 552, 553, 561, 569, 570, 571, 573, 577, 579, 581, 586, 588, 589, 599, 607, 609, 611, 613, 619, 623, 625, 639, 640, 642, 643, 646, 647, 648, 655, 661; TE only: Bibliography, 1h, 69h, 153h, 237h, 313h, 421h, 511h, 597h; Grade-Level Biography, TR43–TR50; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

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

**4 Regions:** Research and Writing Skills, 262, 330, 376; Primary Sources, 38, 40, 41, 45–46, 53–54, 74–75, 83, 107–108, 118, 130, 133, 135, 136, 139–140, 144, 150, 174, 179–180, 188, 191, 193–194, 197, 202, 207–208, 216, 240, 264, 265, 267–268, 271–272, 273–274, 276, 277, 279, 281, 283–284, 305–306, 310–311, 324, 326, 329–330, 332, 333, 334, 335, 338, 341, 346, 349–350, 352, 385–386, 389–390, 400, 401, 402, 403, 404, 407–408, 413, 414, 418

**5 The United States:** Research and Writing Skills, 86, 208, 284, 356, 606; Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525, 548, 551, 555, 556, 557, 563, 569, 572, 576, 579, 583, 607, 610, 612, 620, 621, 622, 626, 631, 638, 640, 644, 645, 646, 647, 651, 659, 660, 662, 667

**5 Building a Nation:** Research and Writing Skills, 86, 208, 284, 356; Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525

**5 Growth of a Nation:** Research and Writing Skills, 174, 268, 392, 496; Compare Primary and Secondary Sources, 392–393; Analyzing Primary Sources, 19, 23, 24, 29, 37, 41, 57, 65, 68, 71, 90, 94, 98, 100, 109, 115, 130, 132, 140, 142, 149, 152, 153, 157, 158, 161, 167, 168, 193, 198, 218, 227, 234, 242, 243, 252, 253, 259, 266, 269, 271, 275, 276, 279, 284, 285, 299, 300, 313, 314, 319, 321, 322, 329, 343, 345, 349, 352, 353, 357, 358, 361, 362, 363, 364, 365, 393, 397, 411, 424, 425, 427, 430, 437, 439, 441, 449, 458, 459, 475, 481, 485, 487, 490, 504, 505, 508, 509, 511, 516

**6 The World:** Research and Writing Skills, 144, 280, 364, 386, 450, 472; Primary Sources, H16, 3, 29, 37, 43, 50, 51, 52, 55, 61, 63, 71, 80, 85, 91, 111, 116, 135, 137, 142, 155, 181, 203, 228, 229, 239, 248, 255, 257, 265, 270, 280, 281, 284, 285, 286, 289, 291, 293, 295, 305, 307, 315, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 407, 409, 410, 423, 427, 437, 440, 443, 457, 458, 459, 463, 471, 472, 473, 476, 477, 487, 488, 495, 497, 499, 500, 501, 513, 523, 527, 528, 530, 532, 547, 549, 550, 552, 553, 561, 569, 570, 571, 573, 577, 579, 581, 586, 588, 589, 599, 607, 609, 611, 613, 619, 623, 625, 639, 640, 642, 643, 646, 647, 648, 655, 661

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

**4 Regions:** Cause and Effect, 28, 39, 40, 43, 69, 77, 81, 115, 117, 132, 137, 142, 143, 146, 179, 190, 196, 198, 212, 232, 233, 235, 237, 238, 243, 245, 246, 247, 248, 249, 256, 257, 258, 259, 264, 266, 267, 270, 271, 273, 274, 276, 277, 280, 281, 282, 315, 324, 326, 327, 328, 333, 337, 342, 346, 348, 382, 385, 395, 401, 404

**5 The United States:** Cause and Effect, 10, 21, 28, 38, 40, 55, 57, 63, 67, 82, 84, 103, 104, 112, 113, 114, 115, 121, 138, 150, 157, 160, 161, 164, 169, 170, 172, 180, 184, 197, 206, 212, 215, 217, 218, 220, 235, 236, 238, 242, 246, 247, 268, 269, 270, 271, 272, 276, 277, 279, 280, 286, 287, 296, 297, 299, 303, 304, 305, 308, 310, 315, 342, 343, 348, 354, 367, 372, 373, 380, 381, 382, 405, 409, 410, 411, 412, 417, 418, 419, 421, 431, 435, 443, 451, 465, 472, 474, 477, 479, 480, 481, 486, 495, 497, 500, 501, 502, 505, 507, 509, 510, 517, 520, 521, 539, 540, 547, 548, 549, 551, 552, 555, 556, 563, 564, 566, 569, 572, 573, 577, 578, 579, 580, 588, 603, 604, 609, 611, 612, 613, 617, 618, 619, 621, 623, 626, 627, 637, 639, 643, 644, 646, 652, 653, 654, 661, 680, 689; Cause and Effect Chart, 85, 167, 251, 264, 273, 282, 291, 300, 384, 582, 648

**5 Building a Nation:** Cause and Effect, 10, 21, 28, 38, 40, 55, 57, 63, 67, 82, 84, 103, 104, 112, 113, 114, 115, 121, 138, 150, 157, 160, 161, 164, 169, 170, 172, 180, 184, 197, 206, 212, 215, 217, 218, 220, 235, 236, 238, 242, 246, 247, 268, 269, 270, 271, 272, 276, 277, 279, 280, 286, 287, 296, 297, 299, 303, 304, 305, 308, 310, 315,

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**5 Growth of a Nation:** Cause-and-Effect, 7, 13, 14, 15, 18, 23, 24, 25, 29, 34, 35, 40, 55, 62, 67, 69, 70, 71, 76, 85, 87, 90, 91, 95, 97, 99, 100, 107, 110, 111, 144, 149, 150, 151, 152, 153, 155, 156, 170, 173, 177, 178, 179, 182, 185, 190, 195, 199, 202, 217, 219, 222, 223, 224, 225, 227, 229, 235, 243, 244, 250, 251, 255, 258, 263, 264, 274, 278, 301, 303, 311, 312, 313, 320, 321, 322, 323, 324, 325, 326, 327, 330, 332, 335, 341, 342, 344, 345, 346, 352, 359, 363, 380-381, 384, 385, 386, 389, 390, 391, 394, 395, 398, 400, 402, 403, 407, 408, 418, 421, 422, 425, 426, 431, 434, 438, 439, 443, 444, 446, 448, 449, 451, 452, 453, 455, 477, 488, 489, 490, 491, 492, 493, 494, 506, 514, 532, 541

**6 The World:** Cause-and-Effect, 21, 27, 34, 41, 64, 79, 86, 89, 94, 95, 101, 110, 115, 117, 123, 132, 133, 139, 142, 164, 165, 169, 177, 180, 181, 188, 193, 197, 198, 199, 201, 215, 217, 224, 225, 228, 248, 249, 263, 264, 266, 269, 271, 284, 285, 286, 296, 298, 299, 301, 323, 331, 334, 335, 336, 339, 347, 349, 353, 356, 357, 360, 361, 362, 363, 371, 373, 379, 382, 383, 385, 392, 393, 394, 395, 402, 404, 406, 407, 411, 416, 431, 435, 439, 440, 443, 447, 457, 461, 468, 469, 471, 473, 475, 477, 479, 487, 488, 492, 495, 499, 500, 503, 516, 517, 520, 521, 523, 526, 528, 529, 530, 531, 534, 536, 542, 543, 544, 545, 546, 548, 550, 551, 552, 554, 558, 559, 568, 570, 571, 572, 573, 575, 576, 577, 578, 579, 580, 582, 583, 585, 589, 593, 615, 617, 621, 622, 623, 630, 631, 637, 638, 645, 656, 659, 660, 661, 662, 665, 666

**4. Students will create a timeline that illustrates the relationship of their topic to other historic events.**

**4 Regions:** Timeline, 217

**5 The United States:** Create a Summary Time Line, 123

**5 Building a Nation:** Create a Summary Time Line, 123

**5 Growth of a Nation: Create a Parallel Time Line, 43**

**6 The World:** Make Parallel Time Lines, 595

***The student will present and explain the findings of a research project.***

**1. Students will analyze how historians present their work in multiple formats.**

**4 Regions:** Research and Writing Skills, H6–H9, 262, 330, 376; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419

**5 The United States:** Research and Writing Skills, 86, 208, 284, 356, 606; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**5 Building a Nation:** Research and Writing Skills, 86, 208, 284, 356; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505



**5 Growth of a Nation:** Research and Writing Skills, 174, 268, 392, 496; Chapter Review, 79, 113, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523

**6 The World:** Research and Writing Skills, 144, 280, 364, 386, 450, 472; Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.**

**4 Regions:** Research and Writing Skills, H6–H9, 262, 330, 376; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419

**5 The United States:** Research and Writing Skills, 86, 208, 284, 356, 606; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**5 Building a Nation:** Research and Writing Skills, 86, 208, 284, 356; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505

**5 Growth of a Nation:** Research and Writing Skills, 174, 268, 392, 496; Chapter Review, 79, 113, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523

**6 The World:** Research and Writing Skills, 144, 280, 364, 386, 450, 472; Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.**

**4 Regions:** Research and Writing Skills, H6–H9, 262, 330, 376; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419

**5 The United States:** Research and Writing Skills, 86, 208, 284, 356, 606; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**5 Building a Nation:** Research and Writing Skills, 86, 208, 284, 356; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505

**5 Growth of a Nation:** Research and Writing Skills, 174, 268, 392, 496; Chapter Review, 79, 113, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523

