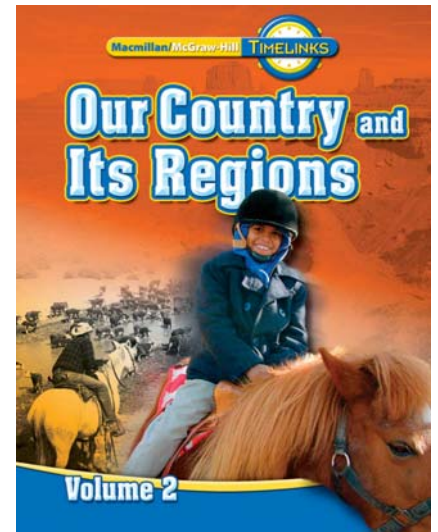


Our Country and Its Regions

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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 fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.</p>	
<p>Topic A. The Foundations and Function of Government</p>	
<p>Indicator 1. Trace how the political structure in early Maryland developed and changed over time</p>	
<p>Objectives</p>	
<p>a. Describe how the colony of Maryland was established and governed including the establishment of rule of law and power with authority, such as Proprietorships, Royal Governor, and early General Assembly</p>	<p>The following references introduce the settlement of colonies and can be adapted to lessons specific to Maryland through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 18-19, 20-21</p>
<p>b. Explain the importance of the Office of the Governor and the Court of Appeals</p>	
<p>c. Outline the structure and function of the Maryland General Assembly and the roles of state senators and delegates</p>	

STANDARDS		PAGE REFERENCES
<p>Indicator 2. Analyze the documents, and democratic ideas that developed in the Maryland Colony</p>		
<p>Objectives</p>		
<p>a. Analyze how colonial law influenced individuals in Maryland and other colonies, such as indentured servants contracts, Tolerance Acts of 1649, Maryland Charter of 1632</p>	<p>Student Edition: 20</p>	
<p>b. Describe how the Maryland State Constitution includes democratic principles and values</p>	<p>The following references to state governments can be adapted to lessons specific to Maryland through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 106-107, 108 <i>How a Bill Becomes a Law</i> 109 <i>Three Jobs, Three Branches</i> 108</p>	
<p>Indicator 3. Analyze the role of Maryland government regarding public policy and issues</p>		
<p>Objectives</p>		
<p>a. Analyze perspectives and policies in Maryland regarding historic and current public issues</p>		
<p>b. Explain the effect that regional interests have on shaping government policy in and around Maryland, such as Chesapeake Bay issues, availability of land for mining, land use</p>		
<p>Topic B. Individual and Group Participation in the Political System</p>		
<p>Indicator 1. Analyze how individuals and groups contributed to the political system in Maryland</p>		
<p>Objectives</p>		
<p>a. Describe the contributions of 17th century English settlers who influenced the early political structure</p>	<p>Student Edition: 20</p>	
<p>b. Research the role of Marylanders who influenced the building of our new nation, such as the Sons of Liberty, William Paca, Charles Carroll, Thomas Stone, and Samuel Chase</p>	<p>Student Edition: 25-26</p>	

STANDARDS		PAGE REFERENCES
Indicator		
2. Defend the importance of civic participation as a citizen of Maryland		
Objectives		
a. Identify various sources of information that are available to citizens to make political decisions	Student Edition: 121-123	
b. Analyze ways people can participate in the political process including voting, petitioning elected officials, and volunteering	Student Edition: 121-123, 124-125 <i>Citizenship</i> 123 Teacher's Edition: DI 123; RL 123; S 120; WA 122	
Topic		
C. Protecting Rights and Maintaining Order		
Indicator		
1. Describe rights and responsibilities of being a citizen in Maryland		
Objectives		
a. Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important	Student Edition: 121-123, 124-125 <i>Citizenship</i> 123 Teacher's Edition: DI 123; RL 123; S 120; WA 122	
b. Describe the role of Maryland state judiciary system	The following references to state governments can be adapted to lessons specific to Maryland through classroom instruction and/or the use of adjunct materials. Student Edition: 108 <i>Quick Check</i> 108 <i>Three Jobs, Three Branches</i> 108	
Indicator		
2. Explain how Maryland government protects the rights of individuals and groups		
Objectives		
a. Describe the rule of law and explain how it impacts individuals and groups	Student Edition: 124 Teacher's Edition: RL 124	

