

## Kindergarten Grade Social Studies Curriculum

### 1. Culture: Friends and Family

	Students will...	Social Studies Standards	Language Arts Standards
A. Friendship	1. identify characteristics of friendship, such as sharing and doing things with one another. 2. identify similarities and differences among people.	3-D 3-D-2	1-A 2-B-2,3 1-A-3,5 2-C 1-B 3-A-2 1-B-1,2 3-B 1-C 3-B-1,2 2-A 2-A-3
B. Friends	1. tell what it means to be a friend. 2. demonstrate how to make friends.	2-E-1	1-A 1-C-1 1-A-5 2-A 1-B-2 2-C 1-C 2-C-4
C. Families	1. recognize that families may vary in size and composition. 2. describe roles in family life. 3. demonstrate ways to be helpful to one's family.	2-C-1	1-A 1-C 1-A-5 1-C-1 1-B-2 2-A
D. Finding Alike and Different	1. identify likenesses and differences in objects and people.		1-A 1-C 1-A-5 1-C-1 1-B-2 2-A
E. Families and Friends Celebrate	1. identify family celebrations and traditions, and explain their importance. 2. compare celebrations.	1-A-1 2-C-1	1-A 1-C 1-A-5 1-C-1 1-B-2 2-A
F. Communities Celebrate	1. identify the celebrations and holidays of various cultures. 2. describe traditions of the local community.	1-A-1 1-B 3-B	1-A 1-C 1-A-1,4,5 1-C-1 1-B-2 2-A 2-A-1
G. Finding Where Things Are	1. use position words such as <i>left, right, above, below, in front of, behind, top, middle, and under</i> to identify locations. 2. distinguish between left and right.	2-A-1,2	1-A 1-C 1-A-5 1-C-1 1-B-2 2-A
H. Families Near and Far	1. identify elements of other cultures, such as stories, pictures, and music. 2. describe how all families have similarities and differences.	2-C-1	1-A 1-B-2 1-C 1-C-1 2-A

**2. Geography: Where We Live**

**Kindergarten**

	Students will...	Social Studies Standards	Language Arts Standards
A. Me on the Map	1. understand the purpose of maps. 2. compare pictures and maps.	2-A 2-E	1-A 1-A-3,5 1-B 1-B-1,2 1-C 1-C-1,2 2-A 2-A-3 2-B-2,3 3-A-2 3-B 3-B-1,3
B. Homes	1. identify types of homes.		1-A 1-A-5 1-B-2 1-C 2-A 2-C
C. What Is a Neighborhood?	1. understand that a neighborhood is a place where groups of families or people live, work, and play together. 2. describe how neighbors help each other.	2-E	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
D. Using Maps	1. make and use a map of a familiar area. 2. read and construct simple maps.	2-A	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A 2-C
E. The City and Country	1. understand how the city and country are alike and different.	2-B 2-B-1 2-C 2-C-2	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
F. Transportation	1. identify different methods of transportation.	2-E	1-A 1-A-5 1-B-2 1-C 2-A
G. Using Globes	1. identify the globe as a model of Earth. 2. distinguish between land and water on a globe. 3. identify the North and South Poles on a globe.	2-A 2-B 2-B-1 2-C-2	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
H. We Live on Earth	1. describe Earth's physical characteristics.	2-A 2-B 2-b-1 2-C 2-C-2 2-D 2-D-1 2-F-1	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A

**3. Government: Working Together****Kindergarten**

	Students will...	Social Studies Standards	Language Arts Standards
A. A Day with Police Officers	1. describe what a police officer does. 2. explain purposes of having rules and laws.	3-A 3-A-1	1-A 1-A-1,3,4,5 1-B 1-B-1,2 1-C 1-C-1,2 2-A 2-A-1,2,3 2-B-2,3 3-A-1,2 3-B 3-B-1,3
B. Rules and Laws Keep Us Safe	1. identify rules and laws that provide safety in the home and community. 2. explain the importance of safety.	3-A	1-A
C. Putting Things in Order	1. use time-order vocabulary (first, next, last)	1-D	1-A
D. Rules	1. name and show respect for rules at school. 2. demonstrate how to resolve problems. 3. understand the consequences of not following rules.	3-A 3-D-1,2	1-A
E. Rule Makers	1. identify authority figures in the home, school, and community. 2. explain how authority figures make and help people follow rules and laws.	3-A-1	1-A
F. Sorting Things into Groups	1. understand that there are different groups, or classifications, of rules that we follow.	3-A 3-D-1,2	1-A
G. A Special Set of Laws	1. understand that the Constitution is a set of laws written many years ago for running the United States.	3-A 3-C 3-C-1	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A

