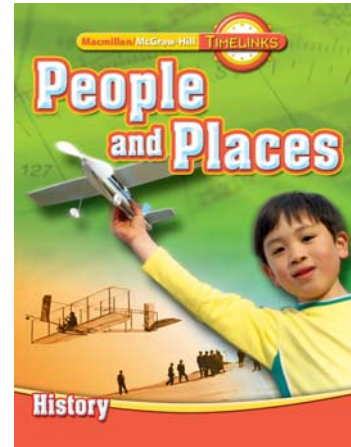
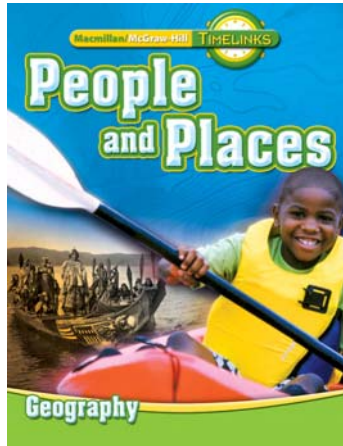
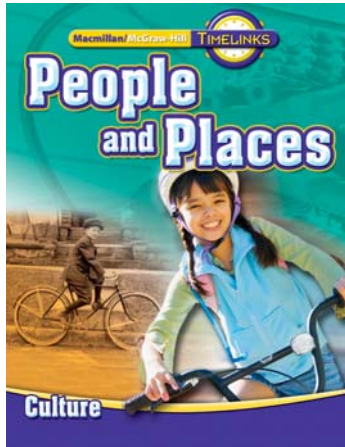




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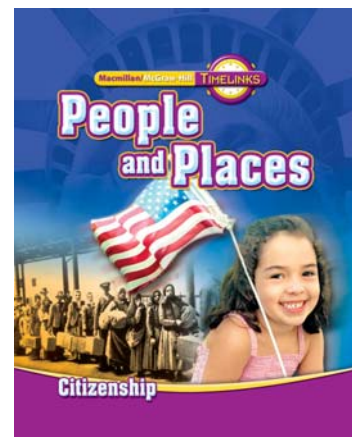
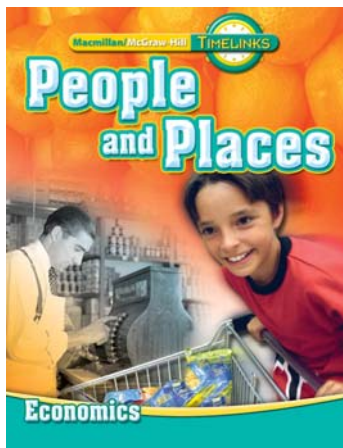
Voluntary State Curriculum:
Social Studies
Grade 2

Maryland



People and Places

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STANDARDS		PAGE REFERENCES
Standard 1.0 Political Science		
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.		
Topic A. The Foundations and Function of Government		
Indicator 1. Explain how rules and laws are made and necessary to maintain order and protect citizens		
Objectives		
a. Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety	Student Edition: <i>Unit 1 6-7, 8-9, 16-17</i>	Teacher's Edition: <i>Unit 1 CCA 8; P 13; Q 8, 9</i>
b. Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order	Student Edition: <i>Unit 1 16-17</i> <i>Unit 5 5, 16-17, 33, 34-35</i> <i>Unit 5 The Big Idea 1</i>	Teacher's Edition: <i>Unit 1 BI 14, 16; CCA 14</i> <i>Unit 5 CCA 16, 17; ELL 17; Q 35; RC 16</i>
Indicator 2. Explain how democratic skills and attitudes are associated with being a responsible citizen		
Objectives		
a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage	Student Edition: <i>Unit 1 10-11</i> <i>Unit 3 2-3, 22-23, 30-31</i> <i>Unit 5 6-7, 8-9, 37</i>	Teacher's Edition: <i>Unit 1 CCA 10, 11; M 10; RC 10; T 10</i> <i>Unit 3 BI 2, 30</i> <i>Unit 5 CCA 8; Q 6</i>