STANDARDS	PAGE REFERENCES
<p>b. Describe the balance between private life and government in providing order and protecting rights</p>	<p>Student Edition: 124-125 <i>Check Understanding</i> 125 #3</p> <p>Teacher’s Edition: Q 124</p>
<p>Standard 2.0 Peoples of the Nation and World</p>	
<p>Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.</p>	
<p>Topic A. Elements of Culture</p>	
<p>Indicator 1. Describe the various cultures of early societies of Maryland</p>	
<p>Objectives</p>	
<p>a. Define how culture influences people</p>	<p>Student Edition: 151, 154, 157, 218-219, 252-253 <i>Check Understanding</i> 252 #3</p> <p>Teacher’s Edition: P 151; WA 156</p>
<p>b. Describe the social, political and religious character of the earliest colonies</p>	<p>Student Edition: 20-21 <i>Event</i> 20</p> <p>Teacher’s Edition: BI 20</p>
<p>c. Examine and describe the unique and diverse cultures of early native American societies</p>	<p>Student Edition: 9-15 <i>Event</i> 12 <i>Places</i> 14</p> <p>Teacher’s Edition: DI 14; RL 11; UV 12</p>

STANDARDS		PAGE REFERENCES
d. Compare the early cultures of the Native Americans with the European settlers and their influences on each other	<p>Student Edition: 17, 18, 22-23 <i>Essential Question</i> 16 <i>Event</i> 17 <i>People</i> 21</p> <p>Teacher's Edition: BI 20</p>	
Topic B. Cultural Diffusion		
Indicator 1. Analyze how Maryland society was influenced by the contributions of people and groups		
Objective		
a. Describe the contributions of past Maryland leaders		
b. Describe the contribution of individuals and groups	<p>Student Edition: 20-21, 25-31, 151-154 <i>People</i> 23, 28, 30</p> <p>Teacher's Edition: BI 26; DI 27; RL 21, 27, 155</p>	
Indicator 2. Describe cultural characteristics of various groups of people in Maryland		
Objectives		
a. Describe the similarities and differences of religious, ethnic, and economic groups in colonial and contemporary times	<p>Student Edition: 151-154 <i>Check Understanding</i> 157 #3</p> <p>Teacher's Edition: RL 153; RM 152; UV 154</p>	
b. Site example of how various cultures borrow and share traditions	<p>Student Edition: 151-154 <i>Check Understanding</i> 157 #3</p> <p>Teacher's Edition: RL 153; RM 152; UV 154</p>	

STANDARDS		PAGE REFERENCES
Topic C. Conflict and Compromise		
Indicator 1. Evaluate how various perspectives of Marylanders can cause compromise and/or conflict		
Objective		
a. Describe the differing historical conflicts such as between the Patriots and Loyalists	Student Edition: 22-23, 25-31, 33 <i>Check Understanding</i> 31 #3 Teacher's Edition: BI 28; DI 27; RL 27, 29	
b. Investigate the causes of contemporary conflict and compromises	Student Edition: 50-51, 55, 57-59 <i>Check Understanding</i> 61 #3 Teacher's Edition: BI 58; DI 51; RL 51	
Standard 3.0 Geography		
Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.		
Topic A. Using Geographic Tools		
Indicator 1. Use geographic tools to locate places and describe the human and physical characteristics of those places		
Objectives		
a. Construct and interpret a variety of maps using map elements	Student Edition: GH6-GH18 Teacher's Edition: CC GH6, GH8; HP GH13, GH15; P GH8, GH10	
b. Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland/United States	Student Edition: 71-76, 135-140, 167-172, GH6-GH18 Teacher's Edition: DI 73; HP GH12, GH14, GH17, GH18; UV 74	

STANDARDS	PAGE REFERENCES
<p>c. Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain</p>	<p>Student Edition: 72, 135-140, GH14-GH15 <i>Map 73</i></p> <p>Teacher’s Edition: HP GH14; UV 138</p>
<p>d. Identify and locate natural/physical features and human-made features of the United States</p>	<p>Student Edition: 71-76, 135-140, 167-172, 199-204, 231-237, 263-269</p> <p>Teacher’s Edition: BI 232; CC 264; DI 73; UV 74, 138</p>
<p>Topic B. Geographic Characteristics of Places and Regions</p>	
<p>Indicator 1. Describe similarities and differences of regions by using geographic characteristics</p>	
<p>Objectives</p>	
<p>a. Compare physical characteristics of different places and regions of Maryland and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life</p>	<p>Student Edition: 135-140, 167-172, 199-204, 231-237, 263-269</p> <p>Teacher’s Edition: CC 264; DI 137, 233; RL 169, 201</p>
<p>b. Compare human characteristics of different places and regions of Maryland the United States, including human-made features, language, religions, political systems, economic activity, and population distribution</p>	<p>Student Edition: 143-149, 183-189, 207-210, 212-213, 247-253, 273-277, 279 <i>Global Connections 211, 278</i></p> <p>Teacher’s Edition: CC 186, 274; RL 145, 184, 209, 249</p>
<p>c. Describe how geographic characteristics of a place or region change over time and affect the way people live and work</p>	<p>Student Edition: 143-149, 183-189, 207-210, 212-213, 247-253, 273-277, 279 <i>Global Connections 211, 278</i></p> <p>Teacher’s Edition: CC 186, 274; RL 145, 184, 209, 249</p>

