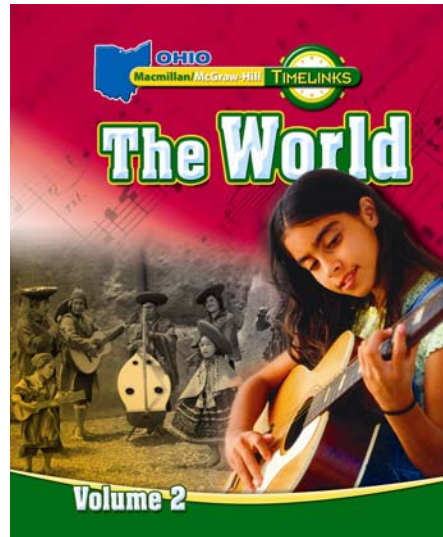
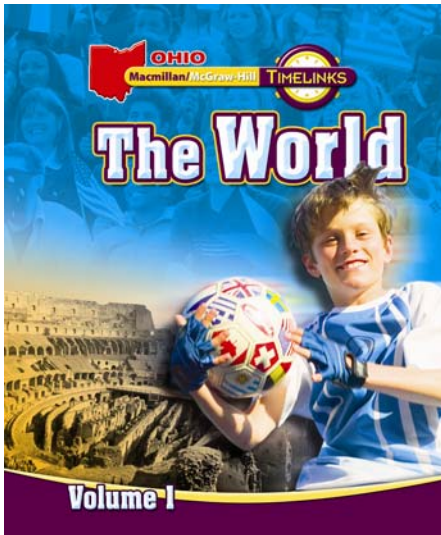




**Macmillan  
McGraw-Hill**

Academic Content Standards  
Grade Six



# The World

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STANDARDS	PAGE REFERENCES
<p><b>History</b></p> <p><i>Chronology</i></p>	<p><b>Student Edition:</b></p> <p><i>People, Places and Events</i> 18-19, 82-83, 130-131, 178-179, 226-227, 274-275</p> <p><i>Chart and Graph Skills</i> 23</p> <p><i>Check Understanding</i> 44 #2</p> <p><b>Teacher's Edition:</b></p> <p>AI 23; CC 23; HOP 179; LI 23; TI 23; UTL 19, 83, 131, 179, 227, 275</p> <p><b>Teacher Resources</b></p> <p><i>Student Practice and Activity Workbook</i></p> <p>6</p>

STANDARDS	PAGE REFERENCES
<p>2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.</p>	<p><b>Student Edition:</b>  <i>People, Places and Events</i> 18-19, 82-83, 130-131, 178-179, 226-227, 274-275  <i>Chart and Graph Skills</i> 23  <i>Check Understanding</i> 44 #2</p> <p><b>Teacher’s Edition:</b>            AI 23; CC 23; HOP 179; LI 23; TI 23; UTL 19, 83, 131, 179, 227, 275</p> <p><b>Teacher Resources</b>  <i>Student Practice and Activity Workbook</i>            6</p>
<i>Early Civilizations</i>	
<p>3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:</p> <ol style="list-style-type: none"> <li>a. Hunting and gathering;</li> <li>b. Tool making;</li> <li>c. Use of fire;</li> <li>d. Domestication of plants and animals;</li> <li>e. Organizing societies;</li> <li>f. Governance.</li> </ol>	<p><b>Student Edition:</b>            20-27  <i>Quick Check</i> 21, 22, 25, 27  <i>Check Understanding</i> 22 #2, 27 #2-#3</p> <p><b>Teacher’s Edition:</b>            AR 27; BI 24, 26; BR 21, 25; DR 22, 26; S 20, 24</p> <p><b>Teacher Resources</b>  <i>Idea Factory</i>            9  <i>Student Practice and Activity Workbook</i>            5-7</p>