**6 The World:** Research and Writing Skills, 144, 280, 364, 386, 450, 472; Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**4. Students will learn how to cite sources and to document their research in the form of a bibliography.**

**4 Regions:** Research and Writing Skills, H6–H9, 262, 330, 376; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419

**5 The United States:** Research and Writing Skills, 86, 208, 284, 356, 606; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**5 Building a Nation:** Research and Writing Skills, 86, 208, 284, 356; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505

**5 Growth of a Nation:** Research and Writing Skills, 174, 268, 392, 496; Chapter Review, 79, 113, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523

**6 The World:** Research and Writing Skills, 144, 280, 364, 386, 450, 472; Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**5. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people’s work in a new interpretive format.**

**4 Regions:** Research and Writing Skills, H6–H9, 262, 330, 376; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419

**5 The United States:** Research and Writing Skills, 86, 208, 284, 356, 606; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

**5 Building a Nation:** Research and Writing Skills, 86, 208, 284, 356; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505

**5 Growth of a Nation:** Research and Writing Skills, 174, 268, 392, 496; Chapter Review, 79, 113, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523

**6 The World:** Research and Writing Skills, 144, 280, 364, 386, 450, 472; Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673

## V. GEOGRAPHY

### A. Concepts of Location

*The student will identify and locate major physical and cultural features that played an important role in the history of the United States.*

**1. Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied.**

**4 Regions:** Atlas: Political Map, R12–R13

- 5 The United States:** Atlas: Political Map, R6
- 5 Building a Nation:** Atlas: Political Map, R6
- 5 Growth of a Nation:** Maps, 165, 176, 178, 222, 223, 235, 471, 472, 473, 478, 479, R8, R9
- 6 The World:** For related information see Atlas: The Americas page R8.

**2. Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877.**

- 4 Regions:** Immigrants, 38–44, 45, 132, 133
- 5 The United States:** Immigration, 535, 552, 553, 549, 568–569
- 5 Building a Nation:** For related information see The People’s President page 404.
- 5 Growth of a Nation:** New Americans, 184–191
- 6 The World:** For related information see Atlas: The Americas page R8.

*The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.*

**1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.**

- 4 Regions:** See Water and Land of the Midwest pages 230–253.
- 5 The United States:** See Land and Regions pages 24–30.
- 5 Building a Nation:** See Land and Regions pages 24–30.
- 5 Growth of a Nation:** States and Regions, 473
- 6 The World:** For related information see Atlas: The Americas page R8.

*The student will identify and locate major countries, events and cultural features that played an important role in the history of the United States.*

**1. Students will locate on a map or globe the major empires of the late 19 th Century and their largest overseas territories.**

- 4 Regions:** For related information see Map and Globe Skills pages 24, 54, 86, 170, and 408.
- 5 The United States:** For related information see Expansion Overseas pages 578–582.
- 5 Building a Nation:** Topic after Reconstruction.
- 5 Growth of a Nation:** Expanding Overseas, 250–258
- 6 The World:** Imperialism, 486–505; Independence, 606–613

**2. Students will locate the major source countries for immigration to the United States during the years 1877-1916.**

**4 Regions:** For related information see Americans All pages 38–45.

**5 The United States:** New Americans, 568–574

**5 Building a Nation:** Topic after Reconstruction.

**5 Growth of a Nation:** New Americans, 184–191

**6 The World:** For related information see The Second Industrial Revolution page 479 and Population Growth and Change pages 654–659.

**3. Students will describe how the landownership patterns laid out by the French, English, Spanish, and the United States Public Land Survey created different landscapes in different parts of the country.**

**4 Regions:** 130–133, 194–199, 264–269, 270–274, 332–337, 338–345, 400–407

**5 The United States:** The Struggle to Found Colonies, 154–187

**5 Building a Nation:** The Struggle to Found Colonies, 154–187

**5 Growth of a Nation:** Founding Colonies, 13; The First Permanent English Colony, 14; Religious Freedom, 14; The 13 English Colonies, 16

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

## **B. Maps and Globes**

***The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.***

**1. Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.**

**4 Regions:** Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15

**5 The United States:** Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14

**5 Building a Nation:** Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516

**5 Growth of a Nation:** Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516

**6 The World:** Map Handbook, H10–H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662

**2. Students will locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, and indigenous religious traditions.**

**4 Regions:** For related information see religion page 52.

**5 The United States: Religion, 136, 148, 218, 234, 238, 417**

**5 Building a Nation: Religion, 136, 148, 218, 234, 238, 417**

**5 Growth of a Nation: Religion, 13, 15, 28, 475, 482**

**6 The World:** Judaism, 54–57; Hinduism, 136–139, 349; Buddhism, 141–143, 361, 402; Islam, 321, 330–339, 407; Christianity, 294–297, 302, 328, 381, 382, 401, 407

**3. Students will distinguish differences among, uses of and limitations of different kinds of thematic maps used to describe the development of the United States.**

**4 Regions:** Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2–R15

**5 The United States:** Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14

**5 Building a Nation:** Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516

**5 Growth of a Nation:** Geography Skills, H10–H24; Maps, 6, 7, 8, 9, 12, 13, 16, 17, 20, 21, 22, 30, 32, 35, 53, 54, 60, 63, 66, 67, 69, 74, 76, 81, 82, 88, 90, 96, 97, 99, 103, 106, 113, 127, 128, 130, 134, 138, 148, 150, 154, 158, 165, 166, 176, 178, 184, 185, 192, 215, 216, 222, 223, 227, 232, 235, 240, 249, 250, 255, 256, 262, 272, 273, 277, 297, 298, 301, 310, 320, 328, 332, 339, 340, 344, 346, 348, 351, 356, 358, 360, 366, 367, 383, 384, 389, 394, 401, 406, 407, 411, 417, 418, 419, 428, 431, 438, 440, 446, 449, 451, 454, 455, 457, 471, 472, 473, 475, 478, 479, 480, 483, 488, 501, 502, 506, 512, 529, 530, 534, 539, 541, 543, R4, R6, R7, R8, R9, R10, R12, R14; Map and Globe Skills, 20, 102, 134, 366, 454, 478, 506; Map Adventure, 32, 97, 150, 256, 301, 401, 483

**6 The World:** Map Handbook, H10–H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662

**4. Students will distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of Minnesota.**

**4 Regions:** For related information: Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15

**5 The United States:** Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14

**5 Building a Nation:** Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516

**5 Growth of a Nation:** Geography Skills, H10–H24; Maps, 6, 7, 8, 9, 12, 13, 16, 17, 20, 21, 22, 30, 32, 35, 53, 54, 60, 63, 66, 67, 69, 74, 76, 81, 82, 88, 90, 96, 97, 99, 103, 106, 113, 127, 128, 130, 134, 138, 148, 150, 154, 158, 165, 166, 176, 178, 184, 185, 192, 215, 216, 222, 223, 227, 232, 235, 240, 249, 250, 255, 256, 262, 272, 273, 277, 297, 298, 301, 310, 320, 328, 332, 339, 340, 344, 346, 348, 351, 356, 358, 360, 366, 367, 383, 384, 389, 394, 401, 406, 407, 411, 417, 418, 419, 428, 431, 438, 440, 446, 449, 451, 454, 455, 457, 471, 472, 473, 475, 478, 479, 480, 483, 488, 501, 502, 506, 512, 529, 530, 534, 539, 541, 543, R4, R6, R7, R8, R9, R10, R12, R14; Map and Globe Skills, 20, 102, 134, 366, 454, 478, 506; Map Adventure, 32, 97, 150, 256, 301, 401, 483

**6 The World:** Map Handbook, H10-H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662

***The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.***

**1. Students will create a variety of maps to scale.**

**4 Regions:** Map Making, 23, 24-25, 54-55, 86-87, 93, 170-171, 408-409; TE only: 9, 37, 65, 103, 125, 165, 187, 231, 255, 299, 323, 367, 393

**5 The United States:** Construct Maps, 30, 109, 182, 291, 366, 391; TE only: Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429, 537, 601, 635

**5 Building a Nation:** Construct Maps, 30, 109, 182, 291, 366, 391; TE only: Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429

**5 Growth of a Nation:** Maps, 113; Map Adventure, 32, 97, 150, 256, 301, 401, 483

**6 The World:** 82-83, 166-167, 194-195, 258-259, 412-413, and 658-659 prepare students for this task. TE only, 9, 33, 77, 99, 121, 161, 185, 207, 245, 275, 321, 345, 369, 391, 429, 455, 485, 519, 541, 567, 605, 629, 653

**2. Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.**

**4 Regions:** For related information: Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15

**5 The United States::** Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14

**5 Building a Nation:** Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516



**5 Growth of a Nation:** Geography Skills, H10–H24; Maps, 6, 7, 8, 9, 12, 13, 16, 17, 20, 21, 22, 30, 32, 35, 53, 54, 60, 63, 66, 67, 69, 74, 76, 81, 82, 88, 90, 96, 97, 99, 103, 106, 113, 127, 128, 130, 134, 138, 148, 150, 154, 158, 165, 166, 176, 178, 184, 185, 192, 215, 216, 222, 223, 227, 232, 235, 240, 249, 250, 255, 256, 262, 272, 273, 277, 297, 298, 301, 310, 320, 328, 332, 339, 340, 344, 346, 348, 351, 356, 358, 360, 366, 367, 383, 384, 389, 394, 401, 406, 407, 411, 417, 418, 419, 428, 431, 438, 440, 446, 449, 451, 454, 455, 457, 471, 472, 473, 475, 478, 479, 480, 483, 488, 501, 502, 506, 512, 529, 530, 534, 539, 541, 543, R4, R6, R7, R8, R9, R10, R12, R14