STANDARDS		PAGE REFERENCES
b.	Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom	<p>Student Edition: <i>Unit 3 2-3, 22-23, 30-31</i> <i>Unit 5 22-23, 28-29, 37, 40-41, 42-43</i></p> <p>Teacher’s Edition: <i>Unit 3 BI 2, 30</i> <i>Unit 5 BI 38, 40, 42; CCA 28; Q 28, 29, 37, 38</i></p>
Topic		
B. Individual and Group Participation in the Political System		
Indicator		
1. Explain how contributions and events are important to the American political system		
Objectives		
a.	Describe the contributions of local government leaders and current leaders of their school and community, such as county executives, county council or mayor, and city council	<p>Student Edition: <i>Unit 5 33, 34-35</i> <i>Unit 5 The Big Idea 35</i></p> <p>Teacher’s Edition: <i>Unit 5 Q 33, 34, 35</i></p>
b.	Explain how contributions of people recognized in holidays, such as Memorial Day and Constitution Day, represent democratic beliefs and attitudes, that include rights and responsibilities, loyalty, respect, and courage	<p>Student Edition: <i>Unit 3 14-15, 20-21</i> <i>Unit 3 The Big Idea 15</i></p> <p>Teacher’s Edition: <i>Unit 3 BL 21</i></p>
Topic		
C. Protecting Rights and Maintaining Order		
Indicator		
1. Describe the rights and responsibilities of being a participating member of the school and the community		
Objectives		
a.	Recognize and describe how making choices affects self, family, school, and community	<p>Student Edition: <i>Unit 4 6-7, 26-27</i></p> <p>Teacher’s Edition: <i>Unit 4 Q 6</i></p>

STANDARDS		PAGE REFERENCES
b. Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns	<p>Student Edition: <i>Unit 2 41, 42-43</i> <i>Unit 2 The Big Idea 43</i> <i>Unit 5 35</i></p> <p>Teacher’s Edition: Unit 2 BI 42; BL 41; CCA 40; Q 43 Unit 5 Q 34</p>	
Standard 2.0 Peoples of the Nation and World		
Students will understand how people in Maryland, the United States and around the world are alike and different.		
Topic A. Elements of Culture		
Indicator 1. Analyze elements of two different cultures and how each meets their human needs and contributes to the community		
Objectives		
a. Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories	<p>Student Edition: <i>Unit 1 22-23, 24-25, 28-29</i> <i>Unit 1 The Big Idea 25</i></p> <p>Teacher’s Edition: Unit 1 BI 28; Q 22</p>	
b. Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs	<p>Student Edition: <i>Unit 1 27, 28-29</i></p> <p>Teacher’s Edition: Unit 1 BI 28</p>	
Topic B. Cultural Diffusion		
Indicator 1. Explain that individuals and groups share and borrow from other cultures to form a community		
Objective		
a. Give examples of how families in the community share and borrow customs and traditions from other cultures	<p>Student Edition: <i>Unit 1 30-31</i></p> <p>Teacher’s Edition: Unit 1 Q 31</p>	

STANDARDS		PAGE REFERENCES
Topic C. Conflict and Compromise		
Indicator 1. Analyze ways in which people interact		
Objective		
a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members	Student Edition: <i>Unit 1</i> 6-7, 9 <i>Unit 4</i> 26-27 Teacher's Edition: <i>Unit 1</i> Q 9 <i>Unit 4</i> BI 26; CCA 26, 27; ELL 27	
b. Analyze how different points of view in school situations may result in compromise or conflict.	Student Edition: <i>Unit 1</i> 8-9 Teacher's Edition: <i>Unit 1</i> Q 9	
Standard 3.0 Geography		
Students will use geographic concepts and processes to understand location and its relationship to human activities.		
Topic A. Using Geographic Tools		
Indicator 1. Use geographic tools to locate and describe places on Earth		
Objectives		
a. Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases	Student Edition: <i>Unit 1</i> 18-19, 37 <i>Unit 2</i> 5, 7, 9, 11, 12, 13, 24-25 <i>Unit 3</i> 16-17, 19, 34, 37 <i>Unit 4</i> 24, 34-35 <i>Unit 5</i> 16, 30-31, 45 Teacher's Edition: <i>Unit 1</i> CCA 18, 19 <i>Unit 2</i> CCA 22	

