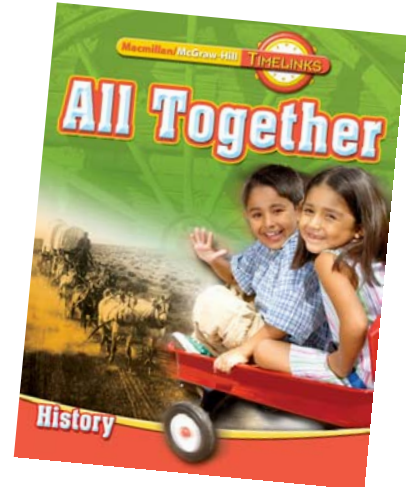
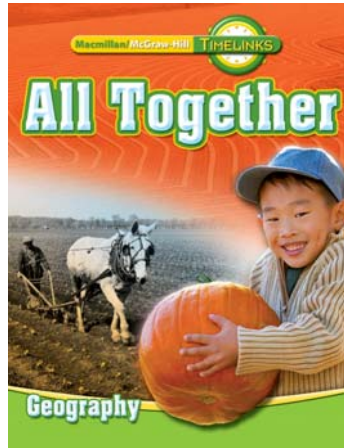




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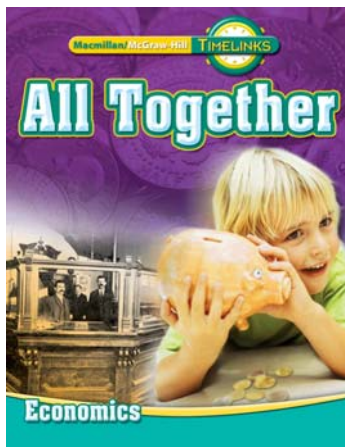
Voluntary State Curriculum:  
Social Studies  
Grade 1

Maryland



# All Together

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STANDARDS		PAGE REFERENCES
<b>Standard 1.0 Political Science</b>		
Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.		
<b>Topic</b> <b>A. The Foundations and Function of Government</b>		
<b>Indicator</b> 1. Explain the importance of rules		
<b>Objectives</b>		
a. Explain how rules promote fairness, responsibility, and privacy in the school and community	<b>Student Edition:</b> <i>Unit 1 – Culture 7, 18-19, 30</i> <i>Unit 5 – Citizenship 10-11, 13, 14-15</i>	<b>Teacher’s Edition:</b> <i>Unit 1 – Culture AR 21; BR 5; CCA 18; DI 19; S 16</i>
b. Identify leadership positions in the school and community and recognize their authority in keeping students safe, following rules, and maintaining order	<b>Student Edition:</b> <i>Unit 4 – Economics 2, 16-17</i> <i>Unit 5 – Citizenship 9, 25, 26-27, 28-29</i>	<b>Teacher’s Edition:</b> <i>Unit 4 – Economics 1F</i>
<b>Indicator</b> 2. Identify and discuss the meaning of symbols and practices associated with the United States of America		
<b>Objectives</b>		
a. Identify and discuss the meaning of common symbols associated with the United States of America, such as bald eagle, White House, and the Statue of Liberty	<b>Student Edition:</b> <i>Unit 3 – History 35</i> <i>Unit 5 – Citizenship 33, 34-35, 36-37</i>	<b>Teacher’s Edition:</b> <i>Unit 1 – Culture CCA 20</i> <i>Unit 3 – History Q 35</i> <i>Unit 5 – Citizenship AR 37; BI 32, 36; BR 33; DR 34; DI 35</i>
b. Describe how actions, such as pledging allegiance to the American flag and singing “The Star-Spangled Banner” and “America” are associated with being a citizen	<b>Student Edition:</b> <i>Unit 5 – Citizenship 35</i>	<b>Teacher’s Edition:</b> <i>Unit 5 – Citizenship DI 35</i>

STANDARDS		PAGE REFERENCES
<p><b>Topic</b>  <b>B. Individual and Group Participation in the Political System</b></p>		
<p><b>Indicator</b>  1. Identify and describe people important to the American political system</p>		
<p><b>Objectives</b></p>		
<p>a. Describe the contributions of people, past and present, such as George Washington, Abraham Lincoln, Martin Luther King, Jr. and the current president</p>	<p><b>Student Edition:</b>  <i>Unit 3 – History 36-37</i>  <i>Unit 5 – Citizenship 2-3, 5, 6, 25, 26-27, 28-29</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture CCA 1C-1D</i>  <i>Unit 2 – Geography 1C-1D</i>  <i>Unit 3 – History 1C-1D; AR 37</i>  <i>Unit 4 – Economics 1C-1D</i>  <i>Unit 5 – Citizenship 1C-1D; RFM 28</i></p>	
<p>b. Explain how contributions of people may be recognized with holidays and celebrations, such as Presidents’ Day and Veterans’ Day</p>	<p><b>Student Edition:</b>  <i>Unit 5 – Citizenship 3, 6-7</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture CCA 14</i>  <i>Unit 5 – Citizenship 1F; S 4</i></p>	
<p><b>Topic</b>  <b>C. Protecting Rights and Maintaining Order</b></p>		
<p><b>Indicator</b>  1. Describe the rights and responsibilities of being a participating member of the family, school and neighborhood</p>		
<p><b>Objectives</b></p>		
<p>a. Identify the rights, responsibilities and choices that students have in the family, school, and neighborhood</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture 18-19, 28-29</i>  <i>Unit 4 – Economics 19</i>  <i>Unit 5 – Citizenship 13, 14-15, 20-21, 22-23</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 2 – Geography DI 29</i></p>	

