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TO THE

OHIO ACADEMIC CONTENT STANDARDS

FOR SOCIAL STUDIES

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- **Bulleted items in this correlation represent Ohio Indicators.**

KINDERGARTEN

History Standard

Chronology

Use a calendar to determine the day, week, month and year.

- Recite the days of the week.

Kindergarten—*Friends and Neighbors*

U.6, Lesson 2—Days Go By, pp. 148-149

Understand the purpose of clocks and calendars.

Identify the days of the week.

Place events in correct order or a time line.

- Distinguish between past, present and future.

Kindergarten—*Friends and Neighbors*

Unit 6—History: Things Change

U.6, Lesson 1—Then and Now, pp. 146-147

Demonstrate an understanding of the concept of history.

Place events in sequence using time-related vocabulary.

U.6, Lesson 2—Days Go By, pp. 148-149

Understand the purpose of clocks and calendars.

Identify the days of the week.

U.6, Lesson 3—Places Change, pp. 152-153

Demonstrate an understanding of time sequence.

Tell how places may change over time.

Using Timelines, pp. 156-157

Social History

Compare daily life in the past and present in a way that demonstrate an understanding that basic human needs remain the same, but they are met in different ways.

- Demonstrate understand of own personal life history.

Kindergarten—*Friends and Neighbors*

U.1, Lesson 2—Families, pp. 16-17

Recognize that families may vary in size and composition.

Describe roles in family life.

Political History

Recognize that the actions of individuals make a difference and be able to relate the story of people from diverse backgrounds who have contributed to the heritage of the United States.

- Recognize state and federal holidays and describe their significance.

Kindergarten—*Friends and Neighbors*

U. 4, Lesson 6—People and Holidays, pp. 104-105

Explain the reasons for national holidays, such as Presidents' Day, Independence Day, and Martin Luther King, Jr., Day.

Identify the contributions of historical figures who helped to shape our nation.

Holidays, pp. 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174

- Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.

Kindergarten—*Friends and Neighbors*

U. 1, Lesson 4—Communities Celebrate, pp. 22-23

Identify the celebrations and holidays of various cultures.

Describe traditions of the local community.

U. 1, Lesson 5—Families Near and Far, pp. 26-27

Identify elements of other cultures, such as stories, pictures, and music.

Describe how all families have similarities and differences.

People in Societies Standards

Cultural Perspectives

Identify ways that different cultures within the United States have shaped our national heritage including the contributions of artisans, inventors, scientists, architects, explorers and political leaders.

- Identify the different cultures through the study of holidays, customs, and traditions utilizing language, stories, folktales, music and the arts.

Kindergarten—*Friends and Neighbors*

U. 1, Lesson 3—Families and Friends Celebrate, pp. 20-21

Identify family celebrations and traditions, and explain their importance.

Compare celebrations.

U. 1, Lesson 4—Communities Celebrate, pp. 22-23

Identify the celebrations and holidays of various cultures.

Describe traditions of the local community.

U. 1, Lesson 5—Families Near and Far, pp. 26-27

Identify elements of other cultures, such as stories, pictures, and music.

Describe how all families have similarities and differences.

Diffusion

Describe the similarities and differences among the cultural practices and products of cultures on each continent.

- Identify ways that individuals are unique and ways that individuals are the same.

Kindergarten—*Friends and Neighbors*

Unit 1—Culture: Friends and Family

U. 1, Lesson 1—Friends, pp. 14-17

Tell what it means to be a friend.

Demonstrate how to be a friend.

U.1, Lesson 2—Families, pp. 16-17

Recognize that families may vary in size and composition.

Describe roles in family life.

U. 1, Lesson 3—Families and Friends Celebrate, pp. 20-21

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Describe how all families have similarities and differences.

Geography Standard

Location

Locate the state of Ohio, the United States, the continents and oceans on a map.

- Recite home address.
- Identify and correctly use terms related to location, direction or distance.
- Recognize that models and maps represent real places.
- Distinguish between land and water on maps and globes.

Kindergarten—*Friends and Neighbors*

Maps, pp. 26, 30-31, 44-45, 92-93

Geography Skills:

Finding Where Things Are, pp. 24-25

Using Maps, pp. 44-45

Using Globes, pp. 50-51

U.2, Lesson 5—We Live on Earth, pp. 52-53

Describe Earth's physical characteristics.

Place

Identify physical and human features of places.

- Demonstrate familiarity with the school's layout and the jobs people do there.
- Describe the immediate surroundings of home.

Kindergarten—*Friends and Neighbors*

Unit 2—Geography: Where We Are

U.2, Lesson 1—Homes, pp. 40-41

Identify types of homes.

U.2, Lesson 2—What Is a Neighborhood?, pp. 43-43

Understand that a neighborhood is a place where groups of families or people live, work, and play together.

Describe how neighbors help each other.

U.2, Lesson 3—The City and the Country, pp. 46-47

Understand how the city and country are alike and different.

Human Environmental Interaction

Explain how physical features influence human activity and how the physical environment is affected by humans.

- Match simple products to the resources from which they are produced.

Kindergarten—*Friends and Neighbors*

U.5, Lesson 3—Where Things Come From, pp. 126-127

Explain how basic needs for food, clothing, and a place to live can be met.

Economics Standard

Scarcity and Resource Allocation

Explain how scarce resources require people to make choices in meeting their needs and satisfying their wants.

- Identify needs and wants.
- Explain that people make choices because resources are scarce.

Kindergarten—*Friends and Neighbors*

Unit 5—Economics: People Work

U.5, Lesson 1—People Have Jobs, pp. 120-121

Understand that there are different kinds of jobs.

Understand that a product is something made by humans, machines, or nature.

U.5, Lesson 2—Needs and Wants, pp. 122-123

Observe that everyone has needs and wants.

Understand the difference between needs and wants.

U.5, Lesson 3—Where Things Come From, pp. 126-127

Explain how basic needs for food, clothing, and a place to live can be met.

U.5, Lesson 4—Goods and Services, pp. 128-129

Recognize that people meet their needs by buying goods and services.

Understand the difference between goods and services.

Identify jobs that provide goods and services.

U.5, Lesson 5—Spend and Save, pp. 132-133

Understand that people exchange money for goods.

Recognize that people save money.

Production, Distribution and Consumption

Distinguish between goods and services and explain how people are both buyers and sellers of goods and services.

- Identify goods and services.

Kindergarten—*Friends and Neighbors*

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U.5, Lesson 5—Spend and Save, pp. 132-133

Understand that people exchange money for goods.

Recognize that people save money.

Government Standard

Role of Government

Identify authority figures and elected leaders in the home, school and community and explain reasons for having persons in authority.

- Identify authority figures in the home, school and community.
- Explain how voting can be used to make group decisions.

Kindergarten—*Friends and Neighbors*

U.3, Lesson 3—Rule Makers, pp. 72-73

Identify authority figures in the home, school, and community.

Explain how authority figures make and help people follow rules and laws.

U.4, Lesson 3—Citizens Have Rights and Responsibilities, pp. 94-95

Identify voting as a way to express ideas and help make choices.

Understand that citizens of the United States have rights and responsibilities.

Recognize and explain the importance of symbols and landmarks of the United States.

- Recognize symbols of the United States that represent American democracy and values.

Kindergarten—*Friends and Neighbors*

U.3, Lesson 4—A Special Set of Laws, pp. 76-77

Understand that the Constitution is a set of laws written many years ago for running the United States.

U.4, Lesson 1—The American Flag, pp. 90-91

Identify the United States flag.

Understand that every country has its own flag, a symbol of that country.

U.4, Lesson 2—Many States, One Country, pp. 92-93

Recognize a map of the United States.

Understand that the United States is made up of many different states.

Identify state symbols such as the state flag, bird, and tree.

U. 4, Lesson 5—Symbols of the United States, pp. 100-101

Identify patriotic symbols, such as the Statue of Liberty, the Liberty Bell, the bald eagle, and the rose.

Rules and Laws

Explain the purposes of rules in different settings and the results of adherence to or violation of the rules.

- Identify purposes for having rules and ways that they provide order, security and safety in home, school and community.

Kindergarten—*Friends and Neighbors*

U.3, Lesson 1—Rules and Laws Keep Us Safe, pp. 66-67

Identify rules and laws that provide safety in the home and community.

Explain the importance of safety.

U.3, Lesson 2—Rules, pp. 70-71

Name and show respect for rules at school.

Demonstrate how to resolve problems.

Understand the consequences of not following rules.

Citizenship Rights and Responsibilities Standard

Participation

- Describe the results of cooperation in group settings and demonstrate the necessary skills.
- Participate and cooperate in classroom activities.

Kindergarten—*Friends and Neighbors*

U.3, Lesson 2—Rules, pp. 70-71

Name and show respect for rules at school.

Demonstrate how to resolve problems.

Understand the consequences of not following rules.

U. 4, Lesson 4—Citizens Help, pp. 98-99

Explain reasons why citizens voluntarily contribute their time to the community.

Demonstrate ways to be helpful to the community.

Rights and Responsibilities

- Demonstrate personal accountability including making choices and taking responsibility for personal actions.
- Take personal responsibility to follow directions and rules.
- Demonstrate the ability to make choices and take responsibility for personal actions.
- Discuss the attributes and actions of a good citizen with emphasis on trust, respect, honesty, responsibility, fairness and compassion.

Kindergarten—*Friends and Neighbors*

U.4, Lesson 3—Citizens Have Rights and Responsibilities, pp. 94-95

Identify voting as a way to express ideas and help make choices.

Understand that citizens of the United States have rights and responsibilities.

U. 4, Lesson 4—Citizens Help, pp. 98-99

Explain reasons why citizens voluntarily contribute their time to the community.

Demonstrate ways to be helpful to the community.

Social Studies Skills and Methods Standard

Obtaining Information

Obtain information from oral, visual, print or electronic sources.

Thinking and Organizing

Recognize the difference between fact and fiction in oral, visual, and print materials.

Communicating Information

Communicate information orally, visually, or in writing.

Working Together to Solve Problems and Make Decisions

Identify a problem and work in groups to solve it.

Kindergarten—*Friends and Neighbors*

Reading and Thinking Skills:

Finding Alike and Different, pp. 18-19

Putting Things in Order, pp. 68-69

Sorting Things into Groups, pp. 74-75

Problem Solving, pp. 96-97

Finding the Main Idea, pp. 130-131

Study Skills:

Using Picture Graphs, pp. 102-103

Using Charts, pp. 124-125

Using Calendars, pp. 150-151

Using Timelines, 156-157

GRADE ONE

History Standard

Chronology

Use a calendar to determine the day, week, month and year.

- Recite the months of the year.

Grade 1—People and Places

Using the Calendar, 150

Place events in correct order or a time line.

- Use vocabulary associated with time to distinguish among broad categories of historical time such as long ago, yesterday, today and tomorrow.
- Place events from one's own life or the life of a famous person in chronological order.

Grade 1—People and Places

Using Time Lines, 232

Putting Things in Order, 204

Social History

Compare daily life in the past and present in a way that demonstrate an understanding that basic human needs remain the same, but they are met in different ways.

- Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.
- Compare past and present, near and far, with emphasis on daily life including the roles of men, women, and children.

Grade 1—People and Places

U. 1, Lesson 1—Many Families, pp. 14-17

Identify ways and describe similarities and differences in the ways that families meet basic human needs.

U. 1, Lesson 5—Families on the Move, pp. 36-39

Recognize that transportation moves people and things.

Describe how technology has changed transportation.

U. 1, Lesson 6—Families and Change, pp. 42-45

Recognize how appliances have changed the ways families live.

Identify ways technology has changed communication.

U. 5, Lesson 1—Native Americans Then and Now, pp. 226-231

Identify Native Americans as the first people to live in America.

Recognize how some Native Americans celebrate their past.

Political History

Recognize that the actions of individuals make a difference and be able to relate the story of people from diverse backgrounds who have contributed to the heritage of the United States.

- Relate stories of the heroism and the achievements of the people associated with state and federal holidays.

Grade 1—People and Places

U. 5, Lesson 2—New People Come to America, pp. 234-239

Describe how Christopher Columbus came to North America.

Identify some of the different people who settled in America.

U. 5, Lesson 3—George Washington, pp. 240-243

Identify the contributions of historical figures such as George Washington who have influenced the nation and have exemplified good citizenship.

U. 5, Lesson 4—Sacajawea, pp. 244-245

Identify contributions of historical figures who have influenced the nation, such as Sacajawea.

U. 5, Lesson 5—Abraham Lincoln, pp. 248-251

Learn why Abraham Lincoln is considered a great President.

Lesson 6—Susan B. Anthony, pp. 252-255

Identify ways that Susan B. Anthony worked to help women.

Describe how women’s rights have changed

Lesson 7—Martin Luther King, Jr., pp. 260-263

Identify how the work of Martin Luther King, Jr., changed America.

People in Societies Standards

Cultural Perspectives

Identify ways that different cultures within the United States have shaped our national heritage including the contributions of artisans, inventors, scientists, architects, explorers and political leaders.

- Identify characteristics of different world cultures in the folktales, music and art created by people living in that culture.
- Identify family and local community customs and traditions.
- Describe life in other countries with emphasis on daily life, including family roles of men, women, and children.

Grade 1—People and Places

Unit 1—All About Families

U. 1, Lesson 1—Many Families, pp. 14-17

Identify ways and describe similarities and differences in the ways that families meet basic human needs.

U. 1, Lesson 2—Families Celebrate, pp. 18-21

Identify some of the special days that families celebrate and explain their importance.

Recognize that families celebrate special times in different ways.

Unit 2—Where We Live

U. 2, Lesson 1—We Live in Communities, pp. 66-71

Recognize that people live, work, and play in communities.

Explore different types of communities.

U. 5, Lesson 1—Native Americans Then and Now, pp. 226-231

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The World Around Us, pp. 50-51, 106-107, 160-161, 210-211, 266-267

Diffusion

Describe the similarities and differences among the cultural practices and products of cultures on each continent.

- Describe similarities and differences in the ways different cultures meet human needs.

Grade 1—People and Places

Unit 1—All About Families

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Identify some of the different people who settled in America.

The World Around Us, pp. 50-51, 106-107, 160-161, 210-211, 266-267

Geography Standard

Location

Locate the state of Ohio, the United States, the continents and oceans on a map.

- Identify and correctly use terms related to location, direction and distance.
- Construct a simple map or model using symbols to represent familiar places.
- Locate on a map the local community, state, and the United States.

Grade 1—*People and Places*

Maps, pp. H10, H12, 49, 51, 67, 69, 71, 73, 74, 79, 80, 82, 91, 93, 99, 107, 109, 129, 139, 161, 163, 211, 229, 231, 235, 237, 239, 265, 267, R2, R4

Geography Skills:

Using Addresses, 28

Using Pictures and Maps, 72

Using Map Keys, 90

Using Directions, 128

Place

Identify physical and human features of places.

- Differentiate between the geographic scale of neighborhood, town, state, and country.
- Identify the physical and human features of places in the community.

Grade 1—*People and Places*

Unit 2—*Where We Live*

U. 2, Lesson 1—*We Live in Communities, pp. 66-71*

Recognize that people live, work, and play in communities.

Explore different types of communities.

U. 2, Lesson 2—*Our Country, pp. 74-75*

Identify the location of places using maps.

Locate on maps some places of significance, such as the United States.

U. 2, Lesson 3—*Our World, pp. 78-83*

Locate and identify places of significance on maps.

Identify and describe the physical characteristics of continents and oceans.

U. 2, Lesson 4—*Water and Land, pp. 86-89*

Identify the physical characteristics of landforms and bodies of water.

Describe local bodies of water and landforms.

U. 2, Lesson 5—*What Is Weather?, pp. 92-95*

Describe the physical characteristics of weather.

U. 2, Lesson 6—*Caring for Our Natural Resources, pp. 96-101*

Identify natural resources in the community, state, and nation.

Human Environmental Interaction

Explain how physical features influence human activity and how the physical environment is affected by humans.

- Explain how location, weather and the physical environment affect the ways humans live, including their food, clothing, shelter, transportation and recreation.

Grade 1—People and Places

Unit 2—Where We Live

U. 2, Lesson 1—We Live in Communities, pp. 66-71

Recognize that people live, work, and play in communities.

Explore different types of communities.

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U. 2, Lesson 6—Caring for Our Natural Resources, pp. 96-101

Identify natural resources in the community, state, and nation.

Economics Standard

Scarcity and Resource Allocation

Explain how scarce resources require people to make choices in meeting their needs and satisfying their wants.

- Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.

Grade 1—People and Places

Unit 4—All Kinds of Jobs

U. 4, Lesson 1—Needs and Wants, pp. 176-179

Distinguish between needs and wants and recognize examples of each.

Recognize that people may have many wants but limited resources with which to satisfy them.

U. 4, Lesson 2—Work and Jobs, pp. 180-183

Identify a variety of jobs that people perform.

Describe the responsibilities and characteristics of good works and a variety of jobs.

U. 4, Lesson 3—Goods and Services, pp. 186-189

Identify various goods that are made or grown.

Identify and describe a variety of service jobs.

U. 4, Lesson 4—Getting Goods and Services, pp. 192-195

Identify ways people exchange goods and services.

Identify the role of markets and trading in the exchange of goods and services.

U. 4, Lesson 5—New Tools at Work, pp. 200-203

Describe how technology affects the ways people work.

U. 4, Lesson 6—People with Great Ideas, pp. 206-209

Identify ordinary people and historical figures who exhibit a love of inventiveness.

Describe how technology has changed the way people live and work.

Production, Distribution and Consumption

Distinguish between goods and services and explain how people are both buyers and sellers of goods and services.

- Describe the ways families produce, consume and exchange goods and services in their community, with emphasis on the need to make choices because resources are scarce.

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Markets

Explain ways that people may obtain goods and services.