**6 The World:** Map Handbook, H10–H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662

## C. Physical Features and Processes

*The student will use basic terminology describing basic physical and cultural features of continents studied.*

**1. Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied.**

**4 Regions:** 8–35, 102–123, 164–185, 230–253, 298–321, 366–391

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

**2. Students will describe and locate major physical features in their local community and analyze their impact on the community.**

**4 Regions:** 8–35, 102–123, 164–185, 230–253, 298–321, 366–391

**5 The United States:** Land and Regions, 24–33

**5 Building a Nation:** Land and Regions, 24–33

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

***The student will identify and locate geographic features associated with the development of the United States.***

**1. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States.**

**4 Regions:** 8–35, 102–123, 164–185, 230–253, 298–321, 366–391

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

***The student will identify and locate geographic features associated with the development of Minnesota.***

**1. Students will identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States.**

**4 Regions:** 8–35, 102–123, 164–185, 230–253, 298–321, 366–391

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**2. Students will identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact.**

**4 Regions:** The Ojibwa, 256–261

**5 The United States:** For related information see Native Americans of North America pages 74–99.

**5 The United States:** For related information see Native Americans of North America pages 74–99.

**5 Growth of a Nation: Native American Cultures, 8–9**

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19th Century.**

**4 Regions:** The Fur Trade, 264–267

**5 The United States:** The Fur Trade, 165

**5 Building a Nation:** The Fur Trade, 165

**5 Growth of a Nation:** For related information see Life in the Colonies pages 12–18.

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**4. Students will identify physical features that either hindered or promoted the industrialization of the state.**

**4 Regions:** Hub of the Nation, 276–282

**5 The United States:** Inventions and Big Business, 562–567

**5 Building a Nation:** Topic after Reconstruction.

**5 Growth of a Nation:** Industry and Immigration, 164–201; An Industrial Nation, 298–309

**6 The World:** For related information see Second Industrial Revolution page 479 and Good to Bad Times pages 542–547.

***The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.***

**1. Students will describe the major physical features of the United States and the regions of the world they study.**

**4 Regions:** 8–35, 102–123, 164–185, 230–253, 298–321, 366–391

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

**2. Students will describe physical systems in the atmosphere and Earth's crust, and the regional patterns of climate and landforms associated with them.**

**4 Regions:** The Regions of the United States, 8–35

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

**3. Students will describe patterns of vegetation and landforms in the United States and around the world.**

**4 Regions:** 8–35, 102–123, 164–185, 230–253, 298–321, 366–391

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

***The student will give examples of physical systems and describe their role in shaping life on Earth.***

**1. Students will describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents.**

**4 Regions:** 8–35, 102–123, 164–185, 230–253, 298–321, 366–391

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

**2. Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage.**

**4 Regions:** Drought, 272; Sunlight and Storms, 172–175; Hurricanes, 176–177; Varied Climates, 309; Mountains, 365, 372; Volcanoes, 374–375; Climates in the West, 378–383; TE only: Hurricane, 157h

**5 The United States:** Geography Skills, H10; Regions, 24–27; Landforms, 28; Weather, 29; Elevation Map, 32–33; Everglades, 39; Dust Bowl, 621

**5 Building a Nation:** Geography Skills, H10; Regions, 24-27; Landforms, 28; Weather, 29; Elevation Map, 32–33; Everglades, 39

**5 Growth of a Nation:** Geography, 13, 20, 21, 67, 68, 81, 103, 127, 134, 144, 150, 182, 187, 215, 218, 224 229, 235, 243, 267, 275, 339, 344, 358, 367, 383, 389, 417, 454, 471, 478, 501, 534, 543

**6 The World:** 7, 12, 24, 27, 75, 81, 102, 123, 125, 319, 661, 662

## D. Interconnections

*The student will give examples that demonstrate how people are connected to each other and the environment.*

**1. Students will identify factors that drew people to their local communities.**

**4 Regions:** The Fur Trade, 264–269; Building Farms, 270–275; Hub of the Nation, 276–282

**5 The United States:** The Fur Trade, 165

**5 Building a Nation:** The Fur Trade, 165

**5 Growth of a Nation:** For related information see Life in the Colonies pages 12–18.

**6 The World:** For related information see Population Growth and Change pages 654–659.

**2. Students will analyze how the physical environment influences human activities.**

**4 Regions:** Human Environmental Interaction, 110–111, 115, 118, 142–146, 211–213, 234–235, 236–237, 238–239, 250–251, 270, 271, 272, 281, 282, 314–317, 347, 348, 384–387

**5 The United States:** 24-33, 34-41, 56-57, 61-64, 68-69, 78, 83-85, 89-90, 95, 144, 160, 161, 177-181, 204, 212-214, 374, 444, 465, 547, 548, 550-552, 604, 621

**5 Building a Nation:** 24-33, 34-41, 56-57, 61-64, 68-69, 78, 83-85, 89-90, 95, 144, 160, 161, 177-181, 204, 212-214, 374, 444, 465

**5 Growth of a Nation:** Geography, 13, 20, 21, 67, 68, 81, 103, 127, 134, 144, 150, 182, 187, 215, 218, 224 229, 235, 243, 267, 275, 339, 344, 358, 367, 383, 389, 417, 454, 471, 478, 501, 534, 543

**6 The World:** 10-17, 18-25, 34-39, 78-83, 100-105, 122-127, 162-167, 186-189, 208-211, 228-229, 246-251, 276-281, 322-325, 370-373, 392-395, 660-663, 664-667

***The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.***

**1. Students will analyze how changes in technology and political attitudes promoted development in various regions of the United States.**

**4 Regions:** Science and Technology, 105, 110–111, 114, 115, 135, 143, 145, 183, 234, 248, 280, 281, 282, 314, 315, 327, 339–342, 347, 348, 349, 403, 404, 405, 414; TE only: Science and Technology, 16, 21, 55, 145, 278, 313, 315, 342, 398

**5 The United States:** For related information see technology pages 21–23, 31, 34–39, 409, 410, 496, 499, 514–515, 539, 544–545, 548, 551, 559, 562, 563, 564–566, 609, 615, 617, 629–630, 661, and 664–665.

**5 Building a Nation:** For related information see technology pages 21–23, 31, 34–39, 409, 410, 496, 499, 514–515.

**5 Growth of a Nation:** Technology and Change, 494; Biography: An Wang, 495; The Future and Technology, 520–521

**6 The World:** For related information see: 112, 130, 175, 270, 345, 434, 474–477, 478, 479, 480, 481, 554, 571, 603, 660–667, 668–671, 672–673

**2. Students will analyze how changes in transportation affected settlement of the country.**

**4 Regions:** Transportation and Communication, 80–85; Steamboats and Railroads, 280–282

**5 The United States:** Railroads, 539–541, 547; Automobile, 565–566

**5 Building a Nation:** Traveling Asia’s Silk Road, 102–104; People Moving South and West, 428–449

**5 Growth of a Nation:** Crossing the Continent, 126–163

**6 The World:** For related information see Population Growth and Change pages 654–659.

***The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.***

**1. Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.**

**4 Regions:** Science and Technology, 105, 110–111, 114, 115, 135, 143, 145, 183, 234, 248, 280, 281, 282, 314, 315, 327, 339–342, 347, 348, 349, 403, 404, 405, 414; TE only: Science and Technology, 16, 21, 55, 145, 278, 313, 315, 342, 398

**5 The United States:** For related information see technology pages 21–23, 31, 34–39, 409, 410, 496, 499, 514–515, 539, 544–545, 548, 551, 559, 562, 563, 564–566, 609, 615, 617, 629–630, 661, and 664–665.

**5 Building a Nation:** For related information see technology pages 21–23, 31, 34–39, 409, 410, 496, 499, 514–515.

**5 Growth of a Nation:** Technology and Change, 494; Biography: An Wang, 495; The Future and Technology, 520–521

**6 The World:** For related information see: 112, 130, 175, 270, 345, 434, 474–477, 478, 479, 480, 481, 554, 571, 603, 660–667, 668–671, 672–673

**2. Students will analyze how changes in transportation affected settlement of the state.**

**4 Regions:** Transportation and Communication, 80–85; Steamboats and Railroads, 280–282

**5 The United States:** Railroads, 539–541, 547; Automobile, 565–566

**5 Building a Nation:** Traveling Asia’s Silk Road, 102–104; People Moving South and West, 428–449

**5 Growth of a Nation:** Crossing the Continent, 126–163

**6 The World:** For related information see Transportation Network page 475.

**3. Students will explain the importance of site features in the establishment of Minnesota’s largest cities.**

**4 Regions:** Hub of the Nation, 276–282

**5 The United States:** Inventions and Big Business, 562–567

**5 Building a Nation:** A New Kind of Revolution, 408–411

**5 Growth of a Nation:** Trade, 13, 125, 130–133, 178; Economy and Trade, 488–494

**6 The World:** For related information see Population Growth and Change pages 654–659.

**4. Students will explain the changing situation of Minnesota’s largest cities and suburbs and analyze associated effects.**

**4 Regions:** Hub of the Nation, 276–282

**5 The United States:** Inventions and Big Business, 562–567

**5 Building a Nation:** A New Kind of Revolution, 408–411

**5 Growth of a Nation:** Trade, 13, 125, 130–133, 178; Economy and Trade, 488–494

**6 The World:** For related information see Population Growth and Change pages 654–659.

**5. Students will identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes.**

**4 Regions:** The Fur Trade, 264–269; Building Farms, 270–275; Hub of the Nation, 276–282

**5 The United States:** A New Kind of Revolution, 408–411

**5 Building a Nation:** A New Kind of Revolution, 408–411

**5 Growth of a Nation:** Trade, 13, 125, 130–133, 178; Economy and Trade, 488–494

**6 The World:** For related information see Population Growth and Change pages 654–659.

**6. Students will describe the settlement pattern of Minnesota's largest immigrant groups.**

**4 Regions:** The Fur Trade, 264–269; Building Farms, 270–275; Hub of the Nation, 276–282

**5 The United States:** A New Kind of Revolution, 408–411

**5 Building a Nation:** A New Kind of Revolution, 408–411

**5 Growth of a Nation:** New Americans, 184–190; Americans on the Move, 474

**6 The World:** For related information see Population Growth and Change pages 654–659.

**7. Students will use regions to analyze modern agriculture in Minnesota.**

**4 Regions:** Building Farms, 270–275; Hub of the Nation, 276–282

**5 The United States:** Agriculture, 28, 57

**5 Building a Nation:** Agriculture, 28, 57

**5 Growth of a Nation:** For related information see Pioneers on the Plains pages 138–144.

**6 The World:** For related information see Population Growth and Change pages 654–659 and Earth's Environment pages 660–663.

