



Communities

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STANDARDS	PAGE REFERENCES
<p>Standard 1.0 Political Science</p>	
<p>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.</p>	
<p>Topic A. The Foundations and Function of Government</p>	
<p>Indicator 1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services</p>	
<p>Objectives</p>	
<p>a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order</p>	<p>Student Edition: 215-219 <i>Check Understanding</i> 219 <i>Essential Question</i> 214 <i>Quick Check</i> 215, 216 Teacher’s Edition: BI 214, 216; CCA 216, 218; PP 215</p>
<p>b. Explain the consequences of violating rules and laws</p>	<p>Student Edition: 221 <i>Quick Check</i> 221 Teacher’s Edition: Q 221</p>

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<p>c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government</p>	<p>Student Edition: 224-226, 233 <i>Chart and Graph Skills</i> 204-205 <i>Quick Check</i> 33, 225</p> <p>Teacher’s Edition: Q 224; QCA 233</p>
<p>Indicator 2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen</p>	
<p>Objectives</p>	
<p>a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality</p>	<p>Student Edition: 197, 221, 222-223, 233 <i>Essential Question</i> 228 <i>People</i> 223 <i>Quick Check</i> 223</p> <p>Teacher’s Edition: BI 222; CCA 222; QCA 223</p>
<p>b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles</p>	<p>Student Edition: 128, 130, 204, 221-226, 229-235 <i>Citizenship</i> 227 <i>Essential Question</i> 228 <i>Event</i> 229 <i>Quick Check</i> 128, 131, 229, 231</p> <p>Teacher’s Edition: BI 128, 230; CCA 230; Q 129; QCA 231</p>

STANDARDS		PAGE REFERENCES
Topic		
B. Individual and Group Participation in the Political System		
Indicator		
1. Explain how people and events have contributed to the American political system.		
Objectives		
a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council	Student Edition: 215-218, 227 <i>Essential Question</i> 214 <i>Quick Check</i> 216 Teacher's Edition: BI 214, 216; CCA 216, 218	
b. Describe the contributions of people who contributed to the common good of society	Student Edition: 210-211, 216-217, 221-223, 229-231, 232 <i>Citizenship</i> 227 <i>Essential Question</i> 228 <i>People</i> 127, 223, 233 <i>Quick Check</i> 233 Teacher's Edition: BI 230; CCA 230	
Indicator		
2. Analyze the role of individual and group participation in creating a supportive community		
Objectives		
a. Explain the decision making process used to accomplish a community goal or solve a community problem	Student Edition: 230 <i>Citizenship</i> 67, 227 <i>Write About It</i> 235 Teacher's Edition: CCA 67; WAI 227	
b. Explain the roles and responsibilities of effective citizens in a political process	Student Edition: 197, 222, 233 Teacher's Edition: BI 222; Q 232	

STANDARDS	PAGE REFERENCES
<p>c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations</p>	<p>Student Edition: 230, 232 <i>People</i> 33, 233</p> <p>Teacher’s Edition: BI 230; CCA 230</p>
<p>Topic C. Protecting Rights and Maintaining Order</p>	
<p>Indicator 1.Explain the rights and responsibilities of being a member of the school and the community</p>	
<p>Objectives</p>	
<p>a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering</p>	<p>Student Edition: 34, 197, 221-222, 229-231 <i>Citizenship</i> 227 <i>Essential Question</i> 228 <i>Event</i> 229 <i>Quick Check</i> 231</p> <p>Teacher’s Edition: CCA 222</p>
<p>Standard 2.0 Peoples of the Nation and World</p>	
<p>Students will understand how people in Maryland, the United States and around the world are alike and different.</p>	
<p>Topic A. Elements of Culture</p>	
<p>Indicator 1. Analyze and describe elements of a multicultural setting</p>	
<p>Objectives</p>	
<p>a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language</p>	<p>Student Edition: 98, 99, 101, 103-107, 109-114, 117-123, 133-137, 140-141 <i>Event</i> 112 <i>Quick Check</i> 109, 114, 117, 121, 123, 133</p> <p>Teacher’s Edition: BI 98, 112, 118, 120, 132, 136; CCA 115, 141; HOP 99; Q 113; QCA 117, 121, 123, 133; RC 123</p>

