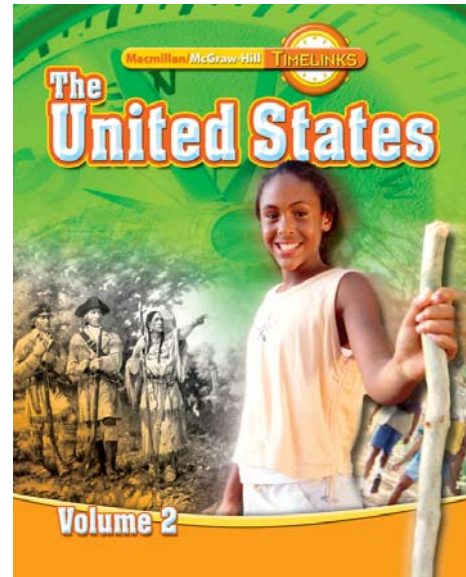


# The United States

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STANDARDS		PAGE REFERENCES
<b>Civics-Government</b>		
<b>Civics-Government Standard:</b> The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.		
<b>Benchmark 1:</b> The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.		
The student:		<b>Student Edition:</b>
1. (K) understands laws must be followed by those in authority as well as those who are governed (limited government).		8-9
2. (K) defines the <i>rule of law</i> as a legal principle that is easily understood, and can be applied to all, including those who are rule makers.		<b>Student Edition:</b> 8-9

STANDARDS	PAGE REFERENCES
<p><b>Benchmark 2:</b> The student understands the shared ideals and diversity of American society and political culture.</p>	
<p>The student:</p> <p>1. (K) describes the principles contained in the Declaration of Independence and the <i>Constitution</i> of the United States including the Bill of Rights (e.g., right to question the <i>government</i>, having a voice in government through representation).</p>	<p><b>Student Edition:</b> 168-169, 200-203, 205-209 <i>Essential Question</i> 204 <i>Quick Check</i> 169, 205</p> <p><b>Teacher’s Edition:</b> CC 168; DR 207; Q 201; RC 169, 203; RL 205; RM 200</p>
<p>2. (K) compares how the <i>Magna Carta</i>, <i>Mayflower Compact</i>, <i>Articles of Confederation</i> and other similar documents influenced the development of American constitutional government.</p>	<p><b>Student Edition:</b> 90, 101-103, 138-139, 168-169, 197, 200-203, 205-209 <i>Check Understanding</i> 141 #3 <i>Primary Sources</i> 103</p> <p><b>Teacher’s Edition:</b> AR 169; BI 90; DI 139; Q 91, 102; RM 200, 208; UPS 102</p>
<p>3. (A) explains the basic ideals of the American <i>republican</i> system (e.g., liberty, justice, equality of opportunity, human dignity).</p>	<p><b>Student Edition:</b> 8-9 <i>Quick Check</i> 9 <i>Test Preparation</i> 15</p> <p><b>Teacher’s Edition:</b> CC 8</p>
<p>4. ▲ (K) identifies important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).</p>	<p><b>Student Edition:</b> 121, 157, 167-169, 200-203, 208-211 <i>The Big Idea Activities</i> 192 <i>People</i> 209 <i>People, Places, and Events</i> 146-147, 194 <i>Quick Check</i> 167, 203</p> <p><b>Teacher’s Edition:</b> BI 146, 168, 194, 200, 208; HPC 195; Q 120; RM 168, 210; UTL 195</p>

STANDARDS	PAGE REFERENCES
<p><b>Benchmark 3:</b> The student understands how the United States Constitution allocates power and responsibility in the government.</p>	
<p>The student:</p> <p>1. (K) defines <i>federalism</i> as a system of <i>government</i> in which power is divided between national (central) and state governments as a way to distribute power by preventing a concentration of power.</p>	<p><b>Student Edition:</b> 205-209 <i>Check Understanding</i> 211 #1 <i>Quick Check</i> 205, 207</p> <p><b>Teacher’s Edition:</b> Q 208; UV 206</p>
<p>2. (K) defines the separation of power and gives examples of how power is limited (e.g., the President can nominate a Supreme Court Justice, but Congress has to approve).</p>	<p><b>Student Edition:</b> 9, 205-207, 209 <i>Quick Check</i> 205, 207</p> <p><b>Teacher’s Edition:</b> CC 206; DI 9, 207; Q 206; RL 207</p>
<p>3. (K) describes how the United States <i>Constitution</i> supports the principle of majority rule, but also protects the <i>rights</i> of the minority.</p>	<p><b>Student Edition:</b> 8-9, 208-209, 333 <i>Citizenship</i> 282 <i>Primary Sources</i> 205 <i>Quick Check</i> 9, 333</p> <p><b>Teacher’s Edition:</b> DI 283; Q 210, 282; RL 283</p>
<p>4. ▲ (A) explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws).</p>	<p><b>Student Edition:</b> 205-207 <i>Write About It</i> 207</p> <p><b>Teacher’s Edition:</b> RL 207; UV 206</p>
<p>5. (K) identifies the key ideas of the Preamble.</p>	<p><b>Student Edition:</b> 8, 205 <i>Primary Sources</i> 205 <i>Write About It</i> 205</p>