STANDARDS	PAGE REFERENCES
<p>b. Identify and use map elements, such as title, compass rose, simple grid system, legend/key, date, and author to interpret a map</p>	<p>Student Edition: <i>Unit 1</i> 18-19, 37 <i>Unit 2</i> 5, 7, 9, 11, 12, 13, 24-25 <i>Unit 3</i> 16-17, 19, 34, 37 <i>Unit 4</i> 24, 34-35 <i>Unit 5</i> 16, 30-31, 45</p> <p>Teacher’s Edition: <i>Unit 1</i> CCA 18, 19 <i>Unit 2</i> CCA 22 <i>Unit 5</i> CCA 31</p>
<p>c. Identify the equator, poles, seven continents, four oceans, and countries on a map and globe</p>	<p>Student Edition: <i>Unit 2</i> 10-11, 12-13</p> <p>Teacher’s Edition: <i>Unit 2</i> CCA 10; Q 10, 12, 13</p>
<p>d. Describe a place using bird's eye view, and satellite images, photographs, and pictures</p>	<p>Student Edition: <i>Unit 1</i> 18-19 <i>Unit 2</i> 5, 18-19, 20-21, 22-23 <i>Unit 2 Geography Activity</i> 46</p> <p>Teacher’s Edition: <i>Unit 1</i> CCA 18, 19; T 18 <i>Unit 2</i> CCA 18, 22</p>
<p>Topic B. Geographic Characteristics of Places and Regions</p>	
<p>Indicator 1. Classify places and regions in an environment using geographic characteristics</p>	
<p>Objectives</p>	
<p>a. Identify natural/physical features and human made features using maps and photographs</p>	<p>Student Edition: <i>Unit 1</i> 18-19 <i>Unit 2</i> 9, 10-11, 12-13, 14-15, 17, 18-19, 20-21, 22-23, 24-25, 45</p> <p>Teacher’s Edition: <i>Unit 1</i> CCA 18 <i>Unit 2</i> CCA 13, 14, 18, 20</p>

STANDARDS	PAGE REFERENCES
<p>b. Describe and classify regions using climate, vegetation, animal life, and natural/physical features</p>	<p>Student Edition: <i>Unit 2 17, 18-19, 20-21, 22-23, 24-25, 27, 28-29, 33, 34-35</i></p> <p>Teacher’s Edition: <i>Unit 2 CCA 18, 20</i></p>
<p>c. Classify places as rural and urban</p>	<p>Student Edition: <i>Unit 1 21, 22-23, 24-25</i></p> <p>Teacher’s Edition: <i>Unit 1 Q 21, 24, 25</i></p>
<p>d. Describe how geographic characteristics determine choices, such as climate guides decisions about food, clothing, and shelter</p>	<p>Student Edition: <i>Unit 2 27, 28-29</i></p> <p>Teacher’s Edition: <i>Unit 2 BL 29</i></p>
<p>Topic C. Movement of People, Goods and Ideas</p>	
<p>Indicator 1. Explain how transportation and communication link places by the movement of people, goods, and ideas</p>	
<p>Objectives</p>	
<p>a. Compare types of transportation used to move goods and people today and long ago</p>	<p>Student Edition: <i>Unit 3 6-7</i></p> <p>Teacher’s Edition: <i>Unit 3 AL 7; BI 6; OL 7; Q 6</i></p>
<p>b. Compare ways people communicate ideas today and long ago</p>	<p>Student Edition: <i>Unit 3 8-9</i></p> <p>Teacher’s Edition: <i>BI 8; CCA 8; Q 9</i></p>
<p>Topic D. Modifying and Adapting to the Environment</p>	
<p>Indicator 1. Explain how people modify, protect, and adapt to their environment</p>	
<p>Objectives</p>	
<p>a. Describe ways, such as clearing trees and arming land, that people modify their environment and the impact of those modifications</p>	<p>Student Edition: <i>Unit 2 33, 34-35, 39, 40-41</i></p> <p>Teacher’s Edition: <i>Unit 2 Q 33, 39, 40</i></p>

STANDARDS	PAGE REFERENCES
<p>b. Describe how and why people protect or fail to protect the environment</p>	<p>Student Edition: Unit 2 33, 34-35, 36-37, 40-41, 42-43</p> <p>Teacher's Edition: Unit 2 BI 32, 34, 35; CCA 40; Q 33, 40, 42, 43; RC 36</p>
<p>c. Explain how people adapt to changes in the environment</p>	<p>Student Edition: Unit 2 27, 28-29</p> <p>Teacher's Edition: Unit 2 BL 29; Q 27</p>
<p>Standard 4.0 Economics</p>	
<p>Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.</p>	
<p>Topic A. Scarcity and Economic Decision-making</p>	
<p>Indicator 1. Explain why people have to make economic choices about goods and services</p>	
<p>Objectives</p>	
<p>a. Identify and explain economic choices people make</p>	<p>Student Edition: Unit 4 5, 6-7, 8-9</p> <p>Teacher's Edition: Unit 4 Q 9</p>
<p>b. Identify and give examples of the positive and negative aspects of each choice</p>	<p>Student Edition: Unit 4 6-7, 8-9</p> <p>Teacher's Edition: Unit 4 Q 9</p>
<p>c. Explain that choices have consequences, some of which are more important than others</p>	<p>Student Edition: Unit 4 8-9</p> <p>Teacher's Edition: Unit 4 Q 8, 9</p>

