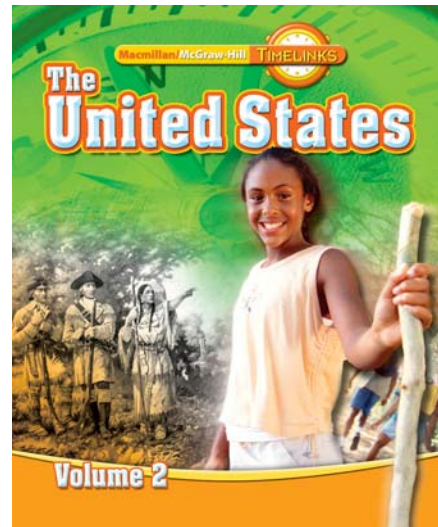
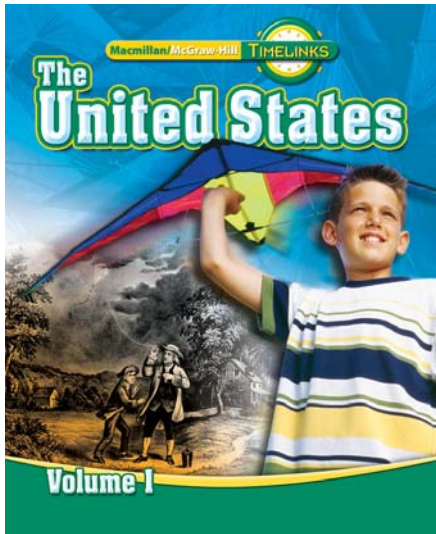




The United States

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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. Examine the early foundations, functions, and purposes of government</p> <p>Objectives</p>	
<p>a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War</p>	<p>Student Edition: 67, 70-71, 74-76, 83, 92-93, 104-105, 122, 153-155 <i>Check Understanding</i> 71 #2, 93 #3 <i>People</i> 89</p> <p>Teacher's Edition: BI 70, 104; DI 89; RC 85, 155; RL 67</p>

STANDARDS	PAGE REFERENCES
<p>b. Explain and clarify how Europe’s philosophies and policies affected the political structure of the early American Colonies</p>	<p>Student Edition: 89, 90, 101, 113, 137-139 <i>Check Understanding</i> 141 #2 <i>Primary Sources</i> 103</p> <p>Teacher’s Edition: BI 90, UP 102</p>
<p>c. Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents</p>	<p>Student Edition: 139, 140-141, 167-169, 200-203, 206-207</p> <p>Teacher’s Edition: BI 138; DI 139; RC 169; RL 207; RM 168</p>
<p>d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings</p>	<p>Student Edition: 89, 90, 101, 113, 137-139 <i>Check Understanding</i> 141 #2 <i>Primary Sources</i> 103</p> <p>Teacher’s Edition: BI 90, UP 102</p>
<p>Indicator 2. Analyze the historic events, documents, and practices that are the foundations of our political systems</p>	
<p>Objectives</p>	
<p>a. Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses</p>	<p>Student Edition: 89, 90, 101, 113, 137-139 <i>Check Understanding</i> 141 #2 <i>Primary Sources</i> 103</p> <p>Teacher’s Edition: BI 90, UP 102</p>
<p>b. Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation</p>	<p>Student Edition: 197-199 <i>Check Understanding</i> 203 #1</p> <p>Teacher’s Edition: DI 199; P 197; RL 197; UV 198</p>

STANDARDS	PAGE REFERENCES
<p>c. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights</p>	<p>Student Edition: 167-169, 197-203, 205-207, 209</p> <p>Teacher’s Edition: BI 168; DI 199; RC 169, 203; RL 97, 201; RM 200, 202</p>
<p>d. Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances</p>	<p>Student Edition: 206-207</p> <p><i>Check Understanding</i> 211 #1</p> <p><i>Write About It</i> 207</p> <p>Teacher’s Edition: CC 206; DI 207; RL 207; UV 206</p>
<p>Indicator 3. Analyze the roles of colonial government regarding public policy and issues</p>	
<p>Objectives</p>	
<p>a. Identify the effect that regional interests and perspectives had on shaping government policy, and compare such as middling class v. gentry, plantation owners v. proprietors</p>	<p>Student Edition: 201-202, 223, 227, 229, 236-237</p> <p>Teacher’s Edition: RL 201; RM 202</p>
<p>b. Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763</p>	<p>Student Edition: 154, 197, 202, 213, 214</p> <p><i>Check Understanding</i> 203 #3, 215 #3</p> <p>Teacher’s Edition: RC 215; RM 214</p>
<p>Topic B. Individual and Group Participation in the Political System</p>	
<p>Indicator 1. Analyze how individuals’ roles and perspectives shape the American political system</p>	
<p>Objectives</p>	
<p>a. Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington</p>	<p>Student Edition: 168-169, 194, 201</p> <p><i>Check Understanding</i> 169 #2, 211 #2</p> <p><i>People</i> 209</p> <p>Teacher’s Edition: BI 168, 200, 202, 210; PPE 194; UTL 195</p>