**4. Citizenship: I Am a Citizen****Kindergarten**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Pledge of Allegiance	1. identify the flag as a symbol of the United States. 2. explain the meaning of the Pledge of Allegiance.	1-C-1 3-B-1,2 3-D-2	1-A 1-A-3,5 1-B 1-B-1,2 1-C 1-C-1,2 2-A 2-A-3 2-B-2,3 3-A-2 3-B 3-B-1,3
B. The American Flag	1. identify the United States flag. 2. understand that every country has its own flag, a symbol of that country.	1-B 3-B 3-B-1,2	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
C. Many States, One Country	1. recognize a map of the United States. 2. understand that the United States is made up of many different states. 3. identify state symbols such as the state flag, bird, and tree.	1-B 3-B 3-B-1,2	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
D. Citizens Have Rights and Responsibilities	1. identify voting as a way to express ideas and help make choices. 2. understand that citizens of the United States have rights and responsibilities.	3-D 3-D-2	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
E. Problem Solving	1. understand the three steps to solving problems.	3-C-1 3-D-2	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
F. Citizens Help	1. explain reasons why citizens voluntarily contribute their time to the community. 2. demonstrate ways to be helpful to the community.	3-D 3-D-2	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
G. Symbols of the United States	1. identify patriotic symbols, such as the Statue of Liberty, the Liberty Bell, the bald eagle, and the rose.	1-B 1-C-1 3-B	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
H. Using Picture Graphs	1. understand and make picture graphs.	2-A-1,2	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
I. People and Holidays	1. explain the reasons for national holidays, such as Presidents' Day, Independence Day, and Martin Luther King, Jr., Day. 2. identify the contributions of historical figures who helped to shape our nation.	1-A-1 1-B 1-C-1 3-B	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A

**5. Economics: People Work**

**Kindergarten**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Night Worker	1. understand that people do many kinds of work. 2. identify jobs in the home, school, and community.	4-A 4-A-1 4-B 4-B-2	1-A 1-A-1,3,4,5 1-B 1-B-1,2 1-C 1-C-1,2 2-A 2-A-1,3 2-B-2,3 3-A 3-A-2,3 3-B 3-B-1,3
B. People Have Jobs	1. understand that there are different kinds of jobs. 2. understand that a product is something made by machines, or nature.	4-B-2	1-A 1-A-1,4,5 1-B-2 1-C 1-C-1 2-A 2-A-1
C. Needs and Wants	1. observe that everyone has needs and wants. 2. understand the difference between needs and wants.	4-A 4-A-1	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
D. Using Charts	1. interpret information from charts.		1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
E. Where Things Come From	1. explain how basic needs for food, clothing, and a place to live can be met.	2-F-1 4-A 4-A-1 4-B 4-B-1	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
F. Goods and Services	1. recognize that people meet their needs by buying goods and services. 2. understand the difference between goods and services. 3. identify jobs that provide goods and services.	4-A 4-A-1 4-B 4-B-1,2	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A
G. Find the Main Idea	1. understand that people do different kinds of work at their jobs.	4-B	1-A 1-A-1,4,5 1-B-2 1-C 1-C-1 2-A 2-A-1
H. Spend and Save	1. understand that people exchange money for goods. 2. recognize that people save money.	2-E 4-A 4-B 4-C 4-C-1	1-A 1-A-5 1-B-2 1-C 1-C-1 2-A

**6. History: Things Change****Kindergarten**

	Students will...	Social Studies Standards	Language Arts Standards
A. Then and Now	1. demonstrate an understanding of the concept of history. 2. place events in sequence and use time-related vocabulary.	1-D-1	1-A-5 1-B-2 1-C 1-C-1 2-A
B. Days Go By	1. understand the purpose of clocks and calendars. 2. identify the days of the week.	1-D-1	1-A-5 1-B-2 1-C 1-C-1 2-A
C. Using Calendars	1. demonstrate an understanding of time sequence.	1-D 1-D-1	1-A-5 1-B-2 1-C 2-A
D. Places Change	1. demonstrate an understanding of time sequence. 2. tell how places may change over time.	1-D 1-D-1	1-A-5 1-B-2 1-C 1-C-1 2-A
E. Machines and Inventions	1. identify how machines and inventions change how people do things. 2. describe how life might be different without modern machines and inventions.		1-A-5 1-B-2 1-C 1-C-1 2-A
F. Using Time Lines	1. understand that animals and things change over time. 2. understand the purpose of a time line.	1-D 1-D-1	1-A-5 1-B-2 1-C 1-C-1 2-A
G. People Help the United States	1. identify ways in which historical figures and ordinary citizens have helped to shape our country.	1-B 1-B-1	1-A-5 1-B-2 1-C 1-C-1 2-A