- Explain ways that people may obtain goods and services that they do not produce, including barter and the use of money.

Grade 1—People and Places

Unit 4—All Kinds of Jobs

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Describe how technology has changed the way people live and work.

Government Standard

Role of Government

Identify authority figures and elected leaders in the home, school and community and explain reasons for having persons in authority.

- Recognize the rule of authority figures in providing for the safety and security of individuals.

Grade 1—*People and Places*

U. 3, Lesson 3—What is a Leader?, pp. 132-135

Identify leadership roles in community, state, and country.

Describe the responsibilities and characteristics of a good leader.

U. 3, Lesson 4—Votes Count, pp. 140-141

Identify and use voting as a way to make decisions.

Recognize and explain the importance of symbols and landmarks of the United States.

- Recognize symbols of the United States that represent American democracy and values.

Grade 1—*People and Places*

U. 3, Lesson 5—Our Symbols and Pledge, pp. 142-149

Identify symbols of national identity, such as our flag and the Pledge of Allegiance.

Rules and Laws

Explain the purposes of rules in different settings and the results of adherence to or violation of the rules.

- Recognize the need for rules in different settings and the need for fairness in such rules.
- Discuss the consequences of violating rules.

Grade 1—*People and Places*

U. 3, Lesson 1—People Get Along, pp. 124-127

Identify different kinds of groups.

Explain the need for groups to have rules.

U. 3, Lesson 2—People Follow Rules, pp. 130-131

Explain the needs for rules and laws in the home, school, and community.

Give examples of rules or laws that establish order, provide security, or manage conflict.

Citizenship Rights and Responsibilities Standard

Participation

Describe the results of cooperation in group settings and demonstrate the necessary skills.

- Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others, and the idea of treating others the way you want to be treated.

Grade 1—*People and Places*

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U. 3, Lesson 2—People Follow Rules, pp. 130-131

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Give examples of rules or laws that establish order, provide security, or manage conflict.

Rights and Responsibilities

Demonstrate personal accountability including making choices and taking responsibility for personal actions.

- Demonstrate self-direction in school tasks.
- Demonstrate accountability for actions.
- Demonstrate pride in personal accomplishments.
- Explain trustworthiness.

Grade 1—*People and Places*

U. 3, Lesson 6—*Good Citizens*, pp. 152-157

Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.

Identify historic figures who were good citizens.

Social Studies Skills and Methods Standard

Obtaining Information

Obtain information from oral, visual, print or electronic sources.

Thinking and Organizing

Recognize the difference between fact and fiction in oral, visual, and print materials.

Communicating Information

Communicate information orally, visually, or in writing.

Working Together to Solve Problems and Make Decisions

Identify a problem and work in groups to solve it.

Grade 1—*People and Places*

Charts, Time Lines, and Graphs, pp. 40, 45, 53, 93, 127, 151, 164, 191, 195, 213, 232, 269

Primary Sources, “In Their Own Words” pp. 47, 103, 152, 209, 262

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“Celebrate,” pp. 22, 84, 158, 184, 258

Citizenship—Being a Good Citizen, pp. 48, 138, 264

Making Decisions, pp. 104, 198

Thinking and Reading Skills:

Problem Solving, 34

Sorting into Groups, 76

Putting Things in Order, 204

Finding the Main Idea, 256

Study Skills:

Using Charts, 40

Using the Calendar, 150

Using Picture Graphs, 180

Using Time Lines, 232

GRADE TWO

History Standard

Chronology

Use a calendar to determine the day, week, month and year.

- Measure calendar time by days, weeks, months and years.
- List the days of the week and months of the year in order.

Grade 2—We Live Together

U. 3, Lesson 6—From Sea to Sea, pp. 158-161

Describe how the United States grew over time.

Understand the concepts of time and chronology.

U. 3, Lesson 7—A Community’s History, pp. 164-167

Describe some of the history of Dayton, Ohio.

Describe sequence by using *ancient times* and *modern times*.

Using Calendars, p. 44

Place events in correct order or a time line.

- Place events on a time line.

Grade 2—We Live Together

U. 3, Lesson 6—From Sea to Sea, pp. 158-161

Describe how the United States grew over time.

Understand the concepts of time and chronology.

U. 3, Lesson 7—A Community’s History, pp. 164-167

Describe some of the history of Dayton, Ohio.

Describe sequence by using *ancient times* and *modern times*.

Using time lines, p. 162

Charts, Time Lines, and Graphs, pp. 45, 47, 55, 91, 95, 113, 127, 162, 172, 199, 242, 258, 286

Social History

Compare daily life in the past and present in a way that demonstrate an understanding that basic human needs remain the same, but they are met in different ways.

- Use historical artifacts, documents, photographs, biographies, maps, diaries and folklore to answer questions about the past.

Grade 2—We Live Together

Primary Sources, “In Their Own Words,” pp. 41, 106, 154, 189, 276

Biographies, pp. 40, 106, 156, 224, 248

- Identify and describe examples in which science and technology have changed the lives of people.

Grade 2—We Live Together

U. 1, Lesson 3—Changing Communities, pp. 30-35

Identify changes in communication and transportation.

Explore ways that these changes have affected people.

U. 4, Lesson 7—New Ways to Meet Needs, pp. 220-223

Identify ways in which science and technology have affected communication, transportation, and recreation.

- Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on retelling the stories of explorers, inventors, and scientists.

Grade 2—We Live Together

Primary Sources, “In Their Own Words,” pp. 41, 106, 154, 189, 276

Biographies, pp. 40, 106, 156, 224, 248

U. 3, Lesson 2—The Spanish Come to America, pp. 132-135

Learn about early explorers to America.

Identify historic figures who love individualism and inventiveness.

U. 3, Lesson 3—The Pilgrims Arrive, pp. 136-139

Recognize how the Pilgrims overcame hardship, and showed love of individualism.

U. 3, Lesson 4—From Colonies to States, pp. 142-147

Explain how the original 13 colonies became the United States.

Identify contributions of historical figures who have influenced the nation.

Political History

Recognize that the actions of individuals make a difference and be able to relate the story of people from diverse backgrounds who have contributed to the heritage of the United States.

- Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of social and political leaders in the United States.

Grade 2—We Live Together

Unit 3—Our Past

U. 3, Lesson 1—America’s First People, pp. 126-129

Identify Native Americans as the first people to live in North America.

Explain Native American traditions.

U. 3, Lesson 2—The Spanish Come to America, pp. 132-135

Learn about early explorers to America.

Identify historic figures who love individualism and inventiveness.

U. 3, Lesson 3—The Pilgrims Arrive, pp. 136-139

Recognize how the Pilgrims overcame hardship, and showed love of individualism.

U. 3, Lesson 4—From Colonies to States, pp. 142-147

Explain how the original 13 colonies became the United States.

Identify contributions of historical figures who have influenced the nation.

U. 3, Lesson 5—Our Country at War, pp. 152-155

Explain why the Civil War was fought.

Identify how Harriet Tubman, Frederick Douglass, and Abraham Lincoln have influenced our country’s history.

U. 5, Lesson 5—American Heroes, pp. 274-281

Identify several American Heroes.

Identify contributions of historical figures who have influenced the nation.

People in Societies Standards

Cultural Perspectives

Identify ways that different cultures within the United States have shaped our national heritage including the contributions of artisans, inventors, scientists, architects, explorers and political leaders.

- Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

Grade 2—We Live Together

U. 1., Lesson 5—A Story about a Community, pp. 45-51

Identify how present day El Paso compares to the El Paso of the past.

Recognize the significance of a legend about local cultural heritage.

U. 3, Lesson 1—America’s First People, pp. 126-129

Identify Native Americans as the first people to live in North America.

Explain Native American traditions.

U. 3, Lesson 2—The Spanish Come to America, pp. 132-135

Learn about early explorers to America.

Identify historic figures who love individualism and inventiveness.

U. 3, Lesson 3—The Pilgrims Arrive, pp. 136-139

Recognize how the Pilgrims overcame hardship, and showed love of individualism.

The World Around Us, pp. 52-53, 110-111, 168-169, 226-227, 282-283

- Explain how contributions of different cultures within the United States have shaped our national heritage.
- Describe the contributions of significant individuals, such as artists and musicians, to the cultural heritage of the United States.

Grade 2—We Live Together

Unit 3—Our Past

U. 3, Lesson 1—America’s First People, pp. 126-129

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Explain Native American traditions.

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U. 3, Lesson 5—Our Country at War, pp. 152-155

Explain why the Civil War was fought.

Identify how Harriet Tubman, Frederick Douglass, and Abraham Lincoln have influenced our country’s history.

Diffusion

Describe the similarities and differences among the cultural practices and products of cultures on each continent.

- Compare the perspectives, practices, and cultural products of people of North America with those of people on other continents.
- Recognize the diversity of the workforce.

Grade 2—We Live Together

U. 1., Lesson 5—A Story about a Community, pp. 45-51

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The World Around Us, pp. 52-53, 110-111, 168-169, 226-227, 282-283

Geography Standard

Location

Locate the state of Ohio, the United States, the continents and oceans on a map.

- Identify and use symbols, the compass rose and cardinal directions to locate places of significance on maps and globes.
- Construct a map including a map title and key that explains all symbols that are used.
- Name, locate and label the continents and oceans.

Grade 2—We Live Together

Maps, pp. H10, H11, H13, 13, 16, 24, 29, 43, 47, 53, 56, 66, 68, 70, 72, 73, 74, 76, 78, 80, 85, 89, 111, 114, 127, 135, 141, 142, 165, 166, 169, 193, 212, 215, 216, 227, 230, 255, 261, 265, 268, 269, 283, 285, R2, R4, R6

Geography Skills:

Using a compass rose, 28

Using landform maps, 84

Following routes on a map, 212

Using grid maps, 264

Place

Identify physical and human features of places.

- Locate and identify landforms and bodies of water in photographs, on map and 3D models.

Grade 2—We Live Together

U. 2, Lesson 1—Where We Live, pp. 70-75

Identify the United States and its neighbors on a map and a globe.

Identify the oceans and the seven continents on a map and a globe.

U. 2, Lesson 2—Land and Water, pp. 76-81

Recognize different kinds of land and water found on Earth.

Identify major landforms and bodies of water.

Human Environmental Interaction

Explain how physical features influence human activity and how the physical environment is affected by humans.

- Compare basic land use in urban, suburban and rural environments.
- Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.
- Identify consequences of changes to the environment.
- Identify ways to conserve resources.

Grade 2—We Live Together

U. 1, Lesson 1—Living in a Community, pp. 12-17

Learn that people live in communities.

Recognize that community members work together for the common good.

U. 1, Lesson 2—From City to Country, pp. 18-19

Recognize the characteristics of cities, suburbs, and rural areas.

Identify the significance of community landmarks.

U. 1, Lesson 3—Changing Communities, pp. 30-35

Identify changes in communication and transportation.

Explore ways that these changes have affected people.

U. 2, Lesson 1—Where We Live, pp. 70-75

Identify the United States and its neighbors on a map and a globe.

Identify the oceans and the seven continents on a map and a globe.

U. 2, Lesson 2—Land and Water, pp. 76-81

Recognize different kinds of land and water found on Earth.

Identify major landforms and bodies of water.

U. 2, Lesson 3—Earth’s Seasons, pp. 86-89

Recognize the difference between weather and seasons.
Find out how weather patterns affect people’s activities.

U. 2, Lesson 4—Earth’s Resources, pp. 92-95

Explain what natural resources are.
Explain how people depend on natural resources to satisfy their basic needs.

U. 2, Lesson 5—People Change Earth, pp. 96-99

Learn why people change Earth.
Identify ways in which people change Earth.

U. 2, Lesson 6—Protecting Earth, pp. 102-105

Identify ways of protecting Earth.
Recognize ways people can conserve and replenish natural resources.

Economics Standard

Scarcity and Resource Allocation

Explain how scarce resources require people to make choices in meeting their needs and satisfying their wants.

- Explain that all resources have alternate uses.

Grade 2—We Live Together

U. 4, Lesson 5—From Farm to Factory, pp. 208-211

Learn how paper towels are made from trees.
Trace a product from a natural resource to finished goods.

Production, Distribution and Consumption

Distinguish between goods and services and explain how people are both buyers and sellers of goods and services.

- Explain how people are both buyers and sellers of goods and services.
- Recognize that most people work in jobs in which they produce a few special goods or services.
- Explain why people in different parts of the world earn a living in a variety of ways.

Grade 2—We Live Together

Unit 4—All About Work

U. 4, Lesson 1—Many Jobs, pp. 184-191

Understand that people work to earn money and help others.
Explain the choices people make about earning money.

U. 4, Lesson 2—Our Needs and Wants, pp. 194-195

Identify needs and wants.

U. 4, Lesson 3—Goods and Services, pp. 196-199

Distinguish between goods and services.
Recognize the choices people can make about saving and spending their money.

U. 4, Lesson 4—Producers and Consumers, pp. 202-205

Learn what producers and consumers are.
Distinguish between producing and consuming.

U. 4, Lesson 5—From Farm to Factory, pp. 208-211

Learn how paper towels are made from trees.
Trace a product from a natural resource to finished goods.

U. 4, Lesson 6—Trading with Other Countries, pp. 214-217

Understand trade.
Explain the choices people can make in a free enterprise system.

U. 4, Lesson 7—New Ways to Meet Needs, pp. 220-223

Identify ways in which science and technology have affected communication, transportation, and recreation.

Markets

Explain ways that people may obtain goods and services.

- Recognize that money is a generally accepted medium of exchange for goods and services, and that different countries use different currencies.

Grade 2—We Live Together

Unit 4—All About Work

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Understand trade.

Explain the choices people can make in a free enterprise system.

Government Standard

Role of Government

Identify authority figures and elected leaders in the home, school and community and explain reasons for having persons in authority.

- Recognize leaders such as mayor, governor, and president, and explain that they are elected by the people.
- Explain how a system of government provides order to a group, such as a school or community, and why government is necessary.

Grade 2—We Live Together

Unit 5—Our Government

U. 5, Lesson 1—Our Country’s Government, pp. 242-247

Compare the roles of public officials, including mayor, governor, and President.

Identify ways that public officials are selected, including election and appointment to office.

U. 5, Lesson 2—Solving Community Problems, pp. 252-257

Discover how communities solve problems and pay for the solutions they reach.

Describe how governments establish order, provide security, and manage conflict.

Recognize and explain the importance of symbols and landmarks of the United States.

- Explain the importance of American landmarks and the ideals that they represent.

Grade 2—We Live Together

U. 5, Lesson 3—Our Country’s Capital, pp. 260-263

Identify buildings and monuments in Washington, D.C.

Identify and explain the significance of various national landmarks.

U. 5, Lesson 4—America’s Symbols, pp. 266-269

Understand some of our nation’s symbols.

Identify selected symbols, such as state and national birds and flowers, and patriotic symbols, such as the U.S. and state flags.

Rules and Laws

Explain the purposes of rules in different settings and the results of adherence to or violation of the rules.

- Explain the purpose of rules in the workplace.
- Indicate that consequences of an action vary depending upon the setting.

Grade 2—We Live Together

U. 1, Lesson 1—Living in a Community, pp. 12-17

Learn that people live in communities.

Recognize that community members work together for the common good.

U. 1, Lesson 4—Getting Along, pp. 36-39

Identify the qualities of good citizenship.

Recognize the way rules and laws help communities.

U. 5, Lesson 2—Solving Community Problems, pp. 252-257

Discover how communities solve problems and pay for the solutions they reach.

Describe how governments establish order, provide security, and manage conflict.

Citizenship Rights and Responsibilities Standard

Participation

Describe the results of cooperation in group settings and demonstrate the necessary skills.

- Demonstrate skills and explain benefits of cooperation when working in group settings.

Grade 2—We Live Together

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Describe how governments establish order, provide security, and manage conflict.

Rights and Responsibilities

Demonstrate personal accountability including making choices and taking responsibility for personal actions.

- Demonstrate self-direction in tasks within the school community.
- Demonstrate citizenship traits.

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Describe how governments establish order, provide security, and manage conflict.

Social Studies Skills and Methods Standard

Obtaining Information

Obtain information from oral, visual, print or electronic sources.

Thinking and Organizing

Recognize the difference between fact and fiction in oral, visual, and print materials.

Communicating Information

Communicate information orally, visually, or in writing.

Working Together to Solve Problems and Make Decisions

Identify a problem and work in groups to solve it.

Grade 2—*We Live Together*

Reading and Thinking Skills:

Problem solving, 18

Putting things in order, 100

Sorting into groups, 130

Making predictions, 218

Finding the main idea, 272

Study Skills:

Using calendars, 44

Using bar graphs, 90

Comparing sources, 148

Using time lines, 162

Locating information, 200

Using flow charts, 258

Making decisions, 108, 250

Charts, Time Lines, and Graphs, pp. 45, 47, 55, 91, 95, 113, 127, 162, 172, 199, 242, 258, 286

“Celebrate,” pp. 26, 82, 150, 206, 270, 288

Primary Sources, “In Their Own Words,” pp. 41, 106, 154, 189, 276

Biographies, pp. 40, 106, 156, 224, 248

GRADE THREE

History Standard

Chronology

Construct time lines to demonstrate understanding of units of time and chronological order.

- Define and measure time by years, decade and centuries.
- Sequence local historical events by placing a series of events in the proper order on a time line.

Grade 3—Our Communities

Time Lines, pp. 46, 104, 105, 107, 114, 121, 125, 128, 132, 137, 145, 166, 256, 308

Settlement and Growth

Explain how new developments led to the growth of the United States.

- Describe changes in the community over time.

Grade 3—Our Communities

Chapter 1, Lesson 1—Learning about a Community, pp. 12-17

Identify how people live, work, and play in communities.

Describe how citizens work together to improve communities.

Chapter 1, Lesson 2—Communities in Our Country, pp. 20-25

Compare ways in which people in different types of communities meet their needs.