STANDARDS		PAGE REFERENCES
b. Examine how the federalists and anti-federalist perspectives influenced government	Student Edition: 208-209 Teacher's Edition: RM 208	
Indicator 2. Analyze the importance of civic participation as a citizen of the United States		
Objectives		
a. Analyze the usefulness of various sources of information used to make political decisions	Student Edition: 206-207 <i>Primary Source</i> 103, 140, 205 Teacher's Edition: UPS 102, 140; UV 206	
b. Compare ways people can participate in the political process including voting, petitioning elected officials, and volunteering	Student Edition: 9 <i>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343 Teacher's Edition: BI 30; C 120, 138, 282; UC 90	
Topic C. Protecting Rights and Maintaining Order		
Indicator 1. Describe individual rights and responsibilities in the United States		
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: 9 <i>Bill of Rights</i> 208 <i>Check Understanding</i> 211 #3 <i>Citizenship</i> 282 Teacher's Edition: C 282	
b. Describe the power and responsibility of the Supreme Court including the power of judicial review	Student Edition: 205, 207 Teacher's Edition: RL 205	

STANDARDS		PAGE REFERENCES
Indicator		
2. Evaluate how the United States government protects the rights of individuals and groups		
Objectives		
a. Explain the balance between providing for the common good and protecting individual rights	Student Edition: 200-203, 209 <i>Check Understanding</i> 203 #3, 211 #3	Teacher's Edition: RM 202, 208
b. Analyze how government needs to provide more protection and order during times of crisis, such as the natural disasters and threats to national security	Student Edition: 343, 350	Teacher's Edition: BI 342; CC 342
Indicator		
3. Examine the principle of due process		
Objectives		
a. Describe the due process protections in the Bill of Rights	Student Edition: 8, 208 <i>Check Understanding</i> 211 #3	
Standard 2.0 Peoples of the Nation and World		
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.		
Topic		
A. Elements of Culture		
Indicator		
1. Describe the various cultures of colonial societies and how the environment influenced them		
Objectives		
a. Describe how environment and location influenced the cultures and lifestyle	Student Edition: 24, 29, 33, 34, 38, 41 <i>Check Understanding</i> 31 #3, 35 #3, 39 #3, 45 #3	Teacher's Edition: CC 68; RL 41; RM 34

STANDARDS		PAGE REFERENCES
b. Define the social, political, and religious components of the early colonies	<p>Student Edition: 88-91, 101-103, 108-111, 114-115, 116-117</p> <p>Teacher’s Edition: BI 110; DI 89, 103; RC 117; RL 91, 103</p>	
c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements	<p>Student Edition: 88-89, 101-103, 108, 110-111, 113, 119 <i>Check Understanding</i> 111 #3, 117 #3</p> <p>Teacher’s Edition: BI 110; DI 89, 103, 109; RL 109</p>	
Topic B. Cultural Diffusion		
Indicator 1. Analyze how native societies were influenced by the diverse cultures of the explorers and settlers		
Objective		
a. Compare perspectives of Native American, Africans, and the European explorers	<p>Student Edition: 87, 89, 92-93, 104-105, 109, 116-117, 119, 122 <i>Check Understanding</i> 93 #3, 105 #3</p> <p>Teacher’s Edition: BI 92, 104; CC 88, DI 89</p>	
b. Describe how cultures changed as a result of Native American, African, and European interaction	<p>Student Edition: 87, 89, 92-93, 104-105, 109, 116-117, 119, 122 <i>Check Understanding</i> 93 #3, 105 #3</p> <p>Teacher’s Edition: BI 92, 104; CC 88, DI 89</p>	
Indicator 2. Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development		
Objectives		
a. Analyze how the influx of immigrants led to economic growth and cultural diversity	<p>Student Edition: 92-93, 108-109, 111, 121, 134-135 <i>The Big Idea Activities</i> 96 <i>Check Understanding</i> 117 #3</p> <p>Teacher’s Edition: DI 109; RL 109</p>	