***The student will identify how technology made some parts of Minnesota more valuable at particular times in history.***

**1. Students will explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.**

**4 Regions:** Hub of the Nation, 276–282

**5 The United States:** A New Kind of Revolution, 408–411; Global Trading, 20, 22

**5 Building a Nation:** A New Kind of Revolution, 408–411; Global Trading, 20, 22

**5 Growth of a Nation:** Trade, 13, 125, 130–133, 178; Economy and Trade, 488–494

**6 The World:** Economic Cooperation, 630–635

***The student will describe how humans influence the environment and in turn are influenced by it.***

**1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.**

**4 Regions:** Trade Then and Now, 72-79; Transportation and Communication, 80-85; Changes in the Way of the Narragansett People, 128, Cities Grow and Change, 142-145; Changes with the Cherokee, 190; Building Farms, 270-272; Steamboats and Railroads, 280-282; Irrigation, 347; Then and Now, 118, 197, 277, 335, 404



**5 The United States:** Human Characteristics, 24–33, 55–57, 58–59, 60–64, 68, 76–80, 82–85, 88–91, 94–97, 159–161, 171, 178–181, 210–214, 234–235, 238, 241–243, 248, 308, 370–377, 438–441, 442–445, 538–544, 546–553

**5 Building a Nation:** Human Characteristics, 24–33, 55–57, 58–59, 60–64, 68, 76–80, 82–85, 88–91, 94–97, 159–161, 171, 178–181, 210–214, 234–235, 238, 241–243, 248, 308, 370–377, 438–441, 442–445

**5 Growth of a Nation:** Geography, 13, 20, 21, 67, 68, 81, 103, 127, 134, 144, 150, 182, 187, 215, 218, 224–229, 235, 243, 267, 275, 339, 344, 358, 367, 383, 389, 417, 454, 471, 478, 501, 534, 543

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667

***The student will demonstrate how various regional frameworks are used to analyze the variation in culture and humans' occupation of the Earth's surface.***

**1. Students will explain the patterns of population density on the surface of the Earth and analyze the causes of population change.**

**4 Regions:** 39–44, 128, 132, 133, 189, 190, 192, 195, 196, 240, 241, 326, 327, 332–335, 413

**5 The United States:** Regions, 24–33, 34–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 212–214, 374, 444, 465, 547, 548, 550–552, 604, 621

**5 Building a Nation:** Regions, 24–33, 34–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 212–214, 374, 444, 465

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260–264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659

**2. Students will describe the patterns of languages on the surface of the Earth and identify patterns of change.**

**4 Regions:** For related information see pages 126–129, 188–193, 256–261, 324–328, and 394–397.

**5 The United States:** For related information see the American People pages 6–9.

**5 Building a Nation:** For related information see the American People pages 6–9.

**5 Growth of a Nation:** For related information see the The Fifty States pages 472–477.

**6 The World:** For related information see World Population page 634 and Compare Distribution Maps page 658.

**3. Students will describe the patterns of religion on the surface of the Earth and identify geographic patterns of change.**

**4 Regions:** See religion on page 52.

**5 The United States:** Religion, 136, 148, 218, 234, 238, 417

**5 Building a Nation:** Religion, 136, 148, 218, 234, 238, 417

**5 Growth of a Nation:** Religion, 13, 15, 28, 475, 482

**6 The World:** Judaism, 54–57; Hinduism, 136–139, 349; Buddhism, 141–143, 361, 402; Islam, 321, 330–339, 407; Christianity, 294–297, 302, 328, 381, 382, 401, 407

**4. Students will describe the locations of government systems on the surface of the Earth and identify patterns of change.**

**4 Regions:** For related information see We the People pages 47–52 and Cherokee Constitution page 191.

**5 The United States:** For related information see Government by the People pages 14–17.

**5 Building a Nation:** For related information see Government by the People pages 14–17.

**5 Growth of a Nation:** Government of the People, 480–487

**6 The World:** Monarchy, 47, 51, 399, 402, 467; Feudalism, 401–402; Communism, 531, 578; City-States, 252–257; Empire, 266–269, 288–293, 322–325, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457–458, 459, 460, 462, 466–469, 471, 472–473, 588–589, 606–612, 621–623

**5. Students will describe the patterns of economies on the surface of the Earth and explain how changes in technology affect patterns of change.**

**4 Regions:** For related information see: Trade Then and Now, 72–79

**5 The United States:** For related information see technology pages 21–23, 31, 34–39, 409, 410, 496, 499, 514–515, 539, 544–545, 548, 551, 559, 562, 563, 564–566, 609, 615, 617, 629–630, 661, and 664–665.

**5 Building a Nation:** For related information see technology pages 21–23, 31, 34–39, 409, 410, 496, 499, 514–515.

**5 Growth of a Nation:** Technology and Change, 494; Biography: An Wang, 495; The Future and Technology, 520–521

**6 The World:** Science and Technology, 19, 20, 89, 112, 130, 175, 270, 345, 434, 474–477, 478, 479, 480, 481, 554, 571, 603, 660–667, 668–671, 672–673; TE only: Science and Technology, 17, 28, 145, 163, 214, 434, 435, 669

**6. Students will describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change.**

**4 Regions:** 124–151, 186–217, 254–285, 322–353, 392–419

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

**7. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.**

**4 Regions:** 72–79, 80–89, 126–129, 130–135, 136–141, 142–151, 188–193, 194–201, 202–209, 210–217, 256–263, 264–267, 268–275, 276–285, 324–331, 332–337, 338–345, 346–351, 394–399, 400–409, 410–419

**5 The United States:** Regions, 24–33, 34–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 212–214, 374, 444, 465, 547, 548, 550–552, 604, 621

**5 Building a Nation:** Regions, 24–33, 34–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 212–214, 374, 444, 465

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 244–273, 274–307, 334–33, 346–349, 356–359, 374–389, 396–398, 406–411, 438–442, 484–505, 518–539, 540–557, 568–575, 604–627, 628–651

***The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.***

**1. Students will analyze the way peoples' perception of regions vary and are affected by individual perspective and culture.**

**4 Regions:** 124–151, 186–217, 254–285, 322–353, 392–419

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

**2. Students will provide examples at differing scales of how regions are important to people as symbols for unifying society.**

**4 Regions:** 124–151, 186–217, 254–285, 322–353, 392–419

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

**3. Students will describe how physical processes affect different regions of the world.**

**4 Regions:** 8–35, 102–123, 164–185, 230–253, 298–321, 366–391

**5 The United States:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Building a Nation:** Land and Regions, 24–33; Resources and the Environment, 34–41

**5 Growth of a Nation:** States and Regions, 473

**6 The World:** 7, 12, 24, 27, 75, 81, 102, 123, 125, 319, 661, 662. See also regional climates on pages 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 246–251, 322–325, 370–373, and 392–395.

**4. Students will interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms.**

**4 Regions:** 8–35, 102–123, 164–185, 230–253, 298–321, 366–391

**5 The United States:** Resources, 35, 36, 37, 38, 39, 40–41, 42–43

**5 Building a Nation:** Resources, 35, 36, 37, 38, 39, 40–41, 42–43

**5 Growth of a Nation:** Natural Resources, 251, 259, 301, 513

**6 The World:** Natural Resources, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

## E. Essential Skills

***The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.***

**1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.**

**4 Regions:** Research Skills, H4–H9; Map Handbook, H10–H22; Map and Globe Skills, 24, 54, 86, 170, 408; Map Adventure, 83, 144, 174, 279, 341, 402; Research and Writing Skills, 262, 330, 376; Chart and Graph Skills, 110, 134, 240; TE only: 1c, 8b, 36b, 64b, 95c, 102b, 124b, 157c, 164b, 186b, 223c, 230b, 254b, 291c, 298b, 322b, 359c, 366b, 392b

**5 The United States:** Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; Atlas, R1-R15; TE only, H7, 1c, 32, 45c, 52b, 74b, 100b, 125c, 132b, 140, 154b, 193c, 200b, 230b, 244, 259c, 266b, 294b, 329c, 336b, 360b, 378, 393c, 400b, 428b, 455c, 462b, 490b, 513, 529c, 536b, 542, 560b, 593c, 600b, 634b, 656