STANDARDS	PAGE REFERENCES
<p>4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:</p> <ul style="list-style-type: none"> <li>a. Location;</li> <li>b. Government;</li> <li>c. Religion;</li> <li>d. Agriculture;</li> <li>e. Cultural and scientific contributions.</li> </ul>	<p><b>Student Edition:</b>  28-33, 40-44, 48-51, 52-63, 64-77  <i>Quick Check</i> 29, 31, 41, 43  <i>Check Understanding</i> 33 #1-#3, 44 #1-#3, 51 #1-#3, 63 #1-#3  <i>Map Skill</i> 41, 53  <i>Data Graphic</i> 49</p> <p><b>Teacher’s Edition:</b>  AR 33, 51, 57, 63; BI 28, 32, 48, 53, 56; BR 29; CC 30, 32, 45, 54, 59; DI 31, 55, 61; DR 30, 48, 54, 60; RL 31, 43, 55; S 28, 46, 52</p> <p><b>Teacher Resources</b>  <i>World Atlas Grades 4-6</i>  16-18  <i>Idea Factory</i>  7, 9  <i>Student Practice and Activity Workbook</i>  8, 10-17</p>
<i>The First Global Age</i>	
<p>5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:</p> <ul style="list-style-type: none"> <li>a. Location;</li> <li>b. Government;</li> <li>c. Religion;</li> <li>d. Agriculture;</li> <li>e. Cultural and scientific contributions.</li> </ul>	<p><b>Student Edition:</b>  116-117, 120-152  <i>Quick Check</i> 117, 121, 125  <i>Check Understanding</i> 117 #1-#3, 125 #1-#3  <i>People</i> 123  <i>Places</i> 124</p> <p><b>Teacher’s Edition:</b>  AR 125; BI 116, 120, 122; CC 122; DI 121; DR 120; Q 116, 122, 124; RL 121, 123</p> <p><b>Teacher Resources</b>  <i>World Atlas Grades 4-6</i>  8-11  <i>Idea Factory</i>  17, 18</p>

STANDARDS	PAGE REFERENCES
<b>People in Societies</b>	
<i>Cultures</i>	
<p>1. Compare the cultural practices and products of the societies studied including:</p> <ul style="list-style-type: none"> <li>a. Class structure;</li> <li>b. Gender roles;</li> <li>c. Beliefs;</li> <li>d. Customs and traditions.</li> </ul>	<p><b>Student Edition:</b> 8-9, 32, 33, 48-49, 50, 54, 67, 72-73, 74 <i>Quick Check</i> 49, 67</p> <p><b>Teacher’s Edition:</b> AR 33; BI 72, 122 (bottom); BR 8; CC 8, 72; Q 54 #1, 72 #1-#2, 75 #1-#2; RL 49, 73</p> <p><b>Teacher Resources</b> <i>Citizenship Grades 4-6</i> 73-76 <i>Idea Factory</i> 34 <i>Student Practice and Activity Workbook</i> 12, 16, 18, 36</p>
<p>2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:</p> <ul style="list-style-type: none"> <li>a. Buddhism;</li> <li>b. Christianity;</li> <li>c. Judaism;</li> <li>d. Hinduism;</li> <li>e. Islam.</li> </ul>	<p><b>Student Edition:</b> 36-37, 56-57, 60-61, 106-107, 136-139 <i>Primary Sources</i> 37, 56, 60, 107, 138 <i>Quick Check</i> 61, 137 <i>Check Understanding</i> 139 #2-#3</p> <p><b>Teacher’s Edition:</b> AR 57, 139; BI 36, 56, 136, 138; DR 36, 60; Q 37, 56, 106, 107, 137, 138; RL 137</p> <p><b>Teacher Resources</b> <i>Idea Factory</i> 14 <i>Student Practice and Activity Workbook</i> 14, 28</p>

STANDARDS	PAGE REFERENCES
<i>Interaction</i>	
<p>3. Explain factors that foster conflict or cooperation among countries:</p> <ul style="list-style-type: none"> <li>a. Language;</li> <li>b. Religion;</li> <li>c. Types of government;</li> <li>d. Historic relationships;</li> <li>e. Economic interests.</li> </ul>	<p><b>Student Edition:</b> 8-9, 10-13, 36-37, 56-57, 60-61, 106-107, 136-139, 327, 332-333</p> <p><i>Quick Check</i> 13, 61, 137, 327, 333</p> <p><i>Primary Sources</i> 37, 56, 60, 107, 138</p> <p><i>Check Understanding</i> 139 #2-#3, 333 #1-#3</p> <p><b>Teacher's Edition:</b> AR 57, 139, 333; BI 36, 56, 136, 138, 332; CC 8; DR 36, 60; Q 12 #2-#3, 37, 56, 106, 107, 137, 138, 332; RL 137</p> <p><b>Teacher Resources</b></p> <p><i>Idea Factory</i> 14, 48, 52-54, 57-58</p> <p><i>Student Practice and Activity Workbook</i> 14, 28, 51, 57, 61, 63, 64, 66</p>
<b>Geography</b>	
<i>Location</i>	
<p>1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.</p>	<p><b>Student Edition:</b> <i>Map Skill</i> 29, 53, 133, 211, 256, 324</p> <p><i>Map and Globe Skills</i> 45, 221</p> <p><i>Review and Assess</i> 78 #10-#12</p> <p><i>Geography Handbook</i> GH14-GH24</p> <p><b>Teacher's Edition:</b> AR GH5, GH7; CC GH5, GH11; HOP GH14, GH15, GH16, GH17, GH18, GH19, GH20, GH21, GH22, GH23, GH24</p> <p><b>Teacher Resources</b></p> <p><i>World Atlas Grades 4-6</i> 4-25</p> <p><i>Idea Factory</i> 7</p> <p><i>Student Practice and Activity Workbook</i> 11, 20, 44</p>