STANDARDS		PAGE REFERENCES
<p>b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology</p>	<p>Student Edition: 92-93, 103, 108-109, 116, 121 <i>Check Understanding</i> 93 #3 <i>The Big Idea Activities</i> 96</p> <p>Teacher’s Edition: DI 109, RL 109</p>	
<p>Topic C. Conflict and Compromise</p>		
<p>Indicator 1. Analyze factors that affected relationships in the colonial period</p>		
<p>Objective</p>		
<p>a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people</p>	<p>Student Edition: 87, 89, 92-93, 104-105, 109, 116-117, 119, 122 <i>Check Understanding</i> 93 #3, 105 #3</p> <p>Teacher’s Edition: BI 92, 104; CC 88, DI 89</p>	
<p>b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention</p>	<p>Student Edition: 200-203, 208-209 <i>Check Understanding</i> 203 #3</p> <p>Teacher’s Edition: RC 203; RL 201, 209; RM 200, 202</p>	
<p>Standard 3.0 Geography</p>		
<p>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.</p>		
<p>Topic A. Using Geographic Tools</p>		
<p>Indicator 1. Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p>		
<p>Objectives</p>		
<p>a. Use map elements to interpret and construct a variety of maps</p>	<p>Student Edition: GH6-GH21 <i>Map and Globe Skills</i> 59, 123, 177, 221, 331</p> <p>Teacher’s Edition: CC 59, 123, 177, 221, GH7, GH9, GH13; HP GH15</p>	

STANDARDS	PAGE REFERENCES
<p>b. Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements</p>	<p>Student Edition: GH6-GH7 <i>Map</i> 89, 104, 110, 116 <i>Map and Globe Skills</i> 123</p> <p>Teacher’s Edition: HP GH14</p>
<p>c. Use photographs, maps, and drawings to describe geographic characteristics</p>	<p>Student Edition: GH2-GH3, GH6-GH21 <i>Map and Globe Skills</i> 59, 123, 177, 221, 331</p> <p>Teacher’s Edition: AR GH12; CC GH7; HP GH14, GH18</p>
<p>d. Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City</p>	<p>Student Edition: 88, 91, 102, 109, 114 <i>Map</i> 89</p> <p>Teacher’s Edition: CC 116; RL 115</p>
<p>Topic B. Geographic Characteristics of Places and Regions</p>	
<p>Indicator 1. Examine the similarities and differences of regions in Colonial America</p>	
<p>Objectives</p>	
<p>a. Compare the natural/physical and human characteristics of the three colonial regions</p> <ul style="list-style-type: none"> • New England • Middle • Southern 	<p>Student Edition: 101-105, 107-111, 113-115 <i>Check Understanding</i> 111 #2 <i>Primary Source</i> 103</p> <p>Teacher’s Edition: DI 115; RL 103, 109; RM 104; UV 108, 114</p>
<p>b. Describe how geographic characteristics of a place or region changed from early settlements through the colonial period</p>	<p>Student Edition: 88, 91, 102, 109, 114, 121, 122, 134-135 <i>Map</i> 89</p> <p>Teacher’s Edition: CC 116; RL 115; RM 134</p>

STANDARDS	PAGE REFERENCES
<p>c. Explain how geographic characteristics affect how people live and work, and the population distribution of a place or region</p>	<p>Student Edition: 88, 91, 102, 109, 114, 121, 122, 134-135 <i>Map 89</i></p> <p>Teacher’s Edition: CC 116; RL 115; RM 134</p>
<p>Topic C. Movement of People, Goods and Ideas</p>	
<p>Indicator 1. Describe and analyze population growth, migration and settlement patterns in Colonial America</p>	
<p>Objectives</p>	
<p>a. Explain how geographic characteristics influenced settlement patterns in Colonial America</p>	<p>Student Edition: 88, 91, 102, 109, 114, 121, 122, 134-135 <i>Map 89</i></p> <p>Teacher’s Edition: CC 116; RL 115; RM 134</p>
<p>b. Analyze the consequences of migration between the colonies and immigration to the colonies, such as Europeans and Africans immigrating to the east coast of the United States</p>	<p>Student Edition: 92-93, 108-109, 111, 121, 134-135 <i>The Big Idea Activities 96</i> <i>Check Understanding 117 #3</i></p> <p>Teacher’s Edition: DI 109; RL 109</p>
<p>c. Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade</p>	<p>Student Edition: 131-135 <i>Check Understanding 135 #2</i></p> <p>Teacher’s Edition: DI 133; RL 131, 133; UV 132</p>