STANDARDS		PAGE REFERENCES
<p>b. Explain how and why media, such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures</p>	<p>Student Edition: 44, 140</p> <p>Teacher's Edition: CCA 110, 115, 120</p>	
<p>Topic B. Cultural Diffusion</p>		
<p>Indicator 1. Identify and describe how individuals and groups share and borrow from other cultures</p>		
<p>Objective</p>		
<p>a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures</p>	<p>Student Edition: 103, 106-197, 109-114, 131 <i>Quick Check</i> 109, 111, 113</p> <p>Teacher's Edition: CCA 112; QCA 111</p>	
<p>Topic C. Conflict and Compromise</p>		
<p>Indicator 1. Analyze how groups of people interact</p>		
<p>Objective</p>		
<p>a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as sharing concern, compassion, and respect among group members</p>	<p>Student Edition: 67, 230 <i>Quick Check</i> 223, 231 <i>Write About It</i> 67</p> <p>Teacher's Edition: CCA 222</p>	
<p>b. Analyze how different points of view in school and community situations may result in compromise or conflict</p>	<p>Student Edition: 67 <i>Write About It</i> 67</p> <p>Teacher's Edition: WAI 67</p>	

STANDARDS	PAGE REFERENCES
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 construct meaning about places on Earth	
Objectives	
<p>a. Describe the purposes of a variety of maps and atlases, such as transportation maps, physical maps, and political maps</p>	<p>Student Edition: <i>Geography Handbook</i> GH4-GH25 <i>Map and Globe Skills</i> 10-11, 76-77, 212-213 <i>Maps</i> 20, 27, 46, 72, 87, 101, 186, 218, 238</p> <p>Teacher’s Edition: CCA 77; GH12</p>
<p>b. Construct and interpret maps by using elements, such as title, compass rose, simple grid system, scale, legend/key, date, and author</p>	<p>Student Edition: <i>Geography Handbook</i> GH8-GH9 <i>Map and Globe Skills</i> 10-11, 26-27, 138-139, 170-171</p> <p>Teacher’s Edition: CCA 10, 14</p>
<p>c. Identify the location of communities, major cities in Maryland, and United States using a globe, maps, and atlases</p>	<p>Student Edition: <i>Geography Handbook</i> GH9, GH13, GH15</p>
Topic B. Geographic Characteristics of Places and Regions	
Indicator 1. Compare places and regions around the world using geographic characteristics	
Objectives	
<p>a. Compare places and regions using geographic features</p>	<p>Student Edition: 5, 19-23 <i>Places</i> 20</p> <p>Teacher’s Edition: BI 20; Q 19</p>

STANDARDS	PAGE REFERENCES
<p>b. Identify natural/physical and human-made features of places and regions</p>	<p>Student Edition: 5, 19-23 <i>Quick Check</i> 19</p> <p>Teacher’s Edition: BI 18, 20</p>
<p>c. Describe population distribution of places and regions such as rural and urban</p>	<p>Student Edition: 5, 13-15, 17 <i>Quick Check</i> 15</p> <p>Teacher’s Edition: Q 13</p>
<p>d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work</p>	<p>Student Edition: 5, 19-23</p> <p>Teacher’s Edition: QC 19</p>
<p>Topic C. Movement of People, Goods and Ideas</p>	
<p>Indicator Describe how transportation and communication networks link places through the movement of people, goods, and ideas</p>	
<p>Objectives</p>	
<p>a. Explain how transportation and communication networks connect places, people, and ideas</p>	<p>Student Edition: 14, 16-17, 71-75, 87-89, 90-91 <i>DataGraphic</i> 90 <i>Primary Sources</i> 74 <i>Quick Check</i> 17</p> <p>Teacher’s Edition: QCA 17</p>
<p>b. Identify reasons for the movement of people from one community or region to another</p>	<p>Student Edition: 71-75, 80-81, 101 <i>Quick Check</i> 75, 101</p> <p>Teacher’s Edition: PP 71; Q 71</p>

STANDARDS		PAGE REFERENCES
Topic D. Modifying and Adapting to the Environment		
Indicator 1. Explain how people modify, protect, and adapt to their environment		
Objectives		
a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living	Student Edition: 20, 23, 37, 39, 54-59 <i>Essential Question</i> 36 <i>Places</i> 21 <i>Write About It</i> 43 Teacher’s Edition: BI 36; Q 37	
b. Describe why and how people make decisions about protecting the environment	Student Edition: 32-34, 38, 40, 43 <i>Citizenship</i> 35, 227 <i>Global Connections</i> 41 <i>Write About It</i> 35 Teacher’s Edition: RC 35	
c. Compare ways that people adapt to the environment for food, clothing, and shelter	Student Edition: 19-21, 24-25 <i>Quick Check</i> 25 Teacher’s Edition: BI 24	

