



The United States

Early Years

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STANDARDS		PAGE REFERENCES
U1 USHG ERA 1 – Beginnings to 1620		
U1.1 American Indian Life in the Americas		
<i>Describe the life of peoples living in North America before European exploration.</i>		
5 – U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (<i>National Geography Standard 1p. 144</i>)	<p>Student Edition:</p> <p>4-5</p> <p><i>Datagraphics</i> 44</p> <p><i>Map</i> 25, 29, 33, 37, 41, 104</p> <p>Teacher Resources:</p> <p><i>Idea Factory</i> 10, 11</p> <p><i>Student Practice and Activity Workbook</i> 7-10</p>

STANDARDS	PAGE REFERENCES
<p>5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (<i>National Geography Standard 14, p. 171</i>)</p>	<p>Student Edition: 29-31, 33-35 <i>Check Understanding 31 #3</i> <i>Map 29, 33</i> <i>People 31</i> <i>Quick Check 29, 31, 33</i> <i>Visual Preview 32</i></p> <p>Teacher’s Edition: Q 33; RC 31, 35</p> <p>Teacher Resources: <i>Idea Factory 7, 10, 11, 12, 13</i> <i>Student Practice and Activity Workbook 7, 8, 9</i></p>
<p>5 – U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (<i>National Geography Standard 11, p. 164, C, E</i>)</p>	<p>Student Edition: 40-45 <i>Check Understanding 45 #2</i> <i>Datagraphics 44</i> <i>Map 41</i> <i>Quick Check 43, 45</i> <i>Visual Preview 40</i></p> <p>Teacher’s Edition: BI 44; BL 43; Q 42, 44; RC 45; RL 43; RM 42</p> <p>Teacher Resources: <i>Idea Factory 9, 10, 11</i> <i>Student Practice and Activity Workbook 9, 10</i></p>
<p>U1.2 European Exploration</p>	
<p><i>Identify the causes and consequences of European exploration and colonization.</i></p>	
<p>5 – U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (<i>National Geography Standard 1, p. 144, C</i>)</p>	<p>Student Edition: 53-58 <i>Map 55</i> <i>Map and Globe Skills 59</i> <i>Quick Check 57, 58</i></p> <p>Teacher’s Edition: Q 56, 57</p> <p>Teacher Resources: <i>Idea Factory 20, 21</i></p>

STANDARDS	PAGE REFERENCES
<p>5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (<i>National Geography Standard 13, p. 169, C, E</i>)</p>	<p>Student Edition: 53-58, 61-65, 67, 70-71 <i>Check Understanding 71 #3</i> <i>Event 63</i> <i>Map 62, 67</i> <i>Quick Check 57, 65</i> <i>Quote 63</i> <i>Visual Preview 60</i></p> <p>Teacher’s Edition: BI 56, 64; OL 63; RC 58, 65; RM 62</p> <p>Teacher Resources: <i>Idea Factory 18, 20, 21, 22</i> <i>Student Practice and Activity Workbook 14, 16, 18, 19, 20</i></p>
<p>U1.3 African Life Before the 16th Century</p>	
<p><i>Describe the lives of peoples living in western Africa prior to the 16th century.</i></p>	
<p>5 – U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (<i>National Geography Standard 1, p. 144</i>)</p>	<p>Student Edition: <i>Geography Handbook GH17</i></p> <p>Teacher Resources: <i>World Atlas 5, 7, 12, 13</i></p>
<p>5 – U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (<i>National Geography Standard 10, p. 162</i>)</p>	<p>Student Edition: <i>Geography Handbook GH17</i></p> <p>Teacher Resources: <i>Student Practice and Activity Workbook 27, 28</i></p>