STANDARDS		PAGE REFERENCES
<p>Topic D. Modifying and Adapting to the Environment</p>		
<p>Indicator 1. Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p>		
<p>Objectives</p>		
<p>a. Compare ways Native American societies used the natural environment for food, clothing, and shelter</p>	<p>Student Edition: 29-31, 33-35, 37-39, 41-45 <i>Check Understanding</i> 39 #3 <i>People</i> 31 Teacher’s Edition: RL 43; RM 30, 34</p>	
<p>b. Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming</p>	<p>Student Edition: 24, 29, 33, 34, 38, 41 <i>Check Understanding</i> 31 #3, 35 #3, 39 #3, 45 #3 Teacher’s Edition: CC 68; RL 41; RM 34</p>	
<p>c. Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems</p>	<p>Student Edition: 88, 91, 102, 109, 114, 121, 122, 134-135 <i>Map</i> 89 Teacher’s Edition: CC 116; RL 115; RM 134</p>	
<p>Standard 4.0 Economics</p>		
<p>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.</p>		
<p>Topic A. Scarcity and Economic Decision-making</p>		
<p>Indicator 1. Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America</p>		
<p>Objectives</p>		
<p>a. Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed</p>	<p>Student Edition: 11 Teacher’s Edition: RL 11</p>	

STANDARDS		PAGE REFERENCES
Indicator 2. Analyze how limited economic resources were used to satisfy economic wants in Colonial America		
Objectives		
a. Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services	Student Edition: 109, 114, 117, 120, 134-135 <i>Check Understanding</i> 117 #2, 135 #3 Teacher's Edition: DI 109	
b. Describe how available resources affected specialization and trade	Student Edition: 131-135 <i>Check Understanding</i> 135 #2 Teacher's Edition: DI 133; RL 131, 133; UV 132	
c. Analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants	Student Edition: 188, 198-199, 223-225 <i>Check Understanding</i> 225 #2 Teacher's Edition: RC 225; RL 119, 223	
Indicator 3. Analyze how technological changes affected production and consumption in Colonial America		
Objectives		
a. Explain how the development of new products and new technologies affected the way people lived	Student Edition: 131-132, 134-135, 223-225 Teacher's Edition: RL 223; RM 134	
b. Examine how technology has changed production such as wheat/grist mills	Student Edition: 223-225 <i>Places</i> 223 Teacher's Edition: BI 224; UV 224	

STANDARDS		PAGE REFERENCES
Indicator		
4. Analyze the consequences of specialized work on interdependence, trade, and economic growth		
Objectives		
a. Analyze examples of regional specialization and how it contributed to economic growth through the colonies	Student Edition: 101-105, 107-111, 113-115 <i>Check Understanding</i> 111 #2 <i>Primary Source</i> 103 Teacher's Edition: DI 115; RL 103, 109; RM 104; UV 108, 114	
b. Explain specialization and interdependence using the triangular trade routes	Student Edition: 131-135 <i>Check Understanding</i> 135 #3 <i>Datagraphic</i> 134 Teacher's Edition: DI 133; RC 135; RL 131, 133	
Topic		
B. Economic Systems and the Role of Government in the Economy		
Indicator		
1. Describe the types of economic systems in colonial America		
Objectives		
a. Identify examples of tradition, such as the economic roles of men and women	Student Edition: 101, 102, 109, 111, 115, 117, 120-121 Teacher's Edition: BI 110; RC 111; RL 121	
b. Describe examples of command decisions, such as the imposition of the Stamp Act and the Tea Act	Student Edition: 157-159 <i>Check Understanding</i> 159 #2 Teacher's Edition: RC 159; RL 157; UV 158	
c. Analyze a market economy and give examples of how the colonial economy exhibited these characteristics such as private ownership and consumer choice	Student Edition: 131-132, 134-135 <i>Check Understanding</i> 135 #2 Teacher's Edition: RL 133	

STANDARDS		PAGE REFERENCES
Indicator		
2. Describe the role of British government on the colonial economy		
Objectives		
a. Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes	Student Edition: 157-159 <i>Check Understanding 159 #2</i> Teacher's Edition: RC 159; RL 157; UV 158	
b. Evaluate the trade-offs of British protectionism	Student Edition: 157-159 <i>Check Understanding 159 #2</i> Teacher's Edition: RC 159; RL 157; UV 158	
Indicator		
3. Describe the role of money and barter in the colonial trade		
Objectives		
a. Compare the benefits of a money economy to a barter economy	Student Edition: 10-11, 54 Teacher's Edition: BI 10; RL 11	
Standard 5.0 History		
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.		
Topic		
A. Individuals and Societies Change Over Time		
Indicator		
1. Analyze the chronology and significance of key historical events during the age of European exploration		
Objectives		
a. Describe the origin, destination and goals of the North American explorers	Student Edition: 61-62, 67, 73-74, 79-81, 83-85 <i>Check Understanding 81 #2</i> <i>Event 63</i> Teacher's Edition: RC 85; RL 61, 83	