**5 Building a Nation:** Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507; Atlas, R1-R15; TE only, H7, 1c, 32, 45c, 52b, 74b, 100b, 125c, 132b, 140, 154b, 193c, 200b, 230b, 244, 259c, 266b, 294b, 329c, 336b, 360b, 378, 393c, 400b, 428b, 455c, 462b, 490b, 513

**5 Growth of a Nation:** Map and Globe Skills, 20, 102, 134, 366, 454, 478, 506; Map Adventure, 32, 97, 150, 256, 301, 401, 483; TE only: 13, 20, 21, 67, 68, 81, 103, 127, 134, 144, 150, 182, 187, 215, 218, 224, 229, 235, 243, 267, 275, 339, 344, 358, 367, 383, 389, 417, 454, 471, 478, 501, 534, 543

**6 The World:** Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Atlas, R1-R19; TE only, H7, 1c, 8b, 32b, 69c, 76b, 82, 98b, 120b, 153c, 160b, 166, 184b, 194, 206b, 237c, 244b, 259, 274b, 313c, 320b, 344b, 368b, 390b, 412, 421c, 428b, 454b, 484b, 511c, 518b, 540b, 566b, 597c, 604b, 628b, 652b, 659

**2. Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images.**

**4 Regions:** Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15; Map and Globe Skills, 24, 54, 86, 170, 408; Map Adventure, 83, 144, 174, 279, 341, 402

**5 The United States:** Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102,

103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14

**5 Building a Nation:** Map and Globe Skills, 32, 140, 244, 378, 512; Map Adventure, 114, 159, 248, 278, 365, 412, 507; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516

**5 Growth of a Nation:** Geography Skills, H10–H24; Maps, 6, 7, 8, 9, 12, 13, 16, 17, 20, 21, 22, 30, 32, 35, 53, 54, 60, 63, 66, 67, 69, 74, 76, 81, 82, 88, 90, 96, 97, 99, 103, 106, 113, 127, 128, 130, 134, 138, 148, 150, 154, 158, 165, 166, 176, 178, 184, 185, 192, 215, 216, 222, 223, 227, 232, 235, 240, 249, 250, 255, 256, 262, 272, 273, 277, 297, 298, 301, 310, 320, 328, 332, 339, 340, 344, 346, 348, 351, 356, 358, 360, 366, 367, 383, 384, 389, 394, 401, 406, 407, 411, 417, 418, 419, 428, 431, 438, 440, 446, 449, 451, 454, 455, 457, 471, 472, 473, 475, 478, 479, 480, 483, 488, 501, 502, 506, 512, 529, 530, 534, 539, 541, 543, R4, R6, R7, R8, R9, R10, R12, R14; Map and Globe Skills, 20, 102, 134, 366, 454, 478, 506; Map Adventure, 32, 97, 150, 256, 301, 401, 483

**6 The World:** Map Handbook, H10–H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662

### **3. Students will locate major political and physical features of the United States and the world.**

**4 Regions:** Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2–R15; Map and Globe Skills, 24, 54, 86, 170, 408; Map Adventure, 83, 144, 174, 279, 341, 402

**5 The United States:** Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14

**5 Building a Nation:** Map and Globe Skills, 32, 140, 244, 378, 512; Map Adventure, 114, 159, 248, 278, 365, 412, 507; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516

**5 Growth of a Nation:** Geography Skills, H10–H24; Maps, 6, 7, 8, 9, 12, 13, 16, 17, 20, 21, 22, 30, 32, 35, 53, 54, 60, 63, 66, 67, 69, 74, 76, 81, 82, 88, 90, 96, 97, 99, 103, 106, 113, 127, 128, 130, 134, 138, 148, 150, 154, 158, 165, 166, 176, 178, 184, 185, 192, 215, 216, 222, 223, 227, 232, 235, 240, 249, 250, 255, 256, 262, 272, 273, 277, 297, 298, 301, 310, 320, 328, 332, 339, 340, 344, 346, 348, 351, 356, 358, 360, 366, 367, 383, 384, 389, 394, 401, 406, 407, 411, 417, 418, 419, 428, 431, 438, 440, 446, 449, 451, 454, 455, 457, 471, 472, 473, 475, 478, 479, 480, 483, 488, 501, 502, 506, 512, 529, 530, 534, 539, 541, 543, R4, R6, R7, R8, R9, R10, R12, R14; Map and Globe Skills, 20, 102, 134, 366, 454, 478, 506; Map Adventure, 32, 97, 150, 256, 301, 401, 483

**6 The World:** Map Handbook, H10–H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662

## VI. ECONOMICS

### A. Producers and Consumers

*The student will understand the concept of interdependence in relation to producers and consumers.*

**1. Students will compare and contrast the roles of producers and consumers.**

**4 Regions:** The Land of Plenty, 66-71; Trade Then and Now, 72-79

**5 The United States:** Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415, 538-541, 544-545, 562-567, 602-603, 604-605, 607, 617-623, 626-627, 648, 649, 664; TE only: Economics, 21, 22, 30, 35, 78, 79, 84, 103, 114, 148, 157, 177, 179, 203, 204, 212, 243, 254, 269, 279, 321, 339, 410, 444, 465, 502, 539, 553, 565, 566, 617, 618, 627, 644, 660, 663, 664

**5 Building a Nation:** Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415; TE only: Economics, 21, 22, 30, 35, 78, 79, 84, 103, 114, 148, 157, 177, 179, 203, 204, 212, 243, 254, 269, 279, 321, 339, 410, 444, 465, 502

**5 Growth of a Nation:** Economics, 16-17, 148-153, 176-182, 192-199, 298-309, 348-355, 394-400, 488-494; TE only: Economics, 8, 23, 55, 92, 145, 149, 152, 177, 217, 221, 225, 258, 263, 321, 323, 325, 391, 482, 489, 492, 513

**6 The World:** Economics, 38, 59, 89, 169, 269, 282-287, 336, 348, 351, 371, 374, 375, 376-378, 394, 399, 403, 411, 474-477, 478-481, 494, 543, 537, 544, 611, 621, 628-629, 630-633

**2. Students will explain that in market economies, individuals earn income by working for firms to produce goods and services, and firms incur costs by hiring individuals and earn revenue by selling goods and services.**

**4 Regions:** The Land of Plenty, 66-71; Trade Then and Now, 72-79

**5 The United States:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562-567; Workers and Unions, 572-574; Working Against Child Labor, 576-577; Working for Change, 648, 649

**5 Building a Nation:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**5 Growth of a Nation:** Inventors Change the World, 166-175; The Rise of Big Business, 176-183; The Labor Movement, 192-199; An Industrial Nation, 298-309, Economy and Trade, 488-495

**6 The World:** The Industrial Revolution, 474-477; The Second Industrial Revolution, 478-481



**3. Students will explain how a market economy answers the questions of what gets produced, how it is produced, and who receives it, and how it differs from other economic systems.**

**4 Regions:** The Land of Plenty, 66-71; Trade Then and Now, 72-79

**5 The United States:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562-567; Workers and Unions, 572-574; Working Against Child Labor, 576-577; Working for Change, 648, 649

**5 Building a Nation:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**5 Growth of a Nation:** Inventors Change the World, 166-175; The Rise of Big Business, 176-183; The Labor Movement, 192-199; An Industrial Nation, 298-309, Economy and Trade, 488-495

**6 The World:** The Industrial Revolution, 474-477; The Second Industrial Revolution, 478-481; Economic Cooperation, 630-633; Energy, 664-667

**4. Students will explain that a market exists when consumers buy and producers sell goods and services.**

**4 Regions:** The Land of Plenty, 66-71; Trade Then and Now, 72-79; Trade, 277, 278, 280, 414

**5 The United States:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562-567; Workers and Unions, 572-574; Working Against Child Labor, 576-577; Working for Change, 648, 649

**5 Building a Nation:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**5 Growth of a Nation:** Inventors Change the World, 166-175; The Rise of Big Business, 176-183; The Labor Movement, 192-199; An Industrial Nation, 298-309, Economy and Trade, 488-495

**6 The World:** The Industrial Revolution, 474-477; The Second Industrial Revolution, 478-481; Economic Cooperation, 630-633

**5. Students will explain how the price of a good is determined by supply and demand (the interrelationship between production and consumption).**

**4 Regions:** The Land of Plenty, 66-71; Trade Then and Now, 72-79

**5 The United States:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562-567; Workers and Unions, 572-574; Working Against Child Labor, 576-577; Working for Change, 648, 649

**5 Building a Nation:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**5 Growth of a Nation:** Inventors Change the World, 166–175; The Rise of Big Business, 176–183; The Labor Movement, 192–199; An Industrial Nation, 298–309, Economy and Trade, 488–495

**6 The World:** The Industrial Revolution, 474–477; The Second Industrial Revolution, 478–481; Economic Cooperation, 630–633

## **B. Economic Choices**

*The student will understand basic principles of economic decision-making.*

**1. Students will understand the concept of scarcity and its role in decision-making.**

**4 Regions:** Making Choices, 78-79; Review, 88-89

**5 The United States:** 19, 21, 22, 32, 35-36, 37, 38

**5 Building a Nation:** 19, 21, 22, 32, 35-36, 37, 38

**5 Growth of a Nation:** Economy and Trade, 488–495

**6 The World:** The Industrial Revolution, 474–477; The Second Industrial Revolution, 478–481; Economic Cooperation, 630–633; Energy, 664–667