STANDARDS		PAGE REFERENCES
Topic C. Movement of People, Goods and Ideas		
Indicator 1. Describe and analyze population growth, migration, and settlement patterns in Maryland and regions of the United States		
Objectives		
a. Explain how geographic characteristics influenced settlement patterns in Maryland and the United States	Student Edition: 136, 139, 172, 200, 236 Teacher's Edition: RM 136	
b. Explain how changes in transportation and communication led to the growth and development of towns and cities in Maryland and United States	Student Edition: 36-37, 47, 164, 276, 282 <i>People</i> 46 Teacher's Edition: BI 282; RL 37; UV 36	
d. Describe the transportation and communication networks for the movement of people, goods, and ideas to, from and within Maryland such as Bay Bridge, National Road, B & O Railroad, the Port of Baltimore, and C & O Canal	Student Edition: 136 Teacher's Edition: RM 136	
e. Identify the reasons for the movement of peoples to, from, and within Maryland and the United States	Student Edition: 46, 47, 152-153, 184-185, 217, 282-283 Teacher's Edition: BI 34; DI 153, 217; RL 184; RM 152	

STANDARDS		PAGE REFERENCES
Topic D. Modifying and Adapting to the Environment		
Indicator 1. Describe how people adapt to, modify and impact the natural environment		
Objectives		
a. Compare ways Native American societies in Maryland used the natural environment for food, clothing, and shelter	Student Edition: 151-152 Teacher's Edition: RM 152	
b. Describe ways and reasons people in Maryland and the United States modify the natural environment and the consequences of modifications	Student Edition: 82, 175, 210, 242-243, 274-275 <i>Event 61</i> Teacher's Edition: BI 174; CC 242; RL 243	
c. Explain how the growth of communities and suburbs have had consequences on the environment, loss of farmland, and pollution	Student Edition: 148-149 <i>Check Understanding 149 #1</i> Teacher's Edition: BI 148; CC 148	
d. Describe how land use and urban growth are influenced by governmental decisions	Student Edition: 110-111, 148-149 Teacher's Edition: UV 110	

STANDARDS		PAGE REFERENCES
Standard 4.0 Economics		
Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.		
Topic A. Scarcity and Economic Decision-making		
Indicator 1. Explain that people must make choices because resources are limited relative to economic wants for goods and services in Maryland, past and present		
Objectives		
a. Identify opportunity cost of economic decisions made by individuals, businesses, and governments	Student Edition: 94-95, 97 Teacher's Edition: RL 93	
Indicator 2. Explain how limited economic resources are used to produce goods and services to satisfy economic wants in Maryland		
Objectives		
a. Describe how scarcity and the availability of economic resources determine what is produced and the effects on consumers	Student Edition: 99-101, 143, 178 <i>Essential Question 98</i> Teacher's Edition: BI 98; CC 100; RL 145	
Indicator 3. Explain how technological changes have affected production and consumption in Maryland		
Objectives		
a. Describe how changes in technology, such as refrigeration, impacted the lives of consumers	Student Edition: 47, 178, 179, 213, 244-245 <i>Event 60</i> Teacher's Edition: BI 60, 244; CC 46; RL 179	
b. Describe how entrepreneurship inspired technological changes and affected business productivity	Student Edition: 94, 144-145 <i>Check Understanding 149 #3</i> Teacher's Edition: RL 95, 145; RM 94	

STANDARDS		PAGE REFERENCES
Indicator		
4. Describe regional economic specialization in Maryland and the ways people live and work		
Objectives		
a. Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore	Student Edition: 143-145, 175-178, 207-210, 241-245, 273-276 <i>Check Understanding</i> 181 #3 Teacher's Edition: BI 174; RL 145, 175, 177, 179, 209; RM 176	
b. Describe how specialization results in the interdependence of people	Student Edition: 94 Teacher's Edition: DI 95; RC 97; RM 94	
Topic		
B. Economic Systems and the Role of Government in the Economy		
Indicator		
1. Describe the types of economic systems in Maryland		
Objectives		
a. Provide examples of tradition in the Maryland economy, such as businesses and skills that are handed down through families	Student Edition: 143	
b. Give examples of the kinds of goods and services produced in Maryland during different historical periods	Student Edition: 143-147 Teacher's Edition: RL 145, 147	
Indicator		
2. Describe the role of government in regulating economic activity and providing goods and services		
Objectives		
a. Give examples of how governments' decision making affect economic growth and the ability to provide jobs and provide services	Student Edition: 100-104 <i>Check Understanding</i> 104 #1 Teacher's Edition: BI 102	