STANDARDS		PAGE REFERENCES
b. Evaluate the results of the interactions between European explorers and native peoples	<p>Student Edition: 63-65, 67, 70-71, 74-75, 76, 80, 83 <i>Check Understanding</i> 63 #2, 71 #3, 76 #3</p> <p>Teacher’s Edition: BI 84; DI 63; RC 85</p>	
<p>Indicator 2. Analyze the chronology and the significance of key historical events leading to early settlements in Colonial America</p>		
<p>Objectives</p>		
a. Describe the major settlements in Roanoke, St. Augustine and Jamestown	<p>Student Edition: 73, 87-89</p> <p>Teacher’s Edition: DI 89; RC 93; RL 87, 89</p>	
b. Analyze how key historical events impacted Native American societies	<p>Student Edition: 89, 92-93, 104-105, 116-122 <i>Check Understanding</i> 105 #2</p> <p>Teacher’s Edition: BI 88, 116; RM 104, 116</p>	
<p>Topic B. Emergence, Expansion and Changes in Nations and Empires</p>		
<p>Indicator 2. Analyze the growth and development of colonial America</p>		
<p>Objectives</p>		
a. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered	<p>Student Edition: 88-89, 101-103, 108, 110-111, 113, 119 <i>Check Understanding</i> 111 #3, 117 #3</p> <p>Teacher’s Edition: BI 110; DI 89, 103, 109; RL 109</p>	
b. Compare the political, economic and social lives of people in New England, Middle and the Southern colonies	<p>Student Edition: 88-91, 101-103, 108-111, 114-115, 116-117</p> <p>Teacher’s Edition: BI 110; DI 89, 103; RC 117; RL 91, 103</p>	

STANDARDS		PAGE REFERENCES
c. Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period	<p>Student Edition: 138-141, 157 <i>Check Understanding</i> 159 #3 <i>Primary Source</i> 140</p> <p>Teacher’s Edition: RC 141; RL 139, 157</p>	
<p>Topic C. Conflict between Ideas and Institutions</p>		
<p>Indicator 1. Analyze the causes of the American Revolution</p>		
<p>Objectives</p>		
a. Identify and sequence key events between the French and Indian War and the American Revolution	<p>Student Edition: 157-159, 161-165, 167-169 <i>Check Understanding</i> 159 #2</p> <p>Teacher’s Edition: DI 163; RC 165; RL 157, 163; RM 168</p>	
b. Examine the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years’ War	<p>Student Edition: 157-159, 161-165, 167-169 <i>Check Understanding</i> 159 #2</p> <p>Teacher’s Edition: DI 163; RC 165; RL 157, 163; RM 168</p>	
<p>Indicator 2. Analyze the effects of the American Revolution</p>		
<p>Objectives</p>		
a. Analyze how the revolution altered colonial and national governments	<p>Student Edition: 197, 200-203, 205-211 <i>Check Understanding</i> 203 #3</p> <p>Teacher’s Edition: CC 206; RC 203, 211; RL 197, 201, 207, 209; RM 200</p>	
b. Describe individual freedoms that resulted from the formation of an independent nation	<p>Student Edition: 8, 208-209 <i>Check Understanding</i> 211 #3</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. Read to Learn and Construct Meaning about Social Studies	
Indicator 1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary	
Objectives	
<p>a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources</p>	<p>Student Edition: <i>Check Understanding</i> 31 #3, 58 #1, 93 #1, 141 #1, 159 #1, 189 #1</p> <p>Teacher’s Edition: RL 29, 61, 101, 149, 161, 205</p>
<p>b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences</p>	<p>Student Edition: <i>Check Understanding</i> 31 #3, 58 #1, 93 #1, 141 #1, 159 #1, 189 #1</p> <p>Teacher’s Edition: RL 29, 61, 101, 149, 161, 205</p>
<p>c. Use context clues to understand new social studies vocabulary</p>	<p>Student Edition: <i>Check Understanding</i> 31 #3, 58 #1, 93 #1, 141 #1, 159 #1, 189 #1</p> <p>Teacher’s Edition: RL 29, 61, 101, 149, 161, 205</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> 31 #3, 58 #1, 93 #1, 141 #1, 159 #1, 189 #1</p> <p>Teacher’s Edition: RL 29, 61, 101, 149, 161, 205</p>

STANDARDS		PAGE REFERENCES
Indicator 2. Use strategies to prepare for reading (before reading)		
Objectives		
a. Identify the characteristics of informational texts, such as print features, graphic aids, informational aids, organizational aids, and online features	Student Edition: <i>Chart and Graph Skills</i> 27, 77 <i>Primary Sources</i> 38, 75, 103, 140, 174 <i>Reading Skills</i> R8-R9 Teacher's Edition: UPS 38, 75, 102, 140, 174	
b. Preview the text by examining features, such as the title, pictures, maps, illustrations, photographs, charts, timelines, graphs, and icons	Student Edition: <i>Chart and Graph Skills</i> 27, 77, 249 <i>Map and Globe Skills</i> 59, 123, 177, 221, 311, 331 Teacher's Edition: LI 27, 59, 77, 123, 177, 221, 349, 311, 331	
c. Set a purpose for reading the text	Student Edition: 12-13 <i>Reading Skills</i> R2-R17 Teacher's Edition: CC R9, R13, R15	
d. Ask questions and make predictions about the text	Student Edition: <i>Reading Skills</i> R2-R3, R8-R9, R10-R11 Teacher's Edition: CC R9	
e. Make connections to the text using prior knowledge and experiences	Student Edition: <i>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343 Teacher's Edition: C 120, 138, 282; UC 90	