STANDARDS		PAGE REFERENCES
Indicator		
2. Explain the production process		
Objectives		
a. Identify the natural, capital, and human resources used in the production of a good or service	Student Edition: <i>Unit 4 14-15, 16-17, 18-19, 22-23, 29, 30-31</i>	Teacher's Edition: <i>Unit 4 BI 18; Q 17, 21</i>
b. Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers	Student Edition: <i>Unit 4 13, 14-15</i>	Teacher's Edition: <i>Unit 4 CCA 14</i>
Indicator		
3. Examine how technology affects the way people live, work, and play		
Objectives		
a. Identify examples of technology used by consumers, such as automobiles, cameras, telephones, microwaves, televisions, and computers	Student Edition: <i>Unit 4 10-11</i>	Teacher's Edition: <i>Unit 4 CCA 10; Q 10, 11</i>
b. Analyze why consumers use technology in their daily lives	Student Edition: <i>Unit 4 10-11</i>	Teacher's Edition: <i>Unit 4 Q 10, 11</i>
Topic		
B. Economic Systems and the Role of Government in the Economy		
Indicator		
1. Describe different types of markets		
Objectives		
a. Describe different market situations where buyers and sellers meet to exchange goods and services	Student Edition: <i>Unit 4 24-25, 30-31, 32-33</i>	Teacher's Edition: <i>Unit 4 CCA 30; Q 33</i>

STANDARDS		PAGE REFERENCES
b. Describe how people meet in market communities around the world, such as farmers' markets and door-to-door sales	Student Edition: <i>Unit 4 3, 21, 30-31, 34-35</i>	
Indicator 3. Describe how consumers acquire goods and services		
Objectives		
a. Identify goods and services provided by businesses	Student Edition: <i>Unit 4 3, 13, 22-23, 29</i> Teacher's Edition: <i>Unit 4 BI 30</i>	
b. Identify goods and services provided by government	Student Edition: <i>Unit 4 14-15</i> Teacher's Edition: <i>Unit 4 BI 30</i>	
c. Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders	The following references can be used to facilitate this objective. Student Edition: <i>Unit 4 32-33</i>	
Standard 5.0 History		
Students will use historical thinking skills to understand how individuals and events have changed society over time.		
Topic A. Individuals and Societies Change Over Time		
Indicator 1. Examine differences between past and present time		
Objectives		
a. Develop a personal timeline in each students' life	Student Edition: <i>Unit 1 7</i> <i>Unit 1 Timeline 6-7</i> Teacher's Edition: <i>Unit 1 OL 7; Q 6</i>	

STANDARDS	PAGE REFERENCES
<p>b. Describe the relationship among events in a variety of timelines</p>	<p>The following timeline can be used to facilitate this objective.</p> <p>Student Edition: <i>Unit 1 Timeline 6-7</i></p> <p>Teacher’s Edition: <i>Unit 1 OL 7</i></p>
<p>Indicator 2. Describe people, places and artifacts of today and long ago</p> <p>Objectives</p>	
<p>a. Gather and interpret information about the past from informational sources and biographies</p>	<p>Student Edition: <i>Unit 3 11, 12-13, 14-15, 20-21, 22-23, 25, 26-27, 29, 30-31, 32-33</i></p> <p><i>Unit 3 History Activity 38</i></p> <p>Teacher’s Edition: <i>Unit 3 BI 4, 8, 10, 14, 24, 30, 32; CCA 8, 12, 17, 26; Q 29, 33</i></p>
<p>b. Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and communication</p>	<p>Student Edition: <i>Unit 3 6-7, 8-9</i></p> <p>Teacher’s Edition: <i>Unit 3 CCA 8</i></p>