STANDARDS	PAGE REFERENCES
<p>b. Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood environment</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 6-7, 17  <i>Unit 2 – Geography</i> 28-29  <i>Unit 3 – History</i> 15, 16-17  <i>Unit 4 – Economics</i> 8-9  <i>Unit 5 – Citizenship</i> 14-15, 16-17, 19</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> BR 17  <i>Unit 2 – Geography</i> CCA 28; DI 29  <i>Unit 3 – History</i> AR 15; C 16; DI 17; RFM 14  <i>Unit 5 – Citizenship</i> BI 18; BR 19</p>
<p><b>Standard 2.0 Peoples of the Nation and World</b></p>	
<p>Students will understand how people in Maryland, the United States and around the world are alike and different.</p>	
<p><b>Topic</b>  <b>A. Elements of Culture</b></p>	
<p><b>Indicator</b>  1. Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community</p>	
<p><b>Objectives</b></p>	
<p>a. Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 20, 23  <i>Unit 3 – History</i> 6-7  <i>Unit 4 – Economics</i> 11, 13, 23, 24-25, 28</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1E-1F; BI 39; O 22  <i>Unit 4 – Economics</i> AR 13; BR 11, 23; F 30; S 22</p>
<p>b. Discuss and respect traditions and customs of families in the community</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 11, 12-13, 14-15, 21, 24-25, 27, 28-29</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> AR 13, BI 10; CU 21; DI 15; O 26; PPE 2</p>

STANDARDS		PAGE REFERENCES
<b>Topic</b> <b>B. Cultural Diffusion</b>		
<b>Indicator</b> 1. Recognize that individuals and groups share and borrow from other cultures		
<b>Objective</b>		
a. Identify how families choose to share and borrow traditions from other cultures	<b>Student Edition:</b> <i>Unit 1 – Culture 14-15</i> <b>Teacher’s Edition:</b> <i>Unit 1 – Culture 1E-1F; BI 10; C 14; O 26; PPE 2</i>	
<b>Topic</b> <b>C. Conflict and Compromise</b>		
<b>Indicator</b> 1. Explain how groups of people interact		
<b>Objective</b>		
a. Describe, discuss, and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members	<b>Student Edition:</b> <i>Unit 1 – Culture 6-7, 17</i> <i>Unit 4 – Economics 8-9</i> <i>Unit 5 – Citizenship 16-17, 20-21</i> <b>Teacher’s Edition:</b> <i>Unit 1 – Culture BR 17</i>	
<b>Standard 3.0 Geography</b>		
Students will use geographic concepts and processes to understand location and its relationship to human activities.		
<b>Topic</b> <b>A. Using Geographic Tools</b>		
<b>Indicator</b> 1. Use geographic tools to locate and describe places on Earth		
<b>Objectives</b>		
a. Locate the continents and oceans using maps and a globe	<b>Student Edition:</b> <i>Unit 2 – Geography 20-21, 32-33, 35, 37</i> <b>Teacher’s Edition:</b> <i>Unit 2 – Geography CCA 32; T 20</i>	

STANDARDS	PAGE REFERENCES
<p>b. Use photographs and pictures to describe a place</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture 9, 31</i>  <i>Unit 2 – Geography 2-3, 5, 16-17, 18-19, 34-35</i>  <i>Unit 3 – History 39</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture T 8</i>  <i>Unit 2 – Geography CCA 16, 24; DR 6</i></p>
<p>c. Identify a place using bird's eye view</p>	<p><b>Student Edition:</b>  <i>Unit 2 – Geography 5, 15, 31, 34-35</i>  <i>Unit 3 – History 39</i></p>
<p>d. Define map elements as parts of a map that make it easy to use</p>	<p><b>Student Edition:</b>  <i>Unit 3 – History 28-29</i>  <i>Unit 4 – Economics 20-21, 29</i>  <i>Unit 5 – Citizenship 30, 39</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture CCA 36</i>  <i>Unit 4 – Economics T 20</i></p>
<p>e. Describe where places are located on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west)</p>	<p><b>Student Edition:</b>  <i>Unit 5 – Citizenship 30-31, 39</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 2 – Geography PPE 2</i>  <i>Unit 5 – Citizenship CCA 31, T 30</i></p>
<p><b>Topic</b>  <b>B. Geographic Characteristics of Places and Regions</b></p>	
<p><b>Indicator</b>  1. Describe places in the environment using geographic characteristics</p>	
<p><b>Objectives</b></p>	
<p>a. Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life)</p>	<p><b>Student Edition:</b>  <i>Unit 2 – Geography 3, 5, 6-7, 8-9, 16-17, 18-19, 23</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture DI 36</i>  <i>Unit 2 – Geography 1E-1F; BI 24, 34; PPE 2</i></p>