STANDARDS		PAGE REFERENCES
U1.4 Three World Interactions		
<i>Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.</i>		
5 – U1.4.1	Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (<i>National Geography Standard 10, p. 162</i>)	<p>Student Edition: 63-65, 67, 70-71, 73-76 <i>Primary Sources 75</i></p> <p>Teacher’s Edition: BI 62, 74; BL 63; OL 63; RL 71; UPS 75</p> <p>Teacher Resources: <i>Idea Factory 17, 27</i> <i>Student Practice and Activity Workbook 16, 17, 19, 23, 27, 28, 29, 31</i></p>
5 – U1.4.2	Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (<i>National Geography Standard 12, p. 167, C, E</i>)	<p>Student Edition: <i>Chart 76</i> <i>Map 89</i> <i>Picture 63, 79, 80, 88</i> <i>Primary Sources 75</i> <i>Visual Preview 60</i></p> <p>Teacher’s Edition: CCA 80; UPS 75</p> <p>Teacher Resources: <i>Idea Factory 11, 40</i> <i>Student Practice and Activity Workbook 42</i></p>
5 – U1.4.3	Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (<i>National Geography Standard 10, p. 162, C, E</i>)	<p>Student Edition: 83, 87, 92-93 <i>People 89</i></p> <p>Teacher’s Edition: BI 92; Q 83, 92</p> <p>Teacher Resources: <i>Idea Factory 27</i> <i>Student Practice and Activity Workbook 16, 19</i></p>

STANDARDS	PAGE REFERENCES
5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (<i>National Geography Standard 11, p. 164, E</i>)	Student Edition: 64-65 <i>Check Understanding 65 #3</i> Teacher’s Edition: Q 64; RC 65; UC 64 Teacher Resources: <i>Student Practice and Activity Workbook 28</i>
U2 USHG ERA 2 – Colonization and Settlement (1585-1763)	
U2.1 European Struggle for Control of North America	
<i>Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.</i>	
5 – U2.1.1 Describe significant developments in the Southern colonies, including <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>) • establishment of Jamestown(<i>National Geography Standard 4,p. 150</i>) • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (<i>National Geography Standard 7, p. 156</i>) • relationships with American Indians (e.g., Powhatan) (<i>National Geography Standard 10, p. 162</i>) • development of colonial representative assemblies (House of Burgesses) (<i>National Geography Standard 5, p. 152</i>) • development of slavery 	Student Edition: 88-91, 113-117, 119, 125-129 <i>People 89</i> <i>Picture 88</i> <i>Quick Check 89</i> <i>Visual Preview 124</i> Teacher’s Edition: CCA 116; BI 88, 90, 116; RM 88; UCF 90 Teacher Resources: <i>Idea Factory 19, 26, 27, 28, 29, 30, 31</i> <i>Student Practice and Activity Workbook 20, 24, 25, 27, 28, 29</i>

STANDARDS	PAGE REFERENCES
<p>5 – U2.1.2 Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>) • relations with American Indians (e.g., Pequot/King Phillip’s War) (<i>National Geography Standard 10, p.162</i>) • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (<i>National Geography Standard 15, p. 173</i>) • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (<i>National Geography Standard 13, p. 169</i>) • religious tensions in Massachusetts that led to the establishment of other colonies in New England (<i>National Geography Standard 13, p. 169 C, E</i>) 	<p>Student Edition: 101-105 <i>Map</i> 104 <i>Primary Sources</i> 103 <i>Quick Check</i> 101 <i>Visual Preview</i> 100</p> <p>Teacher’s Edition: AL 103; BI 102, 104; RC 105; RL 101, 103; RM 104; UPS 102</p> <p>Teacher Resources: <i>Idea Factory</i> 17, 28, 29, 30, 31 <i>Student Practice and Activity Workbook</i> 22, 29, 30, 31</p>
<p>5 – U2.1.3 Describe significant developments in the Middle Colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>) • the growth of Middle Colonies economies (e.g., breadbasket) (<i>National Geography Standard 7, p. 156</i>) • The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies • immigration patterns leading to ethnic diversity in the Middle Colonies (<i>National Geography Standard 10, p. 162, C, E</i>) 	<p>Student Edition: 107-111 <i>Event</i> 107 <i>Map</i> 110 <i>People</i> 111 <i>Quick Check</i> 109 <i>Visual Preview</i> 106</p> <p>Teacher’s Edition: BI 106, 108; OL 109</p> <p>Teacher Resources: <i>Idea Factory</i> 24, 25, 39 <i>Student Practice and Activity Workbook</i> 23, 26</p>