Obtain information from a primary source to learn more about a community.

Chapter 3, Lesson 1—Native American Communities, pp. 74-81

Describe how people in different communities adapt to and modify the physical environment.

Describe how past events have changed Native American communities over time.

Explain the cultural heritage of Native American story telling.

Chapter 3, Lesson 2—The Community of Jamestown, pp. 84-91

Describe how the formation of colonies changed people's lives.

Identify Native American and English leaders who shaped the community of Jamestown.

Chapter 4, Lesson 1—Building New Communities, pp. 96-103

Explain why people moved west to build new communities in the 1800s.

Describe how Daniel Boone, Lewis and Clark, and Sacajawea contributed to the expansion of communities in our country.

Chapter 4, Lesson 2—Moving to a New Home, pp. 106-111

Identify reasons why immigrants move to new communities, including the need for security and material well-being.

Describe how immigrants helped change communities over time.

Chapter 4, Lesson 3—Cities Grow and Change, pp. 114-119

Describe how the events of the Civil War changed communities throughout our country.

Identify why African Americans in the South moved to new communities in the North.

Summarize ways the Civil Rights movement influenced communities around our country.

Chapter 5, Lesson 1—Inventions Shape communities, pp. 124-131

Explain how the Great Chicago Fire changed a community.

Identify inventors and analyze how their technologies affected communities.

Chapter 5, Lesson 2—Making Communities Safer, pp. 136-141

Identify how individual decisions can bring about community changes.

Identify and summarize how scientists have created new technologies to help improve the health and safety of communities.

People in Societies Standard

Cultural Perspectives

Compare the perspectives, practices and cultural products of North American cultural groups.

- Compare the perspectives, practices and cultural products of various groups of people who have lived in the local community.
- Compare the perspectives, practices, and cultural products of the local community with other communities in Ohio, the United States and other countries of the world.

Grade 3—*Our Communities*

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Chapter 10, Lesson 1—Our Country's People, pp. 284-289

Compare and contrast the contributions of different cultural groups to our country today.

Identify the beliefs American citizens hold in common.

Chapter 10, Lesson 2—Sharing Culture Through Stories, pp. 292-299

Identify the heroic deeds of national heroes.

Retell the stories of characters found in folktales and legends.

Chapter 10, Lesson 3—Artists in the Community, pp. 302-307

Identify writers, photographers, and artists who have shared their cultural heritage with communities around the world.

Explain the importance of writers and artists in our country and around the world.

Describe how Maya Lin contributed to the cultural heritage of our country.

Chapter 11, Lesson 1—Community Celebrations, pp. 314-321

Identify individuals and historic events and deeds that are celebrated in communities.

Compare cultural and ethnic celebrations in communities across the United States.

Explain the importance of community celebrations.

Chapter 11, Lesson 2—A Visit to New Orleans, pp. 324-331

Identify examples of how the cultural heritage of different peoples around the world can influence the cultural heritage of a community.

Explain the significance of individuals and cultural heritages on the music and food of a community.

Chapter 11, Lesson 3—Culture in Ghana, pp. 334-339

(The World Around Us)

Identify the cultural heritage of Ghana.

Describe cultural celebrations in Ghana.

Patterns of Social Interaction

Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

- Describe the settlement patterns of various cultural groups within the local community.

Grade 3—Our Communities

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Geography Standard

Location

Use map elements or map coordinates to locate physical and human features of North America.

- Explain the purpose of different types of maps and aerial photographs.
- Use cardinal and intermediate directions to describe the relative location of places.
- Use a number/letter grid system to locate physical and human features on a map.
- Locate the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.
- Use the map title, map key, direction indicator and symbols for human features such as buildings and roads to answer questions about the local community.

Grade 3—Our Communities

Maps, pp. H10, H12, H13, H143, H15, H16, 14, 21, 22, 23, 38, 39, 43, 53, 58, 62, 77, 83, 87, 91, 92, 98, 100, 113, 120, 125, 148, 172, 183, 193, 197, 200, 205, 208, 212, 221, 231, 235, 238, 242, 246, 272, 290, 291, 310, 315, 316, 317, 318, 319, 325, 335, 344, R4, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R20

Geography Skills:

Using a landform map, 38

Using map scales, 82

Using intermediate directions, 112

Using grid maps, 238

Understanding hemispheres, 290

Place

Identify the physical and human features that make up the geography of North America.

- Identify the physical and human features that make the community a distinctive place.

Grade 3—Our Communities

Chapter 2, Lesson 1—The Geography of Communities, pp. 30-37

Describe how people adjust to and modify the physical environment.

Describe several landforms and how people interact with them.

Chapter 2, Lesson 2—Communities Need Natural Resources, pp. 40-45

Identify different types of natural resources.

Explain how people work to protect natural resources.

Chapter 2, Lesson 3—Protecting Our Environment, pp. 52-57

Discuss how people adapt to life in a fishing community.

Summarize how people take responsibility in caring for their natural resources.

Human Environmental Interaction

Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.

- Identify ways that physical features affect, and have been modified by, the local community.

Grade 3—Our Communities

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(The World Around Us)

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Summarize how people take responsibility in caring for their natural resources.

Movement

Analyze ways that transportation and communication are linked to patterns of settlement and economic activity and how these may lead to conflict and cooperation.

- Identify the modes of transportation and communication used to move people, products and ideas from place to place.

Grade 3—Our Communities

Chapter 4, Lesson 1—Building New Communities, pp. 96-103

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Identify inventors and analyze how their technologies affected communities.

Chapter 5, Lesson 2—Making Communities Safer, pp. 136-141

Identify how individual decisions can bring about community changes.

Identify and summarize how scientists have created new technologies to help improve the health and safety of communities.

Chapter 7, Lesson 2—Communities Make Goods, pp. 192-199

Understand how a manufacturing business works.

Identify how Henry Ford's new business changed people's lives.

Explain how supply and demand affected the price of early cars.

Economics Standard

Scarcity and Resource Allocation

Explain the opportunity cost involved in the allocation of scarce resources.

- Identify examples of opportunity cost as the next best alternative that must be given up when a choice is made.

Grade 3—Our Communities

Chapter 6, Lesson 1—People Earn Money, pp. 160-165

Understand how businesses operate in the U.S. free-enterprise system.

Identify goods and services.

Explain the importance of businesses to communities.

Chapter 6, Lesson 2—Making Money Choices, pp. 170-175

Identify ways of earning, spending, and saving money.

Analyze a simple budget that allocates money for spending and saving.

Chapter 7, Lesson 1—Life in a Farming Community, pp. 182-189

Understand supply and demand and scarcity for a farming business.

Identify farming as a way of earning money.

Explain the impact of scarcity on interdependence within communities.

Chapter 7, Lesson 2—Communities Make Goods, pp. 192-199

Understand how a manufacturing business works.

Identify how Henry Ford's new business changed people's lives.

Explain how supply and demand affected the price of early cars.

Chapter 7, Lesson 3—Trade Links Communities, pp. 202-207

(The World Around Us)

Describe the principles of domestic and international trade.

Explain how scarcity affects the interdependence of people and products in the world.

Production, Distribution, and Consumption

Explain why entrepreneurship and division of labor are important in the production of goods and services.

- Identify people who purchase goods and services as consumers and people who make goods and provide services as producers, and explain that most people both produce and consume.
- Categorize economic activities as examples of production and consumption.
- Explain how an assembly line uses specialization and the division of labor to produce items more quickly.

Grade 3—Our Communities

Chapter 7, Lesson 1—Life in a Farming Community, pp. 182-189

Understand supply and demand and scarcity for a farming business.

Identify farming as a way of earning money.

Explain the impact of scarcity on interdependence within communities.

Chapter 7, Lesson 2—Communities Make Goods, pp. 192-199

Understand how a manufacturing business works.

Identify how Henry Ford's new business changed people's lives.

Explain how supply and demand affected the price of early cars.

Chapter 7, Lesson 3—Trade Links Communities, pp. 202-207

(The World Around Us)

Describe the principles of domestic and international trade.

Explain how scarcity affects the interdependence of people and products in the world.

Markets

Explain why specialization leads to trade and how competition affects producers and consumers in a market.

- Identify different forms of money used over time, and recognize that money is used for saving and for purchasing goods and services.

Grade 3—Our Communities

Chapter 6, Lesson 1—People Earn Money, pp. 160-165

Understand how businesses operate in the U.S. free-enterprise system.

Identify goods and services.

Explain the importance of businesses to communities.

Chapter 6, Lesson 2—Making Money Choices, pp. 170-175

Identify ways of earning, spending, and saving money.

Analyze a simple budget that allocates money for spending and saving.

- Explain how the local community is an example of a market where buyers and sellers exchange goods and services.
- Identify examples of competition in the local community.

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Government Standard

Role of Government

Identify the functions and major powers of the United States government and explain why they are necessary.

- Explain the major functions of local government.
- Explain the structure of local governments and identify local leaders.
- Identify the location of local government buildings and explain the functions of government that are carried out there.
- Identify goods and services provided by the local government, why people need them and the source of funding (taxation).

Grade 3—Our Communities

Chapter 8, Lesson 1—Local Government, pp. 220-227

Explain the basic structure and functions of local government.

Identify the services commonly provided by local government.

Compare state and local governments.

Chapter 8, Lesson 2—Our Country's Government, pp. 230-237

Explain how Washington, D.C., came to be our nation's capital.

Identify the three branches of government and how each functions.

Citizenship Rights and Responsibilities Standard

Participation

Explain how citizens take part in civic life in order to promote the common good.

- Describe how people have helped make the community a better place to live.
- Demonstrate effective citizenship traits.

Grade 3—Our Communities

Chapter 1, Lesson 1—Learning about a Community, pp. 12-17

Identify how people live, work, and play in communities.

Describe how citizens work together to improve communities.

Chapter 9, Lesson 1—Getting Involved, pp. 250-255

Describe characteristics of good citizenship.

Identify ways individual actions can serve the common good of a community.

Name individuals and groups who work for the common good and describe how they help the community.

Chapter 9, Lesson 2—Helping Out, pp. 262-267

Identify examples of nonprofit organizations and describe how they serve the common good.

Identify examples of actions groups can take to improve the community.

Rights and Responsibilities

Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

- Describe the responsibilities of citizenship.

Grade 3—Our Communities

Chapter 9, Lesson 1—Getting Involved, pp. 250-255

Describe characteristics of good citizenship.

Identify ways individual actions can serve the common good of a community.

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Chapter 9, Lesson 2—Helping Out, pp. 262-267

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Identify examples of actions groups can take to improve the community.

Social Studies Skills and Methods Standard

Obtaining Information

Obtain information from a variety of primary and secondary sources using the component parts of the source.

Thinking and Organizing

Use a variety of sources to organize information and draw inferences.

Communicating Information

Communicate social studies information using graphs and tables.

Working Together to Solve Problems and Make Decisions

Use problem-solving skills to make decisions.

Grade 3—Our Communities

Charts, Graphs, and Diagrams, pp. H13, 24, 27, 43, 50, 51, 59, 76, 82, 93, 110, 112, 129, 139, 162, 173, 179, 190, 191, 194, 197, 204, 205, 209, 224, 234, 235, 247, 269, 287, 311, 339, 341

Datagraphics, 43, 128, 204, 234, 287

Biographies, pp. 46, 132, 166, 256, 308

Primary Sources, pp. 16, 75, 99, 125, 171, 188, 233, 254, 288, 298

Exploring Technology, pp. 35, 111, 185, 252, 305

Music, pp. 36, 328

Literature, 2, 64, 150, 214, 274

Citizenship—Points of View, pp. 142, 258

Citizenship—Being a Good Citizen, 48, 176, 332

Reading and Thinking Skills:

Problem solving, 18

Compare and contrast, 134

Classifying, 168

Finding the main idea and supporting details, 228

Identifying cause and effect, 260

Making decisions, 322

Study Skills:

Reading bar graphs and line graphs, 50

Using and making time lines, 104

Reading a flow chart, 190

Using parts of a source, 300

GRADE FOUR

History Standard

Chronology

Construct time lines to demonstrate understanding of units of time and chronological order.

- Construct time lines with evenly spaced intervals for years, decades, and centuries to show the order of significant events in Ohio history.

Ohio

Time Lines: 52, 54, 62, 70, 71, 72, 82, 84, 86, 94, 98, 102, 112, 118, 120, 126, 136, 144, 146, 148, 158, 166, 174, 180, 182, 186, 198, 206, 208, 210, 220, 228, 232, 234, 236, 240, 244, 252, 258, 260, 266, 270

Grade 4—Our Country's Regions

Time Lines, pp. 75, 85, 87, 90, 91, 93, 101, 109, 141, 147, 159, 167, 169, 175, 207, 213, 215, 221, 223, 233, 241, 273, 275, 281, 287, 293, 305, 337, 343, 351, 352, 359, 371, 405, 408, 411, 419, 427, 439

People Come to North America

Explain how the cultures of American Indians in different regions of North America were related to the environment in which they lived and the impact of European settlement on those cultures.

- Describe the earliest settlements in Ohio including the prehistoric people.
- Explain the effect of the Frontier Wars of the 1790s on American Indians in Ohio and United States.

Ohio

Chapter 3, Citizenship, pp. 69

Identify the mission of the Archaeological Survey.

Describe how Paul Gardner's work helps preserve Ohio's prehistoric heritage.

Chapter 4, Lesson 1, pp. 86-93

Describe the claims made by the French and British in the Ohio Country.

Describe the terms of the Treaty of Paris.

Describe the continued frontier conflict between the Native Americans and the British.

Chapter 4, Lesson 2, pp. 94-97

Explain the reasons for the American Revolution.

Describe the conflicts between the colonists and the Native Americans in the Ohio Country.

Describe George Rogers Clark's victories against the British in the Northwest.

Chapter 4, Lesson 4, pp. 102-109

Identify Marietta as the first permanent settlement in the Northwest Territory.

Explain how Cleveland and Cincinnati became settlements.

Describe how early Ohio settlers provided for themselves.

Chapter 5, Lesson 1, pp. 120-125

Explain how the Treaty of Fort Harmar divided the Northwest Territory.

Describe the roles of Josiah Harmar, Arthur St. Clair, and Anthony Wayne in fighting Native Americans.

Chapter 5, Lesson 2, pp. 126-131

Identify the first governor of the Northwest Territory and the importance of Maxwell's Code.

Chapter 5, Lesson 3, pp. 136-143

Describe the role of Oliver Hazard Perry in the War of 1812.

Grade 4—Our Country's Regions

Chapter 2, Lesson 1—The Hopi, pp. 74-79

Explain how the Hopi people adapted to the Southwest climate.

Summarize problems that arose when the United States claimed Native American land.

Describe Hopi life today.

Chapter 2, Lesson 3—Arrival of the Spanish, pp. 84-89

Describe Francisco Coronado's expedition into the Southwest.

Explain how Spanish settlers brought Christianity and cattle ranching to the region.

Analyze the conflicts in the Southwest that led to Texas's statehood.

Chapter 4, Lesson 1—The Cherokee, pp. 140-145

Describe how Cherokees passed on their culture.
Discuss why Sequoyah created the Cherokee alphabet.
Identify hardships faced by the Cherokee on the Trail of Tears.

Chapter 4, Lesson 2—Colonial Williamsburg, pp. 146-151

Identify reasons the colonists sought independence from England.
Explain the creation of the Declaration of Independence.

Chapter 4, Lesson 4—A Country Divided, pp. 158-163

Describe life on a plantation.
Describe the Underground Railroad and Harriet Tubman's efforts to free slaves.

Chapter 4, Lesson 5—Civil Rights and the Southeast Today, pp. 166-171

Analyze the effects of segregation.
Describe the civil rights movement.
Identify new leaders of the Southeast region.

Chapter 6, Lesson 1—The Iroquois Confederacy, pp. 206-211

Explain how Deganawida and Hiawatha joined forces to form the Iroquois Confederacy.
Describe the family, clan, village, and governmental organization of the Iroquois.

Chapter 6, Lesson 2—The American Revolution, pp. 212-217

Identify reasons for the Patriots' protest in Boston.
Describe colonists' preparations to fight the British.
Summarize the American Revolution.

Chapter 6, Lesson 3—The Industrial Revolution, pp. 220-225

Describe the Industrial Revolution and how it evolved.
Analyze changes in transportation and communication brought about the Industrial Revolution.
Identify causes and effects of immigration into the United States.

Chapter 8, Lesson 1—Wagon Trains and Pioneer Life, pp. 272-277

Identify the reasons why European Americans settled in the Middle West.
Describe how pioneers traveled west and lived on the frontier.
Explain why settlers needed to be self-sufficient.

Chapter 8, Lesson 2—The Lakota, pp. 280-285

Describe the Lakota way of life.
Analyze the effects of frontier settlement on the Lakota.

Chapter 10, Lesson 1—The Shoshone, pp. 336-341

Identify the major Native American groups of the Mountain States.
Describe how the Fort Bridger Treaty changed life for the Shoshone people.

Chapter 10, Lesson 2—Exploration and Boom Towns, pp. 342-347

Identify the purpose of the Lewis and Clark expedition.
Explain how the discovery of gold brought many people to the Mountain States region.
Summarize how the transcontinental railroad changed the Mountain States region.

Settlement and Growth

Explain how new developments led to the growth of the United States.

- Explain how Ohio progressed from territory to statehood.
- Explain how canals and railroads changed the settlement patterns of Ohio and its economic and political status in the United States.
- Explain how resources, transportation, and location influenced the development of industries in Ohio.
- Explain the importance of investors such as the Wright Brothers, Charles Kettering, Garrett Morgan and Thomas Edison.

Ohio**Chapter 3, Citizenship, pp. 69**

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Chapter 5, Lesson 3, pp. 136-143

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Chapter 8, Lesson 1, pp. 210-217

Explain the roles of Rockefeller, Patterson, and Goodrich in bringing Big Business to Ohio.