STANDARDS	PAGE REFERENCES
<p>2. Use coordinates of latitude and longitude to locate points on a world map.</p>	<p><b>Student Edition:</b> <i>Geography Handbook</i> GH8</p> <p><b>Teacher’s Edition:</b> AR GH8; DR GH8; HOP GH 16, GH21</p>
<i>Places and Regions</i>	
<p>3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:</p> <ul style="list-style-type: none"> <li>a. Agriculture;</li> <li>b. Mining;</li> <li>c. Fishing;</li> <li>d. Manufacturing.</li> </ul>	<p><b>Student Edition:</b> 10-13, 308-309, 316, 324-325, 327</p> <p><i>Quick Check</i> 325</p> <p><b>Teacher’s Edition:</b> AR 309, 325; BI 10, 12, 324, 327; BR 11; CC 10, 13; DR 12; Q 308 #2; S 10</p> <p><b>Teacher Resources</b> <i>Idea Factory</i> 39, 62-63 <i>Student Practice and Activity Workbook</i> 33, 53</p>
<p>4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.</p>	<p><b>Student Edition:</b> <i>Map Skill</i> 41, 66, 69, 91, 104, 106, 108, 114, 124, 133, 142, 151, 164 <i>Map and Globe Skills</i> 95 <i>Geography Handbook</i> GH14-GH15, GH18-GH24</p> <p><b>Teacher’s Edition:</b> BI 40, 46, 142; BR 6; CC 6; Q 133</p> <p><b>Teacher Resources</b> <i>World Atlas Grades 4-6</i> 6-7, 9, 11, 13, 15, 17-19, 21, 24-28 <i>Idea Factory</i> 7 <i>Student Practice and Activity Workbook</i> 11, 60</p>

STANDARDS	PAGE REFERENCES
<i>Human Environmental Interaction</i>	
<p>5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:</p> <ol style="list-style-type: none"> <li>a. Bodies of water;</li> <li>b. Landforms;</li> <li>c. Climates;</li> <li>d. Vegetation;</li> <li>e. Weathering;</li> <li>f. Seismic activity.</li> </ol>	<p><b>Student Edition:</b> 29, 41, 53, 65, 85, 97, 111, 122, 133, 328-329 <i>Quick Check</i> 29, 41, 53, 65, 133, 329</p> <p><b>Teacher’s Edition:</b> BI 40, 132, 328; BR 29, 41, 53, 65, 85, 97, 133; DI 329; Q 123, 328; RL 123, 329</p> <p><b>Teacher Resources</b> <i>World Atlas Grades 4-6</i> 4-28 <i>Idea Factory</i> 28, 64 <i>Student Practice and Activity Workbook</i> 7, 47</p>
<p>6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:</p> <ol style="list-style-type: none"> <li>a. Urbanization;</li> <li>b. Desertification;</li> <li>c. Deforestation.</li> </ol>	<p><b>Student Edition:</b> 55, 104, 111, 173, 184, 235-238, 241-245, 263-265, 316 <i>Map Skill</i> 111 <i>Quick Check</i> 111</p> <p><b>Teacher’s Edition:</b> BI 54, 172, 244; BR 111, 241; CC 236; Q 104 #1, 244 #1-#2, 316 #3</p> <p><b>Teacher Resources</b> <i>Idea Factory</i> 51 <i>Student Practice and Activity Workbook</i> 48, 66</p>