STANDARDS	PAGE REFERENCES
Standard 6.0 Social Studies Skills and Processes	
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.	
Topic A. Learn to Read and Construct Meaning about Social Studies	
Indicator 1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text	
Objectives	
<p>a. Acquire new vocabulary through listening to and reading a variety of grade appropriate print and non-print sources</p>	<p>Student Edition:</p> <p><i>Glossary</i> R1-R16</p> <p><i>Unit 1 Vocabulary</i> 9, 17, 25, 31, 35</p> <p><i>Unit 2 Vocabulary</i> 7, 15, 23, 31, 35, 43</p> <p><i>Unit 3 Vocabulary</i> 9, 15, 23, 27, 33</p> <p><i>Unit 4 Vocabulary</i> 11, 19, 25, 33</p> <p><i>Unit 5 Vocabulary</i> 9, 15, 23, 29, 35, 43</p> <p>Teacher’s Edition:</p> <p>Unit 1 CU 9, 17, 25, 31, 35</p> <p>Unit 2 CU 7, 15, 23, 31, 35, 43</p> <p>Unit 3 CU 9, 15, 23, 27, 33</p> <p>Unit 4 CU 11, 19, 25, 33</p> <p>Unit 5 CU 9, 15, 23, 29, 35, 43</p>

STANDARDS	PAGE REFERENCES
<p>b. Discuss words and word meanings as they are encountered in texts, instruction, and conversation</p>	<p>Student Edition: <i>Glossary</i> R1-R16 <i>Unit 1 Vocabulary</i> 9, 17, 25, 31, 35 <i>Unit 2 Vocabulary</i> 7, 15, 23, 31, 35, 43 <i>Unit 3 Vocabulary</i> 9, 15, 23, 27, 33 <i>Unit 4 Vocabulary</i> 11, 19, 25, 33 <i>Unit 5 Vocabulary</i> 9, 15, 23, 29, 35, 43</p> <p>Teacher’s Edition: Unit 1 CU 9, 17, 25, 31, 35 Unit 2 CU 7, 15, 23, 31, 35, 43 Unit 3 CU 9, 15, 23, 27, 33 Unit 4 CU 11, 19, 25, 33 Unit 5 CU 9, 15, 23, 29, 35, 43</p>
<p>c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts</p>	<p>Student Edition: <i>Unit 1 Vocabulary</i> 9, 17, 25, 31, 35 <i>Unit 2 Vocabulary</i> 7, 15, 23, 31, 35, 43 <i>Unit 3 Vocabulary</i> 9, 15, 23, 27, 33 <i>Unit 4 Vocabulary</i> 11, 19, 25, 33 <i>Unit 5 Vocabulary</i> 9, 15, 23, 29, 35, 43</p> <p>Teacher’s Edition: Unit 1 CU 9, 17, 25, 31, 35 Unit 2 CU 7, 15, 23, 31, 35, 43 Unit 3 CU 9, 15, 23, 27, 33 Unit 4 CU 11, 19, 25, 33 Unit 5 CU 9, 15, 23, 29, 35, 43</p>
<p>Indicator 2. Use strategies to prepare for reading (before reading)</p>	
<p>Objectives</p>	
<p>a. Make and explain the connections made using prior knowledge and experiences with the text</p>	<p>Teacher’s Edition: Unit 1 PP 5</p>

STANDARDS	PAGE REFERENCES
<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>Teacher’s Edition: Unit 1 PV 5, 13 Unit 2 PV 5, 39 Unit 3 PV 11, 19 Unit 4 PV 21, 29 Unit 5 PV 5, 11</p>
<p>c. Set a purpose for reading the text</p>	<p>Teacher’s Edition: Unit 1 OB 4 Unit 2 OB 8 Unit 3 OB 18 Unit 4 OB 12 Unit 5 OB 4</p>
<p>Indicator 3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)</p>	
<p>Objectives</p>	
<p>a. Recall and discuss what they understand</p>	<p>Teacher’s Edition: Unit 1 DR 31, 35 Unit 2 DR 15, 23 Unit 3 DR 9, 23 Unit 4 DR 19, 25 Unit 5 DR 15, 23</p>
<p>b. Identify and question what did not make sense</p>	<p>Check Your Understanding in any of the units can be used to facilitate this goal.</p>
<p>c. Reread difficult parts slowly and carefully and use own words to restate difficult parts</p>	<p>Teacher’s Edition: Unit 1 RM 8, 30</p>