STANDARDS	PAGE REFERENCES
<p>b. Explain how local and state governments in Maryland provide goods and services and are paid for by taxes</p>	<p>Student Edition: 110-111 <i>Check Understanding 111 #2</i></p> <p>Teacher’s Edition: RL 110; UV 110</p>
<p>c. Give examples of government’s rules and laws that affect how people in businesses work such as, requiring licenses to drive and regulating resources</p>	<p>Student Edition: 124 <i>Check Understanding 125 #3</i></p> <p>Teacher’s Edition: RL 125</p>
<p>Indicator 3. Examine the progression from a barter system to a money economy in Colonial America</p>	
<p>Objectives</p>	
<p>a. Give examples of barter exchanges of goods and services in Maryland</p>	<p>Student Edition: 100</p> <p>Teacher’s Edition: BI 100; CC 100; RM 100</p>
<p>b. Give examples of contemporary money exchanges</p>	<p>Student Edition: 101-103 <i>Check Understanding 104 #1</i></p> <p>Teacher’s Edition: BI 102; Q 103; RC 104</p>
<p>Standard 5.0 History</p>	
<p>Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.</p>	
<p>Topic A. Individuals and Societies Change Over Time</p>	
<p>Indicator 1. Analyze the chronology and significance of key historical events leading to early settlement in Maryland</p>	
<p>Objectives</p>	
<p>a. Explain how and why the Maryland colony was established, including political and economic motives for coming to the new world</p>	<p>Student Edition: 20</p> <p>Teacher’s Edition: RL 21</p>

STANDARDS	PAGE REFERENCES
<p>b. Compare the development of places and regions, such as St. Mary's City, Western Maryland, Kent Island, and Annapolis</p>	<p>Student Edition: 132-133, 135-140 <i>Check Understanding</i> 140 #3</p> <p>Teacher's Edition: DI 137; RC 140; RM 136</p>
<p>c. Describe the establishment of slavery and how it shaped life in Maryland</p>	<p>Student Edition: 152</p> <p>Teacher's Edition: RL 153</p>
<p>Indicator 2. Compare Native American societies in Maryland before and after European colonization</p>	
<p>Objectives</p>	
<p>a. Identify the development of indigenous societies from the Pale- Indians to the Woodland Indians</p>	<p>Student Edition: 9-15, 151 <i>Event</i> 12 <i>People</i> 9, 10 <i>Places</i> 14</p> <p>Teacher's Edition: BI 10, 12; DI 11; RM 10; UV 14</p>
<p>b. Describe Native American societies indigenous to Maryland after European contact</p>	<p>Student Edition: 152 <i>Check Understanding</i> 157 #3</p> <p>Teacher's Edition: RM 152</p>
<p>Topic C. Conflict between Ideas and Institutions</p>	
<p>Indicator 1. Examine the consequences of interactions among groups and cultures in Maryland</p>	
<p>Objectives</p>	
<p>a. Describe Maryland colonists' reactions to changing economic policies from England using events that led to the American Revolutionary War</p>	<p>Student Edition: 25-27 <i>Event</i> 25</p> <p>Teacher's Edition: CC 26; RL 27</p>

STANDARDS	PAGE REFERENCES
<p>b. Explain the interactions between colonists and the British during the Pre-Revolutionary period</p>	<p>Student Edition: 25-27 <i>Event</i> 25 <i>People</i> 27</p> <p>Teacher’s Edition: CC 26; DI 27; RL 27; RM 26</p>
<p>Indicator 2. Explain the political, cultural, economic and social changes in Maryland during the early 1800s</p> <p>Objectives</p>	
<p>a. Describe Maryland’s role in the War of 1812</p>	
<p>b. Describe the importance of changes in industry, transportation, education, rights and freedoms in Maryland, such as roads and canals, slavery, B&O railroad, the National Road, immigration, public schools, and religious freedoms</p>	<p>Student Edition: 144-149 <i>Check Understanding</i> 149 #1</p> <p>Teacher’s Edition: CC 148; DI 145; RL 145, 147</p>
<p>Indicator 3. Analyze regional differences in the Civil War and its effects on people in Maryland</p> <p>Objectives</p>	
<p>a. Describe the economic interests in Maryland, such as agricultural v. industrial and slave v. non-slave</p>	<p>Student Edition: 144-147 <i>Check Understanding</i> 149 #1</p> <p>Teacher’s Edition: CC 148; DI 145; RL 145, 147</p>
<p>b. Explain why loyalties to the North and the South were divided in Maryland</p>	<p>Student Edition: 144-147 <i>Check Understanding</i> 149 #1</p> <p>Teacher’s Edition: CC 148; RL 145, 147</p>