**2. Students will apply a decision-making process to make informed choices.**

**4 Regions:** Making Choices, 78-79; Review, 88-89

**5 The United States:** 19, 21, 22, 32, 35-36, 37, 38

**5 Building a Nation:** 19, 21, 22, 32, 35-36, 37, 38

**5 Growth of a Nation:** Economy and Trade, 488–495

**6 The World:** 362, 363, 445, 449, 474–477, 478–480, 543, 630–633

**3. Students will analyze how people respond predictably to positive and negative economic incentives.**

**4 Regions:** Making Choices, 78-79; Review, 88-89

**5 The United States:** 19, 21, 22, 32, 35-36, 37, 38

**5 Building a Nation:** 19, 21, 22, 32, 35-36, 37, 38

**5 Growth of a Nation:** Economy and Trade, 488–495

**6 The World:** 362, 363, 445, 449, 474–477, 478–480, 543, 630–633

## C. The Market Economy (Micro Economics)

*The student will understand that in a market economy income is earned in different ways.*

**1. Students will identify multiple forms of income and their sources.**

**4 Regions:** The Land of Plenty, 66-71; Trade Then and Now, 72-79; Transportation and Communication, 80-86; Review, 88-89; Cities and Industry, 145; Trade, 277, 278, 280, 414

**5 The United States:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562-567; Workers and Unions, 572-574; Working Against Child Labor, 576-577; Working for Change, 648, 649

**5 Building a Nation:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**5 Growth of a Nation:** Inventors Change the World, 166-175; The Rise of Big Business, 176-183; The Labor Movement, 192-199; An Industrial Nation, 298-309, Economy and Trade, 488-495

**6 The World:** Economics, 38, 59, 169, 269, 282-287, 336, 348, 351, 371, 374, 375, 376-378, 394, 399, 403, 411, 474-477, 478-481, 494, 543, 611, 628-629, 630-633

*The student will understand business organizations, market structures, and financial institutions that operate within our economy.*

**1. Students will identify and compare and contrast various industries and the occupations related to them.**

**4 Regions:** The Land of Plenty, 66-71; Trade Then and Now, 72-79; Transportation and Communication, 80-86; Review, 88-89; Cities and Industry, 145; Trade, 277, 278, 280, 414

**5 The United States:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562-567; Workers and Unions, 572-574; Working Against Child Labor, 576-577; Working for Change, 648, 649

**5 Building a Nation:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**5 Growth of a Nation:** Inventors Change the World, 166-175; The Rise of Big Business, 176-183; The Labor Movement, 192-199; An Industrial Nation, 298-309, Economy and Trade, 488-495

**6 The World:** The Industrial Revolution, 474-477; The Second Industrial Revolution, 478-481

**2. Students will compare and contrast the concepts of competition and monopoly and predict consequences of each.**

**4 Regions:** Trade Then and Now, 72-79; Transportation and Communication, 80-86; Review, 88-89; Cities and Industry, 145

**5 The United States:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562-567; Workers and Unions, 572-574

**5 Building a Nation:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**5 Growth of a Nation:** Inventors Change the World, 166-175; The Rise of Big Business, 176-183; The Labor Movement, 192-199; An Industrial Nation, 298-309, Economy and Trade, 488-495

**6 The World:** The Industrial Revolution, 474-477; The Second Industrial Revolution, 478-481

**3. Students will describe various financial institutions and compare and contrast their roles, and explain how those institutions relate to their lives.**

**4 Regions:** 66-71, 72-79, 80-86, 88-89, 145

**5 The United States:** 38, 59, 89, 169, 269, 282-287, 336, 348, 351, 371, 374, 375, 376-378, 394, 399, 403, 411, 474-477, 478-481, 494, 543, 537, 544, 611, 621, 628-629, 630-633

**5 Building a Nation:** 38, 59, 89, 169, 269, 282-287, 336, 348, 351, 371, 374, 375, 376-378, 394, 399, 403, 411, 474-477, 478-481, 494

**5 Growth of a Nation:** Economics, 16-17, 148-153, 176-182, 192-199, 298-309, 348-355, 394-400, 488-494; TE only: Economics, 8, 23, 55, 92, 145, 149, 152, 177, 217, 221, 225, 258, 263, 321, 323, 325, 391, 482, 489, 492, 513

**6 The World:** Economics, 38, 59, 169, 269, 282-287, 336, 348, 351, 371, 374, 375, 376-378, 394, 399, 403, 411, 474-477, 478-481, 494, 543, 611, 628-629, 630-633

**D. The National Economy (Macro Economics)**

*The student will understand the economic activities of government.*

**1. Students will explain that the government pays for the goods and services it provides through taxing and borrowing.**

**4 Regions:** For related information see: Trade Then and Now, 72-79

**5 The United States:** Taxes, 107, 268-270, 272, 279, 339, 340

**5 Building a Nation:** Taxes, 107, 268-270, 272, 279, 339, 340

**5 Growth of a Nation:** For related information: Economy and Trade, 488-495

**6 The World:** Taxes, 49, 95, 111, 199, 348, 362, 457, 467

**2. Students will explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.**

**4 Regions:** For related information see: Trade Then and Now, 72-79

**5 The United States:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562-567; Workers and Unions, 572-574; Working Against Child Labor, 576-577; Working for Change, 648, 649

**5 Building a Nation:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**5 Growth of a Nation:** Inventors Change the World, 166-175; The Rise of Big Business, 176-183; The Labor Movement, 192-199; An Industrial Nation, 298-309, Economy and Trade, 488-495

**6 The World:** 59, 169, 269, 282-287, 336, 348, 351, 371, 374, 375, 376-378, 394, 399, 403, 411, 474-477, 478-481, 494, 543, 630-633

***The student will understand the concepts that measure the national economy.***

**1. Students will define and give examples of basic economic terms.**

**4 Regions:** The Land of Plenty, 66-71; Trade Then and Now, 72-79; Transportation and Communication, 80-86; Review, 88-89

**5 The United States:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562-567; Workers and Unions, 572-574; Working Against Child Labor, 576-577; Working for Change, 648, 649

**5 Building a Nation:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**5 Growth of a Nation:** Inventors Change the World, 166-175; The Rise of Big Business, 176-183; The Labor Movement, 192-199; An Industrial Nation, 298-309, Economy and Trade, 488-495

**6 The World:** Economics, 38, 59, 169, 269, 282-287, 336, 348, 351, 371, 374, 375, 376-378, 394, 399, 403, 411, 474-477, 478-481, 494, 543, 611, 628-629, 630-633

**2. Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion.**

**4 Regions:** The Land of Plenty, 66-71; Trade Then and Now, 72-79; Transportation and Communication, 80-86; Review, 88-89

**5 The United States:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562-567; Workers and Unions, 572-574; Working Against Child Labor, 576-577; Working for Change, 648, 649

**5 Building a Nation:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**5 Growth of a Nation:** Inventors Change the World, 166–175; The Rise of Big Business, 176–183; The Labor Movement, 192–199; An Industrial Nation, 298–309, Economy and Trade, 488–495

**6 The World:** Economics, 38, 59, 169, 269, 282–287, 336, 348, 351, 371, 374, 375, 376–378, 394, 399, 403, 411, 474–477, 478–481, 494, 543, 611, 628–629, 630–633

## VII. GOVERNMENT AND CITIZENSHIP

### A. Civic Values, Skills, Rights and responsibilities

*The student will recognize the importance of individual action and character in shaping civic life.*

**1. Students will identify people who have dealt with challenges and made a positive difference in other people’s lives and explain their contributions.**

**4 Regions:** Biography, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407; Citizen Heroes, 60, 148, 200, 260, 318, 416

**5 The United States:** Biography, 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, 497, 553, 575, 583, 623, 631, 645, 649; Citizen Heroes, 40, 92, 184, 274, 422, 504, 668

**5 Building a Nation:** Biography, 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, 497; Citizen Heroes, 40, 92, 184, 274, 422, 504

**5 Growth of a Nation:** Biography, 19, 29, 37, 65, 87, 145, 183, 191, 239, 245, 259, 317, 327, 365, 413, 427, 445, 485, 495, 509; Citizen Heroes, 40, 94, 160, 270, 318, 436, 510

**6 The World:** Biography, 44, 47, 51, 91, 113, 135, 181, 203, 225, 257, 264, 305, 329, 379, 399, 443, 463, 497, 533, 555, 581, 613; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643

*The student will articulate the range of rights and responsibilities in a republic*

**1. Students will explain protections the Bill of Rights provides to individuals.**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; United States Documents, R28-R31; TE only: Make a Bill of Rights Poster: 52

**5 The United States:** Bill of Rights, 354–355, 358–359, R42–R43

**5 Building a Nation:** Bill of Rights, 354–355, 358–359, R42–R43

**5 Growth of a Nation:** Bill of Rights, 28, R42–R43

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

**2. Students will explain some of the responsibilities of people living in a democracy.**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Taking a Stand, 136–138; Dorling Kindersley: Winning the Right to Vote, 140–141; Civil Rights Movement, 206; Citizen Heroes, 60, 148, 200, 260, 318, 416; Biography, 139, 207

**5 The United States:** Government by the People, 14–17; Declaration of Independence, 295, 296–301; United States Constitution<sup>3</sup>, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; United States Documents, R26–R52; TE only: Patriotism, 1h, 11, 287, 324–325, 388–389, 463, 672–673

**5 Building a Nation:** Government by the People, 14–17; Declaration of Independence, 295, 296–301; United States Constitution, 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; United States Documents, R26–R52; TE only: Patriotism, 1h, 11, 287, 324–325, 388–389, 463

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29

**6 The World:** Democracy, 245, 255, 257, 283, 284, 398, 447, 457–458, 459, 460, 462, 466–469, 471, 472–473, 588–589, 606–612, 621–623

