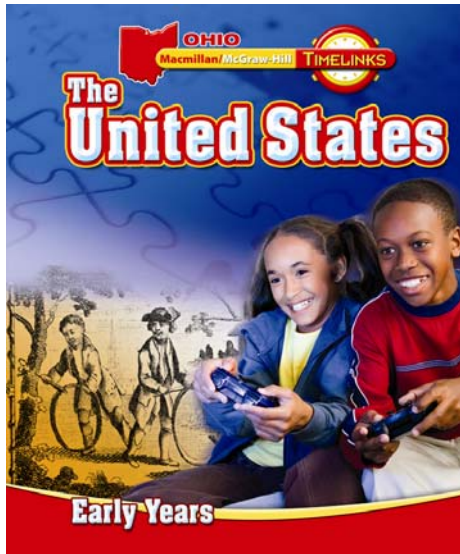




**Macmillan
McGraw-Hill**

Academic Content Standards
Grade Five



The United States

Early Years

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STANDARDS	PAGE REFERENCES
History	
<i>Chronology</i>	
1. Create time lines and identify possible relationships between events.	<p>Student Edition: OH6-OH7, 18-19, 27, 46, 50-51, 146-147, 194-195, 242-243, 290-291</p> <p>Teacher's Edition: HOP 147; RPT 27; UTL 19, 51, 147, 195, 243, 291</p> <p>Teacher Resources: <i>Idea Factory</i> 47, 56, 57 <i>Student Practice and Activity Workbook</i> 6, 32</p>

STANDARDS	PAGE REFERENCES
<i>Settlement</i>	
<p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p>	<p>Student Edition: OH6, 18-19, 21-26, 29-31, 33-35, 37-39, 41-45 <i>The Mound Builders</i> 25</p> <p>Teacher’s Edition: AR 31, 35; BI 24; BR OH6, 21; DR 30, 34; PPE 18; Q 25, 29; RL 25; RM OH7; UTL 19; UV 24</p> <p>Teacher Resources: <i>Idea Factory</i> 7, 12, 13 <i>Student Practice and Activity Workbook</i> 5, 7, 9, 11</p>
<p>3. Explain why European countries explored and colonized North America.</p>	<p>Student Edition: 61-65, 67, 73-76, 79-81, 83, 87-93, 101-103, 107, 111, 113-117, 119-121 <i>Check Understanding</i> 117 #3 <i>Explore the Big Idea</i> 97 <i>Quick Check</i> 73, 83, 101 <i>Reading Skill</i> 72</p> <p>Teacher’s Edition: AR 76, 81; BR 73, 79, 83; CU 85; DI 109; DR 74, 80; RL 75, 89, 91, 109</p> <p>Teacher Resources: <i>Idea Factory</i> 19, 20, 21, 25</p>
<p>4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.</p>	<p>Student Edition: 111, 113, 127 <i>The French in North America</i> 150</p> <p>Teacher’s Edition: AR 11; BI 150; BR 113; CCA 150; CU 113</p>

STANDARDS	PAGE REFERENCES
<p>5. Explain how the United States became independent from Great Britain.</p>	<p>Student Edition: 157-159, 161-165, 167-169, 171-176, 179-190 <i>Check Understanding</i> 169 #3 <i>Quick Check</i> 159, 169, 181 <i>Reading Skill</i> 156</p> <p>Teacher’s Edition: AR 165, 176; BR 161, 171, 185; CU 159, 165; DI 163; DR 172; RL 163, 173, 181; RM 164</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 31-37 <i>Idea Factory</i> 37 <i>Student Practice and Activity Workbook</i> 32, 33, 35, 36, 38, 39</p>
<i>Growth</i>	
<p>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</p>	<p>Student Edition: OH10-OH11, 101, 103, 110-111, 114-115, 117, 149-151, 197, 213, 223-225, 228-229 <i>Check Understanding</i> 117 <i>Map and Globe Skills</i> 123 <i>The Northwest Territory, 1787</i> 197 <i>Quick Check</i> 151, 197, 213</p> <p>Teacher’s Edition: BR OH10, 107, 213; CU 225; DI 229; DR 150, 214, 224; RFM OH11; UHP 123</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 28 <i>Idea Factory</i> 25, 28, 29, 43, 45 <i>Student Practice and Activity Workbook</i> 26, 43, 46, 48</p>