STANDARDS		PAGE REFERENCES
Indicator		
4. Analyze how the institution of slavery impacted individuals and groups in Maryland		
Objectives		
a. Compare the lives of slave families and free blacks		Teacher's Edition: P 41
b. Describe the anti-slavery movement in Maryland		The following references to slavery and The Civil War can be adapted to lessons specific to Maryland through classroom instruction and/or the use of adjunct materials. Student Edition: 40-41, 42-43
c. Describe the growth of the Underground Railroad		Student Edition: 217 Teacher's Edition: DI 217
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>Check Understanding</i> 15 #1, 23 #1, 31 #1, 39 #1, 47 #1, 76 #1, 149 #1, 172 #1, 204 #1 Teacher's Edition: RL 9, 17, 25, 33, 41, 71, 175, 183, 199
b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences		Student Edition: <i>Check Understanding</i> 15 #1, 23 #1, 31 #1, 39 #1, 47 #1, 76 #1, 149 #1, 172 #1, 204 #1 Teacher's Edition: RL 9, 17, 25, 33, 41, 71, 175, 183, 199

STANDARDS	PAGE REFERENCES
<p>c. Use context clues to understand new social studies vocabulary</p>	<p>Student Edition: <i>Check Understanding</i> 15 #1, 23 #1, 31 #1, 39 #1, 47 #1, 76 #1, 149 #1, 172 #1, 204 #1</p> <p>Teacher’s Edition: RL 9, 17, 25, 33, 41, 71, 175, 183, 199</p>
<p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>Student Edition: <i>Check Understanding</i> 15 #1, 23 #1, 31 #1, 39 #1, 47 #1, 76 #1, 149 #1, 172 #1, 204 #1</p> <p>Teacher’s Edition: RL 9, 17, 25, 33, 41, 71, 175, 183, 199</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: <i>Chart and Graph Skills</i> 6-7, 105, 173, 205 <i>Primary Sources</i> 96, 145, 185, 202 <i>Reading Skills</i> R2-R15</p> <p>Teacher’s Edition: CC 7; RLG 105; UPS 96, 144, 185, 202; UV 6</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: 71, 88, 101, 104, 107, 108, 109, 116, 117, 124 <i>Datagraphic</i> 89 <i>Skill</i> 126</p> <p>Teacher’s Edition: UV 88, 124</p>
<p>c. Set a purpose for reading the text</p>	<p>Student Edition: 4-5</p> <p>Teacher’s Edition: CC 4; HP 5; P 4; RC 5</p>
<p>d. Ask questions and make predictions about the text</p>	<p>Student Edition: <i>Reading Skills</i> R4-R5, R10-R11, R14-R15</p> <p>Teacher’s Edition: CC R5, R11, R15</p>

STANDARDS	PAGE REFERENCES
<p>e. Make connections to the text using prior knowledge and experiences</p>	<p>Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277</p> <p>Teacher’s Edition: C 236; DI 123; RL 123; WA 186, 219</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: <i>Chart and Graph Skills</i> 6-7 <i>Reading Skills</i> R2-R15</p> <p>Teacher’s Edition: CC 7, R3, R5, R7, R9, R13, R15; UV 6</p>
<p>b. Reread slowly and carefully, restate, or read on and revisit difficult parts</p>	<p>Student Edition: <i>Check Understanding</i> 39 #3, 47 #3, 55 #3, 76 #3, 91 #3, 97 #3, 104 #3</p> <p>Teacher’s Edition: RC 39, 47, 55, 76, 90, 97, 104; RL 35</p>
<p>c. Use a graphic organizer or another note-taking technique to record important ideas or information</p>	<p>Student Edition: <i>Check Understanding</i> 111 #2, 119 #2, 125 #2, 140 #2, 149 #2, 157 #2, 172 #2</p> <p>Teacher’s Edition: RL 109, 110, 117, 123, 137, 145, 153, 169</p>
<p>d. Look back through the text to search for connections between and among ideas</p>	<p>Student Edition: <i>Check Understanding</i> 39 #3, 47 #3, 55 #3, 76 #3, 91 #3, 97 #3, 104 #3</p> <p>Teacher’s Edition: RC 39, 47, 55, 76, 90, 97, 104; RL 35</p>
<p>e. Make, confirm, or adjust predictions about the text</p>	<p>Student Edition: <i>Reading Skills</i> R4-R5, R8-R15</p> <p>Teacher’s Edition: CC R9; LI R4, R10, R12, R14</p>