Name three of Ohio's famous inventors and explain their contributions to Ohio's history.

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Explain how Susan B. Anthony, Elizabeth Cady Stanton, and others worked for women's suffrage.

Identify why Wyoming was the first state to give women the right to vote.

Describe the Nineteenth Amendment and the continuing fight for equality for women.

Chapter 12, Lesson 1—The Hawaiians, pp. 404-409

Analyze the cultural roots and history of Hawaiians.

Describe Hawaii's cultural and economic changes over time.

Chapter 12, Lesson 2—The Gold Rush, pp. 410-415

Analyze the impact of the Gold Rush on the growth and culture of the west.

Describe the changes gold mining brought to the West.

Chapter 12, Lesson 3—Immigrants in the West, pp. 418-423

Identify immigrant groups and their contributions to the West.

Describe the cultural and work experiences of immigrants to the West.

Chapter 12, Lesson 4—The West Today, pp. 426-431

Analyze changes in the population and industries of the West.

Identify ways the computer and movie industries have changed society.

Examine problems and possible solutions caused by change in the West.

People in Societies Standard***Cultural Perspectives***

Compare the perspectives, practices and cultural products of North American cultural groups.

- Compare the perspectives, practices, and cultural products of various groups who have settled in Ohio over time.
- Describe the cultures of people who have settled in Ohio over time.

Ohio**Chapter 3, Lesson 1, pp. 56-61**

Explain how the first people crossed the land bridge to North America, and how they survived.

Describe the way of life of the first people in Ohio.

Explore the effect of the end of the Ice Age on Ohio's early people.

Chapter 3, Lesson 2, pp. 62-68

Describe the Adena's cultural practices of mound building and farming.

Describe the mounds built by the Hopewell.

Identify the Fort Ancient people as the likely builders of the Great Serpent Mound.

Chapter 3, Citizenship, pp. 69

Identify the mission of the Archaeological Survey.

Describe how Paul Gardner's work helps preserve Ohio's prehistoric heritage.

Chapter 3, Lesson 3, pp. 72-79

Identify the six different groups of Native Americans who moved into the Ohio area in the early 1700s.

Describe the everyday life of Ohio's Native Americans in the 1700s.

Explain how trade with Europeans caused many problems for Native Americans.

Chapter 5, Lesson 3, pp. 136-143

Explain the attempts of the Native Americans to drive European settlers out of the Northwest Territory.

Describe the role of Oliver Hazard Perry in the War of 1812.

Identify the effects of the War of 1812 on Ohio's Native Americans.

Chapter 6, Lesson 2, pp. 158-163

Explore the origins of the settlers who came to Ohio following the War of 1812.

Explain how the origins of the settlers affected the communities they established or in which they settled.

Describe the first schools and the public education system the early Ohioans established.

Chapter 11, Lesson 2, pp. 288-293

Examine the origins of people who live in Ohio.

Explain the cultural origins of some of Ohio's many festivals and celebrations.

Grade 4—Our Country's Regions**Intro, Lesson 4, We the People, pp. 22-29**

Describe the cultures and customs of people in the United States.

Identify the Constitution and the government of the United States.

Chapter 2, Lesson 1—The Hopi, pp. 74-79

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Chapter 12, Lesson 3—Immigrants in the West, pp. 418-423

Identify immigrant groups and their contributions to the West.

Describe the cultural and work experiences of immigrants to the West.

Patterns of Social Interaction

Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

- Explain the reasons people came to Ohio.
- Describe the impacts of the expansion of European settlements on American Indians in Ohio.

Ohio

Chapter 3, Lesson 1, pp. 56-61

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Chapter 4, Lesson 3—The World Around Us, pp. 152-153

Describe the accomplishments of significant leaders of South Africa.

Analyze twentieth-century issues in South Africa.

Chapter 4, Lesson 4—A Country Divided, pp. 158-163

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Geography Standard

Location

Use map elements or map coordinates to locate physical and human features of North America.

- Use a linear scale to measure the distance in miles between places on a map.
- Identify parallels as lines of latitude and meridians as lines of longitude.
- Describe the location of Ohio relative to other states and countries.
- Use maps to locate major physical and human features of Ohio.

Ohio

Map and Globe Skills: G7-G13, 4, 7, 8, 10, 11, 12, 13, 15, 20, 21, 23, 27, 29, 30, 34, 39, 52, 55, 63, 69, 76, 84, 87, 91, 97

Chapter 1, Lesson 1, pp. 6-9

Define *border* and *region* and describe Ohio's location.

Describe Ohio's landforms.

Describe Ohio's weather and climate.

Chapter 1, Skills Lesson, pp. 10-13

Read and interpret latitude and longitude.

Chapter 1, Lesson 3, pp. 18-22

Define *Ohio Divide*, *source*, *mouth*, and *river basin*. List the names of Ohio's rivers.

Describe Lake Erie's geography and discuss the role that the lake played in Ohio's past.

Chapter 3, Skills Lesson, pp. 110-111

Use a scale strip to accurately measure distances on a map.

Chapter 3, Skills Lesson, pp. 302-303

Read a road map, explaining its symbols and describing how to get from one place to another.

Grade 4—Our Country's Regions

Maps, pp.H12-H18, 5, 8, 10, 11, 14, 21, 34, 40, 48, 51, 62, 63, 64, 65, 70, 71, 72, 77, 81, 103, 108, 110, 118, 121, 126, 127, 129, 135, 136, 138, 141, 153, 160, 162, 176, 184, 187, 199, 204, 207, 216, 223, 227, 230, 231, 234, 240, 242, 250, 253, 260, 267, 270, 273, 281, 300, 314, 319, 326, 327, 332, 334, 337, 346, 361, 365, 372, 380, 383, 386, 387, 391, 397, 400, 402, 405, 413, 433, 435, 440, R4, R6, R8, R10-R20

Geography Skills:

Reading elevation maps, 10
Working with latitude and longitude maps, 62
Comparing maps at different scales, 126
Using distribution maps, 230
Using vegetation maps, 326
Reading road maps, 386

Place

Identify the physical and human features that make up the geography of North America.

- Identify the physical and human features that make North America a distinctive place.

Ohio

Chapter 1, Lesson 1, pp. 6-9

Define *border* and *region* and describe Ohio's location.

Describe Ohio's landforms.

Describe Ohio's weather and climate.

Chapter 1, Lesson 3, pp. 18-22

Define *natural resource* and describe how Ohio's rivers and streams are used for transportation.

Define *Ohio Divide*, *source*, *mouth*, and *river basin*. List the names of Ohio's rivers.

Describe Lake Erie's geography and discuss the role that the lake played in Ohio's past.

Describe the problems that Ohio's rivers and streams have had with pollution.

Chapter 2, Lesson 2, pp. 38-43

Define *agriculture*.

Explain how soil, water, climate, and human resources are important factors in agriculture.

Describe the types of changes that have occurred on Ohio's farms over the years.

Explain the ways that agriculture provides jobs for people in Ohio.

Grade 4—Our Country's Regions

Intro, Lesson 1, The Western Hemisphere, pp. 4-9

Identify the location of the United States in the Western Hemisphere

Describe some of the landforms of the Western Hemisphere and of the United States.

Intro, Lesson 2, Weather and Climate, pp. 12-15

Identify climate as a pattern of weather.

Describe climate regions that result from physical characteristics.

Intro, Lesson 3, Natural Resources, pp. 16-21

Identify natural resources and their uses.

Distinguish between renewable and nonrenewable resources.

Explain the importance of conservation of natural resources.

Chapter 1, Lesson 1—From Coast to Coast, pp. 50-55

Describe the physical geography of the Southwest United States.

Identify typical landforms of the region.

Chapter 1, Lesson 2—Deserts and Oil, pp. 56-61

Describe the climate of the Southwest region.

Identify the adaptations needed to live in a dry climate.

Explain the importance of oil to the Southwest economy.

Chapter 1, Lesson 2—Wells for Water and Oil, pp. 66-69

Identify the sources of water in the Southwest.

Describe the concept of supply and demand.

Explain the importance of oil and the petro-chemical industry to the nation's economy.

Chapter 3, Lesson 1—Rolling Down the River, pp. 120-125

Identify the source, tributaries, river basin, and mouth of the Mississippi River.

Describe people's efforts to make the Mississippi River safe for travel.

Identify characteristics of wetlands, swamps, and deltas.

Chapter 3, Lesson 2—Warm Weather and Cash Crops, pp. 128-131

Describe the agricultural benefits of a long growing season.

Identify cash crops in the Southeast region.

Explain why the Southeast attracts many tourists.

Chapter 5, Lesson 1—Along the Atlantic Coast, pp. 186-191

Identify the sub-regions of the Northeast and the features of the Atlantic Coastal Plain.

Describe the formation and features of the Appalachian Mountains.

Summarize the kinds of forests in the Northeast and their importance.

Chapter 5, Lesson 2—A Colorful Environment, pp. 192-195

Explain the causes of the changing of the seasons in the Northeast.

Identify soil, trees, water, and rocks as the major natural resources of the Northeast.

Chapter 7, Lesson 1—Across the Plains, pp. 252-255

Describe the geography of the Middle West.

Identify major agricultural uses of the Interior Plains.

Chapter 7, Lesson 2—An Inland Climate, pp. 258-263

Describe the climate of the Middle West.

Explain how the climate affects the activities of people living in the Middle West.

Chapter 9, Lesson 1—The Rocky Mountains, pp. 316-321

Describe the mountains in the Mountain States region.

Analyze plant and animal life in the Mountain States region.

Describe ancient Pueblo life in Mesa Verde.

Chapter 9, Lesson 2—Snowy Peaks, pp. 322-325

Explain how elevation affects the climate of the Mountain States region.

Describe the plant life and the Great Salt Lake of the Mountain States region.

Chapter 11, Lesson 1—Western Peaks, pp. 382-385

Describe the natural features of the West.

Explain how volcanoes and earthquakes change the land.

Chapter 11, Lesson 2—Deserts and Rainforests, pp. 388-391

Describe contrasting climates of the West.

Explain the effect of mountains on rain distribution.

Chapter 11, Lesson 3—Thick Forests and Wide Valleys, pp. 394-399

Identify the resources of the West.

Summarize the agricultural practices and products of the Central Valley.

Explore logging methods and their effect on the environment.

Human Environmental Interaction

Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.

- Identify how the physical features and processes affect human settlement and activity in Ohio.
- Identify ways that people have affected the physical environment of Ohio.

Ohio

Chapter 1, Lesson 3, pp. 18-22

Define *natural resource* and describe how Ohio's rivers and streams are used for transportation.

Define *Ohio Divide*, *source*, *mouth*, and *river basin*. List the names of Ohio's rivers.

Describe Lake Erie's geography and discuss the role that the lake played in Ohio's past.

Describe the problems that Ohio's rivers and streams have had with pollution.

Chapter 2, Lesson 2, pp. 38-43

Define *agriculture*.

Explain how soil, water, climate, and human resources are important factors in agriculture.

Describe the types of changes that have occurred on Ohio's farms over the years.

Explain the ways that agriculture provides jobs for people in Ohio.

Chapter 3, Lesson 1, pp. 56-61

Explain how the first people crossed the land bridge to North America, and how they survived.

Describe the way of life of the first people in Ohio.

Explore the effect of the end of the Ice Age on Ohio's early people.

Chapter 3, Lesson 2, pp. 62-68

Describe the Adena's cultural practices of mound building and farming.

Describe the mounds built by the Hopewell.

Identify the Fort Ancient people as the likely builders of the Great Serpent Mound.

Chapter 4, Lesson 4, pp. 102-109

Identify Marietta as the first permanent settlement in the Northwest Territory.

Explain how Cleveland and Cincinnati became settlements.

Describe how early Ohio settlers provided for themselves.

Chapter 6, Lesson 1, pp. 148-155

Identify Ohio's canals and describe the effect the canals had on Ohio's farms and businesses.

Chapter 6, Lesson 3, pp. 166-173

Analyze how Ohio's natural resources, transportation routes, and workers contributed to the state's growth.

Chapter 8, Lesson 2, pp. 220-226

Analyze the growth of Ohio's cities in the late 1800s.

Identify the problems caused the arrivals of large numbers of immigrants in Ohio's cities.

Explore the improvements made in city services and the role of reform mayors.

Chapter 10, Lesson 1, pp. 260-263

Examine why people moved to the suburbs.

Grade 4—Our Country's Regions

Intro, Lesson 1, The Western Hemisphere, pp. 4-9

Identify the location of the United States in the Western Hemisphere

Describe some of the landforms of the Western Hemisphere and of the United States.

Intro, Lesson 2, Weather and Climate, pp. 12-15

Identify climate as a pattern of weather.

Describe climate regions that result from physical characteristics.

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Chapter 1, Lesson 2—Wells for Water and Oil, pp. 66-69

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Describe the formation and features of the Appalachian Mountains.

Summarize the kinds of forests in the Northeast and their importance.

Chapter 5, Lesson 2—A Colorful Environment, pp. 192-195

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Chapter 11, Lesson 3—Thick Forests and Wide Valleys, pp. 394-399

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Summarize the agricultural practices and products of the Central Valley.

Explore logging methods and their effect on the environment.

Movement

Analyze ways that transportation and communication are linked to patterns of settlement and economic activity and how these may lead to conflict and cooperation.

- Use elevation, resource, and road maps to answer questions about patterns of settlement, economic activity and movement.

Ohio

Map and Globe Skills: G7-G13, 4, 7, 8, 10, 11, 12, 13, 15, 20, 21, 23, 27, 29, 30, 34, 39, 52, 55, 63, 69, 76, 84, 87, 91, 97

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Explore logging methods and their effect on the environment.

Region

Analyze patterns of physical and human characteristics that define regions in North America.

- Identify key locations of manufacturing, agriculture, mining and forestry in Ohio.

Ohio**Chapter 1, Lesson 3, pp. 18-22**

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Explain the steps taken to limit child labor in Ohio.

Define *labor union*.

Explain why labor unions were formed and how they achieved their goals.

Chapter 9, Lesson 1, pp. 236-239

Identify the contributions Ohio's industries made to the war effort.

Analyze the movement of thousands of African Americans and Appalachians into Ohio to fill factory jobs.

Identify the roles women filled during World War I.

Chapter 9, Lesson 3, pp. 244-249

Analyze the effects of the Great Depression on Ohio businesses.

Explain how the government tried to help people during the Depression.

Explain why World War II helped bring an end to the Depression.

Chapter 11, Lesson 1, pp. 274-281

Describe Ohio's economy during the 1970s and 1980s.

Explore the role that services play in Ohio's economy.

Explain the impact that economic growth can have on the environment.

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Economics Standard

Scarcity and Resource Allocation

Explain the opportunity cost involved in the allocation of scarce resources.

- Identify the resources needed to produce a good or service and suggest alternative uses for the resources involved.
- Explain how the availability of resources in Ohio promotes specialization in the production of goods and services and leads to trade.

Ohio

Chapter 2, Lesson 2, pp. 38-43

Define *agriculture*.

Explain how soil, water, climate, and human resources are important factors in agriculture.

Describe the types of changes that have occurred on Ohio's farms over the years.

Explain the ways that agriculture provides jobs for people in Ohio.

Chapter 3, Lesson 3, pp. 72-79

Explain how trade with Europeans caused many problems for Native Americans.

Chapter 6, Lesson 1, pp. 148-155

Explain the significance of the National Road.

Describe how steamboats helped move people and goods.

Identify Ohio's canals and describe the effect the canals had on Ohio's farms and businesses.

Explain how railroads helped Ohio grow.

Chapter 6, Lesson 3, pp. 166-173

Analyze how Ohio's natural resources, transportation routes, and workers contributed to the state's growth.

Define the four factors of production.

Identify the new machines and methods that made farmers more productive.

Describe the industries that led Ohio to become an industrial center.

Explain why Cincinnati and Cleveland became important industrial cities.

Chapter 8, Lesson 1, pp. 210-217

Explore how Ohio's natural resources aided the growth of industry.

Explain the roles of Rockefeller, Patterson, and Goodrich in bringing Big Business to Ohio.

Name three of Ohio's famous inventors and explain their contributions to Ohio's history.

Explain how big business changed Ohio.

Chapter 8, Lesson 3, pp. 228-231

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Explain the steps taken to limit child labor in Ohio.

Define *labor union*.

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Chapter 11, Lesson 1, pp. 274-281

Describe Ohio's economy during the 1970s and 1980s.

Explore the role that services play in Ohio's economy.

Explain the impact that economic growth can have on the environment.

Grade 4—Our Country’s Regions

Intro, Lesson 5, Our Economy, pp. 32-37

Discuss examples of the American economy.

Identify geographic/economic regions of the United States.

Chapter 2, Lesson 4—The Rise of Ranching, pp. 92-97

Describe the role of the cowboy in the Southwest after the region became part of the United States.

Explain the importance and the hardships of the cattle drives.

Analyze ranch life in the modern Southwest.

Chapter 2, Lesson 5—The Southwest Today, pp. 100-105

Describe the role of industry in the growth of the Southwest.

Analyze how technology and trade are important to the region’s economy.

Explain the need for water conservation in the modern Southwest.

Chapter 3, Lesson 3—Mining for Coal, pp. 132-135

Explain the importance of coal to the economy of the Southeast.

Identify coal as a mineral that can be used to produce heat, light, and electricity.

Describe how dangerous mining conditions led to the formation of labor unions.

Chapter 6, Lesson 3—The Industrial Revolution, pp. 220-225

Describe the Industrial Revolution and how it evolved.

Analyze changes in transportation and communication brought about by the Industrial Revolution.

Identify causes and effects of immigration into the United States.

Chapter 6, Lesson 5—The Northeast Today, pp. 232-237

Identify the Northeast as an important gateway for immigration.

Describe the Northeast megalopolis and its methods of transportation.