STANDARDS		PAGE REFERENCES
Standard 4.0 Economics		
Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.		
Topic A. Scarcity and Economic Decision-making		
Indicator 1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services		
Objectives		
a. Explain why people must make economic choices	Student Edition: 157-162 <i>Citizenship</i> 163 Teacher's Edition: CCA 160; RC 163; T 163	
b. Identify and apply the steps in the decision-making process	Student Edition: 151, 169 <i>Write About It</i> 163 <i>Quick Check</i> 151 Teacher's Edition: CCA 163; QCA 151; RC 163	
c. Identify the opportunity cost of a choice or decision	Student Edition: 161 Teacher's Edition: Q 161	
Indicator 2. Examine the production process		
Objectives		
a. Explain how producers make choices because of limited natural, human, and capital resources	Student Edition: 149-150, 165-169, 173-177 <i>Essential Question</i> 164 <i>Quick Check</i> 151 Teacher's Edition: QCA 151	

STANDARDS	PAGE REFERENCES
<p>b. Give examples of when limited resources affect the decisions producers make</p>	<p>Student Edition: 165-169 <i>Quick Check</i> 167</p> <p>Teacher’s Edition: AN 176; QCA 167</p>
<p>c. Describe steps in the production process to produce a product</p>	<p>Student Edition: 172-177</p> <p>Teacher’s Edition: OB 172</p>
<p>d. Explain how specialized work results in increased production</p>	<p>Student Edition: 91, 166-167, 173</p> <p>Teacher’s Edition: AN 173; Q 176</p>
<p>Indicator 3. Examine how technology affects the way people live, work, and play</p>	
<p>Objectives</p>	
<p>a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes and online shopping</p>	<p>Teacher’s Edition: BI 176</p>
<p>b. Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines</p>	<p>Student Edition: 91, 147, 173 <i>Quick Check</i> 91</p> <p>Teacher’s Edition: BI 146; QCA 91</p>

STANDARDS		PAGE REFERENCES
Topic B. Economic Systems and the Role of Government in the Economy		
Indicator 1. Describe different types of markets		
Objectives		
a. Identify markets that are not face-to-face meetings, such as Internet shopping or catalog shopping	<p>The following reference can be used in conjunction with classroom activity and discussion to meet this objective.</p> <p>Teacher's Edition: CCA 154</p>	
b. Describe how countries around the world trade in the global market	<p>Student Edition: 178-179, 181-183 <i>Check Understanding</i> 179 <i>DataGraphic</i> 183 <i>People</i> 182 <i>Quick Check</i> 183</p> <p>Teacher's Edition: BI 176</p>	
Indicator 2. Identify goods and services provided by the government and paid for by taxes		
Objectives		
a. Classify goods and services according to who produces them such as, the government, business, or both	<p>Student Edition: 150, 152, 165-167, 176-177, 216-217 <i>Write About It</i> 169</p> <p>Teacher's Edition: Q 168</p>	

STANDARDS		PAGE REFERENCES
Indicator		
3. Describe how consumers acquire goods and services		
Objectives		
a. Develop a budget indicating income and expenses	Student Edition: 157-159, 160-162 <i>Citizenship</i> 163	Teacher's Edition: BI 156, CCA 160, 163
b. Develop a plan that shows how money is obtained, such as selling things, getting a gift, and getting allowance	Student Edition: 149-150, 160	Teacher's Edition: CCA 160
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 timeline of events in the community	Student Edition: <i>Chart and Graph Skills</i> 68-69	Teacher's Edition: LI 68; Q 68
b. Explain the relationship among events in a variety of timelines	Student Edition: 56-59, 60-66 <i>Chart and Graph Skills</i> 68-69	Teacher's Edition: BI 64; LI 68; Q 64, 65

STANDARDS		PAGE REFERENCES
Indicator		
2. Investigate how people lived in the past using a variety of primary and secondary sources		
Objectives		
a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents	Student Edition: <i>Local Connections</i> 92 <i>People</i> 81 <i>Photo</i> 58, 82, 83 Teacher's Edition: CCA 64; UV 80	
b. Compare family life in the local community by considering jobs, communication, and transportation	Student Edition: 13-17, 87-91 <i>DataGraphic</i> 90 <i>Local Connections</i> 92 <i>Quick Check</i> 17 <i>Write About It</i> 91 Teacher's Edition: Q 90	
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. Read to Learn and Construct Meaning about Social Studies		
Indicator		
1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary		
Objectives		
a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources	Student Edition: <i>Vocabulary</i> 4, 9, 12, 18, 25, 28, 34, 36, 43, 46, 52, 59, 60, 70, 75, 78, 83, 86, 91, 94 Teacher's Edition: RL 5, 13, 19, 25, 29, 37, 53, 61, 71, 79, 87, 101, 109, 117, 125, 133, 149, 157, 165, 173, 197, 207	