STANDARDS	PAGE REFERENCES
<p>d. Read on, revisit, and restate the difficult parts in your own words</p>	<p>Student Edition: <i>Unit 1 Critical Thinking</i> 36 <i>Unit 2 Critical Thinking</i> 44 <i>Unit 3 Critical Thinking</i> 36 <i>Unit 4 Critical Thinking</i> 36 <i>Unit 5 Critical Thinking</i> 44</p> <p>Teacher’s Edition: Unit 1 ELL 29 Unit 2 ELL 41 Unit 3 ELL 21 Unit 4 ELL 27</p>
<p>e. Make, confirm, or adjust predictions</p>	<p>Student Edition: <i>Unit 1 Main Idea and Details</i> 9</p> <p>Teacher’s Edition: Unit 1 DR 9 Unit 2 DR 35</p>
<p>f. Ask and answer questions about the text</p>	<p>Student Edition: <i>Unit 1 Check Understanding</i> 17, 25, 35 <i>Unit 2 Check Understanding</i> 15, 23, 31 <i>Unit 3 Check Understanding</i> 9, 15, 23 <i>Unit 4 Check Understanding</i> 11, 19, 33 <i>Unit 5 Check Understanding</i> 23, 35, 43</p> <p>Teacher’s Edition: Unit 1 Q 17, 25, 35 Unit 2 Q 15, 21, 23, 31 Unit 3 Q 9, 15, 23 Unit 4 Q 11, 19, 33 Unit 5 CCA 14; Q 23, 35, 43</p>
<p>g. Periodically summarize while reading</p>	<p>Student Edition: <i>Unit 2 Summarize</i> 7, 15, 23, 31, 35, 43</p> <p>Teacher’s Edition: Unit 1 SUM 4 Unit 2 RL 21, 29, 34</p>

STANDARDS	PAGE REFERENCES
h. Visualize what was read	Teacher's Edition: Unit 3 CCA 26
i. Look back through the text to search for connection to the topic, characters, events, and actions in text	Teacher's Edition: Unit 3 CCA 14, 20 Unit 4 CCA 9
j. Explain personal connections to the topics, events, characters, and actions in texts	Teacher's Edition: Unit 1 CCA 8, 24; Q 30
Indicator 4. Use strategies to demonstrate understanding of the text (after reading)	
Objectives	
a. Review/restate and explain what the text is mainly about	Student Edition: <i>Unit 1 The Big Idea 25, 31, 35</i> <i>Unit 2 The Big Idea 31, 43</i> <i>Unit 3 The Big Idea 23, 27</i> <i>Unit 4 The Big Idea 19, 25, 33</i> <i>Unit 5 The Big Idea 15, 23, 43</i> Teacher's Edition: Unit 1 DR 25
b. Identify and explain what is directly stated in the text (details, literal meaning)	Student Edition: <i>Unit 1 Main Idea and Details 9, 17, 25, 31, 35</i> Teacher's Edition: Unit 5 Q 26
c. Identify and explain what is not stated in the text (implied or inferential meaning)	Teacher's Edition: Unit 5 CCA 6; Q 22, 40, 43
d. Summarize the text orally	Teacher's Edition: Unit 1 SUM 4 Unit 3 CCA 14
e. Confirm, refute, or make predictions to form new ideas	Teacher's Edition: Unit 3 CCA 22 Unit 5 Q 22

STANDARDS	PAGE REFERENCES
f. Connect the text to prior knowledge or personal experience	Teacher's Edition: Unit 1 CCA 8; MO 10 Unit 3 PP 5, 11, 19, 25, 29 Unit 5 PP 11, 25
g. Engage in conversation to understand what has been read	Teacher's Edition: Unit 1 DR 25; MO 10 Unit 2 DR 23 Unit 3 DR 27 Unit 4 DR 19 Unit 5 DR 15
h. Retell explicit and implicit main ideas of texts	Student Edition: <i>Unit 1 Main Idea and Details</i> 9, 17, 25, 31, 35 Teacher's Edition: Unit 1 R 31 Unit 3 CCA 20 Unit 5 Q 26
i. Answer questions (what if, why, and how) in writing	Teacher's Edition: Unit 1 CCA 8 Unit 2 WA 25
Topic B. Learn to Write and Communicate Social Studies Understandings	
Indicator 1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	
Objectives	
a. Write to express social studies ideas using a variety of forms, such as journals, narratives, letters, and reports	Teacher's Edition: Unit 1 CCA 11, 14 Unit 2 CCA 36 Unit 5 CCA 14, 16, 17, 38