**3. Students will explain that the Minnesota Constitution also protects rights, including additional rights not specifically mentioned by the federal constitution.**

**4 Regions:** For related information see We the People pages 46–52 and The Strengths of Our Freedoms pages 56–59.

**5 The United States:** For related information see Government by the People, 14–17; United States Constitution<sup>3</sup>, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355

**5 Building a Nation:** For related information see Government by the People, 14–17; United States Constitution<sup>3</sup>, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**4. Students will describe landmark U.S. Supreme Court decisions concerning rights and responsibilities**

**4 Regions:** Supreme Court, 51, 115

**5 The United States:** Supreme Court, 348, 642, 643, 647

**5 Building a Nation:** Supreme Court, 348,

**5 Growth of a Nation:** Supreme Court, 421

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

***The student will know how citizenship is established and exercised.***

**1. Students will explain the meaning of legally- recognized citizenship in the United States, and describe the processes by which an individual may establish U.S. citizenship.**

**4 Regions:** Citizen 47, 133

**5 The United States:** The Role of Citizens, 16; TE only: Naturalization Process, 17

**5 Building a Nation:** The Role of Citizens, 16; TE only: Naturalization Process, 17

**5 Growth of a Nation:** Citizenship, 482, 486–487

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

**2. Students will distinguish between the rights of citizens and non-citizens and describe the use of this distinction throughout U.S. history.**

**4 Regions:** Citizen 47, 133

**5 The United States:** The Role of Citizens, 16; TE only: Naturalization Process, 17

**5 Building a Nation:** The Role of Citizens, 16; TE only: Naturalization Process, 17

**5 Growth of a Nation:** Citizenship, 482, 486–487

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

***The student will understand the importance of participation in civic life and demonstrate effective civic skills***

**1. Students will explain the steps necessary to become an informed voter and an engaged citizen.**

**4 Regions:** Right to Vote, 138, 205

**5 The United States:** Government by the People, 14–17; Voting, 466, 517–520, 612, 646

**5 Building a Nation:** Government by the People, 14–17; Voting, 466, 517–520

**5 Growth of a Nation:** Voting, 471, 48, 484

**6 The World:** Voting Rights, 532, 609

**2. Students will explain the meaning of civic life and how all members of a community can be engaged.**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; A New Nation, 131; Thirteenth Amendment, 137; Nineteenth Amendment, 138; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; Issues and Viewpoints, 238–239, 350–351; Skills, H2–H3; Citizenship Activities, 38–41, 42–44, 46–48, 49–52, 56–59, 60–61, 62–63, 123, 136–138, 139, 148–149, 200–201, 205, 238–239, 260–261, 318–319, 350–351, 416–417; TE only, 45, 61, 128, 141, 148, 200, 207, 260, 272, 273, 318, 354, 416



**5 The United States:** Government by the People, 14-17; Declaration of Independence, 295, 296–301; United States Constitution 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; United States Documents, R26-R52; Issues and Viewpoints pages 222-223, 310-311, 368-369, 576-577; TE only: Citizenship, 41, 92, 160, 184, 275, 277, 300, 306, 363, 369, 423, 499, 508, 570, 628, 646

**5 Building a Nation:** Government by the People, 14-17; Declaration of Independence, 295, 296–301; United States Constitution 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; United States Documents, R26-R52; Issues and Viewpoints pages 222-223, 310-311, 368-369; TE only: Citizenship, 41, 92, 160, 184, 275, 277, 300, 306, 363, 369, 423, 499, 508

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29; TE only: Citizenship, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525

**6 The World:** Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643. TE only: See also Citizenship Strand pages 17, 88, 199, 305, 351, 573, 609, 649, and 647.

### **3. Students will identify and research community problems and recommend solutions.**

**4 Regions** Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; Issues and Viewpoints, 238–239, 350–351; The Plentiful Sea, 116–119; Wildlife and Resources, 178-183:

**5 The United States:** Issues and Viewpoints, 222–223, 310–311, 368–369, 576–577; Citizen Heroes, 40, 92, 184, 274, 422, 504, 668

**5 Building a Nation:** Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504

**5 Growth of a Nation:** Issues and Viewpoints, 198–199, 486–487; Citizen Heroes, 40–41, 94–95, 160–161, 270–271, 318–319, 436–437, 510–511

**6 The World:** Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643; Issues and Viewpoints, 228–229, 588–589

### **4. Students will analyze sources of information for accuracy, bias, and relevance, and distinguish between fact and opinion in order to analyze a public policy issue.**

**4 Regions:** See fact and opinion page 208 and point of view pages 61, 90, 138, 139, 199, 259, 282, 303, 326, 337, 348, 383, 415, and 421.

**5 The United States:** Recognize point of view page 469, and fact and opinion pages 81, 89, 174, 234, 237, 239, 291, 303, 308, 309, 432, 444, 450, 581, 583, 585, 643, 645, and 660.

**5 Building a Nation:** Recognize point of view page 469, and fact and opinion pages 81, 89, 174, 234, 237, 239, 291, 303, 308, 309, 432, 444, and 450.

**5 Growth of a Nation:** Recognize Point of View, 58–59; Point of View, 25, 90, 156, 158, 279, 390, 399, 411, 435, 436;

**6 The World:** See Detecting Bias on pages 216-217, the Public Speaks Out pages 588-589, and fact and opinion on pages 113, 200, 213, 217, 268, 324, and 337.

## **B. Beliefs and Principles of United States Democracy**

*Students will know the purpose, function and limits of our republic.*

**1. Students will explain why government is needed and what would happen if there were no government.**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Review, 62-63; Votes for Women, 138; Civil Rights, 205–206

**5 The United States:** Government by the People, 14-17; Declaration of Independence, 295, 296–301; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348, 642–643, 647; United States Documents, R26-R52

**5 Building a Nation:** Government by the People, 14-17; Declaration of Independence, 295, 296–301; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348; United States Documents, R26-R52

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29; TE only: Citizenship, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525

**6 The World:** Monarchy, 47, 51, 399, 402, 467; Feudalism, 401–402; Communism, 531, 578; City-States, 252–257; Empire, 266–269, 288–293, 322–325, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457-458, 459, 460, 462, 466-469, 471, 472-473, 588-589, 606-612, 621-623

**2. Students will explain what “consent of the governed” means and how it is expressed in the preamble to the Constitution.**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Review, 62-63

**5 The United States:** Government by the People, 14-17

**5 Building a Nation:** Government by the People, 14-17

**5 Growth of a Nation:** Government of the People, 480–484

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

**3. Students will define consent of the governed, liberty, equality, rights, responsibilities, justice, popular sovereignty, and general welfare, democracy, republic, and representative democracy.**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Review, 62–63

**5 The United States:** Government by the People, 14–17; Declaration of Independence, 295, 296–301; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354

**5 Building a Nation:** Government by the People, 14–17; Declaration of Independence, 295, 296–301; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29; TE only: Citizenship, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525

**6 The World:** Democracy, 245, 255, 257, 283, 284, 398, 447, 457–458, 459, 460, 462, 466–469, 471, 472–473, 588–589, 606–612, 621–623

**4. Students will understand how governmental power is limited through federalism and a system of checks and balances.**

**4 Regions:** We the People, 46–52; Fact File: Three Levels of Government, 49; TE only: Learn the Branches of Government, 51

**5 The United States:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**5 Building a Nation:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; TE only: Citizenship, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525

**6 The World:** For related information see *Revolutions in the Americas* pages 456–465 and 473.

***The student will know symbols, songs, traditions, and landmarks/monuments that represent the beliefs and principles of the United States.***

**1. Students will explain why key national, state, and local symbols and landmarks and monuments are significant.**

**4 Regions:** Holidays and Symbols, 3, 90–91, 224; Symbols of the United States, R24–R27; TE only: Flag Etiquette, 3

**5 The United States:** Government by the People, 14–17; Star Spangled Banner, 383–388–389; TE only: Patriotism, 1h, 11, 287, 324–325, 388–389, 463, 672–673

**5 Building a Nation:** Government by the People, 14-17; Star Spangled Banner, 383–388–389; TE only: Patriotism, 1h, 11, 287, 324–325, 388–389, 463

**5 Growth of a Nation:** Government of the People, 480–484; Star Spangled Banner, 383–388–389

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

**2. Students will know the Pledge of Allegiance, its history, and why Americans recite it.**

**4 Regions:** Our National Flag, R24; TE only: Flag Etiquette, 3

**5 The United States:** For related information see: Star Spangled Banner, 383–388–389

**5 Building a Nation:** For related information see: Star Spangled Banner, 383–388–389

**5 Growth of a Nation:** For related information see: Star Spangled Banner, 40–41

**6 The World:** For related information see Citizenship Skills pages H2–H3.

***The student will demonstrate knowledge and understanding of principles and beliefs upon which our republic is based.***

**1. Students will explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Review, 62-63

**5 The United States:** Government by the People, 14-17

**5 Building a Nation:** Government by the People, 14-17

**5 Growth of a Nation:** Government of the People, 480–484

**6 The World:** Democracy, 245, 255, 257, 283, 284, 398, 447, 457-458, 459, 460, 462, 466-469, 471, 472-473, 588-589, 606-612, 621-623

**2. Students will explain the ideals of the American system of government: liberty, justice, equality, “E Pluribus Unum”**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Review, 62-63

**5 The United States:** Government by the People, 14-17

**5 Building a Nation:** Government by the People, 14-17

**5 Growth of a Nation:** Government of the People, 480–484

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

***The student will explain the importance of law in the American Constitutional system.***

**1. Students will explain how law limits both the government and the governed, protects individual rights and promotes the general welfare**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Review, 62–63