Explain why terrorism is a current challenge for Americans.

Chapter 7, Lesson 3—Into the Hills, pp. 264-267

Describe how iron ore is mined in the Middle West.

Explain the importance and effect of mining iron ore.

Chapter 8, Lesson 3—Booming Industry, pp. 286-291

Analyze the effects of automobile production on Middle West population and economy.

Describe social and technological changes brought about by industrialization.

Chapter 8, Lesson 4—The Middle West Today, pp. 292-297

Identify technology that has advanced the farming industry.

Explain the impact of the steel and agribusiness industries on the Middle West.

Chapter 9, Lesson 3—Mining in the Mountains, pp. 328-331

Identify the valuable mineral resources found in the Mountain States region.

Analyze how copper from mines in the Mountain States is processed.

Chapter 10, Lesson 2—Exploration and Boom Towns, pp. 342-347

Identify the purpose of the Lewis and Clark expedition.

Explain how the discovery of gold brought many people to the Mountain States region.

Summarize how the transcontinental railroad changed the Mountain States region.

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Identify the resources of the West.

Summarize the agricultural practices and products of the Central Valley.

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Chapter 12, Lesson 1—The Hawaiians, pp. 404-409

Analyze the cultural roots and history of Hawaiians.

Describe Hawaii’s cultural and economic changes over time.

Chapter 12, Lesson 2—The Gold Rush, pp. 410-415

Analyze the impact of the Gold Rush on the growth and culture of the west.

Describe the changes gold mining brought to the West.

Chapter 12, Lesson 3—Immigrants in the West, pp. 418-423

Identify immigrant groups and their contributions to the West.

Describe the cultural and work experiences of immigrants to the West.

Chapter 12, Lesson 4—The West Today, pp. 426-431

Analyze changes in the population and industries of the West.

Identify ways the computer and movie industries have changed society.

Examine problems and possible solutions caused by change in the West.

Production, Distribution, and Consumption

Explain why entrepreneurship and division of labor are important in the production of goods and services.

- Explain how entrepreneurs risk losing money by organizing productive resources to produce goods and services and how they seek to make a profit.
- Explain why foreign companies invest and build manufacturing plants in Ohio.

Ohio

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Markets

Explain why specialization leads to trade and how competition affects producers and consumers in a market.

- Explain ways in which individuals and households generate and use income.
- Explain why entrepreneurs bring together resources in order to produce goods and services including the possible risks and rewards.
- Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.
- Explain why many jobs in Ohio depend on markets in other countries.

Ohio

Chapter 2, Lesson 2, pp. 38-43

Define *agriculture*.

Explain how soil, water, climate, and human resources are important factors in agriculture.

Describe the types of changes that have occurred on Ohio's farms over the years.

Explain the ways that agriculture provides jobs for people in Ohio.

Chapter 3, Lesson 3, pp. 72-79

Explain how trade with Europeans caused many problems for Native Americans.

Chapter 6, Lesson 1, pp. 148-155

Explain the significance of the National Road.

Describe how steamboats helped move people and goods.

Identify Ohio's canals and describe the effect the canals had on Ohio's farms and businesses.

Explain how railroads helped Ohio grow.

Chapter 6, Lesson 3, pp. 166-173

Analyze how Ohio's natural resources, transportation routes, and workers contributed to the state's growth.

Define the four factors of production.

Identify the new machines and methods that made farmers more productive.

Describe the industries that led Ohio to become an industrial center.

Explain why Cincinnati and Cleveland became important industrial cities.

Chapter 8, Lesson 1, pp. 210-217

Explore how Ohio's natural resources aided the growth of industry.

Explain the roles of Rockefeller, Patterson, and Goodrich in bringing Big Business to Ohio.

Name three of Ohio's famous inventors and explain their contributions to Ohio's history.

Explain how big business changed Ohio.

Chapter 8, Lesson 3, pp. 228-231

Analyze the working conditions in Ohio's factories and mines.

Explain the steps taken to limit child labor in Ohio.

Define *labor union*.

Explain why labor unions were formed and how they achieved their goals.

Chapter 9, Lesson 1, pp. 236-239

Identify the contributions Ohio's industries made to the war effort.

Analyze the movement of thousands of African Americans and Appalachians into Ohio to fill factory jobs.

Identify the roles women filled during World War I.

Chapter 9, Lesson 3, pp. 244-249

Analyze the effects of the Great Depression on Ohio businesses.

Explain how the government tried to help people during the Depression.

Explain why World War II helped bring an end to the Depression.

Chapter 11, Lesson 1, pp. 274-281

Describe Ohio's economy during the 1970s and 1980s.

Explore the role that services play in Ohio's economy.

Explain the impact that economic growth can have on the environment.

Grade 4—Our Country's Regions

Intro, Lesson 5, Our Economy, pp. 32-37

Discuss examples of the American economy.

Identify geographic/economic regions of the United States.

Chapter 2, Lesson 4—The Rise of Ranching, pp. 92-97

Describe the role of the cowboy in the Southwest after the region became part of the United States.

Explain the importance and the hardships of the cattle drives.

Analyze ranch life in the modern Southwest.

Chapter 2, Lesson 5—The Southwest Today, pp. 100-105

Describe the role of industry in the growth of the Southwest.

Analyze how technology and trade are important to the region's economy.

Explain the need for water conservation in the modern Southwest.

Chapter 3, Lesson 3—Mining for Coal, pp. 132-135

Explain the importance of coal to the economy of the Southeast.

Identify coal as a mineral that can be used to produce heat, light, and electricity.

Describe how dangerous mining conditions led to the formation of labor unions.

Chapter 6, Lesson 3—The Industrial Revolution, pp. 220-225

Describe the Industrial Revolution and how it evolved.

Analyze changes in transportation and communication brought about by the Industrial Revolution.

Identify causes and effects of immigration into the United States.

Chapter 6, Lesson 5—The Northeast Today, pp. 232-237

Identify the Northeast as an important gateway for immigration.

Describe the Northeast megalopolis and its methods of transportation.

Explain why terrorism is a current challenge for Americans.

Chapter 7, Lesson 3—Into the Hills, pp. 264-267

Describe how iron ore is mined in the Middle West.

Explain the importance and effect of mining iron ore.

Chapter 8, Lesson 3—Booming Industry, pp. 286-291

Analyze the effects of automobile production on Middle West population and economy.

Describe social and technological changes brought about by industrialization.

Chapter 8, Lesson 4—The Middle West Today, pp. 292-297

Identify technology that has advanced the farming industry.

Explain the impact of the steel and agribusiness industries on the Middle West.

Chapter 9, Lesson 3—Mining in the Mountains, pp. 328-331

Identify the valuable mineral resources found in the Mountain States region.

Analyze how copper from mines in the Mountain States is processed.

Chapter 10, Lesson 2—Exploration and Boom Towns, pp. 342-347

Identify the purpose of the Lewis and Clark expedition.

Explain how the discovery of gold brought many people to the Mountain States region.

Summarize how the transcontinental railroad changed the Mountain States region.

Chapter 11, Lesson 3—Thick Forests and Wide Valleys, pp. 394-399

Identify the resources of the West.

Summarize the agricultural practices and products of the Central Valley.

Explore logging methods and their effect on the environment.

Chapter 12, Lesson 1—The Hawaiians, pp. 404-409

Analyze the cultural roots and history of Hawaiians.

Describe Hawaii's cultural and economic changes over time.

Chapter 12, Lesson 2—The Gold Rush, pp. 410-415

Analyze the impact of the Gold Rush on the growth and culture of the west.

Describe the changes gold mining brought to the West.

Chapter 12, Lesson 3—Immigrants in the West, pp. 418-423

Identify immigrant groups and their contributions to the West.

Describe the cultural and work experiences of immigrants to the West.

Chapter 12, Lesson 4—The West Today, pp. 426-431

Analyze changes in the population and industries of the West.

Identify ways the computer and movie industries have changed society.

Examine problems and possible solutions caused by change in the West.

Government Standard

Role of Government

Identify the functions and major powers of the United States government and explain why they are necessary.

- Explain the functions of each of the three branches of government in Ohio.
- Explain why elections are used to select leaders and decide issues.

Ohio

Chapter 5, Lesson 2, pp. 126-131

Identify the first governor of the Northwest Territory and the importance of Maxwell's Code.

Explain why settlers wanted Ohio to become a state.

Explain the significance of the 1798 census of the Northwest Territory.

Identify the date of Ohio statehood.

Chapter 5, Citizenship, pp. 132-133

Analyze different points of view about Ohio's statehood.

Chapter 12, Lesson 1, pp. 314-317

Understand that government leaders in our country are elected.

Identify the four kinds of local government.

Describe *municipal* government.

Describe *county* government.

Chapter 12, Lesson 2, pp. 318-323

Understand the *checks* and *balances* system.

Describe the services provided by the state government.

Identify the three branches of the state government.

Chapter 12, Lesson 3, pp. 326-331

Describe the three branches of the national government.

Explain how the three branches of national government work with each other.

Identify the Ohioans who have become Presidents.

Grade 4—Our Country's Regions

Intro, Lesson 4, We the People, pp. 22-29

Describe the cultures and customs of people in the United States.

Identify the Constitution and the government of the United States.

Rules and Laws

Give examples of documents that determine the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.

- Explain that the Ohio Constitution tells how the state government should be organized and grants rights to citizens.

Ohio

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Grade 4—Our Country’s Regions**Intro, Lesson 4, We the People, pp. 22-29**

Describe the cultures and customs of people in the United States.

Identify the Constitution and the government of the United States.

Chapter 4, Lesson 2—Colonial Williamsburg, pp. 146-151

Identify reasons the colonists sought independence from England.

Explain the creation of the Declaration of Independence.

Citizenship Rights and Responsibilities Standard**Participation**

Explain how citizens take part in civic life in order to promote the common good.

- Describe the ways in which citizens can promote the common good and influence their government.

Ohio**Chapter 1, Citizenship, p. 23**

Identify the importance of testing water in local rivers and lakes.

Describe how students are involved in the testing of water in Ohio.

Chapter 2, Lesson 1, pp. 32-37

Define *conservation* and explain why its practice helps to make our natural resources last.

Chapter 3, Citizenship, pp. 69

Identify the mission of the Archaeological Survey.

Describe how Paul Gardner's work helps preserve Ohio's prehistoric heritage.

Chapter 5, Skills Lesson, pp. 134-135

Demonstrate the decision making process by setting a goal and by identifying and evaluating choices.

Chapter 8, Lesson 2, pp. 220-226

Identify the problems caused the arrivals of large numbers of immigrants in Ohio's cities.

Explore the improvements made in city services and the role of reform mayors.

Chapter 8, Citizenship, pp. 227

Explain the purpose of Hiram House Camp.

Describe some of the activities at the Hiram House Camp.

Chapter 8, Lesson 3, pp. 228-231

Analyze the working conditions in Ohio's factories and mines.

Explain the steps taken to limit child labor in Ohio.

Define *labor union*.

Explain why labor unions were formed and how they achieved their goals.

Chapter 11, Citizenship, pp. 282-283

Compare and analyze viewpoints on how to dispose of trash.

Grade 4—Our Country’s Regions**Intro, Lesson 4, We the People, pp. 22-29**

Describe the cultures and customs of people in the United States.

Identify the Constitution and the government of the United States.

Chapter 10, Lesson 3—Women Fight for Their Rights, pp. 350-355

Explain how Susan B. Anthony, Elizabeth Cady Stanton, and others worked for women’s suffrage.

Identify why Wyoming was the first state to give women the right to vote.

Describe the Nineteenth Amendment and the continuing fight for equality for women.

Citizenship—Points of View, pp. 106, 238, 368

Citizenship—Being a Good Citizen, pp. 172, 302, 436

Rights and Responsibilities

Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

- Explain why personal responsibilities and civic responsibilities are important.
- Explain the importance of leadership and public service.
- Explain why characteristics such as fairness, reliability, honesty, wisdom, and courage are desirable in selecting candidates to serve as leaders.

Ohio

Chapter 1, Citizenship, p. 23

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Citizenship—Points of View, pp. 106, 238, 368

Citizenship—Being a Good Citizen, pp. 172, 302, 436

Social Studies Skills and Methods Standard

Obtaining Information

Obtain information from a variety of primary and secondary sources using the component parts of the source.

Thinking and Organizing

Use a variety of sources to organize information and draw inferences.

Communicating Information

Communicate social studies information using graphs and tables.

Working Together to Solve Problems and Make Decisions

Use problem-solving skills to make decisions.

Ohio

Thinking Skills:

Decision Making, 134

Making Conclusions, 204
Identifying Cause and Effect, 218
Identifying Fact and Opinion, 264
Making Generalizations, 286
Study Skills:
Using Reference Sources, 44
Reading Time Lines, 70
Reading Circle and Line Graphs, 164
Using Primary and Secondary Sources, 196
Writing Notes and Outlines, 250
Reading Newspapers, 324

Grade 4—Our Country's Regions

Reading and Thinking Skills:

Problem solving, 98
Making decisions, 156
Identifying cause and effect, 196
Drawing inferences, 218
Making generalizations, 278
Drawing conclusions, 348
Recognizing point of view, 392
Recognizing frame of reference, 424

Charts, Graphs, and Diagrams, pp. 15, 20, 21, 23, 29, 52, 57, 67, 86, 103, 123, 133, 137, 189, 203, 256, 257, 260, 268, 269, 274, 276, 282, 289, 296, 306, 333, 354, 361, 390, 397, 401, 421

Datagraphics, pp. 8, 14, 20, 103, 123, 223, 260, 361, 397

Biographies, pp. 87, 169, 215, 275, 352, 408

Primary Sources, pp. 59, 78, 125, 150, 190, 193, 207, 265, 277, 323, 339, 351, 384, 411

Exploring Technology, pp. 58, 134, 222, 254, 347, 429

Exploring Economics, pp. 68, 171, 235, 294, 363, 420

Music, pp. 39, 95, 414

Literature, 42, 112, 178, 244, 308, 374

Citizenship—Points of View, pp. 106, 238, 368

Citizenship—Being a Good Citizen, pp. 172, 302, 436

Study Skills:

Writing an outline, 30
Reading time lines, 90
Summarizing, 164
Reading circle and line graphs, 256
Reference sources, 356
Using primary and secondary sources, 416

GRADE FIVE

History Standard

Chronology

Construct time lines to demonstrate understanding of units of time and chronological order.

- Create time lines and identify possible cause and effect relationships.
- Use time lines of colonization and exploration to explain European influence in North America.

Grade 5—Our Nation

Time lines, pp. 41, 46, 49, 53, 57, 63, 66, 71, 73, 77, 85, 97, 105, 109, 113, 117, 129, 130, 139, 147, 151, 159, 165, 171, 181, 183, 189, 193, 197, 201, 205, 207, 211, 217, 225, 231, 235, 241, 247, 253, 263, 271, 277, 281, 285, 289, 295, 301, 309, 313, 317, 325, 329, 337, 347, 351, 343, 349, 365, 369, 377, 385, 393, 397, 401, 411, 413, 417, 425, 431, 435, 443, 449, 457, 465, 475, 483, 487, 495, 501, 505, 511, 519, 523, 524, 531, 541, 547, 550, 553, 559, 567, 575, 579, 582, 585, 591, 601, 605, 611, 617, 623, 629

People Come to North America

Explain how the cultures of American Indians in different regions of North America were related to the environment in which they lived and the impact of European settlement on those cultures.

- Explain how American Indians settled the continent and how different nations of Indians adapted their environment to meet their needs.

Grade 5—Our Nation

Chapter 2, Lesson 1—Native Americans of the Southwest, pp. 56-61

Compare the cultures of the major Southwestern Native American groups.

Evaluate the importance of art and tradition in Hopi life.

Compare Navejo life before and after the Spanish arrived.

Chapter 2, Lesson 2—Native Americans of the Woodlands, pp. 62-67

Explain the influences of the environment and natural resources on Native Americans who lived in the Eastern Woodlands.

Identify the main features of the Hadenosaunee culture.

Describe the goals and organization of the Iroquois Confederacy.

Chapter 2, Lesson 3—Native Americans of the Plains, pp. 70-75

Analyze the changes that horses brought to the Plains people.

Describe men's and women's roles in the Lakota community.

Explain the function of the Lakota winter count.

Chapter 2, Lesson 4—Native Americans of the West, pp. 76-81

Analyze the effects of the Northwest environment on Tlingit culture.

Evaluate the technology, art, and social ceremonies of the Tlingit.

Describe the cultural patterns that are evident today as a result of exploration and colonization by the Spanish, French, and English in North America.

- Explain why European countries explored and colonized North America.
- Describe the lasting effects of European colonization in North America including cultural patterns evident today such as language, food, traditions, and architecture.

Grade 5—Our Nation

Chapter 3, Lesson 1—Europe and Marco Polo, pp. 96-101

Identify major economic and cultural changes that occurred in thirteenth-century Europe.

Explain the influence on Europe of Marco Polo's travels to Asia.

Explore how trade spurred the development of cities and towns throughout Europe.

Chapter 3, Lesson 2—The Expansion of Trade, pp. 104-107

Identify the effects of international trading and banking on Europe, Africa, and Asia.

Consider how the growth of international trade in the 1400s changed cultures throughout the world.

Chapter 3, Lesson 3—The Search for Trade Routes, pp. 108-111

Identify improvements in shipping technology and new trade routes in the 1400s.
Analyze how improved technology in shipping made prices on international goods lower.

Chapter 4, Lesson 1—Europeans Come to the Americas, pp. 116-125

Describe Taino Culture.

Analyze the reasons Columbus set out on a voyage across the Atlantic Ocean.
Explain the effects that Columbus's travels had on Europe and the Americas.

Chapter 4, Lesson 2—Explorers and Conquerors, pp. 128-135

Explain the reasons for Cortes's interest in the Aztec Empire.