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5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (<i>National Geography Standard 12, p. 167</i>)	Student Edition: 101-103, 107-111, 113-115 <i>Check Understanding</i> 111 #3, 117 #3 <i>Event</i> 107 <i>Places</i> 115 <i>Quick Check</i> 107, 115 <i>Visual Preview</i> 100, 106, 112 Teacher Resources: <i>Idea Factory</i> 25, 26, 29 <i>Student Practice and Activity Workbook</i> 20, 23, 24, 25
U2.2 European Slave Trade and Slavery in Colonial America	
<i>Analyze the development of the slave system in the Americas and its impact upon the life of Africans.</i>	
5 – U2.2.1 Describe Triangular Trade including: <ul style="list-style-type: none"> • the trade routes • the people and goods that were traded • the Middle Passage • its impact on life in Africa (<i>National Geography Standards 9, and 11; pp. 160 and 164 E</i>) 	Student Edition: 132-133 Teacher’s Edition: CCA 132; ELL 133 Teacher Resources: <i>Student Practice and Activity Workbook</i> 17, 27, 28
5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (<i>National Geography Standard 5, p. 152</i>)	Student Edition: 125-129 <i>Quick Check</i> 127, 129 <i>Visual Preview</i> 124 Teacher’s Edition: AL 127; BI 126, 128, 132; Q 126 Teacher Resources: <i>Student Practice and Activity Workbook</i> 27

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5 – U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (<i>National Geography Standard 10, p. 162</i>)	Student Edition: 126-127 <i>Picture 127</i> Teacher’s Edition: BL 127; ELL 127; RL 127; RM 126
U2.3 Life in Colonial America	
<i>Distinguish among and explain the reasons for regional differences in colonial America.</i>	
5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (<i>National Geography Standard 3 p. 148</i>)	Student Edition: <i>Map 104, 110, 116</i> <i>Map and Globe Skills 123</i> Teacher’s Edition: UHM 123 Teacher Resources: <i>Student Practice and Activity Workbook 26</i> <i>World Atlas 22-23, 24-25</i>
5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (<i>National Geography Standards 14 and 15; pp. 171 and 173</i>)	Student Edition: 102-103, 108-111, 114-115, 120-121 Teacher’s Edition: BI 102; C 120; Q 108, 114 Teacher Resources: <i>Idea Factory 26, 27</i> <i>Student Practice and Activity Workbook 25, 27</i>
5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (<i>National Geography Standard 6, p. 154</i>)	Student Edition: 101-103, 107-111, 113-115, 119-121 <i>Event 107</i> <i>Visual Preview 100</i> Teacher’s Edition: AL 103; BI 102; BL 109; CCA 120 Teacher Resources: <i>Idea Factory 26</i> <i>Student Practice and Activity Workbook 25, 27</i>