STANDARDS		PAGE REFERENCES
Indicator 3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)		
Objectives		
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	Student Edition: <i>Chart and Graph Skills</i> 27 <i>Reading Skills</i> R4-R5, R8-R9, R16-R17 Teacher's Edition: CC R5, R9, R17	
b. Reread slowly and carefully, restate, or read on and revisit difficult parts	Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3 Teacher's Edition: RC 93, 105, 117, 122, 141, 165	
c. Use a graphic organizer or another note-taking technique to record important ideas or information	Student Edition: <i>Check Understanding</i> 165 #2, 169 #2, 176 #2, 183 #2, 189 #2, 203 #2 Teacher's Edition: RL 173, 175, 181, 187, 199, 209	
d. Look back through the text to search for connections between and among ideas	Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3 Teacher's Edition: RC 93, 105, 117, 122, 141, 165	
e. Make, confirm, or adjust predictions about the text	Student Edition: <i>Reading Skills</i> R2-R3, R8-R9, R10-R11 Teacher's Edition: CC R9	
f. Periodically summarize or paraphrase important ideas while reading	Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3 Teacher's Edition: RC 93, 105, 117, 122, 141, 165	

STANDARDS	PAGE REFERENCES
g. Visualize what was read for deeper meaning	<p>Student Edition: <i>Check Understanding</i> 165 #2, 169 #2, 176 #2, 183 #2, 189 #2, 203 #2</p> <p>Teacher’s Edition: RL 173, 175, 181, 187, 199, 209</p>
h. Explain personal connections to the ideas or information in the text	<p>Student Edition: <i>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343</p> <p>Teacher’s Edition: C 120, 138, 282; UC 90</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> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p> <p>Teacher’s Edition: RC 93, 105, 117, 122, 141, 165</p>
b. Identify, paraphrase, or summarize the main idea of the text	<p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p> <p>Teacher’s Edition: RC 93, 105, 117, 122, 141, 165</p>
c. Determine and explain the author’s purpose	<p>Student Edition: 12-13 <i>Reading Skills</i> R2-R17</p> <p>Teacher’s Edition: CC R9, R13, R15</p>
d. Distinguish between facts and opinions	<p>Student Edition: <i>Reading Skills</i> R12-R13</p> <p>Teacher’s Edition: CC R13</p>
e. Explain whether or not the author’s opinion is presented fairly	<p>Student Edition: <i>Reading Skills</i> R12-R13</p> <p>Teacher’s Edition: CC R13</p>

STANDARDS	PAGE REFERENCES
<p>f. Explain what is not directly stated in the text by drawing inferences</p>	<p>Student Edition: <i>Reading Skills</i> R16-R17</p> <p>Teacher’s Edition: CC R17</p>
<p>g. Confirm or refute predictions made about the text to form new ideas</p>	<p>Student Edition: <i>Reading Skills</i> R2-R3, R8-R9, R10-R11</p> <p>Teacher’s Edition: CC R9</p>
<p>h. Connect the text to prior knowledge or personal experiences</p>	<p>Student Edition: <i>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343</p> <p>Teacher’s Edition: C 120, 138, 282; UC 90</p>
<p>i. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge</p>	<p>Student Edition: <i>Reading Skills</i> R6-R7, R10-R11</p> <p>Teacher’s Edition: CC R7, R11</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>Reading Skills</i> R8-R9</p> <p>Teacher’s Edition: CC R9</p>
<p>b. Connect key ideas to prior knowledge (personal experience, text, and world)</p>	<p>Student Edition: 9</p> <p><i>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343</p> <p>Teacher’s Edition: C 120, 138, 282; UC 90</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>		
<p>a. Identify form, audience, topic, and purpose before writing</p>	<p>The following writing exercises can be used fulfill this objective.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p> <p>Teacher’s Edition: RC 93, 105, 117, 122, 141, 165</p>	
<p>b. Organize facts and/or data to support a topic</p>	<p>The following writing exercises can be used fulfill this objective.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p> <p>Teacher’s Edition: RC 93, 105, 117, 122, 141, 165</p>	
<p>c. Provide introduction, body, and conclusion</p>	<p>The following writing exercises can be used fulfill this objective.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p> <p>Teacher’s Edition: RC 93, 105, 117, 122, 141, 165</p>	
<p>d. Cite sources of information</p>	<p>This objective can be covered during classroom discussion of proper research techniques.</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 writing exercises can be used fulfill this objective.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p> <p>Teacher’s Edition: RC 93, 105, 117, 122, 141, 165</p>	