Describe the events that led to the fall of the Aztec Empire.

Summarize the results of Pizarro's conquest of the Inca Empire.

Chapter 4, Lesson 3—The Spanish Build an Empire, pp. 138-145

Analyze the growth of New Spain.

Describe important economic activities in New Spain.

Identify features of colonial cities.

Chapter 5, Lesson 1—The Search for a Northwest Passage, pp. 150-155

Explain why Europeans began to explore the eastern coast of North America.

Identify seven important explorers of the eastern part of North America, and describe their discoveries.

Identify the reasons that the French founded New France.

Chapter 5, Lesson 2—Roanoke and Jamestown, pp. 158-163

Explain why the English wanted to found a colony in North America.

Analyze the success of the Jamestown colony.

Identify important changes that took place in Jamestown from 1607 to 1622.

Chapter 5, Lesson 3—The Plymouth Colony, pp. 164-169

Explain why the Pilgrims wanted to start a colony in North America.

Identify the important events of the Pilgrims' first year in New England.

Compare the development of Plymouth with the development of Jamestown.

Chapter 6, Lesson 1—New England, pp. 180-185

Explain when, where, and why groups of people colonized and settled in different parts of New England.

Describe the accomplishments of colonial leaders such as Anne Hutchinson, John Winthrop, Roger Williams, and Thomas Hooker.

Describe the clusters of settlements in New England and explain their distribution and location.

Chapter 6, Lesson 2—Middle Colonies, pp. 188-191

Explain when, where, and why the Dutch and English colonized and settled in the Middle Colonies.

Describe the accomplishments of colonial leaders such as William Penn.

Analyze why cooperation was an advantage in the economic development of the early European colonies.

Chapter 6, Lesson 3—Southern Colonies, pp. 192-195

Explain when, where, and why groups of different people colonized and settled in the Southern colonies.

Compare and contrast the colonies founded in Maryland, the Carolinas, and Georgia.

Analyze the relationships between the Southern Colonies and their neighbors.

Chapter 7, Lesson 1—The Colonists and Why They Came, pp. 200-203

Explain why and how people colonized and settled in the English colonies.

Describe the conditions of travel to the colonies.

Distinguish between indentured servants and enslaved captives.

Chapter 7, Lesson 2—The Colonial Way of Life, pp. 204-209

Analyze the locations of colonial cities.

Explain the geographic factors that influenced where people settled.

Describe the contributions of Benjamin Franklin.

Chapter 7, Lesson 3—Slavery in the Colonies, pp. 210-215

Evaluate the effect of slave codes on the lives of African captives.

Analyze how the plantation system affected the development of slavery.

Chapter 7, Lesson 4—The Colonial Economies, pp. 216-221

Explain the economic patterns and major industries of colonial America.

Evaluate the effects of supply and demand on the plantation system.

Describe the development of the free enterprise system in colonial America.

Chapter 7, Lesson 5—Colonial Governments, pp. 224-229

Explain why American colonists began to develop their own governments.

Analyze the structures of colonial governments.

- Explain how the United States became independent from Great Britain.

Grade 5—Our Nation

Chapter 9, Lesson 1—The Colonists Protest British Rule, pp. 262-267

Identify the contributions of notable individuals during the Revolutionary period.

Analyze the causes and effects of unrest prior to the American Revolution.

Analyze how the First Continental Congress responded to the Intolerable Acts.

Chapter 9, Lesson 2—The Revolution Begins, pp. 270-275

Identify the contributions of notable individuals during the Revolutionary period.

Analyze the causes and effects of events at the beginning of the American Revolution.

Identify examples of representative government in the American colonies.

Chapter 9, Lesson 3—The Declaration of Independence, pp. 276-283

Identify the contributions of notable individuals during the Revolutionary period.

Identify the purposes and explain the importance of the Declaration of Independence.

Summarize the main points of the Declaration of Independence.

Chapter 10, Lesson 1—American Strengths and Weaknesses, pp. 288-293

Analyze the strengths and weaknesses of the British and Continental armies.

Explain George Washington's role in the war.

Identify the roles of women and African Americans during the Revolutionary War.

Chapter 10, Lesson 2—From Defeat to Victory, pp. 294-299

Analyze the battles of Trenton, Princeton, Philadelphia, Saratoga, and For Vincennes.

Examine the hardships suffered at Valley Forge.

Identify the effects on the Patriots of victories, defeats, patriotic songs, and traitors.

Chapter 10, Lesson 3—The War Ends, pp. 300-305

Analyze the causes and effects of the Battle of Yorktown.

Summarize the results of the Treaty of Paris.

Discuss the effect of the Patriot victory on the Loyalists and Native American groups.

Chapter 11, Lesson 1—The Articles of Confederation, pp. 312-315

Analyze the effect of the Articles of Confederation on relations between states.

Identify why the Northwest Ordinance encouraged settlement of the Northwest Territory.

Chapter 11, Lesson 2—The Constitutional Convention of 1787, pp. 315-321

Identify the contributions of individuals such as James Madison and Roger Sherman, who helped create the U.S. Constitution.

Describe the basic structure of the U.S. Constitution.

Explain the process of compromise in the creation of the U.S. Constitution.

Chapter 11, Lesson 3—The Constitution, pp. 324-327

Explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.

Describe the system of checks and balances outlined in the U.S. Constitution.

Lesson 4—Ratifying the Constitution, pp. 328-333

Analyze the arguments for and against ratifying the Constitution.

Describe the Bill of Rights.

Explain how the first political parties were formed.

Settlement and Growth

Explain how new developments led to the growth of the United States.

- Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

Grade 5—Our Nation

Chapter 12, Lesson 1—Beyond the Appalachians, pp. 346-349

Identify reasons people moved west.

Describe the significance of Daniel Boone and the Cumberland Gap in the settlement of the land beyond the Appalachians.

Identify the point of view of Native Americans on the settlement of the land beyond the Appalachians.

Chapter 12, Lesson 2—The Louisiana Purchase, pp. 350-355

Summarize the relationship of Great Britain, France, and the U.S. at the time of the Louisiana Purchase.

Analyze the significance of the Louisiana Purchase in the territorial expansion of the United States.

Identify the contributions of Sacagawea to the Lewis and Clark expedition.

Chapter 12, Lesson 3—The War of 1812, pp. 358-363

Analyze the causes of the War of 1812.

Evaluate the claim that although the War of 1812 produced no clear victor, the United States was still perceived as the winner.

Interpret the reasons for the Monroe Doctrine.

Chapter 13, Lesson 1—The Industrial Revolution, pp. 368-375

Explain how industry and technology changed the American way of life.

Analyze how people in the United States earned a living in the past.

Identify the contributions of famous inventors.

Chapter 13, Lesson 2—The Presidency of Andrew Jackson, pp. 375-381

Analyze how the United States changed during Andrew Jackson's presidency.

Identify cultural changes made by Native Americans living in the U.S. in the early 1800s.

Describe the forced removal of Native Americans.

Chapter 13, Lesson 3—Moving West, pp. 384-389

Identify reasons people moved west.

Analyze the effects of migration on the growth of the United States.

Describe the impact of the Gold Rush on the growth of the United States.

Chapter 13, Lesson 4—Texas and the War with Mexico, pp. 392-399

Identify reasons that people moved to Texas.

Explain the conflict between residents of Texas and the Mexican government.

Describe how Texas became an independent republic and then a state in the United States.

Chapter 16, Lesson 1—The Transcontinental Railroad, pp. 474-479

Identify reasons people moved west.

Understand changes that occurred in the United States during the nineteenth century.

Chapter 16, Lesson 2—The Cattle Kingdom, pp. 483-485

Explain how the transcontinental railroad and the cattle industry changed the American way of life.

Identify and describe types of settlements and patterns of land use in the United States.

Analyze the location of cities in the United States and explain their past and present.

Chapter 16, Lesson 3—Settling on the Plains, pp. 486-491

Identify reasons people moved west.

Identify examples of U.S. territorial expansion.

People in Societies Standard***Cultural Perspectives***

Compare the perspectives, practices and cultural products of North American cultural groups.

- Compare the perspectives, practices, and products of various cultural groups in North America.

Grade 5—Our Nation**Chapter 1, Lesson 1—Early Cultures, pp. 40-45**

Explain how the first Americans may have arrived in the Western Hemisphere.

Identify important features of the Olmec, the Maya, and Mound Builders, and the Anasazi cultures.

Describe how the Anasazi adapted to and modified their environment.

Chapter 1, Lesson 2—Aztec and Inca, pp. 48-51

Describe ways in which the Aztec adapted to and modified their environment to meet their needs.

Identify features of the Aztec and Inca empires.

Analyze how the Inca benefited by modifying their environment.

Chapter 2, Lesson 1—Native Americans of the Southwest, pp. 56-61

Compare the cultures of the major Southwestern Native American groups.

Evaluate the importance of art and tradition in Hopi life.

Compare Navajo life before and after the Spanish arrived.

Chapter 2, Lesson 2—Native Americans of the Woodlands, pp. 62-67

Explain the influences of the environment and natural resources on Native Americans who lived in the Eastern Woodlands.

Identify the main features of the Hadenosaunee culture.

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Chapter 4, Lesson 3—The Spanish Build an Empire, pp. 138-145

Analyze the growth of New Spain.

Describe important economic activities in New Spain.

Identify features of colonial cities.

Chapter 8, Lesson 1—Spanish Settlements Spread North, pp. 234-239

Describe the purpose and location of Spanish settlements in New Mexico.

Analyze the conflict between the Pueblo and the Spanish.

Explain the reasons for Spain’s decision to expand its settlements to Texas and California.

Chapter 8, Lesson 2—New France Expands, pp. 240-243

Analyze the importance of New France’s fur trade to traders and trappers.

Describe early French settlements in Louisiana.

Chapter 19, Lesson 1—The Civil Rights Movement, pp. 578-583

Explain the growth and achievements of the civil rights movement.

Identify the accomplishments of Martin Luther King, Jr., as a civil rights leader.

Chapter 19, Lesson 2—The Great Society, pp. 584-587

Identify the accomplishments of notable individuals, such as Martin Luther King, Jr., and Lyndon Johnson, who made contributions to society in the areas of civil rights and politics.

Describe Lyndon Johnson’s “Great Society.”

Analyze the causes and effects of the Vietnam War.

Patterns of Social Interaction

Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

- Describe the waves of immigration to North America and the areas from which people came in each wave.
- Compare reasons for immigration to North American with the reality immigrants experienced upon arrival.

Grade 5—Our Nation

Chapter 4, Lesson 1—Europeans Come to the Americas, pp. 116-125

Describe Taino Culture.

Analyze the reasons Columbus set out on a voyage across the Atlantic Ocean.

Explain the effects that Columbus’s travels had on Europe and the Americas.

Chapter 4, Lesson 2—Explorers and Conquerors, pp. 128-135

Explain the reasons for Cortes’s interest in the Aztec Empire.

Describe the events that led to the fall of the Aztec Empire.

Summarize the results of Pizarro’s conquest of the Inca Empire.

Chapter 4, Lesson 3—The Spanish Build an Empire, pp. 138-145

Analyze the growth of New Spain.

Describe important economic activities in New Spain.

Identify features of colonial cities.

Chapter 8, Lesson 1—Spanish Settlements Spread North, pp. 234-239

Describe the purpose and location of Spanish settlements in New Mexico.

Analyze the conflict between the Pueblo and the Spanish.

Explain the reasons for Spain’s decision to expand its settlements to Texas and California.

Chapter 8, Lesson 2—New France Expands, pp. 240-243

Analyze the importance of New France’s fur trade to traders and trappers.

Describe early French settlements in Louisiana.

Chapter 19, Lesson 1—The Civil Rights Movement, pp. 578-583

Explain the growth and achievements of the civil rights movement.

Identify the accomplishments of Martin Luther King, Jr., as a civil rights leader.

Chapter 19, Lesson 2—The Great Society, pp. 584-587

Identify the accomplishments of notable individuals, such as Martin Luther King, Jr., and Lyndon Johnson, who made contributions to society in the areas of civil rights and politics.

Describe Lyndon Johnson’s “Great Society.”

Analyze the causes and effects of the Vietnam War.

- Describe the experiences of African Americans under the institution of slavery.

Grade 5—Our Nation

Chapter 14, Lesson 1—“King Cotton” and the Spread of Slavery, pp. 410-415

Identify changes in society resulting from industry and how these changes led to conflict in the U.S.

Analyze how economics affected the practice of slavery.

Evaluate the quality of life of free and enslaved African Americans.

Chapter 14, Lesson 2—Speaking Out Against Slavery, pp. 416-421

Identify key people who fought for equal rights in the early 1800s.

Explain how abolitionists of all races helped enslaved people escape to freedom.

Analyze how the abolitionist movement influenced the women’s movement.

Chapter 14, Lesson 3—Heading Toward War, pp. 424-429

Analyze how the issues of states’ rights and slavery led to conflict among sections of the United States.

Identify key laws passed by Congress regarding slavery and states’ rights.

Chapter 15, Lesson 2—The Union Moves Toward Victory, pp. 442-447

Analyze the impact of the Emancipation Proclamation.

Evaluate the roles of African American soldiers and of women in the Civil War.

Summarize the importance of the battles of Vicksburg and Gettysburg.

- Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.

Grade 5—Our Nation

Chapter 2, Lesson 1—Native Americans of the Southwest, pp. 56-61

Compare the cultures of the major Southwestern Native American groups.

Evaluate the importance of art and tradition in Hopi life.

Compare Navejo life before and after the Spanish arrived.

Chapter 2, Lesson 2—Native Americans of the Woodlands, pp. 62-67

Explain the influences of the environment and natural resources on Native Americans who lived in the Eastern Woodlands.

Identify the main features of the Hadenosaunee culture.

Describe the goals and organization of the Iroquois Confederacy.

Chapter 2, Lesson 3—Native Americans of the Plains, pp. 70-75

Analyze the changes that horses brought to the Plains people.

Describe men’s and women’s roles in the Lakota community.

Explain the function of the Lakota winter count.

Chapter 2, Lesson 4—Native Americans of the West, pp. 76-81

Analyze the effects of the Northwest environment on Tlingit culture.

Evaluate the technology, art, and social ceremonies of the Tlingit.

Chapter 16, Lesson 4—The Plains Wars, pp. 494-499

Identify the challenges faced by some Native American groups as the settlement of the West expanded.

Describe contributions of Native American groups.

Analyze some issues and events of the nineteenth century in the United States.

Geography Standard

Location

Use map elements or map coordinates to locate physical and human features of North America.

- Use coordinates of latitude and longitude to determine the absolute location of points in North America.
- Locate from memory the three largest countries of North America, the fifty United States, mountain ranges, major rivers and deserts on an outline map of North America.

Grade 5—Our Nation

Maps, pp. H12-H18, 6, 8, 10, 11, 12, 21, 30, 32, 43, 45, 49, 51, 59, 65, 73, 77, 86, 99, 106, 110, 117, 121, 129, 135, 136, 137, 143, 146, 153, 159, 160, 166, 172, 181, 186, 187, 191, 193, 196, 208, 219, 220, 230, 238, 241, 248, 254, 271, 299, 306, 307, 308, 314, 338, 347, 349, 352, 356, 364, 371, 374, 379, 385, 398, 402, 418, 425, 426, 437, 440, 441, 451, 464, 478, 480, 485, 498 500, 513, 520, 525, 543, 553, 562, 567, 583, 587, 596, 611, 617, 623, 629, 634, R4, R6-R18

Geography Skills:

Using latitude and longitude maps, 10

Using historical maps, 136

Using elevation maps, 186

Comparing maps at different scales, 306

Comparing maps, 356

Using special purpose maps: distribution maps, 440

Reading time zone maps, 480

Place

Identify the physical and human features that make up the geography of North America.

- Identify the physical and human features that make North America a distinctive place.

Grade 5—Our Nation

Chapter 1, Lesson 1—Early Cultures, pp. 40-45

Describe how the Anasazi adapted to and modified their environment.

Chapter 1, Lesson 2—Aztec and Inca, pp. 48-51

Describe ways in which the Aztec adapted to and modified their environment to meet their needs.

Analyze how the Inca benefited by modifying their environment.

Chapter 2, Lesson 2—Native Americans of the Woodlands, pp. 62-67

Explain the influences of the environment and natural resources on Native Americans who lived in the Eastern Woodlands.

Chapter 7, Lesson 2—The Colonial Way of Life, pp. 204-209

Analyze the locations of colonial cities.

Explain the geographic factors that influenced where people settled.

Chapter 12, Lesson 1—Beyond the Appalachians, pp. 346-349

Identify reasons people moved west.

Describe the significance of Daniel Boone and the Cumberland Gap in the settlement of the land beyond the Appalachians.

Identify the point of view of Native Americans on the settlement of the land beyond the Appalachians.

Chapter 13, Lesson 4—Texas and the War with Mexico, pp. 392-399

Identify reasons that people moved to Texas.

Chapter 16, Lesson 1—The Transcontinental Railroad, pp. 474-479

Identify reasons people moved west.

Understand changes that occurred in the United States during the nineteenth century.

Chapter 16, Lesson 2—The Cattle Kingdom, pp. 483-485

Explain how the transcontinental railroad and the cattle industry changed the American way of life.

Identify and describe types of settlements and patterns of land use in the United States.

Analyze the location of cities in the United States and explain their past and present.

Chapter 16, Lesson 3—Settling on the Plains, pp. 486-491

Identify reasons people moved west.

Identify examples of U.S. territorial expansion.

Human Environmental Interaction

Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.

- Explain how the characteristics of different physical environments affect human activities in North America.
- Analyze the positive and negative consequences of humans changing the physical environment.

Grade 5—*Our Nation*

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Identify examples of U.S. territorial expansion.

Movement

Analyze ways that transportation and communication are linked to patterns of settlement and economic activity and how these may lead to conflict and cooperation.