STANDARDS	PAGE REFERENCES
<p>7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:</p> <ul style="list-style-type: none"> <li>a. Dam building;</li> <li>b. Energy production/usage;</li> <li>c. Agriculture;</li> <li>d. Urban growth.</li> </ul>	<p><b>Student Edition:</b>  259, 319, 328  <i>Places</i> 259  <i>Data Graphic</i> 329  <i>Quick Check</i> 329</p> <p><b>Teacher’s Edition:</b>  BI 318; CC 328; DR 328; RL 329</p> <p><b>Teacher Resources</b>  <i>Student Practice and Activity Workbook</i>  53, 66</p>
<i>Movement</i>	
<p>8. Explain push and pull factors that cause people to migrate from place to place including:</p> <ul style="list-style-type: none"> <li>a. Oppression/Freedom;</li> <li>b. Poverty/Economic opportunity;</li> <li>c. Cultural ties;</li> <li>d. Political conflicts;</li> <li>e. Environmental factors.</li> </ul>	<p><b>Student Edition:</b>  OH9, 55, 104, 111, 173, 235-238, 241-245, 263-265, 316  <i>Map Skill</i> 111  <i>Quick Check</i> 111  <i>Check Understanding</i> 238 #2</p> <p><b>Teacher’s Edition:</b>  BI 54, 172; BR 111, 241; CC 236; Q 104 #1, 111 #2, 235 #3, 244 #1-#2, 316 #3</p> <p><b>Teacher Resources</b>  <i>Idea Factory</i>  51  <i>Student Practice and Activity Workbook</i>  48, 66</p>

STANDARDS	PAGE REFERENCES
<p>9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.</p>	<p><b>Student Edition:</b>  12-13, 75, 87, 164-165, 172-173, 245-246, 324-325, 327  <i>Map Skill</i> 246  <i>Quick Check</i> 325, 327</p> <p><b>Teacher’s Edition:</b>  BI 164, 324, 326; BR 327; CC OH4, 12, 13, 172; Q 12 #2, 246 #1; S 326</p> <p><b>Teacher Resources</b>  <i>Idea Factory</i>  8  <i>Student Practice and Activity Workbook</i>  33, 50</p>
<p><b>Economics</b></p>	
<p><i>Scarcity and Resource Allocation</i></p>	
<p>1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.</p>	<p><b>Student Edition:</b>  OH4-OH5, 11, 13, 298, 308-309, 316, 325  <i>Quick Check</i> 13, 298, 325</p> <p><b>Teacher’s Edition:</b>  BR 11; CC 10, 13</p> <p><b>Teacher Resources</b>  <i>Idea Factory</i>  62-63  <i>Student Practice and Activity Workbook</i>  33</p>
<p>2. Explain that most decisions involve trade-offs and give examples.</p>	<p><b>Student Edition:</b>  10  <i>Quick Check</i> 11</p>

STANDARDS	PAGE REFERENCES
<i>Markets</i>	
<p>3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.</p>	<p><b>Student Edition:</b> OH10-OH11, 12-13, 25, 31, 87, 164-165, 246, 325, 327 <i>Quick Check</i> 13, 325, 327 <i>Map Skill</i> 246</p> <p><b>Teacher’s Edition:</b> BI 164, 324; BR 327; CC 13; Q 12 #2, 246 #1; S 326</p> <p><b>Teacher Resources</b> <i>Idea Factory</i> 8 <i>Student Practice and Activity Workbook</i> 33, 50</p>
<p>4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p>	<p><b>Student Edition:</b> OH10-OH11, 12-13, 75, 87, 164-165, 172-173, 245-246, 324-325, 327 <i>Map Skill</i> 246 <i>Quick Check</i> 325, 327</p> <p><b>Teacher’s Edition:</b> BI 164, 324, 326; BR 327; CC OH10, 12, 13, 172; Q OH10 #1, OH11 #2, 12 #2, 246 #1; S 326</p> <p><b>Teacher Resources</b> <i>Idea Factory</i> 8 <i>Student Practice and Activity Workbook</i> 33, 50</p>
<p>5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.</p>	<p><b>Student Edition:</b> 12, 164 <i>Primary Sources</i> 165</p> <p><b>Teacher’s Edition:</b> Q 12 #1, 164 #2</p> <p><b>Teacher Resources</b> <i>Student Practice and Activity Workbook</i> 33</p>