STANDARDS	PAGE REFERENCES
People in Societies	
<i>Cultures</i>	
<p>1. Compare the cultural practices and products of diverse groups in North America including:</p> <ul style="list-style-type: none"> a. Artistic expressions; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter. 	<p>Student Edition: 22-27, 29-31, 33-35, 37-39, 41-45, 67-71, 91, 102-103, 108-109, 113</p> <p><i>Check Understanding 26 #2</i></p> <p><i>People 25, 31, 33</i></p> <p><i>Quick Check 25, 26, 29, 35, 69, 71, 109</i></p> <p>Teacher’s Edition: BI 24, 34, 38, 40; BR 113; CC 30, 34, 42, 70; RC 31; RL 23, 25; RM 22, 34, 68; UV 24, 108</p> <p>Teacher Resources: <i>Idea Factory</i> 7, 10, 11 <i>Student Practice and Activity Workbook</i> 5, 8, 12, 16, 31</p>
<i>Interaction</i>	
<p>2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.</p>	<p>Student Edition: 33-35, 37-39, 41, 44-45, 228-229</p> <p><i>Primary Source 228</i></p> <p><i>Quick Check 33, 45</i></p> <p><i>Write About It 228</i></p> <p>Teacher’s Edition: AR 45; RM 34; UPS 328</p> <p>Teacher Resources: <i>Idea Factory</i> 10, 11, 12, 13, 14 <i>Student Practice and Activity Workbook</i> 5, 6, 7, 8, 9, 10</p>

STANDARDS	PAGE REFERENCES
3. Describe the experiences of African-Americans under the institution of slavery.	<p>Student Edition: 75, 119, 125-129, 132-133, 141, 245, 251, 254-255 <i>Check Understanding</i> 129 #3 <i>Quick Check</i> 75, 125, 141 <i>Review and Assess</i> 142 #5</p> <p>Teacher's Edition: BR 125; DI 127; DR 126; RL 127; UV 128</p>
4. Describe the waves of immigration to North America and the areas from which people came in each wave.	<p>Student Edition: OH 8, 108-111, 125, 230-231 <i>Check Understanding</i> 111, 231 #3</p> <p>Teacher's Edition: BI 230; RM 230</p>
5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.	<p>Student Edition: 230-231 <i>Check Understanding</i> 231 #3 <i>Quick Check</i> 231 <i>Review and Assess</i> 142 #9, #10</p>
Geography	
<i>Location</i>	
1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.	<p>Student Edition: GH11, GH14-GH15, GH18, 59</p> <p>Teacher's Edition: CC 59; HOP GH17; LL GH11</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 8, 9, 22, 25, 26, 27 <i>Student Practice and Activity Workbook</i> 13, 58, 59</p>

STANDARDS	PAGE REFERENCES
<p>2. Use maps to identify the location of:</p> <ul style="list-style-type: none"> a. The three largest countries of North America; b. The 50 states of the United States; c. The Rocky and Appalachian mountain systems; d. The Mississippi, Rio Grande and St. Lawrence rivers; e. The Great Lakes. 	<p>Student Edition: GH6-GH8, GH14-GH15, 293-295, 297-302 <i>Map Skill 293</i> <i>Quick Check 293</i></p> <p>Teacher’s Edition: AR GH8; BR GH6, GH8, 293, 297; CC GH9</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 6, 8, 9, 22, 24, 26, 27 <i>Student Practice and Activity Workbook</i> 58</p>
<i>Places and Regions</i>	
<p>3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.</p>	<p>Student Edition: OH4-OH5, 29-31, 33-35, 37-39, 41-44, 114-115, 134-135, 150-151, 231, 246-247, 293-295, 297-302 <i>Check Understanding 31 #3</i> <i>Data Graphic 134</i> <i>Map Skill 41</i> <i>Population of the 13 States, 1790 203</i> <i>Quick Check OH5, 115</i></p> <p>Teacher’s Edition: AR OH5, 135, 295, 302; BR OH4, 293, 297; DR OH5, 150, 294, 298; RL 247, 299; RM 134; UV 299</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 2, 3, 8, 9, 22, 23, 24, 25, 26, 27, 28 <i>Student Practice and Activity Workbook</i> 7, 8, 9, 19, 23, 43, 48, 58, 63</p>