- Explain reasons for conflict and cooperation among regions in North America.

Grade 5—*Our Nation*

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Region

Analyze patterns of physical and human characteristics that define regions in North America.

- Explain, by showing patterns, how physical and human characteristics can be used to define regions in North America.
- Use resource maps to describe the uneven distribution of renewable, nonrenewable and flow resources in North America.

Grade 5—Our Nation

Maps, pp. H12-H18, 6, 8, 10, 11, 12, 21, 30, 32, 43, 45, 49, 51, 59, 65, 73, 77, 86, 99, 106, 110, 117, 121, 129, 135, 136, 137, 143, 146, 153, 159, 160, 166, 172, 181, 186, 187, 191, 193, 196, 208, 219, 220, 230, 238, 241, 248, 254, 271, 299, 306, 307, 308, 314, 338, 347, 349, 352, 356, 364, 371, 374, 379, 385, 398, 402, 418, 425, 426, 437, 440, 441, 451, 464, 478, 480, 485, 498 500, 513, 520, 525, 543, 553, 562, 567, 583, 587, 596, 611, 617, 623, 629, 634, R4, R6-R18

Economics Standard

Scarcity and Resource Allocation

Explain the opportunity cost involved in the allocation of scarce resources.

- Explain different ways to distribute scarce goods and services.

Grade 5—Our Nation

Chapter 3, Lesson 1—Europe and Marco Polo, pp. 96-101

Identify major economic and cultural changes that occurred in thirteenth-century Europe.

Explain the influence on Europe of Marco Polo's travels to Asia.

Explore how trade spurred the development of cities and towns throughout Europe.

Chapter 3, Lesson 2—The Expansion of Trade, pp. 104-107

Identify the effects of international trading and banking on Europe, Africa, and Asia.

Consider how the growth of international trade in the 1400s changed cultures throughout the world.

Chapter 3, Lesson 3—The Search for Trade Routes, pp. 108-111

Identify improvements in shipping technology and new trade routes in the 1400s.

Analyze how improved technology in shipping made prices on international goods lower.

Chapter 4, Lesson 3—The Spanish Build an Empire, pp. 138-145

Analyze the growth of New Spain.

Describe important economic activities in New Spain.

Identify features of colonial cities.

Chapter 6, Lesson 2—Middle Colonies, pp. 188-191

Explain when, where, and why the Dutch and English colonized and settled in the Middle Colonies.

Analyze why cooperation was an advantage in the economic development of the early European colonies.

Chapter 7, Lesson 4—The Colonial Economies, pp. 216-221

Explain the economic patterns and major industries of colonial America.

Evaluate the effects of supply and demand on the plantation system.

Describe the development of the free enterprise system in colonial America.

Chapter 8, Lesson 2—New France Expands, pp. 240-243

Analyze the importance of New France's fur trade to traders and trappers.

Chapter 13, Lesson 1—The Industrial Revolution, pp. 368-375

Explain how industry and technology changed the American way of life.

Analyze how people in the United States earned a living in the past.

Identify the contributions of famous inventors.

Chapter 14, Lesson 1—“King Cotton” and the Spread of Slavery, pp. 410-415

Identify changes in society resulting from industry and how these changes led to conflict in the U.S.

Analyze how economics affected the practice of slavery.

Chapter 17, Lesson 1—Big Business, pp. 504-509

Explain how industry changed the American way of life.

Analyze issues and events of the nineteenth and twentieth centuries.

Chapter 17, Lesson 2—The Growth of Cities, pp. 510-515

Analyze reasons for urbanization in the late 1800s and early 1900s.

Identify the challenges and opportunities of people from immigrant groups.

Chapter 18, Lesson 3—The Great Depression, pp. 552-557

Identify the causes of the Great Depression.

Identify the accomplishments of notable individuals such as Franklin D. Roosevelt.

Analyze the effects of the new programs on the United States.

Production, Distribution, and Consumption

Explain why entrepreneurship and division of labor are important in the production of goods and services.

- Explain how greater specialization and the division of labor increases productivity.

Grade 5—Our Nation**Chapter 3, Lesson 1—Europe and Marco Polo, pp. 96-101**

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Markets

Explain why specialization leads to trade and how competition affects producers and consumers in a market.

- Explain how regions in North America specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.
- Identify patterns of trade among regions of North America.
- Explain the general relationship between supply, demand and price in a competitive market.

Grade 5—Our Nation

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Government Standard

Role of Government

Identify the functions and major powers of the United States government and explain why they are necessary.

- Explain the function and major powers of each of the three branches of the United States government.
- Explain the essential characteristics of American democracy.

Grade 5—*Our Nation*

Chapter 7, Lesson 5—Colonial Governments, pp. 224-229

Explain why American colonists began to develop their own governments.
Analyze the structures of colonial governments.

Chapter 9, Lesson 3—The Declaration of Independence, pp. 276-283

Identify the contributions of notable individuals during the Revolutionary period.
Identify the purposes and explain the importance of the Declaration of Independence.
Summarize the main points of the Declaration of Independence.

Chapter 11, Lesson 1—The Articles of Confederation, pp. 312-315

Analyze the effect of the Articles of Confederation on relations between states.
Identify why the Northwest Ordinance encouraged settlement of the Northwest Territory.

Chapter 11, Lesson 2—The Constitutional Convention of 1787, pp. 315-321

Identify the contributions of individuals such as James Madison and Roger Sherman, who helped create the U.S. Constitution.

Describe the basic structure of the U.S. Constitution.

Explain the process of compromise in the creation of the U.S. Constitution.

Chapter 11, Lesson 3—The Constitution, pp. 324-327

Explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.

Describe the system of checks and balances outlined in the U.S. Constitution.

Chapter 11, Lesson 4—Ratifying the Constitution, pp. 328-333

Analyze the arguments for and against ratifying the Constitution.

Describe the Bill of Rights.

Explain how the first political parties were formed.

Rules and Laws

Give examples of documents that determine the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.

- Explain the purpose of the Declaration of Independence and the United States Constitution.

Grade 5—*Our Nation*

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Citizenship Rights and Responsibilities Standard

Participation

Explain how citizens take part in civic life in order to promote the common good.

- Explain the requirements for acquiring United States citizenship.

Grade 5—Our Nation

Citizenship—Points of View, 126, 334, 462, 528

Citizenship—Being a Good Citizen, 82, 250, 382, 588

Rights and Responsibilities

Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

- Explain the obligations of upholding the United States Constitution.
- Explain how rights that are protected by the First Amendment might be an attraction for immigrants.

Grade 5—Our Nation

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Social Studies Skills and Methods Standard

Obtaining Information

Obtain information from a variety of primary and secondary sources using the component parts of the source.

Thinking and Organizing

Use a variety of sources to organize information and draw inferences.

Communicating Information

Communicate social studies information using graphs and tables.

Working Together to Solve Problems and Make Decisions

Use problem-solving skills to make decisions.

Grade 5—Our Nation

Charts, Graphs, and Diagrams, pp. H11, 13, 20, 52, 60, 64, 79, 84, 102, 103, 112, 119, 120, 123, 133, 142, 165, 182, 212, 219, 236, 252, 278, 290, 296, 303, 319, 326, 370, 371, 373, 415, 436, 451, 460, 505, 506, 511, 513, 543, 544, 555, 602, 612

Datagraphics, pp. 9, 20, 73, 142, 219, 303, 371, 451, 513, 543

Primary Sources, pp. 22, 57, 100, 140, 167, 194, 202, 242, 265, 280, 298, 302, 325, 354, 381, 387, 412, 420, 446, 488, 497, 554, 561, 580, 619, 303, 371, 451, 513, 543

Biographies, pp. 66, 130, 183, 207, 281, 353, 397, 413, 524, 550 582

Music, pp. 361, 477

Literature, 34, 88, 174, 256, 340, 404, 468, 534

Reading and Thinking Skills:

Problem solving, 16

Identifying cause and effect, 68

Decision making, 156

Making generalizations, 244

Reading political cartoons, 268

Recognizing points of view, 322

Distinguishing facts from opinion, 390

Drawing inferences, 454

Frame of reference, 492

Drawing conclusions, 572

Study Skills:

Writing an outline, 24

Reading time lines, 46

Reading graphs, 102

Summarizing, 222

Analyzing the news, 422

Using primary and secondary sources, 516

Using reference sources and databases, 598

GRADE SIX

History Standard

Chronology

Interpret relationships between events shown on multiple-tier time lines.

- Construct a multiple-tier time line from a list of events and interpret the relationships between the events.
- Arrange dates in order on a time line using BC and AD.

Grade 6—Our World

Time lines, pp. 31, 39, 45, 51, 59, 64, 65, 67, 73, 78, 79, 89, 97, 99, 103, 109, 119, 125, 131, 137, 143, 151, 161, 167, 169, 173, 189, 199, 209, 215, 223, 224, 233, 241, 247, 252, 255, 265, 273, 279, 287, 293, 301, 317, 321, 325, 329, 333, 341, 351, 357, 367, 369, 373, 381, 387, 395, 401, 409, 413, 423, 431, 437, 449, 453, 457, 465, 473, 479, 485, 489, 497, 501, 505, 515, 523, 529, 541, 547, 555, 559, 565, 571, 579, 583, 585, 591, 599, 607, 613, 619, 623, 61, 632, 641, 651, 655, 659, 662-663, 664-65, 666-667, 68-669

Early Civilizations

- Describe the early cultural development of human kind from the Paleolithic Era to the revolution of agriculture.

Grade 6—Our World

Chapter 1, Lesson 1—Early People, pp. 30-35

Identify the period called the Old Stone Age and place it in time.

Describe culture during the Old Stone Age.

Analyze how the use of tools developed as life changed among early humans.

Chapter 1, Lesson 2—Stone Age Technology, pp. 38-41

Define and explain technology as it relates to tools and the use of tools.

Describe how fire changed the lives of early humans.

Explain how early people discovered and began to use metals.

Chapter 1, Lesson 3—The Beginning of Agriculture, pp. 44-49

Describe the changes that occurred at the end of the Ice Age.

Explain the factors that led to permanent human settlements.

Summarize the ways that Catal Huyuk exemplified the changes brought by agriculture.

Chapter 2, Lesson 1—Geography of the Fertile Crescent, pp. 54-57

Describe the conditions in southern and northern Mesopotamia.

Explain how technology such as levees and canals improved farming in the Mesopotamian region.

Analyze the reasons for the growth of civilizations in the Fertile Crescent.

Chapter 2, Lesson 2—The Cities of Sumer, pp. 58-63

Explain how cuneiform developed and why it was so important for the Sumerians.

Analyze the development of Sumerian city-states.

Explain how Mesopotamian culture values shaped local life.

Chapter 2, Lesson 3—Babylon and Assyria, pp. 66-71

Describe Babylon's rise to power.

Analyze Babylonian life under the Code of Mammurabi.

Explain the style of warfare that Assyria used to conquer Babylon.

Chapter 2, Lesson 4—The Birth of Judaism, pp. 72-77

Describe the origins of Judaism.

Analyze Moses' leadership of the Jews.

Explain how King David and King Solomon were important to Jerusalem's history.

- Compare the geographic, political, economic and social characteristics of the river civilizations/cultural hearths of the Tigris and Euphrates, Nile, Huang Ho and Indus.

Grade 6—Our World

Chapter 3, Lesson 1—The Gift of the Nile, pp. 82-85

Describe the Nile River, the geographical area through which it runs, and the effects of its floods on ancient farmers in the region.

Explain how the people of Egypt used the Nile River to develop a rich agriculture.

Chapter 3, Lesson 2—The Kingdoms of Egypt, pp. 88-95

Explain how ancient Egypt was united.

Analyze the workings of government and the importance of religion in Egypt.

Describe the structure and purpose of the pyramids.

Explain hieroglyphics, the Egyptian system of writing.

Chapter 3, Lesson 3—Ancient Egyptian Culture, pp. 96-101

Describe the changes that came to Egypt during the years of the Middle and New kingdoms.

Identify how Egypt prospered and became an empire during the New Kingdom.

Analyze how Egyptian ideas and skills spread even as the kingdom declines.

Chapter 3, Lesson 4—Nubia and Kush, pp. 102-107

Describe the geographical location of Nubia and explain how it was divided into two regions.

Explain how Nubia and Kush developed and grew wealthy.

Analyze the political and social structure of Kush and trace its history in relationship to Egypt.

Chapter 4, Lesson 1—The Indus River Valley, pp. 112-115

Identify the location and course of the Indus River.

Describe the land through which the Indus River flows.

Explain how the river affected farming in the Indus River valley.

Chapter 4, Lesson 2—Indus Valley Civilization, pp. 118-123

Identify the lost cities of the Indus.

Describe Harappan civilization.

Analyze effects of the Aryan migration into the Indus Valley.

Chapter 4, Lesson 3—The Birth of Hinduism, pp. 124-129

Explain the origins of Hinduism.

Identify the important beliefs of Hinduism.

Analyze how Hinduism has changed.

Chapter 4, Lesson 4—The Birth of Buddhism, pp. 130-135

Explain how Buddhism developed.

Identify its core beliefs.

Describe how Buddhism has spread and changed.

Chapter 4, Lesson 5—Indian Empires, pp. 136-139

Identify the Maurya Empire and its major achievements.

Describe the Gupta Empire and its major achievements.

Chapter 5, Lesson 1—Land of the Middle Kingdom, pp. 146-149

Locate and describe the features of the Huang He.

Analyze the effects of the Huang He on the development of the Huang He valley culture.

Identify the geographical regions of China.

Chapter 5, Lesson 2—The First Dynasties of China, pp. 150-157

Describe the government and culture of the Shang dynasty.

Explain how China changed under the Zhou dynasty.

Identify the cultural advances that occurred during the Warring States Period.

Chapter 5, Lesson 3—The First Chinese Empire, pp. 160-165

Describe the events that helped build the first Chinese empire.

Analyze and evaluate the reign of Shihuangdi.

Explain the effects that the Qin dynasty had on China.

Chapter 5, Lesson 4—The Han Dynasty, pp. 166-171

Describe Han culture.

Analyze the reasons for the success of the Han dynasty.

Explain the reasons for the decline and fall of the Han dynasty.

People in Societies Standard

Cultural Perspectives

Compare the perspectives, practices, and cultural products of past and contemporary civilizations in order to understand commonality and diversity of cultures.

- Compare characteristics of early civilizations to cultures today.
- Compare world religions and belief systems, focusing on geographic origins, founding leaders and teachings.

Grade 6—Our World

Chapter 2, Lesson 2—The Cities of Sumer, pp. 58-63

Explain how cuneiform developed and why it was so important for the Sumerians.

Analyze the development of Sumerian city-states.

Explain how Mesopotamian culture values shaped local life.

Chapter 2, Lesson 3—Babylon and Assyria, pp. 66-71

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Explain the reasons for the decline and fall of the Han dynasty.

Chapter 6, Lesson 2—The Birth of Greek Civilization, pp. 188-195

Identify and understand the role of the early eastern Mediterranean cultures.

Analyze the structure of Greek city-states.

Compare and contrast the cultures of Sparta and Athens.

Chapter 6, Lesson 3—A Golden Age in Athens, pp. 198-205

Identify the great achievements and thinkers of Athens' Golden Age.

Describe the form of government during Athens' Golden Age.

Analyze the effects of war on Athens and the development of the new power of Macedonia.

Chapter 6, Lesson 4—Alexander and the Greek Empire, pp. 208-213

Analyze how Alexander spread Greek culture through the expansion of his empire.

Identify the meaning of Hellenism and how it developed.

Chapter 7, Lesson 3—The Roman Empire, pp. 232-239

Explain how Julius Caesar and the Senate struggled for power over Rome.

Describe how Augustus created the Roman Empire.

Analyze daily life in a Roman city by investigating Pompeii.

Identify Rome's great architectural achievements.

Chapter 7, Lesson 4—The Birth of Christianity, pp. 240-245

Explain how Christianity developed.

Identify major beliefs of Christianity.

Describe the spread of Christianity throughout the Roman Empire.

Chapter 8, Lesson 2—The Olmec and the Maya, pp. 264-269

Identify important features of Olmec culture.

Identify important features of Maya culture.

Explain Maya systems of writing and mathematics and their importance to the culture.

Chapter 8, Lesson 3—Ancient North American Cultures, pp. 272-277

Describe the Hohokam culture and its accomplishments.

Describe the Anasazi culture and its achievements.

Explain what is known about the Mound Builders and the mysteries that persist about them.

Chapter 9, Lesson 1—The Land of Arabia, pp. 282-285

Describe the physical conditions of the Arabian Peninsula.

Analyze how a desert can sustain human life.

Describe the pre-Islamic cultures of the desert.

Explain how trading caravans brought wealth and power to the peoples of the desert.

Chapter 9, Lesson 2—The Birth of Islam, pp. 286-291

Identify the early life of Muhammad and the events that led to the founding of Islam.

Describe the growth and spread of Islam.

Analyze the Quran, the Five Pillars of Islam, and other basic Muslim beliefs and practices.

Chapter 9, Lesson 3—The Arab Empire, pp. 292-299

Analyze the rule of the caliphs.

Describe the growth of the Muslim empire.

Analyze the scientific contributions of Islam.

Analyze the development of Muslim art and literature.

Chapter 10, Lesson 2—The Kingdom of Aksum, pp. 316-319

Describe the role trade played in the success of the kingdom of Aksum.

Identify Aksum's cultural and economic accomplishments.

Chapter 11, Lesson 3—The Middle Ages and the Church, pp. 350-355

Describe the role of Christianity during the Middle Ages.

Analyze the effect of the Crusades on Europe.

Evaluate the effects of the Black Death on Europe.

Chapter 11, Lesson 4—The Renaissance, pp. 356-363

Describe the roots of the Renaissance.

Identify important writers and painters of the Renaissance.

Analyze the impact of the Renaissance on European life and culture.