STANDARDS		PAGE REFERENCES	
b. Identify human characteristics of a place (human-made features, language, political system, how people make a living)		<b>Student Edition:</b> <i>Unit 1 – Culture 21, 24, 27, 28-29</i> <i>Unit 2 – Geography 3</i> <b>Teacher’s Edition:</b> <i>Unit 1 – Culture CCA 33; DR 28</i> <i>Unit 2 – Geography 1E-1F; BI 4, 22; PPE 2</i>	
c. Describe places by how people make a living and where they live		<b>Student Edition:</b> <i>Unit 2 – Geography 7, 8</i> <b>Teacher’s Edition:</b> <i>Unit 2 – Geography 1E-1F</i>	
<b>Topic</b> <b>C. Movement of People, Goods and Ideas</b>			
<b>Indicator</b> 1. Explain how transportation and communication link people and places by the movement of goods, messages, and people			
<b>Objectives</b>			
a. Identify how transportation links people and goods between places		<b>Student Edition:</b> <i>Unit 2 – Geography 7, 12-13</i> <b>Teacher’s Edition:</b> <i>Unit 2 – Geography 1F; BI 6</i>	
b. Explain how communication links people and messages between places		<b>Teacher’s Edition:</b> <i>Unit 2 – Geography BI 12</i>	
<b>Topic</b> <b>D. Modifying and Adapting to the Environment</b>			
<b>Indicator</b> 1. Explain how people modify, protect, and adapt to their environment			
<b>Objectives</b>			
a. Describe how people in a community modify their environment to meet changing needs for shelter, such as clearing land for a housing community		<b>Student Edition:</b> <i>Unit 2 – Geography 11, 36</i> <b>Teacher’s Edition:</b> <i>Unit 2 – Geography AR 13; BI 6</i>	

STANDARDS	PAGE REFERENCES
<p>b. Describe why and how people protect the environment</p>	<p><b>Student Edition:</b> <i>Unit 2 – Geography 26-27, 28-29</i></p> <p><b>Teacher’s Edition:</b> <i>Unit 2 – Geography AR 27; BI 26, 30, 32</i> <i>Unit 4 – Economics 1D</i></p>
<p>c. Explain how people adapt to changes in the environment, such as using less water in the drought</p>	<p><b>Student Edition:</b> <i>Unit 2 – Geography 27</i></p>
<p><b>Standard 4.0 Economics</b></p>	
<p>Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.</p>	
<p><b>Topic</b> <b>A. Scarcity and Economic Decision-making</b></p>	
<p><b>Indicator</b> 1. Describe economic choices people make about goods and services</p>	
<p><b>Objectives</b></p>	
<p>a. Identify and discuss goods and services provided in the community</p>	<p><b>Student Edition:</b> <i>Unit 4 – Economics 23</i></p> <p><b>Teacher’s Edition:</b> <i>Unit 4 – Economics BR 23; S 22</i></p>
<p>b. Explain how getting something one wants may mean giving up something in return</p>	<p><b>Student Edition:</b> <i>Unit 4 – Economics 6-7, 12-13, 28</i></p>
<p><b>Indicator</b> 2. Describe the production process</p>	
<p><b>Objectives</b></p>	
<p>a. Give examples of natural and human resources used in production, such as making butter, making ice cream, and building houses</p>	<p><b>Student Edition:</b> <i>Unit 2 – Geography 8-9</i> <i>Unit 4 – Economics 23</i></p> <p><b>Teacher’s Edition:</b> <i>Unit 2 – Geography BR 23; CCA 8</i></p>
<p>b. Describe the skills people need for their work in the home, school, and community</p>	<p><b>Student Edition:</b> <i>Unit 4 – Economics 15, 32-37</i> <i>Unit 5 – Citizenship 28-29</i></p> <p><b>Teacher’s Edition:</b> <i>Unit 4 – Economics BI 14, 16; CCA 18</i></p>

STANDARDS		PAGE REFERENCES
<b>Indicator</b> 3. Explain how technology affects the way people live, work, and play		
<b>Objectives</b>		
a. Describe how tools and products have affected the way people live, work, or play	<b>Student Edition:</b> <i>Unit 2 – Geography 12-13</i> <i>Unit 4 – Economics 26-27</i> <b>Teacher’s Edition:</b> <i>Unit 3 – History BI 4, 6</i> <i>Unit 4 – Economics AR 27</i>	
<b>Topic</b> B. Economic Systems and the Role of Government in the Economy		
<b>Indicator</b> 1. Describe types of markets in the community		
<b>Objectives</b>		
a. Explain how markets operate	<b>Student Edition:</b> <i>Unit 3 – History 21</i> <i>Unit 4 – Economics 29</i> <b>Teacher’s Edition:</b> <i>Unit 3 – History BI 20</i>	
b. Identify markets in the local community, such as grocery stores, farmers’ markets, toy stores, and fast food restaurants	<b>Teacher’s Edition:</b> <i>Unit 2 – Geography CCA 6</i>	
<b>Indicator</b> 3. Describe how goods and services are acquired		
<b>Objectives</b>		
a. Describe how people earn money by working at a job	<b>Student Edition:</b> <i>Unit 4 – Economics 1, 15</i> <b>Teacher’s Edition:</b> <i>Unit 4 – Economics 1E-1F; RL 12</i>	
b. Compare goods that have different values, such as same item at different stores	<b>Student Edition:</b> <i>Unit 4 – Economics 23</i> <b>Teacher’s Edition:</b> <i>Unit 4 – Economics BI 22</i>	