STANDARDS	PAGE REFERENCES
<p>4. Explain how climate is influenced by:</p> <ul style="list-style-type: none"> a. Earth-sun relationships; b. Landforms; c. Vegetation. 	<p>Student Edition: 308-309, GH10 <i>Check Understanding</i> 309 #1 <i>United States and Canada: Climate</i> 308</p> <p>Teacher’s Edition: AR 309; CC 308; RM 308</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 26, 27</p>
<p>5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.</p>	<p>Student Edition: 293-295, 297-302, 315-319, GH6-GH7, GH14-GH15 <i>Chart Skill</i> 299 <i>Check Understanding</i> 295 <i>Map and Globe Skills</i> 203 <i>Visual Preview</i> 292, 296</p> <p>Teacher’s Edition: AR 295; BR 293, 297; DR 294; RL 299, 317; UV 299</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 9, 24, 25, 26, 27, 28, 29 <i>Idea Factory</i> 62 <i>Student Practice and Activity Workbook</i> 58, 63</p>

STANDARDS	PAGE REFERENCES
<p>6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:</p> <ul style="list-style-type: none"> a. Forests; b. Fertile soil; c. Oil; d. Coal; e. Running water. 	<p>Student Edition: 305-307 <i>Data Graphic</i> 134 <i>Loss of Forests in the United States</i> 305 <i>Map Skill</i> 305, 307 <i>Quick Check</i> 305 <i>United States and Canada: Farmland</i> 307</p> <p>Teacher’s Edition: BR 305; DI 307; DR 306; RL 307</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 61, 63</p>
<p>7. Analyze reasons for conflict and cooperation among regions of North America including:</p> <ul style="list-style-type: none"> a. Trade; b. Environmental issues; c. Immigration. 	<p>Student Edition: 132-133</p> <p>Teacher’s Edition: RL 133</p>

STANDARDS	PAGE REFERENCES
<i>Human Environmental Interaction</i>	
<p>8. Explain how the characteristics of different physical environments affect human activities in North America.</p>	<p>Student Edition: 29-31, 33-35, 37-39, 41-45, 134-135, 151, 297-301 <i>Check Understanding</i> 35 #3, 135 #3 <i>Data Graphic</i> 134 <i>Ohio Achievement Test Preparation</i> 47 #1 <i>Quick Check</i> 135 <i>Review and Assess</i> 46 #5, #7 <i>United States and Canada: Farmland</i> 307 <i>Visual Preview</i> 32, 34, 36, 40</p> <p>Teacher’s Edition: AR 31; BR 29, 33; DR 306; O 32</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 28 <i>Idea Factory</i> 7, 12, 13 <i>Student Practice and Activity Workbook</i> 7, 9</p>
<p>9. Analyze the positive and negative consequences of human changes to the physical environment including:</p> <ol style="list-style-type: none"> Great Lakes navigation; Highway systems; Irrigation; Mining; Introduction of new species. 	<p>Student Edition: OH4-OH5, 41, 224, 300-301, 305-307 <i>Check Understanding</i> 225 #3 <i>The Erie Canal</i> 224 <i>Loss of Forests in the United States</i> 305 <i>Quick Check</i> 41 <i>Visual Preview</i> 304</p> <p>Teacher’s Edition: DR OH5 #3; O 304; RM 300, 306</p> <p>Teacher Resources: <i>Idea Factory</i> 61</p>

STANDARDS	PAGE REFERENCES
<i>Movement</i>	
<p>10. Use or construct maps of colonization and exploration to explain European influence in North America.</p>	<p>Student Edition:</p> <p><i>The Exploration of New France</i> 84</p> <p><i>The First English Colonies</i> 104</p> <p><i>The French in North America</i> 150</p> <p><i>Main Immigrant Groups, 1760</i> 142</p> <p><i>Map and Globe Skills</i> 123</p> <p><i>The Middle Colonies</i> 110</p> <p><i>The New England Colonies</i> 104</p> <p><i>North America</i> 154</p> <p><i>Review and Assess</i> 142 #9, #10</p> <p><i>Routes of Cortes</i> 67</p> <p><i>Routes of Spanish Explorers</i> 73</p> <p><i>The Search of the Northwest Passage</i> 81</p> <p><i>The Southern Colonies</i> 116</p> <p><i>The Travels of Marco Polo</i> 55</p> <p><i>Voyages of Columbus, 1492-1502</i> 62</p> <p>Teacher’s Edition:</p> <p>UHM 123</p> <p>Teacher Resources:</p> <p><i>Student Practice and Activity Workbook</i></p> <p>12, 23, 31</p>
Economics	
<i>Scarcity and Resource Allocation</i>	
<p>1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.</p>	<p>Student Edition:</p> <p>311, 315</p> <p><i>Quick Check</i> 315</p> <p>Teacher’s Edition:</p> <p>Q 315 #1; RL 315</p>