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<p>b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences</p>	<p>Student Edition: <i>Vocabulary</i> 4, 9, 12, 18, 25, 28, 34, 36, 43, 46, 52, 59, 60, 70, 75, 78, 83, 86, 91, 94, 164, 169, 172, 179, 196, 203</p> <p>Teacher's Edition: RL 5, 13, 19, 25, 29, 37, 53, 61, 71, 79, 87, 101, 109, 117, 125, 133, 149, 157, 165, 173, 197, 207</p>
<p>c. Use context clues to understand new social studies vocabulary</p>	<p>The following references can be used to meet this objective.</p> <p>Student Edition: Check Understanding 9 #1, 17 #1, 25 #1, 43 #1, 59 #1, 75 #1, 83 #1, 91, #1, 131 #1, 137 #1, 169 #1</p> <p>Teacher's Edition: RL 13, 19, 29, 53, 61 79, 87, 125, 133, 149, 157, 173</p>
<p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>Student Edition: <i>Vocabulary</i> 9, 17, 25, 43, 83, 91, 107, 123, 131, 137, 155, 162, 179, 187, 203, 211, 219, 226, 235</p> <p>Teacher's Edition: CU 9, 17, 25, 43, 83, 91, 107, 123, 131, 137, 155, 162, 169, 179, 187, 203, 211, 219, 226, 235</p>
<p>Indicator 2. Use strategies to prepare for reading (before reading)</p>	
<p>Objectives</p>	
<p>a. Identify the characteristics of informational texts, such as print features, graphic aids, informational aids, organizational aids, and online features</p>	<p>Student Edition: 2-3, 50-51, 88-89, 98-99, 110-111, 146-147, 176-177, 194-195, 216-217</p> <p><i>DataGraphic</i> 90, 102, 183</p> <p><i>Essential Question</i> 4, 12, 28, 36, 60, 100, 108, 148, 156, 164, 172, 180, 196, 206, 220</p> <p>Teacher's Edition: CCA 90; UG 90, 102</p>

<p>b. Preview the text by examining features, such as the title, pictures, maps, illustrations, photographs, charts, timelines, graphs, and icons</p>	<p>Student Edition: <i>Chart and Graph Skills</i> 68-69, 84-85, 170-171, 204-205 <i>DataGraphic</i> 90, 102, 183 <i>Map and Globe Skills</i> 10-11, 26-27, 76-77, 138-139, 212-213 <i>Photos</i> 58, 82, 83</p> <p>Teacher’s Edition: BI 90, 84, 138, 170, 212</p>
<p>c. Set a purpose for reading the text</p>	<p>Teacher’s Edition: OB 4, 12, 18, 28, 36, 52, 60, 70, 78, 86, 100, 108, 116, 124, 132, 148, 156, 164, 172, 180, 196, 206, 214, 220, 228</p>
<p>d. Ask questions and make predictions about the text</p>	<p>Teacher’s Edition: PV 13, 19, 29, 37, 53, 61, 71, 79, 87, 101, 109, 117, 125, 133, 149, 157, 165, 173, 207, 215, 221</p>
<p>e. Make connections to the text using prior knowledge and experiences</p>	<p>Student Edition: <i>Write About It</i> 35, 67, 129, 131, 137, 162, 163, 169, 211, 227, 235</p> <p>Teacher’s Edition: PP 13, 19, 29, 37, 53, 61, 71, 79, 87, 101, 109, 117, 125, 133, 149, 157, 165, 173, 181, 197, 207, 215, 221</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. Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution to gain meaning</p>	<p>Student Edition: R4-R5, R8-R9, R10-R11 <i>Reading Skill</i> 9, 17, 25, 34, 43, 169, 179, 187, 211, 219, 226</p> <p>Teacher’s Edition: LI R4, R8; RL 7, 15, 21, 23, 31, 39, 41, 57, 81, 217, 223</p>
<p>b. Reread slowly and carefully, restate, or read on and revisit difficult parts</p>	<p>Teacher’s Edition: RM 6, 16, 24, 32, 38, 40, 54, 64, 82, 104, 112, 118, 126, 134, 150, 160, 168, 174, 186, 200, 210, 218, 224, 230, 232</p>