STANDARDS	PAGE REFERENCES
<i>Government and the Economy</i>	
<p>6. Distinguish between goods and services typically produced by the private sector and the public sector.</p>	<p><b>Student Edition:</b> OH7, 59, 104, 218 <i>Citizenship</i> 219</p> <p><b>Teacher’s Edition:</b> BI 104; CC 104; Q 104 #1</p>
<b>Government</b>	
<i>Role of Government</i>	
<p>1. Explain reasons for the creation of governments such as:</p> <ul style="list-style-type: none"> <li>a. Protecting lives, liberty and property;</li> <li>b. Providing services that individuals cannot provide for themselves.</li> </ul>	<p><b>Student Edition:</b> 8, 35, 141, 182, 250 <i>Quick Check</i> 35 <i>Citizenship</i> 76</p> <p><b>Teacher’s Edition:</b> DI 183; Q 183 #1</p> <p><b>Teacher Resources</b> <i>Citizenship Grades 4-6</i> 31-37, 63 <i>Idea Factory</i> 52-54</p>
<p>2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.</p>	<p><b>Student Edition:</b> OH4-OH5 <i>Geography Handbook</i> GH2, GH16-GH24</p> <p><b>Teacher’s Edition:</b> BR OH4; HOP GH15, GH17, GH18, GH20, GH21</p> <p><b>Teacher Resources</b> <i>World Atlas Grades 4-6</i> 4-5, 8, 10, 12, 14, 16, 20, 22-23 <i>Idea Factory</i> 30-31 <i>Student Practice and Activity Workbook</i> 66</p>

STANDARDS	PAGE REFERENCES
<p>3. Explain the ways that countries interact with each other including:</p> <ul style="list-style-type: none"> <li>a. Diplomacy;</li> <li>b. Treaties;</li> <li>c. International meetings and exchanges (e.g., United Nations);</li> <li>d. Military conflict.</li> </ul>	<p><b>Student Edition:</b> OH12-OH13, 290, 312-313, 315, 322-323, 327, 332 <i>Quick Check</i> 313</p> <p><b>Teacher’s Edition:</b> BI 316; BR OH12, Q OH13, 332; RL 312</p> <p><b>Teacher Resources</b> <i>Citizenship Grades 4-6</i> 76 <i>Idea Factory</i> 57, 60-61 <i>Student Practice and Activity Workbook</i> 51, 57, 63</p>
<i>Systems of Government</i>	
<p>4. Describe the defining characteristics of democracies, monarchies and dictatorships.</p>	<p><b>Student Edition:</b> 67, 91, 98, 103, 141, 181, 185, 249-251 <i>Quick Check</i> 91, 249 <i>Chart Skill</i> 98</p> <p><b>Teacher’s Edition:</b> BR 91, 103, 249; CC 98, 184; Q 98 #1</p> <p><b>Teacher Resources</b> <i>Citizenship Grades 4-6</i> 2, 12-15, 28-29, 31-37, 38-62, 63-76 <i>Idea Factory</i> 24, 52-54 <i>Student Practice and Activity Workbook</i> 21, 51</p>

STANDARDS	PAGE REFERENCES
<b>Citizenship Rights and Responsibilities</b>	
<i>Participation</i>	
<p>1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.</p>	<p><b>Student Edition:</b> 92, 98-99, 249-251, 282-283, 295, 297-298 <i>Check Understanding 251 #3</i></p> <p><b>Teacher’s Edition:</b> CC 98; Q 250 #2, 297 #2; RL 282</p> <p><b>Teacher Resources</b> <i>Citizenship Grades 4-6</i> 2, 12-15, 38-62, 63-76 <i>Idea Factory</i> 24, 54 <i>Student Practice and Activity Workbook</i> 21, 51</p>
<i>Rights and Responsibilities</i>	
<p>2. Compare the rights and responsibilities of citizens living under various systems of government.</p>	<p><b>Student Edition:</b> 92, 98-99, 249-251, 282-283, 295, 297-298 <i>Check Understanding 251 #3</i></p> <p><b>Teacher’s Edition:</b> CC 98; Q 250 #2, 297 #2; RL 282</p> <p><b>Teacher Resources</b> <i>Citizenship Grades 4-6</i> 2, 31-37, 38-62, 63-76 <i>Idea Factory</i> 24, 54 <i>Student Practice and Activity Workbook</i> 21, 51</p>