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5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)	Student Edition: 109, 114-115, 117, 119-121 <i>Quick Check</i> 121 Teacher’s Edition: BI 120; OL 109; RL 121 Teacher Resources: <i>Student Practice and Activity Workbook</i> 21, 25, 27, 28
5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (<i>National Geography Standard</i> 6, p. 154)	Student Edition: 134-135 <i>Datagraphics</i> 134 <i>Quick Check</i> 135 Teacher’s Edition: Q 134; RC 135 Teacher Resources: <i>Idea Factory</i> 28, 29 <i>Student Practice and Activity Workbook</i> 26 <i>World Atlas</i> 26, 27
U3 USHG ERA 3 Revolution and the New Nation (1754 - 1800)	
U3.1 Causes of the American Revolution	
<i>Identify the major political, economic, and ideological reasons for the American Revolution.</i>	
5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (<i>National Geography Standard</i> 13 p. 169 C, E)	Student Edition: 153-155 <i>Map</i> 154 <i>Quick Check</i> 153 <i>Visual Preview</i> 152 Teacher’s Edition: CCA 154; RC 155 Teacher Resources: <i>Idea Factory</i> 38 <i>Student Practice and Activity Workbook</i> 32, 33

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<p>5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p>	<p>Student Edition: 157-159 <i>Quick Check</i> 159 <i>Visual Preview</i> 156</p> <p>Teacher’s Edition: BI 158; Q 158; UV 158</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook 33</i></p>
<p>5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p>	<p>Student Edition: 157-159 <i>Quick Check</i> 159</p> <p>Teacher’s Edition: CCA 158</p> <p>Teacher Resources: <i>Idea Factory</i> 40 <i>Student Practice and Activity Workbook 33</i></p>
<p>5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)</p>	<p>Student Edition: 159, 165, 167-169 <i>Visual Preview</i> 166</p> <p>Teacher’s Edition: CCA 168; Q 168</p>
<p>5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)</p>	<p>Student Edition: 166 <i>Quick Check</i> 169 <i>Visual Preview</i> 166</p> <p>Teacher’s Edition: BB 167; BI 166, 168; CCA 168; Q 168; RC 169; RM 168</p> <p>Teacher Resources: <i>Citizenship</i> 31-37 <i>Student Practice and Activity Workbook 35</i></p>

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<p>5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p>	<p>Student Edition: 161-165, 167-169 <i>People, Places and Events</i> 147 <i>Quick Check</i> 167</p> <p>Teacher’s Edition: BI 166, 168; PPE 146; RM 168</p> <p>Teacher Resources: <i>Citizenship</i> 24-25, 31, 36, 37 <i>Idea Factory</i> 35 <i>Student Practice and Activity Workbook</i> 34, 35</p>
<p>5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)</p>	<p>Student Edition: 89-90, 101, 102, 113, 137-139 <i>Quick Check</i> 89, 137, 139 <i>Visual Preview</i> 136</p> <p>Teacher’s Edition: BI 90, 138; OL 139; Q 137; WAI 138</p> <p>Teacher Resources: <i>Citizenship</i> 63, 64, 65 ,66 <i>Idea Factory</i> 30-31 <i>Student Practice and Activity Workbook</i> 29</p>
<p>5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>	<p>Student Edition: 157-159 <i>Quick Check</i> 159</p> <p>Teacher’s Edition: BI 158; CCA 158; RC 159; RL 157; UV 158</p> <p>Teacher Resources: <i>Idea Factory</i> 35 <i>Student Practice and Activity Workbook</i> 36</p>

STANDARDS		PAGE REFERENCES
U3.2 The American Revolution and Its Consequences		
<i>Explain the multi-faceted nature of the American Revolution and its consequences.</i>		
5 – U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (<i>National Geography Standard 4, p. 150, E</i>)	<p>Student Edition: 161-165, 171-173 <i>Map</i> 161, 163 <i>Quick Check</i> 161, 171 <i>Visual Preview</i> 160, 170</p> <p>Teacher’s Edition: BI 160, 162, 170, 172; BL 173; CCA 172; ELL 173; Q 162, 172; RL 173; RM 172</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook 36</i></p>
5 – U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	<p>Student Edition: 180-183, 185-187 <i>Map</i> 186 <i>Quick Check</i> 183, 187</p> <p>Teacher’s Edition: BI 182, 186; BL 187; CCA 186; Q 186; RC 183</p> <p>Teacher Resources: <i>Idea Factory 37</i> <i>Student Practice and Activity Workbook 37, 38, 39</i></p>
5 – U3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.	<p>Student Edition: 174-175, 181, 187 <i>Quick Check</i> 175</p> <p>Teacher’s Edition: AL 187; BI 174; BL 181; OL 181; Q 175; RL 175, 187</p> <p>Teacher Resources: <i>Idea Factory 37</i> <i>Student Practice and Activity Workbook 35, 39</i></p>
5 – U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (<i>National Geography Standard 13, p. 169, C</i>)	<p>Student Edition: 187 <i>Check Understanding</i> 189 #1</p>