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<p>c. Use a graphic organizer or another note-taking technique to record important ideas or information</p>	<p>Teacher’s Edition: WAI 7, 15, 21, 23, 31, 39, 43, 55, 57, 6365, 73, 81, 103, 111, 119, 121, 127, 129, 135, 151, 159, 167, 175, 177, 183, 199, 209, 217, 223, 231</p>
<p>d. Look back through the text to search for connections between and among ideas</p>	<p>Teacher’s Edition: RC 9, 17, 25, 34, 43, 59, 66, 75, 83, 91, 107, 114, 123, 131, 137155, 162, 169, 179, 187, 203, 211, 219, 226, 235</p>
<p>e. Make, confirm, or adjust predictions about the text</p>	<p>Student Edition: <i>Write About It</i> 25, 43, 66, 83, 107, 114, 131, 137, 155, 169, 187, 203, 211, 226</p> <p>Teacher’s Edition: RC 9, 17, 25, 34, 43, 59, 66, 75, 83, 91, 107, 114, 123, 131, 137, 155, 162, 169, 179, 187, 203, 211, 219, 226, 235</p>
<p>f. Periodically summarize or paraphrase important ideas while reading</p>	<p>Student Edition: R6-R7 <i>Reading Skill</i> 123, 131, 137</p> <p>Teacher’s Edition: R6; RC 9, 17, 25, 34, 43, 59, 66, 75, 83, 91, 107, 114, 123, 131, 137, 155, 162, 169, 179, 187, 203, 211, 219, 226, 235; RL 119, 121, 127, 129, 135</p>
<p>g. Visualize what was read for deeper meaning</p>	<p>Student Edition: 42-43, 56-57, 62-63, 72-73, 80-81, 110-111, 120-121, 136-137, 166-167, 176-177, 184-185, 198-199, 216-217</p> <p>Teacher’s Edition: UV 42, 56, 62, 72, 80, 110, 120, 136, 166, 176, 184, 198, 216</p>
<p>h. Explain personal connections to the ideas or information in the text</p>	<p>Student Edition: <i>Write About It</i> 35, 67, 129, 131, 137, 162, 163, 169, 211, 227, 235</p> <p>Teacher’s Edition: PP 13, 19, 29, 37, 53, 61, 71, 79, 87, 101, 109, 117, 125, 133, 149, 157, 165, 173, 181, 197, 207, 215, 221</p>

STANDARDS		PAGE REFERENCES
Indicator		
4. Use strategies to demonstrate understanding of the text (after reading)		
Objectives		
a. Identify and explain what is directly stated in the text	<p>Student Edition:</p> <p><i>Check Understanding</i> 9, 17, 25, 34, 43, 59, 66, 75, 83, 91, 107, 114, 123, 131, 137, 155, 162, 169, 187, 203, 211, 219, 226, 235</p> <p>Teacher's Edition:</p> <p>CU 9, 17, 25, 34, 43, 59, 66, 75, 83, 91, 107, 114, 123, 131, 137, 155, 162, 169, 179, 187, 203, 211, 219, 226, 235</p>	
b. Identify, paraphrase, or summarize the main idea of the text	<p>Student Edition:</p> <p>R2-R3, R6-R7</p> <p><i>Reading Skill</i> 9, 17, 25, 34, 43, 123, 131, 137</p> <p>Teacher's Edition:</p> <p>LI R6; R6; RC 9, 17, 25, 34, 43, 59, 66, 75, 83, 91, 107, 114, 123, 131, 137, 155, 162, 169, 179, 187, 203, 211, 219, 226, 235; RL 119, 121, 127, 129, 135</p>	
c. Determine and explain the author's purpose	<p>The following references can be used to facilitate this objective.</p> <p>Student Edition:</p> <p>35, 41, 67, 115, 163, 227, 229</p>	
d. Distinguish between facts and opinions	<p>Student Edition:</p> <p><i>Citizenship</i> 35, 115, 227</p>	
e. Explain whether or not the author's opinion is presented fairly	<p>The following references can be used to facilitate this objective.</p> <p>Student Edition:</p> <p><i>Citizenship</i> 35, 115, 227</p>	
f. Explain what is not directly stated in the text by drawing inferences	<p>Student Edition:</p> <p><i>Write About It</i> 75, 115, 131, 203</p> <p>Teacher's Edition:</p> <p>CCA 20, 35, 54, 64, 118, 120, 122</p>	

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<p>g. Confirm or refute predictions made about the text to form new ideas</p>	<p>Student Edition: <i>Write About It</i> 25, 43, 66, 83, 107, 114, 131, 137, 155, 169, 187, 203, 211, 226</p> <p>Teacher’s Edition: RC 9, 17, 25, 34, 43, 59, 66, 75, 83, 91, 107, 114, 123, 131, 137, 155, 162, 169, 179, 187, 203, 211, 219, 226, 235</p>
<p>h. Connect the text to prior knowledge or personal experiences</p>	<p>Student Edition: <i>Write About It</i> 35, 67, 129, 131, 137, 162, 163, 169, 211, 227, 235</p> <p>Teacher’s Edition: PP 13, 19, 29, 37, 53, 61, 71, 79, 87, 101, 109, 117, 125, 133, 149, 157, 165, 173, 181, 197, 207, 215, 221</p>
<p>i. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge</p>	<p>Student Edition: <i>Write About It</i> 25, 43, 66, 83, 107, 114, 131, 137, 155, 169, 187, 203, 211, 226</p> <p>Teacher’s Edition: RC 9, 17, 25, 34, 43, 59, 66, 75, 83, 91, 107, 114, 123, 131, 137, 155, 162, 169, 179, 187, 203, 211, 219, 226, 235</p>
<p>Topic B. Write to Learn and Communicate Social Studies Understandings</p>	
<p>Indicator 1. Use informal writing strategies, such as journal writing, note taking, quick writes, and graphic organizers to clarify, organize, remember and/or express new understandings</p>	
<p>Objectives</p>	
<p>a. Identify key ideas</p>	<p>Student Edition: <i>Write About It</i> 25, 35, 43, 66, 67, 83, 107, 114, 129, 131, 137, 155, 162, 163, 169, 187, 203, 211, 226, 227, 235</p>
<p>b. Connect key ideas to prior knowledge (personal experience, text, and world)</p>	<p>Student Edition: <i>Write About It</i> 25, 35, 43, 66, 67, 83, 107, 114, 129, 131, 137, 155, 162, 163, 169, 187, 203, 211, 226, 227, 235</p> <p>Teacher’s Edition: RC 25, 43, 66, 83, 107, 114, 131, 137, 155, 162, 169, 187, 203, 211, 219, 226, 235</p>