STANDARDS	PAGE REFERENCES
<p>2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.</p>	<p>Student Edition: 132, 135, 311, 312-313, 316-319 <i>Check Understanding</i> 319 #3 <i>Data Graphic</i> 134, 318</p> <p>Teacher’s Edition: BR 311; DI 317; RL 312, 317; RM 316</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 28, 62</p>
<i>Production, Distribution and Consumption</i>	
<p>3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.</p>	<p>Student Edition: 102, 119-121, 134-135, 244-248, 281-283, 321 <i>Chart Skill</i> 321 <i>Check Understanding</i> 248 #2, #3 <i>Quick Check</i> 121, 247, 321 <i>Reading Link</i> 121 <i>Visual Preview</i> 244, 280</p> <p>Teacher’s Edition: BR 321; RM 134</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 27, 30, 46, 63</p>
<i>Markets</i>	
<p>4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</p>	<p>Student Edition: OH10-OH11, 131-135, 245, 247, 312-313, 315-319, 321 <i>Check Understanding</i> 135 #1, #2, 313 <i>DataGraphic</i> 134</p> <p>Teacher’s Edition: AR 135, 313; BR 131; CC 312, 316; RL 133; RM 134, 312, 316</p>

STANDARDS	PAGE REFERENCES
5. Explain the general relationship between supply, demand and price in a competitive market.	Student Edition: 176, 246-247, 315 <i>Check Understanding</i> 176 #1 <i>Quick Check</i> 176, 247, 315 <i>Wartime Shortages</i> 176 Teacher's Edition: RL 315
6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.	Student Edition: 246-247, 311, 315 <i>Quick Check</i> 247 Teacher's Edition: Q 315; RL 311 Teacher Resources: <i>Student Practice and Activity Workbook</i> 62
7. Explain why competition among consumers/buyers results in higher product prices.	Student Edition: 311
Government	
<i>Role of Government</i>	
1. Explain major responsibilities of each of the three branches of the U.S. government: <ol style="list-style-type: none"> The legislative branch, headed by Congress, passes laws. The executive branch, headed by the president, carries out and enforces the laws made by Congress. The judicial branch, headed by the Supreme Court, interprets and applies the law. 	Student Edition: OH12, 206-207, 327-328 <i>Checks and Balances</i> 206-207 <i>Quick Check</i> 207 <i>Write About It</i> 207 Teacher's Edition: BR OH12; CC 206; DI 207; DR 206; Q OH13; RL OH13; UV 327 Teacher Resources: <i>Citizenship Grades 4-6</i> 28, 29

STANDARDS	PAGE REFERENCES
<p>2. Explain the essential characteristics of American democracy including:</p> <ul style="list-style-type: none"> a. The people are the source of the government's authority. b. All citizens have the right and responsibility to vote and influence the decisions of the government. c. The government is run directly by the people or through elected representatives. d. The powers of government are limited by law. e. Basic rights of individuals are guaranteed by the Constitution. 	<p>Student Edition: 137-139, 200-203, 326-331 <i>Bill of Rights</i> 208 <i>Main Responsibilities Under Federalism</i> 329 <i>Quick Check</i> 139, 205, 209 <i>Running for Office</i> 326 <i>Visual Preview</i> 136</p> <p>Teacher's Edition: DI 207; RL 201, 327; RM 208, 326, 328, 330</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 28, 29, 32-37, 39-62 <i>Idea Factory</i> 40, 48, 49, 63 <i>Student Practice and Activity Workbook</i> 42</p>
<i>Rules and Laws</i>	
<p>3. Explain the significance of the Declaration of Independence and the U.S. Constitution.</p>	<p>Student Edition: 168-169, 189, 200-203, 205-209 <i>Check Understanding</i> 169, 203, 207 <i>Quick Check</i> 169, 203, 207</p> <p>Teacher's Edition: AR 169; BI 168; CC 168; O 204; RL 201, 209; RM 168, 200</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 31-37, 39-62 <i>Idea Factory</i> 48, 49, 50 <i>Student Practice and Activity Workbook</i> 35, 42</p>