STANDARDS	PAGE REFERENCES
<p><b>Benchmark 4:</b> The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.</p>	
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) understands that <i>rights</i> are personal, political and economic (e.g., personal: privacy, speech, <i>religion</i>; political: holding public office, voting; economic: employment, owning property, <i>copyrights</i> and <i>patents</i>).</li> </ol>	<p><b>Student Edition:</b> 8, 208-209, 282, 333, 354, 356-357 <i>Citizenship</i> 282</p> <p><b>Teacher’s Edition:</b> Q 209, 282, 357; RM 356</p>
<ol style="list-style-type: none"> <li>(K) understands that <i>privileges</i> require qualifications (e.g., driving: pass exam, age requirement; running for office: age requirement, must be a United States <i>citizen</i>, residency).</li> </ol>	<p><b>Student Edition:</b> 9 <i>Citizenship</i> 282</p> <p><b>Teacher’s Edition:</b> DI 9</p>
<ol style="list-style-type: none"> <li>(K) Recognizes that <i>rights</i> require <i>responsibilities</i> of <i>citizenship</i> (e.g., paying taxes, jury duty, military service, voting, obeying the law, public service).</li> </ol>	<p><b>Student Edition:</b> 9 <i>Citizenship</i> 282</p>
<ol style="list-style-type: none"> <li>(K) examines the steps necessary to become an informed voter (e.g., voter registration, recognizes issues and candidates, personal choice, and voting).</li> </ol>	<p>This standard can be met during class discussion after covering the importance of voting and one’s right to vote.</p> <p><b>Student Edition:</b> 139</p> <p><b>Teacher Resources:</b> <i>Citizenship Grade 4-6</i> 55, 57, 58</p>
<p><b>Benchmark 5:</b> The student understands various systems of governments and how nations and international organizations interact.</p>	
<p><i>This benchmark will be taught at another grade level.</i></p>	

STANDARDS	PAGE REFERENCES
<b>Economics</b>	
<b>Economics Standard:</b> The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.	
<b>Benchmark 1:</b> The student understands how limited resources require choices.	
<p>The student:</p> <p>1. (K) explains how <i>scarcity</i> of <i>resources</i> requires individuals, communities, states, and nations to make choices about <i>goods</i> and <i>services</i> (e.g., what food to eat, type of housing to live in, how to use land).</p>	<p><b>Student Edition:</b> 10-11, 329, 339, 342, 364-365 <i>Quick Check</i> 11, 339 <b>Teacher’s Edition:</b> Q 11; RL 11</p>
<p>2. (A) determines how unlimited <i>wants</i> and limited resources lead to choices that involve <i>opportunity costs</i>.</p>	<p><b>Student Edition:</b> 11 <b>Teacher’s Edition:</b> RL 11</p>
<p>3. (K) describes how <i>specialization</i> results in increased <i>productivity</i> (e.g., when each person in a city specializes in producing one product and then sells or <i>trades</i> with each other, there is more produced than if everyone tried to make everything they need for themselves).</p>	<p><b>Student Edition:</b> 134-135, 307 <i>Quick Check</i> 135 <b>Teacher’s Edition:</b> CC 134</p>
<p>4. (A) gives examples of <i>economic interdependence</i> at either the local, state, regional, or national level. (e.g., Western settlers depended on Easterners for textiles; Easterners depended on Westerners for furs and hides).</p>	<p><b>Student Edition:</b> 10-11, 131-135, 223, 245-247, 364 <i>DataGraphic</i> 134 <i>Essential Question</i> 244 <i>Quick Check</i> 247 <b>Teacher’s Edition:</b> BI 364; CC 132; DI 133; Q 131, 134, 364; RC 135</p>
<b>Benchmark 2:</b> The student understands how the market economy works in the United States.	
<p>The student:</p> <p>1. (A) defines <i>supply</i> as the quantity of <i>resources</i>, <i>goods</i>, or <i>services</i> that sellers offer at various prices at a particular time and <i>demand</i> as the number of <i>consumers</i> willing and able to purchase a good or service at a given <i>price</i>.</p>	<p><b>Student Edition:</b> 11 <b>Teacher’s Edition:</b> RL 11</p>