STANDARDS		PAGE REFERENCES
<b>Standard 5.0 History</b>		
Students will use historical thinking skills to understand how individuals and events have changed society over time.		
<b>Topic</b> <b>A. Individuals and Societies Change Over Time</b>		
<b>Indicator</b> 1. Examine differences between past and present time		
<b>Objectives</b>		
a. Use terms related to time to order events sequentially that have occurred in the school	<b>Student Edition:</b> <i>Unit 1 – Culture 20-21</i>	<b>Teacher’s Edition:</b> <i>Unit 4 – Economics 1G</i>
b. Classify events as belonging to past or present	<b>Student Edition:</b> <i>Unit 3 – History 1, 9, 14-15</i> <i>Unit 4 – Economics 26-27</i>	<b>Teacher’s Edition:</b> <i>Unit 3 – History 1F; BR 11; CCA 8; CU 9; O 4, 10; RFM 36; RL 7</i>
<b>Indicator</b> 2. Compare people and objects of today and long ago		
<b>Objectives</b>		
a. Construct meaning from informational text and text features about the past	<b>Student Edition:</b> <i>Unit 1 – Culture 23</i> <i>Unit 2 – Geography 33</i> <i>Unit 3 – History 2-3, 6-7, 11, 12-13, 19, 22-23, 25, 26-27, 28-29, 31, 32-33, 34-35, 36-37, 40</i> <i>Unit 5 – Citizenship 2-3, 5</i>	<b>Teacher’s Edition:</b> <i>Unit 1 – Culture 1C-1D</i> <i>Unit 2 – Geography 1C-1D</i> <i>Unit 3 – History 1C-1D, 1E-1F</i> <i>Unit 4 – Economics 1C-1D</i> <i>Unit 5 – Citizenship 1C-1D, 1E-1F; PPE 2</i>

STANDARDS	PAGE REFERENCES
<p>b. Collect and examine photographs of the past and compare with current photographs of similar images, such as old photographs of the school and community</p>	<p><b>Student Edition:</b>  <i>Unit 2 – Geography</i> 11  <i>Unit 3 – History</i> 11</p> <p><b>Teacher’s Edition:</b>  <i>Unit 3 – History</i> HOP 3</p>
<p><b>Standard 6.0 Social Studies Skills and Processes</b></p>	
<p>Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</p>	
<p><b>Topic</b>  <b>A. Learn to Read and Construct Meaning about Social Studies</b></p>	
<p><b>Indicator</b>  1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text</p>	
<p><b>Objectives</b></p>	
<p>a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate print and non-print sources</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 7, 11, 13, 21, 25, 30  <i>Unit 2 – Geography</i> 9, 19, 21, 27, 35  <i>Unit 3 – History</i> 27  <i>Unit 4 – Economics</i> 7, 13, 19, 27, 28  <i>Unit 5 – Citizenship</i> 7, 11</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> RL 5, 11, 17, 23  <i>Unit 2 – Geography</i> 1C, 1E; RL 5, 11, 15, 23  <i>Unit 3 – History</i> 1E; RL 5, 11, 19, 25, 31  <i>Unit 4 – Economics</i> 1C, 1E; RL 5, 11, 15, 23  <i>Unit 5 – Citizenship</i> 1C, 1E; RL 5, 9, 19, 33</p>

STANDARDS	PAGE REFERENCES
<p>b. Discuss words and word meanings as they are encountered in texts, instruction, and conversation</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 7, 13, 21, 25  <i>Unit 2 – Geography</i> 9, 19, 21  <i>Unit 4 – Economics</i> 13  <i>Unit 5 – Citizenship</i> 7, 11</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1C, 1E; RL 23  <i>Unit 2 – Geography</i> 1C, 1E  <i>Unit 3 – History</i> 1C  <i>Unit 4 – Economics</i> 1C; RL 11  <i>Unit 5 – Citizenship</i> 1C; RL 9</p>
<p>c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 11, 13, 25</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1E  <i>Unit 2 – Geography</i> 1C  <i>Unit 4 – Economics</i> 1E</p>
<p><b>Indicator</b>  <b>2. Use strategies to prepare for reading (before reading)</b></p>	
<p><b>Objectives</b></p>	
<p>a. Make and explain the connections made using prior knowledge and experiences with the text</p>	<p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1E; BR 5, 11, 17, 23, 27  <i>Unit 2 – Geography</i> 1C, 1E; BR 5, 11; RFM 18  <i>Unit 3 – History</i> 1C; BR 5, 11, 25, 31  <i>Unit 4 – Economics</i> 1E; BR 5, 15  <i>Unit 5 – Citizenship</i> 1E; BR 25</p>
<p>b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic</p>	<p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1C, 1E; BR 5, 11, 17, 23, 27  <i>Unit 2 – Geography</i> 1E; BR 5, 11, 15, 23, 31  <i>Unit 3 – History</i> 1E; BR 5, 11, 19, 25, 31  <i>Unit 4 – Economics</i> 1C, 1E; BR 5, 11, 15, 23  <i>Unit 5 – Citizenship</i> 1E; BR 5, 9, 13, 25, 33</p>