STANDARDS	PAGE REFERENCES
<p>b. Contribute to a shared writing experience about a social studies topic</p>	<p>Student Edition: <i>Unit 1 Writing Activity 19</i> <i>Unit 2 Writing Activity 25</i> <i>Unit 4 Writing Activity 35</i> <i>Unit 5 Writing Activity 31</i></p> <p>Teacher’s Edition: Unit 1 CCA 11; WA 19 Unit 2 WA 25 Unit 4 WA 35 Unit 5 WA 31</p>
<p>c. Write a variety of responses to text, such as response logs, journals, and constructed responses</p>	<p>Teacher’s Edition: Unit 1 CCA 8, 11, 24</p>
<p>Indicator 2. Locate, retrieve, and use information from various sources to accomplish a purpose</p>	
<p>Objectives</p>	
<p>a. Identify and use sources of information on a topic</p>	<p>Teacher’s Edition: Unit 2 CCA 36 Unit 4 CCA 10 Unit 5 BLK 45</p>
<p>b. Use note taking and organizational strategies to record and organize information</p>	<p>Teacher’s Edition: Unit 5 CCA 26</p>
<p>Topic C. Ask Social Studies Questions</p>	
<p>Indicator 1. Identify a topic that requires further study</p>	
<p>Objectives</p>	
<p>a. Identify prior knowledge about the topic</p>	<p>Teacher’s Edition: Unit 1 PP 5 Unit 2 PP 17 Unit 3 PP19 Unit 4 PP 21 Unit 5 PP 25</p>

STANDARDS	PAGE REFERENCES
<p>b. Pose questions about the topic</p>	<p>The following references can be used as examples for students to follow when asking questions.</p> <p>Student Edition:</p> <p><i>Unit 1</i> 9 #3, 17 #3, 25 #3, 31 #3, 35 #3</p> <p><i>Unit 2</i> 7 #3, 29 #3, 35 #3, 43 #3</p> <p><i>Unit 3</i> 15 #3, 23 #3, 27 #3,</p> <p><i>Unit 4</i> 11 #3, 19 #3, 33 #3</p> <p><i>Unit 5</i> 9 #3, 15 #3, 23 #3, 43 #3</p>
<p>Indicator 2. Identify a situation or problem that requires study</p>	
<p>Objectives</p>	
<p>a. Define the problem/situation</p>	<p>Student Edition:</p> <p><i>Unit 2</i> 41</p> <p>Teacher’s Edition:</p> <p><i>Unit 2 AL</i> 41</p>
<p>b. Identify prior knowledge about the problem/situation</p>	<p>Teacher’s Edition:</p> <p><i>Unit 2 AL</i> 41</p>
<p>c. Pose/Ask questions about the problem/situation</p>	<p>Teacher’s Edition:</p> <p><i>Unit 2 Q</i> 42, 43</p>
<p>Topic D. Acquire Social Studies Information</p>	
<p>Indicator 1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied</p>	
<p>Objectives</p>	
<p>a. Gather and read appropriate print sources, such as journals, textbooks, timelines, and trade books</p>	<p>Student Edition:</p> <p><i>Unit 1</i> 6-7</p> <p>Teacher’s Edition:</p> <p><i>Unit 1 OL</i> 7</p> <p><i>Unit 2 CCA</i> 36</p> <p><i>Unit 3 CCA</i> 12</p> <p><i>Unit 4 CCA</i> 10</p> <p><i>Unit 5 BI</i> 36, <i>BLK</i> 45</p>

STANDARDS	PAGE REFERENCES
<p>b. Read and obtain information from texts representing diversity in content and culture</p>	<p>Student Edition: <i>Unit 1 22-23, 24-25, 27, 28-29, 30-31</i></p> <p>Teacher’s Edition: Unit 1 Q 30 Unit 3 CCA 12, 22 Unit 4 CCA 16, 22 Unit 5 BLK 45</p>
<p>c. Locate and gather data and information from appropriate non-print sources, such as music, maps, graphs, photographs, and illustrations</p>	<p>Teacher’s Edition: Unit 1 CCA 28; T 18 Unit 3 CCA 30 Unit 4 CCA 6 Unit 5 CCA 6, 12</p>
<p>Indicator 1. Engage in field work that relates to the topic/ situation/ problem being studied</p>	
<p>Objectives</p>	
<p>a. Gather data</p>	<p>Teacher’s Edition: Unit 4 CCA 10</p>
<p>b. Make and record observations</p>	<p>Student Edition: <i>Unit 1 9 #2, 17 #2, 25 #2, 35 #2</i> <i>Unit 2 23 #2, 31 #2, 43 #2</i> <i>Unit 3 15 #2, 23 #2, 27 #2, 33 #2</i></p>
<p>c. Conduct surveys</p>	<p>The following references can be incorporated in classroom discussion and activities to meet this objective.</p> <p>Teacher’s Edition: Unit 1 CCA 7, 10, 24</p>