STANDARDS		PAGE REFERENCES
<p>Indicator 2. Use formal writing, such as multi-paragraph essays, historical investigations, research reports, letters and summaries to inform</p>		
<p>Objectives</p>		
a. Identify form, audience, topic, and purpose before writing	<p>Student Edition: <i>The Big Idea Activities</i> 48, 96, 144, 192, 240</p> <p>Teacher’s Edition: A 48, 96, 144, 192, 240</p>	
b. Organize facts and/or data to support a topic	<p>Student Edition: <i>The Big Idea Activities</i> 48, 96, 144, 192, 240</p> <p>Teacher’s Edition: A 48, 96, 144, 192, 240</p>	
c. Provide introduction, body, and conclusion	<p>Student Edition: <i>The Big Idea Activities</i> 48, 96, 144, 192, 240</p> <p>Teacher’s Edition: CCA 118, 128, 130, 140</p>	
d. Cite sources of information	<p>Teacher’s Edition: PAC 141</p>	
<p>Indicator 3. Use formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade</p>		
<p>Objectives</p>		
a. Identify form audience, topic and purpose	<p>Student Edition: <i>Citizenship</i> 35, 115 <i>The Big Idea Activities</i> 48, 96, 144, 192, 240</p> <p>Teacher’s Edition: A 48, 96, 144, 192, 240; WAI 35</p>	
b. State a clear opinion or position	<p>Student Edition: <i>Citizenship</i> 35, 115</p> <p>Teacher’s Edition: RC 115; WAI 35</p>	

STANDARDS	PAGE REFERENCES
<p>c. Support the opinion or position with facts and/or data</p>	<p>Student Edition: <i>Citizenship</i> 35, 115 <i>The Big Idea Activities</i> 48, 96, 144, 192, 240</p> <p>Teacher’s Edition: A 48, 96, 144, 192, 240; RC 115</p>
<p>Indicator 4. Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)</p>	
<p>Objectives</p>	
<p>a. Address the topic</p>	<p>The following writing activities can be timed to meet this objective.</p> <p>Student Edition: <i>Citizenship</i> 35, 115 <i>The Big Idea Activities</i> 48, 96, 144, 192, 240 <i>Write About It</i> 25, 35, 43, 66, 67, 83, 107, 114, 129, 131, 137, 155, 162, 163, 169, 187, 203, 211, 226, 227, 235</p>
<p>b. Provide accurate information</p>	<p>The following writing activities can be timed to meet this objective.</p> <p>Student Edition: <i>Citizenship</i> 35, 115 <i>The Big Idea Activities</i> 48, 96, 144, 192, 240 <i>Write About It</i> 25, 35, 43, 66, 67, 83, 107, 114, 129, 131, 137, 155, 162, 163, 169, 187, 203, 211, 226, 227, 235</p>
<p>c. Support topic with appropriate details</p>	<p>The following writing activities can be timed to meet this objective.</p> <p>Student Edition: <i>Citizenship</i> 35, 115 <i>The Big Idea Activities</i> 48, 96, 144, 192, 240 <i>Write About It</i> 25, 35, 43, 66, 67, 83, 107, 114, 129, 131, 137, 155, 162, 163, 169, 187, 203, 211, 226, 227, 235</p>