STANDARDS	PAGE REFERENCES
<b>Social Studies Skills and Methods</b>	
<i>Obtaining Information</i>	
<p>1. Use multiple sources to define essential vocabulary and obtain information for a research project including:</p> <ul style="list-style-type: none"> <li>a. Almanacs;</li> <li>b. Gazetteers;</li> <li>c. Trade books;</li> <li>d. Periodicals;</li> <li>e. Video tapes;</li> <li>f. Electronic sources.</li> </ul>	<p>Examples of research projects in which multiple sources could be used are found on the following pages.</p> <p><b>Student Edition:</b> <i>The Big Idea Activities</i> 128, 224, 336</p> <p><b>Teacher’s Edition:</b> CC 26, 92, 134, 169; HOP 179</p> <p><b>Teacher Resources</b> <i>Citizenship Grades 4-6</i> 3, 66 <i>Idea Factory</i> 7, 14, 18, 20-23, 30-31, 37, 54, 58, 66 <i>World Atlas Grades 4-6</i> 2-3</p>
<i>Thinking and Organizing</i>	
<p>2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.</p>	<p><b>Student Edition:</b> <i>Reading Skills</i> R6- R8</p> <p><b>Teacher’s Edition:</b> AI R7, R9; CC R7; LI R6, R8; TI R7, R9</p> <p><b>Teacher Resources</b> <i>Citizenship Grades 4-6</i> 31-76 <i>Idea Factory</i> 32-33, 48, 60-61</p>

STANDARDS	PAGE REFERENCES
<p>3. Organize information using outlines and graphic organizers.</p>	<p><b>Student Edition:</b>  <i>Foldables Study Organizers</i> 1, 17, 81, 129, 177, 225, 273  <i>The Big Idea Activities</i> 16, 80, 128, 176, 224, 272, 336</p> <p><b>Teacher’s Edition:</b>            TBIA 16, 80, 128, 176, 224, 272, 336</p> <p><b>Teacher Resources:</b>  <i>Idea Factory</i>            17, 59, 64  <i>Student Practice and Activity Workbook</i>            5, 8, 16, 36-37, 39, 48, 61, 65</p>
<p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.</p>	<p><b>Student Edition:</b>  <i>Chart and Graph Skills</i> 23, 101, 153, 205, 233, 291</p> <p><b>Teacher’s Edition:</b>            AI 23, 101, 153, 205, 233, 291; CC 101, 153, 233, 291; LI 23, 101, 153, 205, 233, 291; TI 23, 101, 153, 205, 233, 291</p> <p><b>Teacher Resources</b>  <i>Citizenship Grades 4-6</i>            29  <i>Student Practice and Activity Workbook</i>            6, 23, 30, 40, 47, 58</p>
<i>Communicating Information</i>	
<p>5. Complete a research project that includes a bibliography.</p>	<p>Examples of research projects are found on the following pages:</p> <p><b>Student Edition:</b>  <i>The Big Idea Activities</i> 128, 224, 336</p> <p><b>Teacher’s Edition:</b>            CC 26, 92, 134, 169; HOP 179</p> <p><b>Teacher Resources</b>  <i>Citizenship Grades 4-6</i>            3, 66  <i>Idea Factory</i>            7, 14, 18, 20-23, 30-31, 37, 54, 58, 66</p>

STANDARDS	PAGE REFERENCES
<p>6. Communicate a position on a topic orally or in writing and support the position with evidence.</p>	<p><b>Student Edition:</b>  <i>The Big Idea Activities</i> 128, 176, 224, 272, 336</p> <p><b>Teacher’s Edition:</b>            CC 5, 68, 184</p> <p><b>Teacher Resources</b>  <i>Citizenship Grades 4-6</i>            13, 15, 17, 19, 23, 29  <i>Idea Factory</i>            62-63, 68  <i>Student Practice and Activity Workbook</i>            13, 21, 41, 61, 64</p>
<i>Problem Solving</i>	
<p>7. Work effectively to achieve group goals:</p> <ol style="list-style-type: none"> <li>a. Engage in active listening;</li> <li>b. Provide feedback in a constructive manner;</li> <li>c. Help establish group goals;</li> <li>d. Take various roles within the group;</li> <li>e. Recognize contributions of others.</li> </ol>	<p>The following page references highlight group activities in which students can work effectively to achieve group goals.</p> <p><b>Student Edition:</b>  <i>The Big Idea Activities</i> 80, 272</p> <p><b>Teacher’s Edition:</b>            CC 4, 5, 12, 13, 42, 45, 48, 54, 76</p> <p><b>Teacher Resources</b>  <i>Idea Factory</i>            10-13, 20-23, 30-31, 40-43, 50-51, 52-53, 65</p>