STANDARDS	PAGE REFERENCES
f. Periodically summarize or paraphrase important ideas while reading	<p>Student Edition: <i>Check Understanding</i> 39 #3, 47 #3, 55 #3, 76 #3, 91 #3, 97 #3, 104 #3</p> <p>Teacher’s Edition: RC 39, 47, 55, 76, 90, 97, 104; RL 35</p>
g. Visualize what was read for deeper meaning	<p>Student Edition: 12-13, 20-21, 30-31, 36-37, 44-45 <i>Chart and Graph Skill</i> 6-7</p> <p>Teacher’s Edition: UV 6, 12, 14, 20, 30, 36, 38, 44</p>
h. Explain personal connections to the ideas or information in the text	<p>Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277</p> <p>Teacher’s Edition: C 236; DI 123; RL 123; WA 186, 219</p>
<p>Indicator 4. Use strategies to demonstrate understanding of the text (after reading)</p>	
	<p>Objectives</p>
a. Identify and explain what is directly stated in the text	<p>Student Edition: <i>Check Understanding</i> 39 #3, 47 #3, 55 #3, 76 #3, 91 #3, 97 #3, 104 #3</p> <p>Teacher’s Edition: RC 39, 47, 55, 76, 90, 97, 104; RL 35</p>
b. Identify, paraphrase, or summarize the main idea of the text	<p>Student Edition: <i>Check Understanding</i> 39 #3, 47 #3, 55 #3, 76 #3, 91 #3, 97 #3, 104 #3</p> <p>Teacher’s Edition: RC 39, 47, 55, 76, 90, 97, 104; RL 35</p>
c. Determine and explain the author’s purpose	<p>Student Edition: <i>Reading Skills</i> R6-R7, R8-R9, R14-R15</p> <p>Teacher’s Edition: CC R7, R9; LI R10</p>
d. Distinguish between facts and opinions	<p>The following reading and writing activities can be adapted to meet this objective.</p> <p>Teacher’s Edition: LR 161E-161G</p>

e. Explain whether or not the author's opinion is presented fairly	This objective can be fulfilled with classroom discussions and activities.
f. Explain what is not directly stated in the text by drawing inferences	Student Edition: <i>Reading Skills</i> R14-R15 Teacher's Edition: CC R15
g. Confirm or refute predictions made about the text to form new ideas	Student Edition: <i>Reading Skills</i> R10-R11, R14-R15 Teacher's Edition: CC R11, R15
h. Connect the text to prior knowledge or personal experiences	Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277 Teacher's Edition: C 236; DI 123; RL 123; WA 186, 219
i. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge	Student Edition: <i>Reading Skills</i> R10-R11, R14-R15 Teacher's Edition: CC R11, R15

Topic

B. Write to Learn and Communicate Social Studies Understandings

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

Objectives

a. Identify key ideas	Student Edition: <i>Check Understanding</i> 39 #3, 47 #3, 55 #3, 76 #3, 91 #3, 97 #3, 104 #3 Teacher's Edition: RC 39, 47, 55, 76, 90, 97, 104; RL 35
b. Connect key ideas to prior knowledge (personal experience, text, and world)	Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277 Teacher's Edition: C 236; DI 123; RL 123; WA 186, 219

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>		
<p>a. Identify form, audience, topic, and purpose before writing</p>	<p>The following references may be used to enable the students to fulfill this objective as they practice their writing skills.</p> <p>Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 39 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3</p> <p>Teacher’s Edition: CC R3, R5</p>	
<p>b. Organize facts and/or data to support a topic</p>	<p>Student Edition: <i>Check Understanding</i> 111 #2, 119 #2, 125 #2, 140 #2, 149 #2, 157 #2, 172 #2</p> <p>Teacher’s Edition: RL 109, 110, 117, 123, 137, 145, 153, 169</p>	
<p>c. Provide introduction, body, and conclusion</p>	<p>The following references may be used to enable the students to fulfill this objective as they practice their writing skills.</p> <p>Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 39 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3</p> <p>Teacher’s Edition: CC R3, R5</p>	
<p>d. Cite sources of information</p>	<p>This objective can be fulfilled during classroom time while working on writing activities.</p>	
<p>Indicator 3. Use formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade</p>		
<p>Objectives</p>		
<p>a. Identify form audience, topic and purpose</p>	<p>The following references may be used to enable the students to fulfill this objective as they practice their writing skills.</p> <p>Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 39 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3</p> <p>Teacher’s Edition: CC R3, R5</p>	

<p>b. State a clear opinion or position</p>	<p>The following reading and writing activities can be adapted to meet this objective.</p> <p>Teacher’s Edition: AL 257D; OL 193F, 257F</p>
<p>c. Support the opinion or position with facts and/or data</p>	<p>The following reading and writing activities can be adapted to meet this objective.</p> <p>Teacher’s Edition: AL 257D; OL 193F, 257F</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>Student Edition: <i>The Big Idea Activities</i> 64, 128, 160, 192, 224, 256, 288</p> <p>Teacher’s Edition: F 64, 128, 160, 192, 224, 256, 288</p>
<p>b. Provide accurate information</p>	<p>Student Edition: <i>The Big Idea Activities</i> 64, 128, 160, 192, 224, 256, 288</p> <p>Teacher’s Edition: F 64, 128, 160, 192, 224, 256, 288</p>
<p>c. Support topic with appropriate details</p>	<p>Student Edition: <i>The Big Idea Activities</i> 64, 128, 160, 192, 224, 256, 288</p> <p>Teacher’s Edition: F 64, 128, 160, 192, 224, 256, 288</p>