STANDARDS		PAGE REFERENCES
Topic E. Organize Social Studies Information		
Indicator 1. Organize information from non-print sources		
Objectives		
a. Distinguish factual from fictional information	This objective can be covered during classroom discussion as the class reads supplementary primary and secondary source material.	
b. Find relationships between gathered information	Student Edition: Unit 1 <i>Foldables</i> 1 Unit 2 <i>Foldables</i> 1 Unit 3 <i>Foldables</i> 1 Unit 4 <i>Foldables</i> 1 Unit 5 <i>Foldables</i> 1 Teacher's Edition: Unit 1 F 38 Unit 2 F 46 Unit 3 F 38 Unit 4 F 38 Unit 5 F 46	
c. Display information on various types of graphic organizers and charts	Teacher's Edition: Unit 1 CU 35; RL 15 Unit 2 CCA 10 Unit 4 CCA 30	
Indicator 2. Organize information from print sources		
Objectives		
a. Distinguish factual from fictional information	This objective can be covered during classroom discussion as the class reads supplementary primary and secondary source material.	

STANDARDS	PAGE REFERENCES
b. Find relationships between gathered information	Teacher's Edition: Unit 5 CCA 16
c. Display information on various types of graphic organizers, maps, and charts	Teacher's Edition: Unit 1 CCA 18; RL 15 Unit 2 CCA 10, 13, 14, 18, 19, 20, 22 Unit 4 CCA 30 Unit 5 CCA 31, 35
Topic F. Analyze Social Studies Information	
Indicator 1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines	
Objectives	
a. Compare information from a variety of sources	Student Edition: <i>Unit 1 Chart and Graph Skills, Timeline 7</i> <i>Unit 1 Map and Globe Skills 18-19</i> <i>Unit 2 Chart and Graph Skills, Flowchart 14</i> <i>Unit 2 Map and Globe Skills 24-25</i> <i>Unit 3 Chart and Graph Skills, Timeline 16-17</i> <i>Unit 3 Map and Globe Skills 16-17</i> <i>Unit 4 Chart and Graph Skills, Bar Graph 18</i> <i>Unit 4 Chart and Graph Skills, Flow Chart 30</i> <i>Unit 5 Chart and Graph Skills, Diagram 21</i>

STANDARDS	PAGE REFERENCES
<p>b. Compare information to prior knowledge</p>	<p>Teacher’s Edition:</p> <p>Unit 1 AR 17, 25; BR 13, 21</p> <p>Unit 2 AR 15,23,43; BR 9, 17, 39</p> <p>Unit 3 AR 9, 15, 23; BR 5, 11, 19</p> <p>Unit 4 AR 19, 25; BR 13, 21</p> <p>Unit 5 AR 9, 23, 29; BR 5, 19, 25</p>
<p>c. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details</p>	<p>Student Edition:</p> <p><i>Unit 5 Cause and Effect</i> 9, 15, 23, 29, 35, 43</p> <p>Teacher’s Edition:</p> <p>Unit 1 RL 15</p> <p>Unit 3 CCA 20</p> <p>Unit 5 CU 9, 23</p>
<p>Topic G. Answer Social Studies Questions</p>	
<p>Indicator 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>Objectives</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>Student Edition:</p> <p><i>Unit 2</i> 46</p> <p><i>Unit 3</i> 38</p> <p><i>Unit 4</i> 38</p> <p><i>Unit 5</i> 46</p> <p>Teacher’s Edition:</p> <p>Unit 1 CCA 16; OL 11</p> <p>Unit 2 CCA 28, 42; HOP 3</p> <p>Unit 3 CCA 14, 20, 32, 34, 35</p> <p>Unit 4 CCA 18, 27</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>Teacher’s Edition:</p> <p>Unit 1 CCA 14</p> <p>Unit 2 CCA 36</p> <p>Unit 4 CCA 24</p> <p>Unit 5 CCA 8</p>