STANDARDS	PAGE REFERENCES
b. State a clear opinion or position	Student Edition: <i>Reading Skills</i> R12-13 Teacher’s Edition: CC R13
c. Support the opinion or position with facts and/or data	Student Edition: <i>Reading Skills</i> R12-13 Teacher’s Edition: CC R13
Indicator 4. Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)	
Objectives	
a. Address the topic	The following writing exercises can be used fulfill this objective. Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3 Teacher’s Edition: RC 93, 105, 117, 122, 141, 165
b. Provide accurate information	The following writing exercises can be used fulfill this objective. Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3 Teacher’s Edition: RC 93, 105, 117, 122, 141, 165
c. Support topic with appropriate details	The following writing exercises can be used fulfill this objective. Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3 Teacher’s Edition: RC 93, 105, 117, 122, 141, 165

STANDARDS	PAGE REFERENCES
<p>d. Incorporate social studies knowledge</p>	<p>The following writing exercises can be used fulfill this objective.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p> <p>Teacher’s Edition: RC 93, 105, 117, 122, 141, 165</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>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343</p> <p>Teacher’s Edition: C 120, 138, 282; UC 90</p>
<p>b. Pose questions about the topic</p>	<p>These questions can be used as examples to help students formulate their own questions.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p>
<p>c. Formulate research questions</p>	<p>These questions can be used as examples to help students formulate their own questions.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p>
<p>d. Develop a plan for how to answer questions about the topic</p>	<p>These questions can be used as examples to help students formulate their own questions.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p>

STANDARDS		PAGE REFERENCES
Indicator 2. Identify a situation or problem that requires further study		
Objectives		
a. Define the problem/situation	<p>Student Edition: <i>Reading Skills</i> R6-R7, R8-R9, R16-R17</p> <p>Teacher’s Edition: CC R7, R9, R17</p>	
b. Identify prior knowledge about the problem/situation	<p>Student Edition: <i>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343</p> <p>Teacher’s Edition: C 120, 138, 282; UC 90</p>	
c. Pose questions about the problem/ situation from a variety of perspectives	<p>These questions can be used as examples to help students formulate their own questions.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p>	
d. Pose questions that elicit higher order thinking responses	<p>These questions can be used as examples to help students formulate their own questions.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p>	
e. Formulate simple research questions	<p>These questions can be used as examples to help students formulate their own questions.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3</p>	
f. Develop a plan for how to answer questions about the problem/situation	<p>These questions can be used as examples to help students formulate their own questions.</p> <p>Student Edition: <i>Check Understanding</i> 93 #3, 105 #3, 117 #3, 122 #3, 141 #3, 165 #3.</p>	

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> 27, 77 <i>Primary Sources</i> 38, 75, 103, 140, 174 <i>Reading Skills</i> R8-R9 Teacher's Edition: UPS 38, 75, 102, 140, 174	
b. Read and obtain information from texts representing diversity in content, culture, authorship, and perspective	Student Edition: <i>Chart and Graph Skills</i> 27, 77 <i>Primary Sources</i> 38, 75, 103, 140, 174 <i>Reading Skills</i> R8-R9 Teacher's Edition: UPS 38, 75, 102, 140, 174	
c. Locate and gather data and information from appropriate non-print sources, such as music, a artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, interviews, and oral histories	Student Edition: <i>Chart and Graph Skills</i> 27, 77, 249 <i>Map and Globe Skills</i> 59, 123, 177, 221, 311, 331 Teacher's Edition: LI 27, 59, 77, 123, 177, 221, 249, 311, 331	
Indicator 1. Engage in field work that relates to the topic/ situation/ problem being studied		
Objectives		
a. Gather data	Student Edition: <i>Check Understanding</i> 165 #2, 169 #2, 176 #2, 183 #2, 189 #2, 203 #2 Teacher's Edition: RL 173, 175, 181, 187, 199, 209	