**5 The United States:** Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348, 642–643, 647

**5 Building a Nation:** Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29; TE only: Citizenship, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525

**6 The World:** Monarchy, 47, 51, 399, 402, 467; Feudalism, 401–402; Communism, 531, 578; City-States, 252–257; Empire, 266–269, 288–293, 322–325, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457–458, 459, 460, 462, 466–469, 471, 472–473, 588–589, 606–612, 621–623

**2. Students will explain that authority for making laws rests with the people, through their elected officials.**

**4 Regions:** Citizenship Skills, H2–H3; A Government for the People, 47; The Three Branches of Government, 50–52; Votes for Women, 138; Civil Rights, 205–206

**5 The United States:** Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348, 642–643, 647

**5 Building a Nation:** Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29; TE only: Citizenship, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525

**6 The World:** Monarchy, 47, 51, 399, 402, 467; Feudalism, 401–402; Communism, 531, 578; City-States, 252–257; Empire, 266–269, 288–293, 322–325, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457–458, 459, 460, 462, 466–469, 471, 472–473, 588–589, 606–612, 621–623

**3. Students will distinguish and explain the relationships between making, enforcing and interpreting the law.**

**4 Regions:** Citizenship Skills, H2-H3; A Government for the People, 47; The Three Branches of Government, 50–52; Votes for Women, 138; Civil Rights, 205–206

**5 The United States:** Government by the People, 14-17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348, 642–643, 647

**5 Building a Nation:** Government by the People, 14-17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29; TE only: Citizenship, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525

**6 The World:** 472-473

**4. Students will evaluate rules and laws using criteria of good laws.**

**4 Regions:** Citizenship Skills, H2-H3; A Government for the People, 47; The Three Branches of Government, 50–52; Votes for Women, 138; Civil Rights, 205–206

**5 The United States:** Government by the People, 14-17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348, 642–643, 647

**5 Building a Nation:** Government by the People, 14-17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29; TE only: Citizenship, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525

**6 The World:** 472-473

**5. Students will distinguish between civil and criminal law, state and federal law.**

**4 Regions:** For related information see: The Three Branches of Government, 50–52

**5 The United States:** Government by the People, 14-17

**5 Building a Nation:** Government by the People, 14-17

**5 Growth of a Nation:** Government of the People, 480–484

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

## C. Roots of the Republic

***The student will demonstrate knowledge of influential and foundational documents of American constitutional government.***

**1. Students will explain how the British limited monarchical power through written documents such as the Magna Carta, which influenced American constitutional government.**

**4 Regions:** For related information: United States Documents, R28-R31

**5 The United States:** For related information Debate in Philadelphia pages 344–351.

**5 Building a Nation:** For related information Debate in Philadelphia pages 344–351.

**5 Growth of a Nation:** For related information Revolution and Constitution pages 22–28.

**6 The World:** Magna Carta, 398, 473

**2. Students will explain how the Mayflower Compact, Articles of Confederation, and other documents influenced the development of American government.**

**4 Regions:** For related information: United States Documents, R28-R31

**5 The United States:** Government by the People, 14-17; Declaration of Independence, 295, 296–301; Articles of Confederation, 335, 339–340, 343, 346

**5 Building a Nation:** Government by the People, 14-17; Declaration of Independence, 295, 296–301; Articles of Confederation, 335, 339–340, 343, 346

**5 Growth of a Nation:** Articles of Confederation, 26

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

**3. Students will describe the principles expressed in the Declaration of Independence, including inalienable rights and self-evident truths, and how these principles influence the development of United States constitutional government**

**4 Regions:** Declaration of Independence, 131, 144, 197, R28-R31

**5 The United States:** Declaration of Independence, 295, 296–301

**5 Building a Nation:** Declaration of Independence, 295, 296–301

**5 Growth of a Nation:** Declaration of Independence, 2, 24, 29, 503, R26–R29

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

**4. Students will describe the principles expressed in the Preamble to the Constitution and how these principles influence the United States constitutional government**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Review, 62–63; Constitution, 137, 138, 144, 204

**5 The United States:** Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354

**5 Building a Nation:** Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**5. Students will describe how the Constitution and Bill of Rights protect individual rights and support the principle of majority rule but also protect the rights of the minority.**

**4 Regions:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Review, 62–63; Constitution, 137, 138, 144, 204

**5 The United States:** Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354

**5 Building a Nation:** Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**D. Governmental Institutions and Processes of the United States**

*The student will know the functions of the United States government and ways in which power is delegated and controlled.*

**1. Students will describe the three branches of the U.S. government established by the Constitution, their primary functions, and their relationships.**

**4 Regions:** We the People, 46–52; Fact File: Three Levels of Government, 49; TE only: Learn the Branches of Government, 50

**5 The United States:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349



**5 Building a Nation:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**2. Students will describe separation of powers and checks and balances and analyze historical and contemporary examples of how they are applied among the branches of government.**

**4 Regions:** We the People, 46–52; Fact File: Three Levels of Government, 49; TE only: Learn the Branches of Government, 50

**5 The United States:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**5 Building a Nation:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**3. Students will describe the process by which a bill becomes a law.**

**4 Regions:** We the People, 46–52; Fact File: Three Levels of Government, 49; TE only: Learn the Branches of Government, 50

**5 The United States:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**5 Building a Nation:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

***The student will know the functions of Minnesota state and local governments and describe their relationship with the federal government.***

**1. Students will explain the relationship between and define the concept of federalism.**

**4 Regions:** We the People, 46–52; Fact File: Three Levels of Government, 49; TE only: Learn the Branches of Government, 50

**5 The United States:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**5 Building a Nation:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**2. Students will explain the major purposes of Minnesota's Constitution as stated in its Preamble.**

**4 Regions:** We the People, 46–52; Fact File: Three Levels of Government, 49

**5 The United States:** Our Constitution, 348–350, 358–359

**5 Building a Nation:** Our Constitution, 348–350, 358–359

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**3. Students will understand the basic structure and functions of state and local governments.**

**4 Regions:** We the People, 46–52; Fact File: Three Levels of Government, 49; TE only: Explore Local Government, 48

**5 The United States:** We the People, 46–52; Our Constitution, 348–350, 358–359

**5 Building a Nation:** We the People, 46–52; Our Constitution, 348–350, 358–359

**5 Growth of a Nation:** Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49

**6 The World:** For related information see Revolutions in the Americas pages 456–465 and 473.

**4. Students will identify the major state offices; the primary duties associated with them, and know the names of major local, state, and federal elected officials and describe how they are chosen.**

**4 Regions:** TE only: Write a to Government Official, 47

**5 The United States:** We the People, 46–52

**5 Building a Nation:** We the People, 46–52

**5 Growth of a Nation:** Government of the People, 480–484

**6 The World:** For related information see Revolutions in the Americas pages 456-465 and 473.

**5. Students will explain the relationship between American Indian People and Nations and Minnesota and the U.S. Government.**

**4 Regions:** For related information see different Native American nations on pages 38–45, 126–129, 188–193, 256–259, 324–328, and 394–397.

**5 The United States:** Native Americans, 54-59, 60-65, 66-71, 76-81, 82-87, 88-93, 94-97, 98-99, 129, 142-145, 160-161, 171, 197, 234, 251, 372-374, 405-406, 537, 557, 648

**5 Building a Nation:** Native Americans, 54-59, 60-65, 66-71, 76-81, 82-87, 88-93, 94-97, 98-99, 129, 142-145, 160-161, 171, 197, 234, 251, 372-374, 405-406

**5 Growth of a Nation:** Native Americans, 33, 131, 933

**6 The World:** For related information see Native Americans pages 216–217.

*The student will describe the relationships the U.S. has with other nations in the world.*

**1. Students will define foreign policy and identify ways in which U.S. foreign policy affects their lives.**

**4 Regions:** For related information see We the People pages 47–52 and Purchase of Alaska on page 405.

**5 The United States:** A Dangerous World, 636–641; The Cold War Continues, 650–657; Looking Toward the Future, 658–667

**5 Building a Nation:** Another War with Britain, 380–384

**5 Growth of a Nation:** World War II, 338–369; The Postwar World, 382–415; Global Challenges, 500–523

**6 The World:** See pages 518–539, 548–565, 566–591, 604–627, and 628–651.

**2. Students will describe cases when the U.S. government has used diplomacy and other foreign policy tools to mediate international disputes.**

**4 Regions:** Statehood for Alaska, 405

**5 The United States:** Alaska, 578–579; NATO, 638; Gadsden Purchase, 435

**5 Building a Nation:** Gadsden Purchase, 435

**5 Growth of a Nation:** Global Challenges, 500–523

**6 The World:** See pages 518–539, 548–565, 566–591, 604–627, and 628–651.

***The student will understand other government systems in the world.*****1. Students will compare governmental structure and individual rights in the United States to those in other forms of government.**

**4 Regions:** For related information see *We the People* pages 47–52 and Cherokee Constitution page 191.

**5 The United States:** *Government by the People*, 14-17; *United States Constitution*, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; *Bill of Rights*, 354; *Supreme Court Decisions*, 348, 642–643, 647

**5 Building a Nation:** *Government by the People*, 14-17; *United States Constitution*, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; *Bill of Rights*, 354; *Supreme Court Decisions*, 348

**5 Growth of a Nation:** *Government of the People*, 480–484; *United States Constitution*, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; *Declaration of Independence*, 2, 24, 29, 503, R26–R29; TE only: *Citizenship*, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525

**6 The World:** For related information see *Revolutions in the Americas* pages 456-465 and 473.