STANDARDS	PAGE REFERENCES
<p>c. Set a purpose for reading the text</p>	<p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1C; O 22, 26  <i>Unit 2 – Geography</i> 1E; O 4, 10, 14, 22, 30  <i>Unit 3 – History</i> 1E; O 4, 10, 18, 24, 30  <i>Unit 4 – Economics</i> 1C, 1E; O 4, 10, 14  <i>Unit 5 – Citizenship</i> O 4, 24</p>
<p><b>Indicator</b>  <b>3.</b> Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)</p>	
<p><b>Objectives</b></p>	
<p>a. Recall and discuss what they understand</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 7, 13, 21, 25, 29  <i>Unit 3 – History</i> 15, 23  <i>Unit 5 – Citizenship</i> 7  <b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1C, 1F, 1G; RFM 20; RL 6, 12, 19, 24, 28  <i>Unit 2 – Geography</i> 1D, 1F; AR 9, 13, 19, 27  <i>Unit 3 – History</i> 1D, 1F; DR 6; RL 7, 21  <i>Unit 5 – Citizenship</i> 1D</p>
<p>b. Identify and question what did not make sense</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 21  <b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1D, 1F; BR 27; DR 12; RFM 20  <i>Unit 2 – Geography</i> 1D, 1F  <i>Unit 4 – Economics</i> 1D  <i>Unit 5 – Citizenship</i> RFM 6</p>
<p>c. Reread difficult parts slowly and carefully and use own words to restate difficult parts</p>	<p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> CCA 34; DI 38</p>
<p>d. Read on, revisit, and restate the difficult parts in your own words</p>	<p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> CCA 34</p>
<p>e. Make, confirm, or adjust predictions</p>	<p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1C</p>

STANDARDS	PAGE REFERENCES
<p>f. Ask and answer questions about the text</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture 7, 21, 25</i>  <i>Unit 2 – Geography 13, 19</i>  <i>Unit 3 – History 15, 23, 27, 37</i>  <i>Unit 5 – Citizenship 7</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture 1D, 1F, 1G; AR 29; DR 12; RFM 20</i>  <i>Unit 2 – Geography 1D, 1F; AR 9, 27</i>  <i>Unit 3 – History 1D, 1F</i>  <i>Unit 4 – Economics 1D, 1F</i>  <i>Unit 5 – Citizenship 1D, 1F</i></p>
<p>g. Periodically summarize while reading</p>	<p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture 1D, 1F; RL 6, 28</i>  <i>Unit 2 – Geography 1D, 1F; AR 9, 13; RL 12, 17, 25</i>  <i>Unit 3 – History 1D, 1F; AR 23, 27, 37</i>  <i>Unit 4 – Economics 1F; RL 6, 17, 25</i>  <i>Unit 5 – Citizenship 1D, 1F, 1G; DR 6; RL 10, 14, 21, 27, 35</i></p>
<p>h. Visualize what was read</p>	<p><b>Teacher’s Edition:</b>  <i>Unit 2 – Geography DR 6</i></p>
<p>i. Look back though the text to search for connection to the topic, characters, events, and actions in text</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture 7, 13, 21, 25</i>  <i>Unit 2 – Geography 19, 27</i>  <i>Unit 5 – Citizenship 15</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture 1F</i></p>
<p>j. Explain personal connections to the topics, events, characters, and actions in texts</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture 7, 13, 21, 25</i>  <i>Unit 2 – Geography 19, 27</i>  <i>Unit 5 – Citizenship 15</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture 1F; DI 24</i></p>