STANDARDS		PAGE REFERENCES	
2. ▲ (K) identifies factors that change supply or demand for a product (e.g., supply: <i>technology</i> changes; demand: invention of new and <i>substitute goods</i> ; supply or demand: climate and weather).		<b>Student Edition:</b> 11, 88-89, 134-135, 223-224, 262, 304, 334-335 <i>Quick Check</i> 89 <b>Teacher's Edition:</b> RL 11	
3. (K) describes how changes in supply and demand affect prices of specific products.		<b>Student Edition:</b> 11, 176, 223, 304-305, 334-335 <b>Teacher's Edition:</b> RL 11	
<b>Benchmark 3:</b>		The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.	
The student:		<b>Student Edition:</b>	
1. (K) - (\$) understands that banks are institutions where people (individuals, families, and businesses) save money and earn <i>interest</i> and where people <i>borrow</i> money and pay interest.		335	
2. (A) - (\$) gives examples of how positive and negative <i>incentives</i> affect people's behavior (e.g., laws: Stamp Act, Sugar Act; <i>profit</i> , product <i>price</i> ; indentured servant).		<b>Student Edition:</b> 119, 131, 157-159, 176, 246-248, 297, 304-305, 307-308 <i>Check Understanding</i> 159 #1, #2, #3 <i>Quick Check</i> 159, 247, 248, 297, 305 <b>Teacher's Edition:</b> BR 157; Q 304	
3. (K) recognizes barriers to <i>trade</i> among people across nations (e.g., <i>quotas</i> , <i>tariffs</i> , boycotts, geography).		<b>Student Edition:</b> 131, 157, 246-248, 262, 364 <i>Check Understanding</i> 157 #1, 365 #1 <i>Quick Check</i> 247, 248 <b>Teacher's Edition:</b> BI 364; BR 157; Q 364; RL 157	
<b>Benchmark 4:</b>		The student analyzes the role of government in the economy.	
The student:		<b>Student Edition:</b>	
1. (K) - (\$) describes <i>revenue</i> sources for different levels of <i>government</i> (e.g., personal <i>income taxes</i> , property taxes, sales tax, <i>interest</i> , bonds).		9, 197-198, 205 <b>Teacher's Edition:</b> CC 198	

STANDARDS	PAGE REFERENCES
<p><b>Benchmark 5:</b> The student makes effective decisions as a consumer, producer, saver, investor, and citizen.</p>	
<p>The student:</p> <p>1. ▲ (A) - (\$) determines the <i>costs</i> and <i>benefits</i> of a <i>spending</i>, <i>saving</i>, or <i>borrowing</i> decision.</p>	<p><b>Student Edition:</b> 11</p> <p><b>Teacher’s Edition:</b> Q 11</p>
<p>2. (K) - (\$) recognizes that <i>supply</i> of and <i>demand</i> for workers in various careers affect <i>income</i>.</p>	<p><b>Student Edition:</b> 11</p>
<p><b>Geography</b></p>	
<p><b>Geography:</b> The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.</p>	
<p><b>Benchmark 1: Geographic Tools and Location:</b> The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.</p>	
<p>The student:</p> <p>1. (A) explains and uses map titles, symbols, cardinal directions and intermediate directions, <i>legends</i>, <i>latitude</i> and <i>longitude</i>.</p>	<p><b>Student Edition:</b> 56-57, GH6-GH7, GH10-GH11 <i>Map and Globe Skills</i> 59, 123, 221 <i>Review and Assess</i> 94</p> <p><b>Teacher’s Edition:</b> AR GH7, GH11; BR GH7, GH11; CM 221; DR GH6, GH10, GH11; HOP GH17; Q 57; UHM 123; ULL 59</p>
<p>2. ▲ (K) locates major physical and <i>political features</i> of Earth from memory (e.g., ▲ Boston, ▲ Philadelphia, ▲ England, ▲ France, ▲ Italy, ▲ Spain, ▲ North America, ▲ Atlantic Ocean, ▲ Pacific Ocean, Yucatan Peninsula, Germany, Aleutian Islands, Bering Strait, Chesapeake Bay, Hudson Bay, Mexico City, Montreal, Netherlands, Norway, Ohio River, Portugal, Quebec City, St. Lawrence River).</p>	<p><b>Student Edition:</b> GH14-GH21 <i>Map</i> 23, 25, 81, 84, 154</p> <p><b>Teacher’s Edition:</b> HOP GH14, GH15, GH16, GH17, GH18, GH19, GH20, GH21</p>