## First Grade Social Studies Curriculum

### 1. All About Families

	Students will...	Social Studies Standards	Language Arts Standards
A. Many Families	1. identify ways and describe similarities and differences in the ways that families meet basic human needs.	1-B-1	1-A-3,4,5,6,7 1-C 1-D-5 2-B-1,3,7 2-C
B. Families Celebrate	1. identify some of the special days that families celebrate and explain their importance. 2. recognize that families celebrate special times in different ways.	2-E-1	1-A-3,4,5,6 1-C 2-B-2,3,7 2-C
C. Celebrate Families with a Poem	1. recognize that people can celebrate by writing about something special. 2. learn what it means to feel proud.	2-E-1	1-A 1-B-1 1-C-3 2-A-3 2-B-3 3-A 3-B
D. Where Families Live	1. identify and describe the human characteristics of places such as houses. 2. describe similarities and differences in ways families meet the basic human need for shelter.	2-B 2-B-1 2-C-2 2-E-1	1-A-3,4,5,6 1-C 2-B-3
E. Using Addresses	1. explain the meaning of addresses. 2. use an address to find a location.		1-A-3,5,6 1-C 1-D-5 2-B-3
F. Family Rules	1. explain the need for rules in the home. 2. identify different types of rules	3-A-1,2	1-A-3,5,6 1-C 2-B-2,3,7 2-C
G. Problem Solving	1. use a problem-solving process to identify a problem, consider options, choose and implement a solution.		1-A-3,5,6,7 1-C 1-D-5 2-B-3
H. Families on the Move	1. recognize that transportation moves people and things. 2. describe how technology has changed transportation.	2-B 2-B-1	1-A-3,5,6,7 1-C 2-B-2,3,7 2-C
I. Study Skills	1. demonstrate how to use a chart that both organizes and categorizes information.		1-A-3,5,6 1-C 2-B-3, 7 2-C
J. Families and Change	1. recognize how appliances have changed the way families live. 2. identify ways technology has changed communication.		1-A-4,5,6 1-C 2-B-3,7 2-C
K. Thomas Edison	1. identify historic figures such as Thomas Alva Edison who exemplify inventiveness. 2. recognize Edison's contributions to society.	1-B-2	1-B 1-C-3 2-B-3
L. Being a Good Citizen	1. recognize what it means to be a good citizen. 2. identify ways to help others.	3-D 3-D-2	1-A-3,5,6 1-C 2-B-3
M. Celebrating in Kenya	1. describe the way children celebrate a holiday in another country.	2-E-1	1-A-4,5,6 1-C

**2. Where We Live**

**First Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. We Live in Communities	1. recognize that people live, work, and play in communities. 2. explore different types of communities.	2-A-1 2-B-1 2-C 2-E	1-A-3,4,5,6,7 1-D-5 2-B-1,2,3,7 2-C
B. Using Pictures and Maps	1. use pictures and maps to locate places of significance.	2-A-1,3	1-A-4,5,6 1-C 2-B-3
C. Our Country	1. identify the location of places using maps. 2. locate on maps some places of significance, such as the United States.	2-A-1	1-A-3,5,6 1-C 2-B-2,3,7 2-C
D. Sorting into Groups	1. sequence and categorize information.		1-A-3,4,5,6,7 1-C 1-D-5 2-B-2,3
E. Our World	1. locate and identify places of significance on maps. 2. identify and describe the physical characteristics of continents and oceans.	1-C 2-A-1 2-D 2-E	1-A-4,5,6 1-C 2-B-2,3,7 2-C
F. Celebrating Our World with a Song	1. demonstrate essential knowledge and skills through rich material such as songs.		1-A 2-B-3 3-B
G. Water and Land	1. identify the physical characteristics of landforms and bodies of water. 2. describe local bodies of water and landforms.	2-B-1 2-D 2-F-2	1-A-3,4,5,6 1-C 2-B-2,3,7 2-C
H. Using Map Keys	1. learn how to read and make a map key.	2-A 2-A-3	1-A-3,5,6,7 1-C 1-D-5 2-B-3
I. What Is Weather?	1. describe the physical characteristics of weather.	1-A 2-B-1 2-D-1 2-F-2	1-A-3,4,5,6 1-C 2-B-2,3,7 2-C
J. Caring for Our Natural Resources	1. identify natural resources in the community, state, and nation	2-A-1 2-B-1 2-C-1 2-F-1,2 4-A-1	1-A-3,4,5,6 1-C 2-B-3,7
K. Rachel Carson	1. identify characteristics of good citizenship, such as responsibility for the common good, through use of biography.	1-B-2 1-C 2-F-2 3-D-1 4-A-1	1-B-1 1-C-3 2-A-3 2-B-3
L. Making Decisions	1. use a problem-solving process to clean up a common area. 2. recognize that good citizens take responsibility for the common good.	1-C 2-F-2 3-D-1 4-A-1	1-A-4,5,6 2-B-3
M. The World Around Us	1. learn about the geography and people of Switzerland.	1-C	1-A-3,5,6 1-C 2-B-3