STANDARDS		PAGE REFERENCES
<b>Indicator</b> 4. Use strategies to demonstrate understanding of the text (after reading)		
<b>Objectives</b>		
<b>a.</b> Review/restate and explain what the text is mainly about	<b>Student Edition:</b> <i>Unit 1 – Culture 7, 13, 21, 25, 29</i> <i>Unit 5 – Citizenship 7, 11, 15</i> <b>Teacher’s Edition:</b> <i>Unit 1 – Culture 1G; RL 6, 12, 19, 24, 28</i> <i>Unit 2 – Geography 1D; AR 9, 13, 19, 27</i> <i>Unit 3 – History AR 9, 15, 23, 27, 37; RL 7</i> <i>Unit 4 – Economics AR 7, 13, 19, 27</i> <i>Unit 5 – Citizenship 1D, 1F, 1G</i>	
<b>b.</b> Identify and explain what is directly stated in the text (details, literal meaning)	<b>Student Edition:</b> <i>Unit 1 – Culture 13, 21, 25</i> <i>Unit 2 – Geography 9</i> <b>Teacher’s Edition:</b> <i>Unit 1 – Culture 1D; AR 35; BR 31</i> <i>Unit 3 – History AR 23; DR 6; RFM 8</i> <i>Unit 5 – Citizenship AR 11</i>	
<b>c.</b> Identify and explain what is not stated in the text (implied or inferential meaning)	<b>Student Edition:</b> <i>Unit 1 – Culture 29</i> <i>Unit 2 – Geography 9</i> <b>Teacher’s Edition:</b> <i>Unit 2 – Geography 1D; AR 13, 35; BR 31</i> <i>Unit 3 – History AR 23; DR 6; RFM 8</i> <i>Unit 5 – Citizenship AR 11</i>	
<b>d.</b> Summarize the text orally	<b>Teacher’s Edition:</b> <i>Unit 1 – Culture 1D, 1F; AR 13</i> <i>Unit 2 – Geography 1D, 1F; AR 9, 13, 19, 27</i> <i>Unit 3 – History 1D, 1F; AR 15, 23, 37</i> <i>Unit 4 – Economics 1D; AR 7, 13, 19, 27</i> <i>Unit 5 – Citizenship 1D, 1F; AR 11, 37</i>	
<b>e.</b> Confirm, refute, or make predictions to form new ideas	<b>Teacher’s Edition:</b> <i>Unit 1 – Culture 1C</i>	

STANDARDS	PAGE REFERENCES
<p>f. Connect the text to prior knowledge or personal experience</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 7, 13, 21, 25  <i>Unit 2 – Geography</i> 19, 27  <i>Unit 5 – Citizenship</i> 11, 15</p>
<p>g. Engage in conversation to understand what has been read</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 7, 13, 21, 25, 29  <i>Unit 2 – Geography</i> 9, 13, 19, 27  <i>Unit 3 – History</i> 9, 15, 23, 27  <i>Unit 4 – Economics</i> 7, 13, 19, 27  <i>Unit 5 – Citizenship</i> 7, 11, 15, 23, 29, 37</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1D, 1F  <i>Unit 2 – Geography</i> 1D, 1F  <i>Unit 3 – History</i> 1D, 1F  <i>Unit 4 – Economics</i> 1D, 1F  <i>Unit 5 – Citizenship</i> 1D, 1F</p>
<p>h. Retell explicit and implicit main ideas of texts</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 7, 13, 21, 25, 29  <i>Unit 5 – Citizenship</i> 7, 11, 15, 37</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1D, 1F, 1G; AR 13; RL 6, 12, 19, 24, 28  <i>Unit 2 – Geography</i> AR 9, 13, 19, 27  <i>Unit 3 – History</i> 1D; AR 23, 27, 37  <i>Unit 4 – Economics</i> AR 7, 13  <i>Unit 5 – Citizenship</i> 1D, 1F, 1G; RL 6</p>

STANDARDS	PAGE REFERENCES
<p>i. Answer questions (what if, why, and how) in writing</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 7, 13, 21, 25, 29  <i>Unit 2 – Geography</i> 9, 13, 19, 27  <i>Unit 3 – History</i> 9, 15, 23, 27, 37  <i>Unit 4 – Economics</i> 7, 13, 19, 27  <i>Unit 5 – Citizenship</i> 7, 11, 15, 23, 29, 37</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1D, 1F, 1G  <i>Unit 2 – Geography</i> 1D, 1F  <i>Unit 3 – History</i> 1D, 1F  <i>Unit 4 – Economics</i> 1D, 1F  <i>Unit 5 – Citizenship</i> 1D, 1F</p>
<p><b>Topic</b>  <b>B. Learn to Write and Communicate Social Studies Understandings</b></p>	
<p><b>Indicator</b>  1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p>	
<p><b>Objectives</b></p>	
<p>a. Write to express social studies ideas using a variety of forms, such as journals, narratives, letters, and reports</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 9  <i>Unit 3 – History</i> 40  <i>Unit 4 – Economics</i> 30  <i>Unit 5 – Citizenship</i> 31</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1D, 1F, 32W; CCA 15, 18  <i>Unit 2 – Geography</i> 1D, 1F, 38W; RL 12, 17, 33  <i>Unit 3 – History</i> 1D, 1F; CCA 16, 35  <i>Unit 4 – Economics</i> 1D, 30W; CCA 16  <i>Unit 5 – Citizenship</i> 1D, 1F; 40W</p>
<p>b. Contribute to a shared writing experience about a social studies topic</p>	<p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1D, 1F; CCA 18  <i>Unit 2 – Geography</i> 1F  <i>Unit 4 – Economics</i> 1D, 1F  <i>Unit 5 – Citizenship</i> 1F</p>