STANDARDS	PAGE REFERENCES
Citizenship Rights and Responsibilities	
<i>Participation</i>	
1. Explain how an individual acquires U.S. citizenship: <ol style="list-style-type: none"> Birth; Naturalization. 	Student Edition: 330 Teacher’s Edition: RM 330
<i>Rights and Responsibilities</i>	
2. Explain the obligations of upholding the U.S. Constitution including: <ol style="list-style-type: none"> Obeying laws; Paying taxes; Serving on juries; Registering for selective service. 	Student Edition: 330-331 <i>Citizenship</i> 30, 91, 139, 217, 230, 282, 331 <i>Quick Check</i> 331 Teacher’s Edition: BI 330; Q 330 Teacher Resources: <i>Citizenship Grades 4-6</i> 12, 13, 15 <i>Idea Factory</i> 63, 66, 67
3. Explain the significance of the rights that are protected by the First Amendment including: <ol style="list-style-type: none"> Freedom of religion; Freedom of speech; Freedom of the press; Right of petition and assembly. 	Student Edition: 208-209, 330 <i>Bill of Rights</i> 208 Teacher’s Edition: BI 330; Q 209; RL 209 Teacher Resources: <i>Citizenship Grades 4-6</i> 52-54 <i>Idea Factory</i> 32, 50, 63 <i>Student Practice and Activity Workbook</i> 65

STANDARDS	PAGE REFERENCES
Social Studies Skills and Methods	
<i>Obtaining Information</i>	
1. Obtain information from a variety of print and electronic sources and analyze its reliability including: <ol style="list-style-type: none"> Accuracy of facts; Credentials of the source. 	Student Edition: 8-9 Teacher’s Edition: BR 9; CC 8; RL 9; TT 8 Teacher Resources: <i>Idea Factory</i> 55
2. Locate information in a variety of sources using key words, related articles and cross-references.	Student Edition: 7, 9 Teacher’s Edition: RL 9; RM 7
3. Differentiate between primary and secondary sources.	Student Edition: 10-11 <i>Examples of Primary Sources</i> 10 <i>Examples of Secondary Sources</i> 11 <i>Primary Source</i> 38 <i>Quick Check</i> 11 Teacher’s Edition: AR 11; CC 10, 11; DI 11; Q 11; RM 10; UPS 38
<i>Thinking and Organizing</i>	
4. Read information critically in order to identify: <ol style="list-style-type: none"> The author; The author’s perspective; The purpose. 	Student Edition: 6-9 <i>Quick Check</i> 7 Teacher’s Edition: AR 7; BR 6; CC 6, 8; RL 7
5. Compare points of agreement and disagreement among sources.	Student Edition: 7-9 Teacher’s Edition: A 7; BR 9; CC 8

STANDARDS	PAGE REFERENCES
6. Draw inferences from relevant information.	Student Edition: 7-9 Teacher’s Edition: BR 9
7. Organize key ideas by taking notes that paraphrase or summarize.	Student Edition: R14-R15 <i>Explore the Big Idea</i> 289 <i>Reading Skill</i> 148, 152, 156, 160, 166, 170 Teacher’s Edition: CC R15; RL 163
<i>Communicating Information</i>	
8. Communicate research findings using line graphs and tables.	Student Edition: 14-15, 77, 249 <i>The Big Idea</i> 144 <i>Charts and Graphs</i> 15 <i>Data Graphic</i> 134, 263, 277 <i>Quick Check</i> 15 <i>Skill</i> 286 Teacher’s Edition: AR 15; C 249; CC 14, 77; LI 77; RM 15; U 263 Teacher Resources: <i>Student Practice and Activity Workbook</i> 17

STANDARDS	PAGE REFERENCES
<i>Problem Solving</i>	
<p>9. Use a problem-solving/decision-making process which includes:</p> <ul style="list-style-type: none"> a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution; f. Developing criteria for judging its effectiveness; g. Evaluating the effectiveness of the solution. 	<p>Student Edition: 12-13</p> <p>Teacher’s Edition: AR 13; BR 12; CC 12; RL 13; RM 13</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 12-23 <i>Idea Factory</i> 31</p>