STANDARDS	PAGE REFERENCES
d. Incorporate social studies knowledge	<p>Student Edition: <i>The Big Idea Activities</i> 64, 128, 160, 192, 224, 256, 288</p> <p>Teacher’s Edition: F 64, 128, 160, 192, 224, 256, 288</p>
<p>Topic C. Ask Social Studies Questions</p>	
<p>Indicator 1. Identify a topic that requires further study</p>	
<p>Objectives</p>	
a. Identify prior knowledge about the topic	<p>Student Edition: <i>The Big Idea Activities</i> 64, 128, 160, 192, 224, 256, 288</p> <p>Teacher’s Edition: F 64, 128, 160, 192, 224, 256, 288</p>
b. Pose questions about the topic	<p>The following references can be used as examples for students to follow when asking questions.</p> <p>Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3.</p>
c. Formulate research questions	<p>The following references can be used as examples for students to follow when asking questions.</p> <p>Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3</p>
d. Develop a plan for how to answer questions about the topic	<p>The following references can be used to help practice answering questions.</p> <p>Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3</p>

STANDARDS		PAGE REFERENCES
Indicator 2. Identify a situation or problem that requires further study		
Objectives		
a. Define the problem/situation	The following activities can be used to help practice defining a situation. Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3	
b. Identify prior knowledge about the problem/situation	Student Edition: <i>The Big Idea Activities</i> 64, 128, 160, 192, 224, 256, 288 Teacher's Edition: F 64, 128, 160, 192, 224, 256, 288	
c. Pose questions about the problem/ situation from a variety of perspectives	The following references can be used as examples for students to follow when asking questions. Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3	
d. Pose questions that elicit higher order thinking responses	The following references can be used as examples for students to follow when asking questions. Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3	
e. Formulate simple research questions	The following references can be used as examples for students to follow when asking questions. Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3.	
f. Develop a plan for how to answer questions about the problem/situation	The following references can be used to help practice answering questions. Student Edition: <i>Check Understanding</i> 23 #3, 31 #3, 47 #3, 55 #3, 76 #3, 83 #3, 91 #3	

STANDARDS		PAGE REFERENCES
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>Chart and Graph Skills</i> 6-7, 105, 173, 205 <i>Primary Sources</i> 96, 145, 185, 202 <i>Reading Skills</i> R2-R15 Teacher's Edition: CC 7; RLG 105; UPS 96, 144, 185, 202; UV 6	
b. Read and obtain information from texts representing diversity in content, culture, authorship, and perspective	Student Edition: <i>Chart and Graph Skills</i> 6-7, 105, 173, 205 <i>Primary Sources</i> 96, 145, 185, 202 <i>Reading Skills</i> R2-R15 Teacher's Edition: CC 7; RLG 105; UPS 96, 144, 185, 202; UV 6	
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: 71, 88, 101, 104, 107, 108, 109, 116, 117, 124 <i>Datagraphic</i> 89 <i>Skill</i> 126 Teacher's Edition: UV 88, 124	
Indicator 2. Engage in field work that relates to the topic/ situation/ problem being studied		
Objectives		
a. Gather data	Student Edition: <i>Foldables</i> 1, 65, 129, 161, 193, 225, 257 Teacher's Edition: F 1, 65, 129, 161, 193, 225, 257	

STANDARDS	PAGE REFERENCES
b. Make and record observations	<p>Student Edition: <i>Check Understanding</i> 111 #2, 119 #2, 125 #2, 140 #2, 149 #2, 157 #2, 172 #2</p> <p>Teacher’s Edition: RL 109, 110, 117, 123, 137, 145, 153, 169</p>
c. Design and conduct surveys and oral histories	<p>Teacher’s Edition: C R15</p>
<p>Topic E. Organize Social Studies Information</p>	
<p>Indicator 1. Organize information from non-print sources</p>	
<p>Objectives</p>	
a. Prioritize information gathered according to importance and relevance	<p>Student Edition: <i>Check Understanding</i> 111 #2, 119 #2, 125 #2, 140 #2, 149 #2, 157 #2, 172 #2</p> <p>Teacher’s Edition: RL 109, 110, 117, 123, 137, 145, 153, 169</p>
b. Distinguish factual from fictional information	<p>This objective can be covered during classroom discussion, as the class reads supplementary primary and secondary source material.</p>
c. Find relationships between gathered information	<p>Student Edition: <i>Foldables</i> 1, 65, 129, 161, 193, 225, 257</p> <p>Teacher’s Edition: F 1, 65, 129, 161, 193, 225, 257</p>
d. Display information on various types of graphic organizers, maps, and charts	<p>Student Edition: <i>Check Understanding</i> 111 #2, 119 #2, 125 #2, 140 #2, 149 #2, 157 #2, 172 #2</p> <p>Teacher’s Edition: RL 109, 110, 117, 123, 137, 145, 153, 169</p>
e. Categorize information obtained from surveys and field work	<p>Teacher’s Edition: CC R15</p>