STANDARDS	PAGE REFERENCES
<p><b>Benchmark 2: Places and Regions:</b> The student analyzes the human and physical features that give places and regions their distinctive character.</p>	
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) identifies and compares the major physical characteristics of New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., <i>location</i>, <i>climate</i>, and <i>resources</i>).</li> </ol>	<p><b>Student Edition:</b> 4-5, 88-89, 107-109, 114, 122, 134-135, 154 <i>Map</i> 73, 84, 89, 104, 110, 150, 154 <i>Map Skill</i> 89</p> <p><b>Teacher’s Edition:</b> Q 108; UV 4</p>
<ol style="list-style-type: none"> <li>(K) identifies and compares the human characteristics of the New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., national origins, <i>religion</i>, customs, <i>government</i>, agriculture, industry, and architecture).</li> </ol>	<p><b>Student Edition:</b> 90-92, 101-103, 107-111, 114-115, 117, 126, 137-138, 150-151 <i>The Big Idea</i> 97 <i>Check Understanding</i> 111 #2, #3, 117 #2, #3 <i>Diagram Skill</i> 103 <i>Map Skill</i> 110 <i>Quick Check</i> 109, 111, 127, 151 <i>Review and Assess</i> 142</p> <p><b>Teacher’s Edition:</b> AR 117; BI 90; DI 115, 127; Q 108, 110, 114, 126, 150</p>
<p><i>These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.</i></p>	
<p><b>Benchmark 3: Physical Systems:</b> The student understands Earth’s physical systems and how physical processes shape Earth’s surface.</p>	
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) identifies <i>renewable</i> and nonrenewable <i>resources</i> and their uses (e.g., fossil fuels, minerals, fertile soil, water power, forests, solar and wind power).</li> </ol>	<p><b>Student Edition:</b> 3, 245, 299, 304, 325, 339, 364-367</p> <p><b>Teacher’s Edition:</b> Q 3</p>

STANDARDS	PAGE REFERENCES
<p><b>Benchmark 4: Human Systems:</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p>	
<p>The student:</p> <p>1. (A) explains reasons for variation in <i>population distribution</i> (e.g., environment, <i>migration</i>, <i>government policies</i>).</p>	<p><b>Student Edition:</b></p> <p>34, 107, 110-111, 117, 121, 197, 228-231, 236-237, 307-308, 333, 339, GH13</p> <p><i>Check Understanding</i> 111 #3</p> <p><i>Map</i> 89, 301, 339</p> <p><i>Map and Globe Skills</i> 123</p> <p><i>Quick Check</i> 231, 237</p> <p><b>Teacher’s Edition:</b></p> <p>AR GH13; BR GH13; CC GH13; Q 110, 121, 228</p>
<p>2. (A) identifies the <i>push-pull factors</i> (causes) of human migration (e.g., push: war, famine, lack of economic <i>opportunity</i>; pull: religious freedom, economic opportunity, joining family or friends).</p>	<p><b>Student Edition:</b></p> <p>90-91, 101, 103, 107-111, 113-115, 117, 119, 228-231, 236-237, 283, 296-297, 307-308, 333, 339</p> <p><i>The Big Idea</i> 97</p> <p><i>Check Understanding</i> 111#1, #3, 231 #3</p> <p><i>Quick Check</i> 101, 231, 297</p> <p><b>Teacher’s Edition:</b></p> <p>AR 297; BI 230, 236; Q 107, 110, 228, 230, 236, 296; RL 91, 109</p>
<p>3. (K) describes the effects of human migration on place and population (e.g., population shifts, conflict, <i>acculturation</i>; <i>diffusion</i> of ideas, diseases, crops and <i>culture</i>).</p>	<p><b>Student Edition:</b></p> <p>7, 64-65, 76, 92-93, 121-122, 127, 230-231, 236-237, 307-309</p> <p><i>Quick Check</i> 7, 65, 122, 237</p> <p><b>Teacher’s Edition:</b></p> <p>AR 65, 76; BI 230; Q 7, 64, 203, 308</p>
<p>4. (K) describes factors that influence and change the <i>location</i> and <i>distribution</i> of economic activities (e.g., <i>resources</i>, <i>technology</i>, transportation and government).</p>	<p><b>Student Edition:</b></p> <p>131, 157, 223-225, 247-248, 294-295, 305, 326-327, 334-335, 364</p> <p><i>Quick Check</i> 225, 247</p> <p><b>Teacher’s Edition:</b></p> <p>BI 224, 364; Q 131, 223, 224, 326, 334</p>