STANDARDS		PAGE REFERENCES
b. Make and record observations	<p>Student Edition: <i>Check Understanding</i> 165 #2, 169 #2, 176 #2, 183 #2, 189 #2, 203 #2</p> <p>Teacher’s Edition: RL 173, 175, 181, 187, 199, 209</p>	
c. Design and conduct surveys and oral histories	<p>Teacher’s Edition: CC 210, R7</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> 165 #2, 169 #2, 176 #2, 183 #2, 189 #2, 203 #2</p> <p>Teacher’s Edition: RL 173, 175, 181, 187, 199, 209</p>	
b. Distinguish factual from fictional information	<p>Student Edition: <i>Reading Skills</i> R12-R13</p> <p>Teacher’s Edition: CC R13</p>	
c. Find relationships between gathered information	<p>Student Edition: <i>Reading Skills</i> R6-R7, R10-R11, R16-R17</p> <p>Teacher’s Edition: CC R7, R10-R11, R17</p>	
d. Display information on various types of graphic organizers, maps, and charts	<p>Student Edition: <i>Check Understanding</i> 165 #2, 169 #2, 176 #2, 183 #2, 189 #2, 203 #2</p> <p>Teacher’s Edition: RL 173, 175, 181, 187, 199, 209</p>	
e. Categorize information obtained from surveys and field work	<p>Teacher’s Edition: CC 210, R7, R11</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> 165 #2, 169 #2, 176 #2, 183 #2, 189 #2, 203 #2 Teacher's Edition: RL 173, 175, 181, 187, 199, 209	
b. Distinguish factual from fictional information	Student Edition: <i>Reading Skills</i> R12-R13 Teacher's Edition: CC R13	
c. Find relationships between gathered information	Student Edition: <i>Reading Skills</i> R6-R7, R10-R11, R16-R17 Teacher's Edition: CC R7, R10-R11, R17	
d. Construct various types of graphic organizers, maps, and charts to display information	Student Edition: <i>Check Understanding</i> 165 #2, 169 #2, 176 #2, 183 #2, 189 #2, 203 #2 Teacher's Edition: RL 173, 175, 181, 187, 199, 209	
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> 27, 77, 249 <i>Map and Globe Skills</i> 59, 123, 177, 221, 311, 331 Teacher's Edition: LI 27, 59, 77, 123, 177, 221, 249, 311, 331	
b. Interpret information from field studies and surveys	Teacher's Edition: CC 210, R7, R11	

STANDARDS	PAGE REFERENCES
c. Analyze a document to determine point of view	Student Edition: <i>Reading Skills</i> R12-R13 Teacher's Edition: CC R13
d. Analyze the perspective of the author	Student Edition: <i>Reading Skills</i> R12-R13 Teacher's Edition: CC R13
e. Identify the bias and prejudice	Student Edition: <i>Reading Skills</i> R12-R13 Teacher's Edition: CC R13
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> 27, 77 <i>Primary Sources</i> 38, 75, 103, 140, 174 <i>Reading Skills</i> R8-R9 Teacher's Edition: UPS 38, 75, 102, 140, 174
b. Compare information to prior knowledge	Student Edition: <i>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343 Teacher's Edition: C 120, 138, 282; UC 90
c. Determine the reliability of the document	Student Edition: <i>Reading Skills</i> R12-R13 Teacher's Edition: CC R13

STANDARDS		PAGE REFERENCES
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>Reading Skills</i> R4-R5, R8-R9, R16-R17 <i>Chart and Graph Skills</i> 27 Teacher's Edition: CC R5, R9, R17	
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>The Big Idea Activities</i> 16, 48, 96, 144, 240, 288, 320, 368 Teacher's Edition: PAC 16, 47, 96, 144, 240, 288, 320, 368	
b. Engage in civic participation and public discourse	Student Edition: <i>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343 Teacher's Edition: C 120, 138, 282; UC 90	
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>Reading Skills</i> R2-R3, R8-R9, R10-R11 Teacher's Edition: CC R9	
b. Explain why historic interpretations vary and are subject to change	Student Edition: 12-13 <i>Reading Skills</i> R12-R13 Teacher's Edition: CC R13	

STANDARDS	PAGE REFERENCES
<p>c. Construct a sound historical interpretation</p>	<p>Student Edition: <i>The Big Idea Activities</i> 16, 48, 96, 144, 240, 288, 320, 368</p> <p>Teacher’s Edition: F 16, 47, 96, 144, 240, 288, 320, 368</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: <i>Reading Skills</i> R8-R9, R12-13</p> <p>Teacher’s Edition: CC R13</p>
<p>b. Make a decision based on the analysis of issues and evaluate the consequences of these decisions</p>	<p>The following references to understanding cause and effect can aid students in the decision making process.</p> <p>Student Edition: <i>Reading Skills</i> R4-R5</p> <p>Teacher’s Edition: CC R5</p>
<p>c. Identify and formulate a position on a course of action or an issue</p>	<p>Student Edition: <i>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343</p> <p>Teacher’s Edition: C 120, 138, 282; UC 90</p>
<p>d. Propose and justify solutions to social studies problems</p>	<p>Student Edition: <i>Citizenship</i> 30, 91, 121, 139, 217, 230, 282, 343</p> <p>Teacher’s Edition: C 120, 138, 282; UC 90</p>