STANDARDS	PAGE REFERENCES
<p>d. Incorporate social studies knowledge</p>	<p>The following writing activities can be timed to meet this objective.</p> <p>Student Edition: <i>Citizenship</i> 35, 115 <i>The Big Idea Activities</i> 48, 96, 144, 192, 240 <i>Write About It</i> 25, 35, 43, 66, 67, 83, 107, 114, 129, 131, 137, 155, 162, 163, 169, 187, 203, 211, 226, 227, 235</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>Student Edition: <i>The Big Idea Activities</i> 48, 144, 192, 240</p>
<p>b. Pose questions about the topic</p>	<p>Student Edition: <i>The Big Idea Activities</i> 48, 144, 192, 240</p>
<p>c. Formulate research questions</p>	<p>Student Edition: <i>The Big Idea Activities</i> 48, 96, 144, 192, 240</p>
<p>d. Develop a plan for how to answer questions about the topic</p>	<p>Student Edition: <i>The Big Idea Activities</i> 48, 96, 144, 192, 240</p>
<p>Indicator 2. Identify a situation or problem that requires further study</p>	
<p>Objectives</p>	
<p>a. Define the problem/situation</p>	<p>Student Edition: <i>Citizenship</i> 227 Teacher's Edition: <i>WAI</i> 227</p>
<p>b. Identify prior knowledge about the problem/situation</p>	<p>Student Edition: <i>Citizenship</i> 227 Teacher's Edition: <i>WAI</i> 227</p>
<p>c. Pose questions about the problem/ situation from a variety of perspectives</p>	<p>Student Edition: <i>Citizenship</i> 227 Teacher's Edition: <i>WAI</i> 227</p>

STANDARDS	PAGE REFERENCES
d. Pose questions that elicit higher order thinking responses	Student Edition: <i>Citizenship 227</i> Teacher's Edition: <i>WAI 227</i>
e. Formulate simple research questions	Student Edition: <i>Citizenship 227</i> Teacher's Edition: <i>WAI 227</i>
f. Develop a plan for how to answer questions about the problem/situation	Student Edition: <i>Citizenship 227</i> Teacher's Edition: <i>WAI 227</i>
Topic D. Acquire Social Studies Information	
Indicator 1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied	
Objectives	
a. Gather and read appropriate print sources, such as textbooks, government documents, timelines, trade books, and web sites	Student Edition: <i>Citizenship 227</i> Teacher's Edition: <i>WAI 227</i>
b. Read and obtain information from texts representing diversity in content, culture, authorship, and perspective	Student Edition: <i>Citizenship 35, 115, 227</i> Teacher's Edition: <i>WAI 227</i>
c. Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, interviews, and oral histories	Student Edition: <i>Citizenship 227</i> Teacher's Edition: <i>WAI 227</i>

STANDARDS		PAGE REFERENCES
Indicator		
1. Engage in field work that relates to the topic/ situation/ problem being studied		
Objectives		
a. Gather data	Student Edition: <i>Citizenship 227</i> <i>Local Connections 140-141</i>	Teacher's Edition: PAC 141; WAI 227
b. Make and record observations	Student Edition: <i>Citizenship 227</i> <i>Write About the Big Idea 96</i>	Teacher's Edition: PAC 141; WAI 227
c. Design and conduct surveys and oral histories	Student Edition: <i>Citizenship 227</i>	Teacher's Edition: WAI 227
Topic		
E. Organize Social Studies Information		
Indicator		
1. Organize information from non-print sources		
Objectives		
a. Prioritize information gathered according to importance and relevance	Student Edition: <i>Citizenship 227</i>	Teacher's Edition: RC 227
b. Distinguish factual from fictional information	Student Edition: <i>Citizenship 227</i>	
c. Find relationships between gathered information	Student Edition: <i>Citizenship 227</i>	Teacher's Edition: WAI 227

STANDARDS	PAGE REFERENCES
<p>d. Display information on various types of graphic organizers, maps, and charts</p>	<p>The following activity could be displayed graphically to facilitate this objective.</p> <p>Student Edition: <i>Citizenship 227</i></p>
<p>e. Categorize information obtained from surveys and field work</p>	<p>Student Edition: <i>Citizenship 227</i></p> <p>Teacher’s Edition: <i>RC 227</i></p>
<p>Indicator 2. Organize information from print sources</p>	
<p>Objectives</p>	
<p>a. Prioritize information gathered according to importance and relevance</p>	<p>Student Edition: <i>Citizenship 227</i></p> <p>Teacher’s Edition: <i>RC 227</i></p>
<p>b. Distinguish factual from fictional information</p>	<p>Student Edition: <i>Citizenship 227</i></p>
<p>c. Find relationships between gathered information</p>	<p>Student Edition: <i>Citizenship 227</i></p> <p>Teacher’s Edition: <i>WAI 227</i></p>
<p>d. Construct various types of graphic organizers, maps, and charts to display information</p>	<p>The following activity could be displayed graphically to facilitate this objective.</p> <p>Student Edition: <i>Citizenship 227</i></p>