STANDARDS	PAGE REFERENCES
5. (A) understands that forces of conflict and cooperation divide or unite people (e.g., land disputes, religious intolerance, taxation).	<b>Student Edition:</b> 90-91, 101-103, 110, 113, 157-159, 165, 171, 228-229, 247-248, 251, 254-257  <i>Quick Check</i> 101, 247  <b>Teacher's Edition:</b> AR 105; Q 104, 110; RC 248
<b>Benchmark 5: Human-Environment Interactions:</b> The student understands the effects of interactions between human and physical systems.	
The student: 1. (A) examines varying viewpoints regarding resource use (e.g., American Indian vs. European settler, past vs. present).	<b>Student Edition:</b> 30, 304, 364-365  <b>Teacher's Edition:</b> Q 30
2. (K) identifies the relationship between the acquisition and use of <i>natural resources</i> and advances in <i>technology</i> using historical and contemporary examples (e.g., compass for navigation, water power, steel plow).	<b>Student Edition:</b> 56-57, 223-225, 296, 299, 304, 326-327, 334-335, 364  <i>Quick Check</i> 225, 327  <b>Teacher's Edition:</b> Q 56, 223, 224, 296, 334
<b>Kansas, United States, and World History</b>	
<b>History Standard:</b> The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.	
<b>Benchmark 1:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.	
The student: 1. ▲(K) explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo <i>cultures</i> in the period from 1700-1820).	<b>Student Edition:</b> 29-30, 33-35, 37, 41  <i>Check Understanding</i> 31 #1, 35 #3, 39 #3, 45 #3  <b>Teacher's Edition:</b> AR 35, 39; BI 34, 40; Q 29, 30, 34, 37

STANDARDS	PAGE REFERENCES
<p>2. (A) shows how traditional arts and customs of various American Indians are impacted by the environment (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700-1820).</p>	<p><b>Student Edition:</b>  30-31, 34-35, 37-39, 41-45  <i>Check Understanding</i> 31 #1, #2, 39 #1, 45 #1  <i>DataGraphic</i> 44  <i>People</i> 31  <i>Primary Sources</i> 38  <i>Quick Check</i> 45  <b>Teacher’s Edition:</b>  AR 31; BI 38; CC 30, 34</p>
<p>3. ▲ (A) compares the motives and <i>technology</i> that encouraged European exploration of the Americas (e.g., motives: <i>trade</i>, expansion, wealth, discovery; technology: improved ship building, sextant, cartography).</p>	<p><b>Student Edition:</b>  53-58, 61-63, 67, 71, 73, 79-81, 83, 87-88  <i>Check Understanding</i> 58 #1  <i>Quick Check</i> 57, 58, 73, 81, 83  <b>Teacher’s Edition:</b>  AR 81; BI 52, 78; Q 56, 57, 80</p>
<p>4. (A) examines the interaction between European explorers and American Indians (e.g., trade, cultural exchange, disease).</p>	<p><b>Student Edition:</b>  62-65, 67, 70-71, 74-75, 92-93  <i>Check Understanding</i> 65 #1, #2, #3, 93 #3  <i>Quick Check</i> 63, 65, 67  <b>Teacher’s Edition:</b>  AR 65, 71, 76; BI 62; Q 62, 64, 67, 74</p>
<p><b>Benchmark 2:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in colonization era of the United States (1607-1763).</p>	
<p>The student:</p> <p>1. (K) explains why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec).</p>	<p><b>Student Edition:</b>  73, 83, 87-89, 90-93, 101  <i>Quick Check</i> 83, 87, 89  <b>Teacher’s Edition:</b>  BI 90; Q 90</p>