STANDARDS	PAGE REFERENCES
<p>c. Write a variety of responses to text, such as response logs, journals, and constructed responses</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture 32</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture 1D, 1F; AR 40; CCA 15</i>  <i>Unit 2 – Geography 1D, 1F; RL 7, 17</i>  <i>Unit 3 – History 1D, 1F</i>  <i>Unit 4 – Economics 1D, 1F</i>  <i>Unit 5 – Citizenship 1D, 1F</i></p>
<p><b>Indicator</b>  2. Locate, retrieve, and use information from various sources to accomplish a purpose</p>	
<p><b>Objectives</b></p>	
<p>a. Identify and use sources of information on a topic</p>	<p><b>Student Edition:</b>  <i>Unit 2 – Geography 1</i>  <i>Unit 4 – Economics 1</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture 1D, 1F</i>  <i>Unit 2 – Geography 1D, 1F</i>  <i>Unit 3 – History 1D, 1F; CCA 14, 20, 32</i>  <i>Unit 4 – Economics 1D</i>  <i>Unit 5 – Citizenship 1D, 1F</i></p>
<p>b. Use note taking and organizational strategies to record and organize information</p>	<p><b>Student Edition:</b>  <i>Unit 2 – Geography 1</i>  <i>Unit 4 – Economics 1</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture 1F; F 32</i>  <i>Unit 2 – Geography 1D, 1F; F 38; RL 7, 12, 17</i>  <i>Unit 3 – History 1D, 1F; F 40</i>  <i>Unit 4 – Economics 1D, 1F</i>  <i>Unit 5 – Citizenship 1D, 1F; F 40</i></p>

STANDARDS		PAGE REFERENCES
<b>Topic</b>		
<b>C. Ask Social Studies Questions</b>		
<b>Indicator</b>		
1. Identify a topic that requires further study		
<b>Objectives</b>		
<b>a.</b> Identify prior knowledge about the topic	<b>Teacher's Edition:</b> <i>Unit 1 – Culture 1E; CCA 15</i> <i>Unit 2 – Geography 1E; CCA 28</i> <i>Unit 3 – History 1C; CCA 14</i> <i>Unit 5 – Citizenship 1C, 1E</i>	
<b>b.</b> Pose questions about the topic	<b>Teacher's Edition:</b> <i>Unit 1 – Culture 1D, 1E</i> <i>Unit 2 – Geography 1D, 1F</i> <i>Unit 3 – History 1D; CCA 6</i> <i>Unit 4 – Economics CCA 16</i>	
<b>Indicator</b>		
2. Identify a situation or problem that requires study		
<b>Objectives</b>		
<b>a.</b> Define the problem/situation	<b>Teacher's Edition:</b> <i>Unit 2 – Geography CCA 28, 29</i> <i>Unit 3 – History CCA 6</i> <i>Unit 5 – Citizenship CCA 26, 28</i>	
<b>b.</b> Identify prior knowledge about the problem/situation	<b>Teacher's Edition:</b> <i>Unit 2 – Geography CCA 28</i> <i>Unit 3 – History CCA 6</i>	
<b>c.</b> Pose/Ask questions about the problem/situation	<b>Teacher's Edition:</b> <i>Unit 3 – History CCA 6</i>	

STANDARDS		PAGE REFERENCES
<b>Topic</b>		
<b>D. Acquire Social Studies Information</b>		
<b>Indicator</b>		
1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied		
<b>Objectives</b>		
<b>a.</b> Gather and read appropriate print sources, such as journals, textbooks, timelines, and trade books	<b>Student Edition:</b> <i>Unit 2 – Geography 1</i>	<b>Teacher’s Edition:</b> <i>Unit 1 – Culture F 32; LR 2</i> <i>Unit 2 – Geography LR 2</i> <i>Unit 3 – History CCA 14, 20, 32; LR 3</i> <i>Unit 4 – Economics LR 2</i>
<b>b.</b> Read and obtain information from texts representing diversity in content and culture	<b>Student Edition:</b> <i>Unit 2 – Geography 1</i>	<b>Teacher’s Edition:</b> <i>Unit 1 – Culture 1D, 1F; LR 2; F 32</i> <i>Unit 2 – Geography 1F; LR 2</i> <i>Unit 3 – History 1D; CCA 14, 20, 32; LR 2</i> <i>Unit 4 – Economics LR 2</i> <i>Unit 5 – Citizenship 1D</i>
<b>c.</b> Locate and gather data and information from appropriate non-print sources, such as music, maps, graphs, photographs, and illustrations	<b>Student Edition:</b> <i>Unit 2 – Geography 1</i>	<b>Teacher’s Edition:</b> <i>Unit 1 – Culture CCA 9</i> <i>Unit 2 – Geography CCA 24, 32; RL 17</i> <i>Unit 3 – History CCA 20</i> <i>Unit 5 – Citizenship CCA 30</i>
<b>Indicator</b>		
1. Engage in field work that relates to the topic/ situation/ problem being studied		
<b>Objectives</b>		
<b>a.</b> Gather data	<b>Teacher’s Edition:</b> <i>Unit 1 – Culture CCA 8, 9</i> <i>Unit 2 – Geography CCA 24</i> <i>Unit 4 – Economics CCA 16</i>	