Chapter 11, Lesson 5—The Reformation, pp. 366-371

Identify problems that led to the Reformation.

Describe how Martin Luther and other Protestant leaders protested against the Church in Rome.

Analyze the impact of the Counter-Reformation on Europe.

Chapter 12, Lesson 2—The Ottoman Empire, pp. 380-385

Describe the rise and fall of the Ottoman Empire.

Identify the geographic extent of the Ottoman Empire.

Analyze the achievements of the Ottoman Empire.

Chapter 12, Lesson 3—China’s Great Dynasties, pp. 386-393

Identify the dynasties that ruled China from the 1200s to the 1500s, and their extent.

Describe each dynasty’s traits and accomplishments in religion, government, trade, and the arts.

Chapter 12, Lesson 4—The Mughal Empire, pp. 394-399

Explain how the Mughal Empire was established in India.

Identify and describe the greatest accomplishments of the Mughal Empire.

Chapter 12, Lesson 5—Feudal Japan, pp. 400-405

Describe Japan’s feudal society.

Explain how the Tokugawa Shogunate enhanced Japanese development.

Identify the unique aspects of Japanese culture.

Chapter 12, Lesson 6—Southeast Asian Kingdoms, pp. 408-411

Locate Cambodia and explain how its location caused it to be influenced by other cultures.

Describe Khmer culture and the importance of religion to its society.

Chapter 13, Lesson 2—The Aztec, pp. 422-427

Explain the beginning of the Aztec Empire.

Analyze the reasons for the Aztec rise to power.

Identify aspects of Aztec culture.

Chapter 13, Lesson 3—The Inca Empire, pp. 430-435

Explain the rise of the Inca Empire.

Identify key points of Inca culture.

Analyze how the Inca created technology that allowed them to survive in the extreme conditions of the Andes.

Patterns of Social Interaction

Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

- Explain reasons for conflicts that separate countries.
- Explain characteristics that make it easier for countries to cooperate with each other.

Grade 6—Our World**Chapter 2, Lesson 3—Babylon and Assyria, pp. 66-71**

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Identify the unique aspects of Japanese culture.

Geography Standard**Location**

Locate on a map the major physical and human features of each continental region.

- Locate physical and human features in each world region.
- Use coordinates of latitude and longitude to locate places on a world map.

Grade 6—Our World

Maps, pp. A10, H12-H18, 7, 32, 36, 37, 46, 50, 55, 60, 67, 69, 73, 83, 90, 98, 103, 113, 116, 117, 119, 122, 137, 147, 151, 158, 159, 161, 167, 174, 185, 189, 191, 196, 197, 202, 209, 214, 219, 226, 231, 235, 241, 247, 248, 259, 263, 265, 266, 275, 283, 287, 294, 302, 313, 317, 321, 329, 330, 337, 341, 348, 349, 352, 357, 370, 372, 377, 382, 389, 390, 395, 401, 409, 417, 423, 431, 436, 438, 459, 462, 463, 465, 481, 484, 497, 499, 518, 526, 542, 547, 556, 557, 566, 572, 583, 591, 592, 601, 607, 613, 623, 636, 641, 648, 649, 652, 658, 660, R4, R8, R9-R17

Geography Skills:

Using map projects, 36

Using latitude and longitude maps, 116

Using distribution maps, 158

Using historical maps, 196

Comparing maps at different scales, 348
Comparing maps, 462
Using cartograms, 648

Place

Explain how physical processes produce geographic variations in landforms and climate, and how physical features affect human settlement and activity.

- Explain how physical processes produce geographic variations in landforms and climate in world regions.
- Identify how the physical features and processes affect human settlement and activity in each of the world regions.

Grade 6—Our World

Intro, Lesson 1—World Regions and Cultures, pp. 4-7

Explain the meaning and importance of geography.

Chapter 2, Lesson 1—Geography of the Fertile Crescent, pp. 54-57

Describe the conditions in southern and northern Mesopotamia.

Explain how technology such as levees and canals improved farming in the Mesopotamian region.

Analyze the reasons for the growth of civilizations in the Fertile Crescent.

Chapter 3, Lesson 1—The Gift of the Nile, pp. 82-85

Describe the Nile River, the geographical area through which it runs, and the effects of its floods on ancient farmers in the region.

Explain how the people of Egypt used the Nile River to develop a rich agriculture.

Chapter 3, Lesson 4—Nubia and Kush, pp. 102-107

Describe the geographical location of Nubia and explain how it was divided into two regions.

Chapter 4, Lesson 1—The Indus River Valley, pp. 112-115

Identify the location and course of the Indus River.

Describe the land through which the Indus River flows.

Explain how the river affected farming in the Indus River valley.

Chapter 5, Lesson 1—Land of the Middle Kingdom, pp. 146-149

Locate and describe the features of the Huang He.

Analyze the effects of the Huang He on the development of the Huang He valley culture.

Identify the geographical regions of China.

Chapter 6, Lesson 1—The Land of Greece, pp. 184-187

Analyze how the rugged terrain challenged the people of ancient Greece.

Explain why the environment led Greeks to become seafarers.

Describe how sea trade served as a lifeline for Greece.

Chapter 7, Lesson 1—The Land of Italy, pp. 218-221

Describe the geography of the Italian peninsula.

Analyze the advantages and disadvantages of the geographical features of Italy.

Describe the founding of Rome.

Chapter 8, Lesson 1—Geography of North America, pp. 258-263

Describe the geography and climate of the major regions of North America.

Explain the arrival and migration of ancient settlers.

Chapter 9, Lesson 1—The Land of Arabia, pp. 282-285

Describe the physical conditions of the Arabian Peninsula.

Analyze how a desert can sustain human life.

Describe the pre-Islamic cultures of the desert.

Explain how trading caravans brought wealth and power to the peoples of the desert.

Chapter 10, Lesson 1—African Geography, pp. 312-315

Identify Africa's major geographical features.

Describe how people have adapted the African environment to their own use.

Chapter 11, Lesson 1—The Geography of Europe, pp. 336-339

Identify Europe's main geographic features.

Explain how they have affected the development of civilization.

Chapter 12, Lesson 1—Geography of Asia, pp. 376-379

Identify major regions and physical features of Asia.

Analyze the effect the Himalayas have on Asia's climate.

Chapter 13, Lesson 1—Geography of South America, pp. 416-421

Identify the major geographical features of South America.

Compare and contrast the climate of the major regions of South America.

Explain how winds and ocean currents, such as El Nino, contribute to South America's climate.

Human Environmental Interaction

Explain how the environment affects the way people live in different places and the consequences of modifying the environment.

- Analyze the positive and negative consequences of human activity changing the physical environment.
- Describe ways in which human migration has an impact on the physical and human characteristics of places.

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Movement

Explain the reasons that people, products and ideas move from place to place and the impact of that movement on geographic patterns.

- Explain the push and pull factors that cause people to migrate from place to place.

Grade 6—Our World**Chapter 4, Lesson 2—Indus Valley Civilization, pp. 118-123**

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Chapter 14, Lesson 2—An Age of Exploration, pp. 456-461

Describe the discovery of a water route to Asia and its significance.

Identify early European explorers of the Americas, their goals, and their achievements.

Chapter 14, Lesson 3—Conquering the Americas, pp. 464-471

Describe Spanish and Portuguese conquests in the Americas and their effects on Native Americans.

Identify other European colonizers and the regions each one settled.

Region

Analyze maps, charts, and/or graphs to identify regions based on the distribution of human and physical characteristics.

- Use resource maps to describe the uneven distribution of renewable and nonrenewable resources around the world.
- Explain the distribution patterns of economic activities and how changes in technology, transportation, communication, and resources affect the location of those activities.
- Analyze maps, charts and graphs that show patterns of climate, economic features, patterns of movement, ecosystems, population patterns or connections between places.

Grade 6—Our World

Maps, pp. A10, H12-H18, 7, 32, 36, 37, 46, 50, 55, 60, 67, 69, 73, 83, 90, 98, 103, 113, 116, 117, 119, 122, 137, 147, 151, 158, 159, 161, 167, 174, 185, 189, 191, 196, 197, 202, 209, 214, 219, 226, 231, 235, 241, 247, 248, 259, 263, 265, 266, 275, 283, 287, 294, 302, 313, 317, 321, 329, 330, 337, 341, 348, 349, 352, 357, 370, 372, 377, 382, 389, 390, 395, 401, 409, 417, 423, 431, 436, 438, 459, 462, 463, 465, 481, 484, 497, 499, 518, 526, 542, 547, 556, 557, 566, 572, 583, 591, 592, 601, 607, 613, 623, 636, 641, 648, 649, 652, 658, 660, R4, R8, R9-R17

Charts, Graphs, and Diagrams, pp. 7, 34, 40, 47, 48, 56, 59, 70, 84, 89, 91, 92, 106, 120, 152, 164, 168, 169, 172, 190, 197, 199, 201, 203, 210-211, 224, 231, 237, 250, 262, 266-267, 300, 332, 344-345, 353, 354, 378, 420, 452, 479, 489, 505, 506, 509, 544, 624, 644, 645

Datagraphics, pp. 7, 169, 237, 254, 509, 645

- Identify culture hearths around the globe and analyze their common characteristics.

The objective is supported throughout this level of the program.

Economics Standard

Scarcity and Resource Allocation

Explain how the unequal distribution of human and natural resources affects economic decisions and global interaction.

- Explain the relationship between the availability of land, labor, capital resources and entrepreneurship and the production of goods and services in different world regions.
- Use examples to explain that most decisions involve tradeoffs that are not all-or-nothing choices, but include giving up some of one thing for some of another.

Grade 6—Our World

Economics, A12, 81, 94-95, 97, 98, 104-105, 121, 138, 186-187, 190, 238, 284-285, 310-311, 318, 327, 331, 344, 347, 361, 383, 387, 388, 392, 398, 476-477, 511, 552, 621, 636-637, 642, 646, 652, 653, 656, 6658-669

Exploring Economics, pp. 94, 121, 190, 238, 361, 383, 511, 552

Markets

Explain why trade occurs and how historical patterns of trade produced interdependence.

- Explain why voluntary exchange occurs only when all participating parties expect to gain.
- Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest cost and how this causes both production and consumption to increase.
- Identify goods and services that are exported, and explain how this trade makes countries interdependent.
- Describe how supply and demand together set the market price for goods and services and how prices reflect the relative scarcity of goods and services.

Grade 6—Our World

Conclusion—Government and Citizenship/Economics and Technology, pp. 666-669

Explain the role of citizens in a government.

Understand the role of economics and technology in daily life.

Grade 6—Our World

Economics, A12, 81, 94-95, 97, 98, 104-105, 121, 138, 186-187, 190, 238, 284-285, 310-311, 318, 327, 331, 344, 347, 361, 383, 387, 388, 392, 398, 476-477, 511, 552, 621, 636-637, 642, 646, 652, 653, 656, 6658-669

Exploring Economics, pp. 94, 121, 190, 238, 361, 383, 511, 552

Role of the Government in the Economy

Explain why it is necessary for government to generate revenue.

- Distinguish between goods and services typically produced by the private sector and the public sector.

Grade 6—Our World

Conclusion—Government and Citizenship/Economics and Technology, pp. 666-669

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Exploring Economics, pp. 94, 121, 190, 238, 361, 383, 511, 552

Government Standard

Role of Government

Explain why people institute governments, how they influence governments, and how governments interact with each other.

- Describe how the world is divided into countries that claim sovereignty over territory and that countries may be further divided into states or provinces that contain cities and towns.
- Explain the ways that countries interact with each other.
- Explain the reasons that governments are necessary.

Grade 6—Our World

Chapter 2, Lesson 2—The Cities of Sumer, pp. 58-63

Explain how cuneiform developed and why it was so important for the Sumerians.

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Chapter 6, Lesson 2—The Birth of Greek Civilization, pp. 188-195

Identify and understand the role of the early eastern Mediterranean cultures.

Analyze the structure of Greek city-states.

Chapter 6, Lesson 3—A Golden Age in Athens, pp. 198-205

Identify the great achievements and thinkers of Athens' Golden Age.

Describe the form of government during Athens' Golden Age.

Chapter 7, Lesson 2—The Roman Republic, pp. 222-229

Describe the founding of the Roman Republic.

Explain how Rome grew into a powerful civilization.

Chapter 7, Lesson 3—The Roman Empire, pp. 232-239

Explain how Julius Caesar and the Senate struggled for power over Rome.

Describe how Augustus created the Roman Empire.

Chapter 9, Lesson 3—The Arab Empire, pp. 292-299

Analyze the rule of the caliphs.

Chapter 15, Lesson 1—The French Revolution, pp. 488-493

Identify the events that led to the French Revolution.

Analyze the French Revolution's ideals.

Explain why Napoleon rose to power and why he eventually fell.

Chapter 15, Lesson 2—Independence in the Americas, pp. 496-503

Explain the reasons for colonial revolts.

Identify the leaders of the revolts in the Americas and how they accomplished their goals.

Chapter 16, Lesson 2—The Russian Revolution, pp. 546-553

Analyze the causes of the Russian Revolution.

Explain how the Bolsheviks were able to take over the government.

Describe the effect of the leadership of Lenin and Stalin on Soviet life.

Chapter 16, Lesson 3—World War II, pp. 554-561

Analyze the rise of fascism in Italy and Germany.

Chapter 16, Lesson 4—Communist China, pp. 564-569

Analyze China's transition from the Qing dynasty to the Republic of China.

Describe the political conflicts in China before and during World War II.

Analyze life in China after the communist victory.

Chapter 17, Lesson 1—Struggles in India, pp. 582-589

Analyze Britain's colonial relationship with India.

Explain the nonviolent methods used by Gandhi and the Indian people to gain their independence from Britain.

Describe problems India and Pakistan faced after gaining independence.

Chapter 17, Lesson 3—African Independence, pp. 598-603

Describe how Ghana and Kenya gained independence from British rule.

Explain how Egypt gained independence from Great Britain and control over the Suez Canal.

Analyze how Algeria gained independence from France.

Chapter 17, Lesson 4—Southeast Asia Today, pp. 606-611

Identify Asian nations that gained their independence after Western colonization.

Explain the causes and results of the Vietnam War, as well as its effect on Cambodia.

Describe the governments in newly independent nations in Asia.

Conclusion—Government and Citizenship/Economics and Technology, pp. 666-669

Explain the role of citizens in a government.

Systems of Governments

Describe the defining characteristics of democracies, monarchies and dictatorships.

- Describe the defining characteristics of democracies, monarchies, and dictatorships.

Grade 6—Our World**Chapter 2, Lesson 2—The Cities of Sumer, pp. 58-63**

Explain how cuneiform developed and why it was so important for the Sumerians.

Analyze the development of Sumerian city-states.

Explain how Mesopotamian culture values shaped local life.

Chapter 2, Lesson 3—Babylon and Assyria, pp. 66-71

Describe Babylon's rise to power.

Analyze Babylonian life under the Code of Mammurabi.

Chapter 3, Lesson 2—The Kingdoms of Egypt, pp. 88-95

Explain how ancient Egypt was united.

Analyze the workings of government and the importance of religion in Egypt.

Chapter 3, Lesson 3—Ancient Egyptian Culture, pp. 96-101

Describe the changes that came to Egypt during the years of the Middle and New kingdoms.

Identify how Egypt prospered and became an empire during the New Kingdom.

Analyze how Egyptian ideas and skills spread even as the kingdom declines.

Chapter 6, Lesson 2—The Birth of Greek Civilization, pp. 188-195

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Conclusion—Government and Citizenship/Economics and Technology, pp. 666-669

Explain the role of citizens in a government.

Citizen Rights and Responsibilities Standard***Participation***

Describe the opportunities for civic participation and attainment of civic and public goals in democracies, monarchies, and dictatorships.

- Explain how opportunities for citizens to participate in and influence the political process vary under various forms of government.
- Compare the perspectives of more than one country or an international issue.

Grade 6—Our World

Citizenship—Points of View, 206, 364

Citizenship—Being a Good Citizen, pp. 140-141

Explain how the organization Striving Towards Environmental Protection (STEP) demonstrates good citizenship.

Analyze how STEP's work affects the people of Bangladesh.

Citizenship—Being a Good Citizen, pp. 512-513

Identify the role that volunteers can play in improving society.

Analyze the positive effects of volunteerism.

Citizenship—Being a Good Citizen, pp. 638-639

Explain the work of Doctors without Borders.

Identify some community relief agencies.

Rights and Responsibilities

- Compare the rights and responsibilities of citizens living under various systems of government.

Grade 6—Our World

Citizenship—Points of View, 206, 364

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Social Studies Skills and Methods Standard

Obtaining Information

Analyze the reliability of information contained in sources that represent different perspectives on a topic.

Thinking and Organizing

Organize historical information in text or graphic format and analyze the information in order to draw conclusions about historic perspectives.

Communicating Information

Present a position and support it with evidence and citation of sources.

Working Together to Solve Problems and Make Decisions

Work effectively in a group.

Grade 6—Our World

Charts, Graphs, and Diagrams, pp. 7, 34, 40, 47, 48, 56, 59, 70, 84, 89, 91, 92, 106, 120, 152, 164, 168, 169, 172, 190, 197, 199, 201, 203, 210-211, 224, 231, 237, 250, 262, 266-267, 300, 332, 344-345, 353, 354, 378, 420, 452, 479, 489, 505, 506, 509, 544, 624, 644, 645

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Literature, 22, 176, 304, 440, 532

Reading and Thinking Skills:

Problem solving, 42
Decision making, 86
Making generalizations, 230
Drawing conclusions, 428
Frame of reference, 494
Recognizing bias and propaganda, 562
Recognize points of view, 604

Study Skills:

Taking notes and writing an outline, 12
Reading time lines, 64
Summarizing, 270
Using software, 406
Reading Political cartoons, 520
Using reference sources and databases, 628