### 3. Good Citizens

### First Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. People Get Along	1. identify different kinds of groups. 2. explain the need for groups to have rules	1-B-1 2-E 3-A-1,2 3-C 3-D-2	1-A-3,4,5,6,7 1-C 1-D-5 2-B-1,2,3,7 2-C
B. Using Directions	1. recognize the cardinal directions <i>north, south, east, and west</i> . 2. locate places using the four cardinal directions.	2-A-1,2,3	1-A-7 1-D-5 2-B-2,3
C. People Follow Laws	1. explain the need for rules and laws in the home, school, and community. 2. give examples of rules or laws that establish order, provide security, or manage conflict.	3-A-1	1-A-4,5,6 1-C 2-B-2,3,7 2-C
D. What Is a Leader?	1. identify leadership roles in community, state, and country. 2. describe the responsibilities and characteristics of a good leader.	1-B-2 2-A 3-A 3-B-1,2 3-C	1-A-3,4,5,6 2-B-2,3,7 2-C
E. Mary McLeod Bethune	1. identify qualities of good citizenship as illustrated by historic figures such as Mary McLeod Bethune.	1-B-2 3-B-2 3-D-1	2-A-3 2-B-3
F. Being a Good Citizen	1. identify the qualities of good citizenship as demonstrated by ordinary people.	3-A-1,2 3-D-1,2	1-A-3,5,6 1-C 2-B-3
G. Votes Count!	1. identify and use voting as a way to make decisions.	3-A 3-C-1	1-A-4,5,6 1-C 2-B-2,3,7 2-C
H. Our Symbols and Pledge	1. identify symbols of national identity, such as our flag and the Pledge of Allegiance.	1-B-1 3-B	1-A-3,4,5,6 1-C 2-B-2,3,7 2-C
I. Using the Calendar	1. use understanding of time and chronology to create a calendar.	1-B-1 1-D	1-A-7 1-D-5 2-B-3
J. Good Citizens	1. recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility. 2. identify historic figures who were good citizens.	1-B-2 3-D-1	1-A-4,5,6 1-B-1 1-C-3 2-B-7 2-C
K. Celebrate America with a Song "My Country, 'Tis of Thee"	1. demonstrate understanding and skills through material such as songs.	1-B-1 3-B	1-A 2-B-3 3-B
L. A Look at First Graders in Japan	1. describe various customs and traditions of first graders in Japan.	2-E-1	1-A-4,5,6 1-C 2-B-3