STANDARDS		PAGE REFERENCES
Topic F. Analyze Social Studies Information		
Indicator 1. Interpret information from primary and secondary sources		
Objectives		
a. Interpret information in maps, charts and graphs	<p>Student Edition: <i>Chart and Graph Skills</i> 68-69, 84-85, 170-171, 204-205 <i>DataGraphic</i> 90, 102, 183 <i>Map and Globe Skills</i> 10-11, 26-27, 76-77, 138-139, 212-213 <i>Photos</i> 58, 82, 83</p> <p>Teacher’s Edition: BI 90, 84, 138, 170, 212</p>	
b. Interpret information from field studies and surveys	<p>Student Edition: <i>Citizenship</i> 227</p>	
c. Analyze a document to determine point of view	<p>Student Edition: <i>Citizenship</i> 35, 115 <i>Primary Sources</i> 74, 158</p> <p>Teacher’s Edition: UPS 22, 74, 158</p>	
d. Analyze the perspective of the author	<p>The following references can be used to facilitate this objective.</p> <p>Student Edition: 35, 41, 67, 74, 115, 158, 163, 227, 229</p> <p>Teacher’s Edition: UPS 22, 74, 158</p>	
e. Identify the bias and prejudice	<p>The following references can be incorporated in classroom discussion and activities to meet this objective.</p> <p>Teacher’s Edition: CCA 38, 58, 104</p>	

STANDARDS		PAGE REFERENCES
Indicator		
2. Evaluate information from a variety of sources		
Objectives		
a. Compare information from a variety of sources	Student Edition: <i>Citizenship 227</i>	Teacher's Edition: <i>RC 227</i>
b. Compare information to prior knowledge	Student Edition: <i>Citizenship 227</i>	Teacher's Edition: <i>RC 227</i>
c. Determine the reliability of the document	Student Edition: <i>Citizenship 227</i>	
Indicator		
3. Synthesize information from a variety of sources		
Objectives		
a. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details	Student Edition: R2-R3, R4-R5, R8-R9, R10-R11	Teacher's Edition: LI R2, R4, R8, R10
Topic		
G. Answer Social Studies Questions		
Indicator		
1. Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources		
Objectives		
a. Present social studies information in a variety of ways, such as mock trials, simulations, debates, and skits	Student Edition: <i>Geography Activity 45</i> <i>Local Connections 140-141, 236-237</i> <i>Projects About the Big Idea 96, 240</i>	Teacher's Edition: CCA 16, 35, 45, 56, 58, 88, 92, 105, 134; PAC 96, 240

STANDARDS	PAGE REFERENCES
<p>b. Engage in civic participation and public discourse</p>	<p>Student Edition: <i>Citizenship</i> 227 <i>Local Connections</i> 236-237 <i>Write About It</i> 235</p> <p>Teacher’s Edition: CCA 8,33, 44, 67, 126, 188, 204, 205, 218, 227, 230; HOP 195</p>
<p>Indicators 2. Use historic contexts to answer questions</p>	
<p>Objectives</p>	
<p>a. Use historically accurate resources to answer questions, make predictions, and support ideas</p>	<p>Student Edition: <i>Primary Sources</i> 22, 74, 158</p> <p>Teacher’s Edition: UPS 22, 74, 158</p>
<p>b. Explain why historic interpretations vary and are subject to change</p>	<p>Student Edition: <i>Primary Sources</i> 22, 74, 158</p> <p>Teacher’s Edition: UPS 22, 74, 158</p>
<p>c. Construct a sound historical interpretation</p>	<p>Student Edition: <i>Write About It</i> 22, 74, 158</p> <p>Teacher’s Edition: WAI 22, 74, 158</p>
<p>Indicators 3. Use current events/issues to answer questions</p>	
<p>Objectives</p>	
<p>a. Summarize the main points of an issue explaining different viewpoints</p>	<p>Student Edition: R6-R7 <i>Citizenship</i> 35, 115, 227</p> <p>Teacher’s Edition: OB 115; RC 35; WAI 227</p>
<p>b. Make a decision based on the analysis of issues and evaluate the consequences of these decisions</p>	<p>Student Edition: <i>Citizenship</i> 35, 115, 227</p> <p>Teacher’s Edition: OB 115; WAI 227</p>

STANDARDS	PAGE REFERENCES
<p>c. Identify and formulate a position on a course of action or an issue</p>	<p>Student Edition: <i>Citizenship</i> 35, 115, 227</p> <p>Teacher's Edition: OB 115; RC 35; T 35; WAI 227</p>
<p>d. Propose and justify solutions to social studies problems</p>	<p>Student Edition: <i>Citizenship</i> 35, 115, 227</p> <p>Teacher's Edition: OB 115; RC 35; T 35; WAI 227</p>