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U3.3 Creating New Government(s) and a New Constitution		
<i>Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</i>		
5 – U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)	<p>Student Edition: 197</p> <p>Teacher’s Edition: O 196; Q 197; RL 197</p> <p>Teacher Resources: <i>Citizenship 67-68</i> <i>Student Practice and Activity Workbook 42</i></p>
5 – U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (<i>National Geography Standard 13, p. 169, C</i>)	<p>Student Edition: 198-199</p> <p>Teacher’s Edition: BI 198; ELL 199; Q 198; RL 199</p> <p>Teacher Resources: <i>Citizenship 67-68</i></p>
5 – U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)	<p>Student Edition: 200-203 <i>Quick Check 201</i></p> <p>Teacher’s Edition: BI 200, 202; CCA 202; RM 200, 202</p> <p>Teacher Resources: <i>Citizenship 38</i> <i>Idea Factory 48, 49</i></p>
5 – U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (<i>National Geography Standard 9, p. 160, C</i>)	<p>Student Edition: 200-203</p> <p>Teacher’s Edition: BI 200, 202; Q 202; RL 201</p> <p>Teacher Resources: <i>Citizenship 38</i> <i>Idea Factory 48</i></p>

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5 – U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)	Student Edition: 202, 205, 206-207 Teacher’s Edition: BL 207; CCA 206; Q 206; WAI 206
5 – U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)	Student Edition: 202, 205, 206-207 Teacher’s Edition: RL 205, 207; UV 206 Teacher Resources: <i>Citizenship 38</i>
5 – U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)	Student Edition: 208-209 <i>Quick Check 209</i> Teacher’s Edition: BI 208; RL 209 Teacher Resources: <i>Citizenship 52</i>
5 – U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	Student Edition: <i>Chart 208</i> Teacher’s Edition: BI 208 Teacher Resources: <i>Citizenship 52, 53</i> <i>Student Practice and Activity Workbook 65</i>
Public Discourse, Decision Making, and Citizen Involvement (P3, P4)		
P3.1 Identifying and Analyzing Public Issues		
<i>Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>		
5 – P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	Teacher’s Edition: RC 211 Teacher Resources: <i>Idea Factory 50</i>

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5 – P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	This objective can be covered during classroom discussion of current events and Constitutional issues.
5 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.	This objective can be covered during classroom discussion of current events and Constitutional issues.
P3.3 Persuasive Communication About a Public Issue		
<i>Communicate a reasoned position on a public issue.</i>		
5 – P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	The following references are for essays in general, and can be used to build essay writing skills which would aid in fulfilling this objective. Student Edition: <i>The Big Idea Activities</i> 48, 96, 144, 192, 240, 288 Teacher’s Edition: F 48, 96, 144, 192, 240, 288
P4.2 Citizen Involvement		
5 – P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Student Edition: <i>Citizenship</i> 30, 91, 121, 139, 217, 230 Teacher’s Edition: C 120, 138; UC 90 Teacher Resources: <i>Idea Factory</i> 48-49, 67
5 – P4.2.2	Participate in projects to help or inform others.	Student Edition: <i>Citizenship</i> 30, 91, 121, 139, 217, 230 Teacher’s Edition: C 120, 138; UC 90 Teacher Resources: <i>Idea Factory</i> 48-49, 67