**4. All Kinds of Jobs**

**First Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Needs and Wants	1. distinguish between needs and wants, and recognize examples of each. 2. recognize that people may have many wants but limited resources with which to satisfy them.	2-E 4-A-1,2 4-B-1,2	1-A-3,4,5,6,7 1-C 1-D-5 2-B-1,2,3,7 2-C
B. Work and Jobs	1. identify a variety of jobs that people perform. 2. describe the responsibilities and characteristics of good workers in a variety of jobs.	1-B-1 2-C-2 2-E 4-B-3	1-A-4,5,6 1-C 2-B-2,3,7 2-C
C. Celebrate Work with Art	1. demonstrate understanding and skills through material such as artwork.	4-B-3	1-A-3,5,6 1-C 2-B-3
D. Goods and Services	1. identify various goods that are made or grown. 2. identify and describe a variety of service jobs.	2-C-2 2-E 4-B-1	1-A-4,5,6 1-C 2-B-2,3,7
E. Using Picture Graphs	1. demonstrate how to use a graph that both organizes and categorizes information. 2. create visual and written material such as a graph.		1-A-7 1-D-5 2-B-3
F. Getting Goods and Services	1. identify ways people exchange goods and services. 2. identify the role of markets and trading in the exchange of goods and services.	2-E 4-B 4-B-1 4-C 4-C-1	1-A-4,5,6 1-C 2-B-2,3,7 2-C
G. Cesar Chavez	1. describe how certain jobs contribute to the production of goods. 2. identify characteristics of good citizenship, such as belief in equality.	1-B-2 2-E 3-D-1 4-B-1,3	2-B-3
H. Making Decisions	1. identify characteristics of good citizenship, such as belief in justice, responsibility, and fairness.	1-B-2 3-C-1 3-D-1,2	1-A-4,5,6 1-C 2-B-3
I. New Tools at Work	1. describe how technology affects the ways people work.		1-A-4,5,6 1-C 2-B-3,7 2-C
J. Putting Things in Order	1. use understanding of sequence to put things or events in order.		1-A-4,5,6 1-C 2-B-3,7 2-C
K. People with Great Ideas	1. identify ordinary people and historical figures who exhibit a love of inventiveness. 2. describe how technology has changed the way people live and work.	1-B-2 3-D-1	1-A-4,5,6,7 1-C 1-D-5 2-B-3
L. A Look at Jobs in Brazil	1. learn about different types of jobs in Brazil. 2. learn where different Brazilian goods are produced.	4-B-1	1-A-3,5,6 1-C-2-B-3

**5. Americans Long Ago**

**First Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Native Americans Then and Now	1. identify Native Americans as the first people to live in America. 2. recognize how some Native Americans celebrate their past.	1-A 1-B 2-C 2-E-1 2-F-2 3-B	1-A-3,4,5,6,7 1-C 1-D-5 2-B-1,2,3,7 2-C 3-A-3
B. Using Time Lines	1. read and create a time line.	1-D-1 2-C	1-A-7 1-D-5 2-B-3
C. New People Come to America	1. describe how Christopher Columbus came to North America. 2. identify some of the different people who settled in America.	1-A 1-B 1-C 2-A-1 2-C 2-E 2-F-2	1-A-3,4,5,6 1-C 2-B-3,7 2-C 3-A-3
D. George Washington	1. identify the contributions of historical figures such as George Washington who have influenced the nation and have exemplified good citizenship.	1-B 1-B-2 3-B 3-D-1	1-A-4,5,6 1-C 2-B-3,7 2-C
E. Sacajawea	1. identify contributions of historical figures who have influenced the nation, such as Sacajawea.	1-B-1,2 2-C	2-B-3,7 2-C 3-A-3
F. Sam Houston	1. use biographies to identify contributions of historical figures such as Sam Houston.	1-B-1,2 3-B 3-D-1,2	1-A-4,5,6 1-C 2-A-3 2-B-3
G. Abraham Lincoln	1. learn why Abraham Lincoln is considered a great President.	1-B-1,2 3-B 3-D-1,2	1-A-3,4,5,6 1-C 2-A-3 2-B-3,7 2-C
H. Susan B. Anthony	1. identify ways that Susan B. Anthony worked to help women. 2. describe how women's rights have changed.	1-B-1,2 3-D-1,2	1-A-4,5 1-C 2-A-3 2-B-3,7 2-C
I. Finding the Main Idea	1. identify the main idea in reading selections. 2. describe a procedure for finding the main idea.	1-B-1,2	1-A-4,5,6,7 1-C 1-D-5 2-B-3
J. Celebrate History with a Poem	1. describe the origins of selected holidays such as Veterans Day. 2. demonstrate understanding and skills through poetry.	1-B-1 3-B	1-A 3-B
K. Martin Luther King, Jr.	1. identify how the work of Martin Luther King, Jr., changed America.	1-B-1,2 3-B 3-D-1	1-A-4,5,6 1-B-1 1-C-3 2-A-3 2-B-3,7 2-C
L. Being a Good Citizen	1. use a problem-solving process to identify how classmates need help, and then choose and implement a solution. 2. identify characteristics of good citizenship.	3-D-1,2	2-B-3
M. A Look at a Hero from Mexico	1. identify why Miguel Hidalgo y Costilla is a hero in Mexico. 2. explain how people remember Miguel Hidalgo y Castilla	1-B-1,2 1-C-1 3-B	2-B-3 3-A-3