STANDARDS		PAGE REFERENCES
Indicator		
2. Organize information from print sources		
Objectives		
a. Prioritize information gathered according to importance and relevance	Student Edition: <i>Check Understanding</i> 111 #2, 119 #2, 125 #2, 140 #2, 149 #2, 157 #2, 172 #2 Teacher's Edition: RL 109, 110, 117, 123, 137, 145, 153, 169	
b. Distinguish factual from fictional information	This objective can be covered during classroom time, as the class reads supplementary primary and secondary source material.	
c. Find relationships between gathered information	Student Edition: <i>Foldables</i> 1, 65, 129, 161, 193, 225, 257 Teacher's Edition: F 1, 65, 129, 161, 193, 225, 257	
d. Construct various types of graphic organizers, maps, and charts to display information	Student Edition: <i>Check Understanding</i> 111 #2, 119 #2, 125 #2, 140 #2, 149 #2, 157 #2, 172 #2 Teacher's Edition: RL 109, 110, 117, 123, 137, 145, 153, 169	
Topic		
F. Analyze Social Studies Information		
Indicator		
1. Interpret information from primary and secondary sources		
Objectives		
a. Interpret information in maps, charts and graphs	Student Edition: <i>Chart and Graph Skills</i> 6-7, 105, 173, 205 <i>Map and Globe Skills</i> 77, 112-113, 141, 238, 270 Teacher's Edition: LI 105, 112, 141, 173, 205; UV 6	
b. Interpret information from field studies and surveys	Teacher's Edition: CC R15	

STANDARDS	PAGE REFERENCES
c. Analyze a document to determine point of view	Leveled Reader activities throughout the textbook can be used in conjunction with classroom discussion to meet this objective.
d. Analyze the perspective of the author	Leveled Reader activities throughout the textbook can be used in conjunction with classroom discussion to meet this objective.
e. Identify the bias and prejudice	Leveled Reader activities throughout the textbook can be used in conjunction with classroom discussion to meet this objective.
Indicator 2. Evaluate information from a variety of sources	
Objectives	
a. Compare information from a variety of sources	Student Edition: <i>Chart and Graph Skills</i> 6-7, 105, 173, 205 <i>Primary Sources</i> 96, 145, 185, 202 <i>Reading Skills</i> R2-R15 Teacher’s Edition: CC 7; RLG 105; UPS 96, 144, 185, 202; UV 6
b. Compare information to prior knowledge	Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277 Teacher’s Edition: C 236; DI 123; RL 123; WA 186, 219
c. Determine the reliability of the document	This objective can be covered during classroom time, as the class reads supplementary primary and secondary source material.
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: <i>Chart and Graph Skills</i> 6-7 <i>Reading Skills</i> R2-R15 Teacher’s Edition: CC 7, R3, R5, R7, R9, R13, R15; UV 6

STANDARDS		PAGE REFERENCES
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>Big Idea Activities</i> 64, 128, 160, 192, 224, 256, 288 Teacher's Edition: PAC 64, 128, 160, 192, 224, 256, 288	
b. Engage in civic participation and public discourse	Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277 Teacher's Edition: C 236	
Indicators		
2. Use historic contexts to answer questions		
Objectives		
a. Use historically accurate resources to answer questions, make predictions, and support ideas	Student Edition: <i>Chart and Graph Skills</i> 6-7, 105, 173, 205 <i>Primary Sources</i> 96, 145, 185, 202 <i>Reading Skills</i> R2-R15 Teacher's Edition: CC 7; RLG 105; UPS 96, 144, 185, 202; UV 6	
b. Explain why historic interpretations vary and are subject to change	Student Edition: 5 Teacher's Edition: P 4	
c. Construct a sound historical interpretation	Teacher's Edition: P 4; RC 4	

STANDARDS		PAGE REFERENCES
Indicators 3. Use current events/issues to answer questions		
Objectives		
a. Summarize the main points of an issue explaining different viewpoints	Student Edition: <i>Check Understanding</i> 39 #3, 47 #3, 55 #3, 76 #3, 91 #3, 97 #3, 104 #3 Teacher's Edition: RC 39, 47, 55, 76, 90, 97, 104; RL 35	
b. Make a decision based on the analysis of issues and evaluate the consequences of these decisions	Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277 Teacher's Edition: C 236	
c. Identify and formulate a position on a course of action or an issue	Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277 Teacher's Edition: C 236	
d. Propose and justify solutions to social studies problems	Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277 Teacher's Edition: C 236	