STANDARDS	PAGE REFERENCES
<p>2. (A) maps the patterns of colonial settlement (e.g., British, French, Spain, and Indigenous populations).</p>	<p><b>Student Edition:</b>  83-85, 87-89, 102-104, 107-111, 113-117  <i>Map</i> 84, 89, 104, 110, 116  <i>Map and Globe Skills</i> 123  <i>Map Skill</i> 89, 116  <i>Review and Assess</i> 142 #9, #10</p> <p><b>Teacher's Edition:</b>  UHM 123</p>
<p>3. ▲ (K) describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics: agriculture, <i>trade</i>).</p>	<p><b>Student Edition:</b>  101-103, 107-109, 113-115, 131-133, 137-139  <i>Primary Sources</i> 103  <i>Quick Check</i> 107, 135, 136</p> <p><b>Teacher's Edition:</b>  BI 108; Q 101, 102, 138</p>
<p>4. (A) compares and contrasts the impact of European settlement from an American Indian and European point of view.</p>	<p><b>Student Edition:</b>  122, 155, 228-229  <i>Quick Check</i> 122</p> <p><b>Teacher's Edition:</b>  Q 228</p>
<p>5. (A) analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life).</p>	<p><b>Student Edition:</b>  74-75, 88-89, 104-105, 109, 114-115, 117, 119, 125-129, 132, 141, 245-246  <i>Check Understanding</i> 129 #2, #3  <i>Quick Check</i> 75, 117, 125, 127, 129, 141, 246</p> <p><b>Teacher's Edition:</b>  BI 126; DI 127, 133; Q 74, 88, 125, 126, 128; RL 75</p>
<p>6. (K) explains the causes and effects of the French and Indian War on the American Revolutionary period.</p>	<p><b>Student Edition:</b>  150-151, 153-155, 157  <i>Check Understanding</i> 155 #1, #2  <i>Essential Question</i> 152  <i>Quick Check</i> 153</p> <p><b>Teacher's Edition:</b>  AR 155; Q 150, 154</p>

STANDARDS	PAGE REFERENCES
<p>7. (K) explains the impact of religious freedom as colonies were settled by various Christian groups (e.g., Catholics in Maryland, Quakers in Pennsylvania, Puritans in Massachusetts).</p>	<p><b>Student Edition:</b> 90-91, 101-103, 109-111, 113, 121 <i>Check Understanding</i> 93 #2, 111 #2</p> <p><b>Teacher’s Edition:</b> BI 110; Q 91, 110, 113; RC 93</p>
<p><b>Benchmark 3:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 to 1800).</p>	
<p>The student:</p> <p>1. ▲ (K) describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation).</p>	<p><b>Student Edition:</b> 137-139, 154-155, 157-159 <i>Check Understanding</i> 159 #2, #3 <i>Essential Question</i> 156</p> <p><b>Teacher’s Edition:</b> AR 155; BI 156; DI 139; Q 137, 154, 157</p>
<p>2. (K) explains the significance of important groups in the American Revolution (e.g., Loyalists, Patriots, Sons of Liberty).</p>	<p><b>Student Edition:</b> 157-159, 171-173 <i>Essential Question</i> 166 <i>Quick Check</i> 173</p> <p><b>Teacher’s Edition:</b> BI 172; DI 173</p>
<p>3. (A) examines the significance of important turning points in the American Revolution (e.g., Boston Massacre, Continental Congress, Boston Tea Party, Lexington and Concord, Saratoga, Valley Forge, Yorktown).</p>	<p><b>Student Edition:</b> 158-159, 161, 167-169, 179-183, 186-187 <i>Check Understanding</i> 169 #3 <i>Map</i> 180, 186 <i>Quick Check</i> 161, 169, 181, 183, 187</p> <p><b>Teacher’s Edition:</b> BR 161; CC 169; DI 181, 187; Q 168, 180, 182, 186</p>