## Second Grade Social Studies Curriculum

### 1. Our Community

	Students will...	Social Studies Standards	Language Arts Standards
A. Living in a Community	1. learn that people live in communities. 2. recognize that community members work together for the common good.	2E	1-A-2 1-D-6 2-B 2-B-1
B. Problem Solving	1. practice following the steps used to solve a problem.		1-A 1-a-1,2 1-C 1-C-1,2 1-D-4,6,7
C. From city to Country	1. recognize the characteristics of cities, suburbs, and rural areas. 2. identify the significance of community landmarks.	2-A-1 2-C-1 2-E	1-A-2 1-D-1,6
D. Celebrate Communities with a Poem	1. use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different.	1-C-1	1-C-3 2-A-1 2-B 2-B-1 3-A-2,3 3-B 3-B-1,2,3
E. Using a Compass Rose	1. learn how to use a compass rose.	2-A 2-A-1	1-B 1-C
F. Changing Communities	1. identify changes in communication and transportation. 2. explore ways that these changes have affected people's lives.	1-A 1-A-1 2-E	1-A-2 1-D 1-D-6
G. Getting Along	1. identify the qualities of good citizenship. 2. recognize the way rules and laws help communities.	2-E 3-D 3-D-2	1-A-2 1-D-6
H. Jane Addams	1. identify Jane Addams's contributions. 2. identify characteristics of good citizenship.	1-B 1-B-1 3-D-1,2	2-B 2-B-1
I. Being a Good Citizen	1. identify characteristics of good citizenship. 2. recognize ways to show good citizenship.	3-D 3-D-1	
J. Using Calendars	1. learn how to read and use calendars.	1-D	1-A-2 1-B-1 1-C-4 1-D-6
K. A Story About a Community	1. identify how present day El Paso compares to the El Paso of the past. 2. recognize the significance of a legend about local cultural heritage.	1-C 1-D	1-A-2 1-C-4 1-D 1-D-6 2-B 2-B-1 3-A 3-A-4
L. A Look at a Community in Senegal	1. learn about Kaolack in Senegal and what people do there.	2-E-1	3-A

**2. All About Earth**

**Second Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Where We Live	1. identify the United States and its neighbors on a map and a globe. 2. identify the oceans and the seven continents on a map and a globe.	2-A 2-A-1,2	1-A-2 1-D 1-D-6
B. Land and Water	1. recognize different kinds of land and water found on Earth. 2. identify major landforms and bodies of water.	2-A 2-A-1,2 2-B	1-A-2 1-D 1-D-6 2-B 2-B-1
C. Celebrate America's Beauty with a Song	1. learn how a patriotic song about the beauties of the American landscape came to be written.	1-B 1-C-1	3-A-2 3-B 3-B-1,2,3
D. Using Landform Maps	1. identify major landforms on maps. 2. create a landform map of their home state.	2-A 2-A-1 2-B	1-B 1-C
E. Earth's Seasons	1. recognize the difference between weather and seasons. 2. find out how weather patterns affect people's activities.	2-B-1 2-D 2-D-1,2	1-A-2 1-D 1-D-6
F. Using Bar Graphs	1. obtain information about a topic using a bar graph.	2-D-1	1-A-2 1-B 1-C 1-c-4 1-D-6
G. Earth's Resources	1. explain what natural resources are. 2. explain how people depend on natural resources to satisfy their basic needs.	2-B-1,2 2-C 2-C-1 2-D-1	1-A-2 1-C-4 1-D 1-D-6 2-B 2-B-1
H. People Change Earth	1. learn why people change Earth. 2. identify ways in which people change Earth.	1-A 2-D 2-B 2-D-1 2-B-1,2 2-F 2-C 4-A 2-C-1	1-D
I. Putting Things in Order	1. sequence information chronologically.	1-D-1	1-A 1-A-1 1-C
J. Protecting Earth	1. identify ways of protecting Earth. 2. recognize ways people can conserve and replenish natural resources.	1-A 2-C-1 2-B-1,2 2-F 2-C 2-F-1 3-D-2	1-A-2 1-D 1-D-6
K. John Muir	1. identify John Muir. 2. recognize John Muir's work for the environment as an example of good citizenship.	1-A 2-C 1-A-1 2-F 1-B 2-F-1 1-B-1 3-D-1	1-B-1 2-B 2-B-1
L. Making Decisions	1. recognize that showing respect is a characteristic of good citizenship.	1-A 2-F-1 3-D 3-D-1,2	2-A-2
M. A Look at Brazil's Geography	1. learn about the Amazon Rain Forest in Brazil. 2. learn things that people can do to conserve natural resources.	2-B 2-B-1,2 2-C 2-C-1	2-B 2-B-1