STANDARDS		PAGE REFERENCES
b. Make and record observations	<b>Teacher's Edition:</b> <i>Unit 1 – Culture</i> CCA 8, 9 <i>Unit 2 – Geography</i> CCA 24	
c. Conduct surveys	<b>Teacher's Edition:</b> <i>Unit 4 – Economics</i> CCA 16	
<b>Topic</b> <b>E. Organize Social Studies Information</b>		
<b>Indicator</b> <b>1. Organize information from non-print sources</b>		
<b>Objectives</b>		
a. Distinguish factual from fictional information	Developing skills in classifying will aid students in distinguishing factual from fictional information. <b>Student Edition:</b> <i>Unit 2 – Geography</i> 9, 13, 19, 27, 35 <b>Teacher's Edition:</b> <i>Unit 2 – Geography</i> 1D, 1F, 1G; RL 7, 17, 25, 33	
b. Find relationships between gathered information	<b>Teacher's Edition:</b> <i>Unit 2 – Geography</i> RL 7	
c. Display information on various types of graphic organizers and charts	<b>Teacher's Edition:</b> <i>Unit 1 – Culture</i> CCA 9, 36 <i>Unit 2 – Geography</i> RL 17	
<b>Indicator</b> <b>2. Organize information from print sources</b>		
<b>Objectives</b>		
a. Distinguish factual from fictional information	Developing skills in classifying will aid students in distinguishing factual from fictional information. <b>Student Edition:</b> <i>Unit 2 – Geography</i> 9, 13, 19, 27, 35 <b>Teacher's Edition:</b> <i>Unit 2 – Geography</i> 1D, 1F, 1G; RL 7, 17, 25, 33	

STANDARDS		PAGE REFERENCES
b. Find relationships between gathered information	<p><b>Student Edition:</b> <i>Unit 1 – Culture 29</i></p> <p><b>Teacher’s Edition:</b> <i>Unit 2 – Geography 1D, 1F</i> <i>Unit 3 – History 1D, 1F</i> <i>Unit 4 – Economics 1D, 1F</i> <i>Unit 5 – Citizenship 1D</i></p>	
c. Display information on various types of graphic organizers, maps, and charts	<p><b>Student Edition:</b> <i>Unit 1 – Culture 29</i> <i>Unit 2 – Geography 1</i> <i>Unit 5 – Citizenship 1</i></p> <p><b>Teacher’s Edition:</b> <i>Unit 1 – Culture 1D, 1F; CCA 9</i> <i>Unit 2 – Geography 1D, 1F; RL 12</i> <i>Unit 3 – History 1D, 1F</i> <i>Unit 4 – Economics 1D, 1F</i> <i>Unit 5 – Citizenship 1D</i></p>	
<p><b>Topic</b> <b>F. Analyze Social Studies Information</b></p>		
<p><b>Indicator</b> 1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines</p>		
<p><b>Objectives</b></p>		
a. Compare information from a variety of sources	<p><b>Teacher’s Edition:</b> <i>Unit 3 – History CCA 14, 20</i></p>	
b. Compare information to prior knowledge	<p><b>Teacher’s Edition:</b> <i>Unit 1 – Culture 1E</i> <i>Unit 2 – Geography 1E</i></p>	

STANDARDS	PAGE REFERENCES
<p>c. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details</p>	<p><b>Student Edition:</b>  <i>Unit 4 – Economics</i> 7, 13, 19, 27  <i>Unit 5 – Citizenship</i> 7, 11, 15, 23, 29</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1D  <i>Unit 4 – Economics</i> 1D, 1F, 1G; RL 6, 12, 25  <i>Unit 5 – Citizenship</i> 1D, 1F, 1G; RL 6, 10, 14, 21, 27, 35</p>
<p><b>Topic</b>  <b>G. Answer Social Studies Questions</b></p>	
<p><b>Indicator</b>  1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources</p>	
<p><b>Objectives</b></p>	
<p>a. Present social studies information in a variety of ways, such as plays, skits, posters, songs, poems, murals, and oral presentations</p>	<p><b>Student Edition:</b>  <i>Unit 2 – Geography</i> 38</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> CCA 8, 9, 14, 15, 18, 36; PAC 40  <i>Unit 2 – Geography</i> CCA 16, 26, 32  <i>Unit 3 – History</i> CCA 8, 14, 20  <i>Unit 5 – Citizenship</i> CCA 26, 28, 34</p>
<p>b. Plan and engage in school and community events, such as a mock election, playground clean-up, writing letters to community officials, and fund-raising for a cause</p>	<p><b>Student Edition:</b>  <i>Unit 5 – Citizenship</i> 20-21</p> <p><b>Teacher’s Edition:</b>  <i>Unit 3 – History</i> CCA 16  <i>Unit 4 – Economics</i> CCA 16  <i>Unit 5 – Citizenship</i> CCA 20, 22, 26</p>