STANDARDS	PAGE REFERENCES
<p>4. (K) discusses the international support for the American Revolution (e.g., French, Lafayette).</p>	<p><b>Student Edition:</b>  181-182, 186-187  <i>People</i> 181  <i>Quick Check</i> 181  <i>Reading Skill</i> 184  <b>Teacher’s Edition:</b>  BI 182, 186; DI 181; RL 187</p>
<p>5. (K) discusses the strengths and weaknesses of the <i>Articles of Confederation</i>.</p>	<p><b>Student Edition:</b>  197-198, 200-201  <i>Essential Question</i> 196  <i>Reading Skill</i> 196  <b>Teacher’s Edition:</b>  BI 198; RL 197, 199</p>
<p>6. ▲ (K) describes how the Constitutional Convention led to the creation of the United States <i>Constitution</i> (e.g., Great Compromise, Three-Fifths Compromise).</p>	<p><b>Student Edition:</b>  200-203, 205-209  <b>Teacher’s Edition:</b>  AR 203; BI 202; Q 200, 201, 202, 208</p>
<p>7. (K) recognizes the importance of the presidency as it was defined by George Washington (e.g., leadership qualities, balance of power, setting precedent, cabinet selection, term limits).</p>	<p><b>Student Edition:</b>  210-211  <i>Quick Check</i> 211  <b>Teacher’s Edition:</b>  BI 210; Q 210</p>
<p>8. (K) explains United States land policy and its impact on American Indians (e.g., sale of western lands, Land Ordinance of 1785, the Northwest Ordinance of 1787).</p>	<p><b>Student Edition:</b>  188, 197, 213  <i>Quick Check</i> 197, 213  <b>Teacher’s Edition:</b>  Q 188</p>

STANDARDS	PAGE REFERENCES
<b>Benchmark 4:</b> The student engages in historical thinking skills.	
<p>The student:</p> <p>1. ▲ (A) uses historical timelines to trace the cause and effect relationships between events in different <i>places</i> during the same time period (e.g., Colonial America and England).</p>	<p><b>Student Edition:</b> R4-R5 <i>Chart and Graph Skills</i> 27 <i>Check Understanding</i> 58 #2, 65 #2, 71 #2 <i>Reading Skill</i> 52, 60, 66, 72, 78, 82, 86 <i>Review and Assess</i> 46 #9, #10</p> <p><b>Teacher’s Edition:</b> AI R5, 27; CC R5; DR 49D, 49 F; HOP 147; LI R4, 27; RL 49G, 54, 56, 62, 68; TI R5, 27</p>
<p>2. (A) examines multiple <i>primary sources</i> to understand point of view of an historical figure.</p>	<p><b>Student Edition:</b> 13 <i>Primary Sources</i> 38, 75, 103, 174, 205, 228, 271, 354 <i>Quick Check</i> 13</p> <p><b>Teacher’s Edition:</b> Q 13, 174, 228, 354</p>
<p>3. (A) locates information using a variety of sources to support a thesis statement.</p>	<p><b>Student Edition:</b> 12-13, R8-R11</p> <p><b>Teacher’s Edition:</b> AI R9, R11; CC R9; LI R8, R10; TI R9, R11</p>
<p>4. (A) uses information including primary sources to debate a problem or an historical issue.</p>	<p><b>Student Edition:</b> 12-13</p> <p><b>Teacher’s Edition:</b> CC 80, 88, 172, 214, 224, 284</p>
<p>5. (A) observes and draws conclusions.</p>	<p><b>Student Edition:</b> R8-R11 <i>Check Understanding</i> 203 #2, 211 #2, 215 #2, 220 #2, 225 #2, 231 #2 <i>Draw Conclusions</i> 196, 204, 212, 216, 222, 226 <i>Quick Check</i> 197, 199, 201, 203, 205, 207, 209</p> <p><b>Teacher’s Edition:</b> AI R9, R11; DR 193D, 193F; LI R8, R10; RL 199, 207, 209, 219</p>

STANDARDS	PAGE REFERENCES
<p>6. (A) uses research skills to interpret an historical person or event in history and notes the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of sources; locates, evaluates, organizes, records and shares relevant information in both oral and written form).</p>	<p>This standard can be met using the following special features and activities.</p> <p><b>Student Edition:</b> <i>Primary Sources</i> 228, 271, 354</p> <p><b>Teacher's Edition:</b> BI 354; UPS 228, 270</p> <p><b>Teacher Resources:</b> <i>Citizenship Grade 4-6</i> 3</p>