### 3. Our Past

### Second Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. America's First People	1. identify Native Americans as the first people to live in North America. 2. explain Native American traditions.	1-A 1-A-1 1-B 1-B-1 2-E-1	1-A-2 1-C-4 1-D 1-D-6
B. Sorting into Groups	1. categorize information about our country's past.	1-B-1	1-A-2 1-C 1-D-6
C. The Spanish Come to America	1. learn about early explorers to America. 2. identify historic figures who love individualism and inventiveness.	1-A 2-A 1-A-1 2-A-1,2 1-B 1-B-1	1-A-2 1-D 1-D-6
D. The Pilgrims Arrive	1. recognize how the Pilgrims overcame hardship, and showed live of individualism.	1-A 2-E 1-A-1 2-E-1 1-B 1-B-1	
E. Being a Good Citizen	1. identify characteristics of good citizenship.	3-D 3-D-1,2	1-B
F. From Colonies to States	1. explain how the original 13 colonies became the United States. 2. identify contributions of historical figures who have influenced the nation.	1-A-1 3-A 1-B 3-A-1 1-B-1 3-B 2-A 3-C-1 2-A-1 3-D-2 2-E	1-A-2 1-D 1-D-6
G. Comparing Sources	1. learn how to compare sources.	1-B 3-B	2-B-1
H. History with Art	1. learn about the painting "Spirit of '76." 2. identify this painting as an example of our cultural heritage.	1-C-1 3-B	2-B 3-B 2-B-1 3-B-1,2,3 3-A-2
I. Our Country at War	1. explain why the Civil War was fought. 2. identify how Harriet Tubman, Frederick Douglass, and Abraham Lincoln have influenced our country's history	1-B 1-B-1 2-E	1-A-2 1-D 1-D-6 2-B 2-B-1
J. Sojourner Truth	1. identify how Sojourner Truth influenced our country.	1-B 1-B-1 3-D-1	1-A 1-A-2
K. From Sea to Sea	1. describe how the United States grew over time. 2. understand the concepts of time and chronology.	1-A 2-E 1-A-1 2-E-1 1-B 2-C	1-A-2 1-D 1-D-6 2-B 2-B-1
L. Using Time Lines	1. learn how to read and use time lines.	1-D 1-D-1	1-A-2 1-C-4 1-B 1-D-6 1-C
M. A Community's History	1. describe some of the history of Dayton, Ohio. 2. describe sequence by using <i>ancient times</i> and <i>modern times</i> .	2-A 2-B 2-C 2-E	1-A-2 1-D 1-D-6
N. A Look at Australia's First People	1. learn about the Aboriginal people of Australia.	2-A-1 2-E-1	1-A-2

**4. All About Work**

**Second Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Many Jobs	1. understand that people work to earn money and help others. 2. explain the choices people make about earning money.	1-A 3-D-1 4-A 4-A-1 4-B 4-B-2	1-A-2 1-b-1 1-D 1-D-6 2-B 2-B-1
B. Being a Good Citizen	1. recognize ways that ordinary people can demonstrate good citizenship.	3-D 3-D-1	1-A-1
C. Our Needs and Wants	1. identify needs and wants. 2. explain the choices people make about spending and saving.	4-A-1 4-B	1-A-2 1-D-6
D. Goods and Services	1. distinguish between goods and services. 2. recognize the choices people in the U.S. can make about saving and spending their money.	4-A 4-A-1 4-B 4-C 4-C-1	1-A-2 1-C-4 1-D 1-D-6 2-A-6
E. Locating Information	1. obtain information using several different parts of a reference source. 2. use keywords to find information.		1-A-2 1-C 1-B 1-D-4,6 1-B-1,2,3,9
F. Producers and Consumers	1. learn what producers and consumers are. 2. distinguish between producing and consuming.	4-A 4-B 4-B-1 4-C	1-A-2 1-D 1-D-6
G. Celebrate Work with a Poem	1. describe what a farmworker's job is.	1-C-1	2-A-1 3-A-2,3 1-B 3-B 2-B-1 3-B-1,2,3
H. From Farm to Factory	1. learn how paper towels are made from trees. 2. trace a product from a natural resource to finished goods.	2-C 4-C	1-a-2 1-D 1-D-6
I. Following Routes on a Map	1. learn how to follow a route on a map. 2. draw maps to show routes.	2-A	1-a-2 1-b-1 1-C 1-D-6
J. Trading with Other Countries	1. understand trade. 2. explain the choices people can make in a free enterprise system.	2-A 4-A 2-A-1,2 4-B 2-B 2-E	1-A-2 1-D 1-D-6
K. Making Predictions	1. practice making predictions.	4-A-1	1-A 1-C-1,2 1-A-1,2 1-D-4,6,7 1-C
L. New Ways to Meet Needs	1. identify ways in which science and technology have affected communication, transportation, and recreation.		1-A-2 1-D 1-D-6
M. Robert Fulton	1. identify Robert Fulton as a great U. S. inventor.	1-B	1-A-2 1-D 1-D-6
N. A Look at Work in China	1. learn about work in China. 2. locate China on a map.	2-E-1	2-B 2-B-1 3-A

**5. Our Government**

**Second Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Our Country's Government	1. compare the roles of public officials, including mayor, governor, and President. 2. identify ways that public officials are selected, including election and appointment to office.	3-A 3-A-1 3-B 3-B-1 3-C 3-C-1	1-A-2 1-C-4 1-D 1-d-6 2-B 2-B-1
B. Thurgood Marshall	1. understand how Thurgood Marshall's commitment to fairness is an example of good citizenship.	1-A 3-A 1-A-1 3-A-1 1-B 3-B 1-B-1 3-C-1 3-D-1	1-A-1,2 1-D-6
C. Making Decisions	1. discuss what is fair in different situations. 2. identify characteristics of good citizenship.	3-A 3-D 3-A-1 3-D-1,2 3-B	2-A-2
D. Solving Community Problems	1. discover how communities solve problems and pay for the solutions they reach. 2. describe how governments establish order, provide security, and manage conflict.	3-A 3-D 3-A-1 4-B 3-B-1 3-C 3-C-1	1-D
E. Using Flow Charts	1. learn how to read and make a flow chart.	3-A 3-C	1-A-2 1-C-4 1-B 1-d-6 1-C
F. Our country's Capital	1. identify buildings and monuments in Washington, D.C. 2. identify and explain the significance of various national landmarks.	1-B 3-B	1-A-2 1-D 1-d-6
G. Using Grid Maps	1. learn how to use a grid map.	2-A-1	1-A-2 1-B 1-d-6
H. America's symbols	1. understand some of our nation's symbols. 2. identify selected symbols, such as state and national birds and flowers, and patriotic symbols, such as the U.S. and state flags.	1-B 3-B	1-D
I. Celebrate America with the Pledge	1. learn about the Pledge of Allegiance. 2. explain how the Pledge of Allegiance reflects Americans' love of their country.	1-B 1-C-1 3-B	2-A-1,2 3-B 3-B-1,2,3
J. Finding the Main Idea	1. find the main idea of a passage.	1-B 3-B	1-A 1-D-4,6,7 1-A-1,2 2-A-2 1-C 2-B 1-C-1,2 2-B-1,3
K. American Heroes	1. identify several American heroes. 2. identify contributions of historical figures who have influenced the nation.	1-A-1 1-B 1-B-1 3-B	1-A-1,2 1-B-2
L. A Look at Government in Europe	1. learn about the European Union. 2. locate European Union countries on a map.	2-A 2-A-1 2-B 3-A-1	1-A-1



## Third Grade Social Studies Curriculum

### 1. Life in Communities

	Students will...	Social Studies Standards	Language Arts Standards
A. Learning About a Community	1. identify how people have fun and earn a living. 2. describe how citizens work together to improve communities.	1-A 1-A-1 1-C 1-C-1 2-A	1-A-3,4 2-C 1-C-1 2-C-2,6 1-D-6 3-B-1 2-A 2-A-2,3 2-B-3,7,8,9,10
B. Problem Solving	1. analyze information by identifying a problem and solution.		1-A 1-D-6 1-A-3,4 2-B-3 1-C 2-C 1-C-1 2-C-2
C. Communities in Our Country	1. compare ways in which people in different types of communities meet their needs. 2. obtain information from a primary source to learn more about a community.	1-C-1 2-A	1-A-3,4 2-C 1-C-1 2-C-1,2,6 1-D-1,6 3-B-1 2-A 2-A-1 2-B-4,7,8,10

### 2. Communities and Geography

	Students will...	Social Studies Standards	Language Arts Standards
A. The Geography of Communities	1. describe how people adjust to and modify the physical environment. 2. describe several different landforms and how people interact with them.	2-B 3-B 2-C 3-D-1 2-D 2-D-1,2	1-A-3,4 3-B-1 1-C-1 1-D-6 2-B-4,7,8 2-C-2,6
B. Using a Landform Map	1. identify and use the compass rose, grid, and map symbols to locate places on maps.	2-A 2-D-1 2-A-1 2-B	1-A-3,4 1-C-1 1-D-6
C. Communities Need Natural Resources	1. identify different types of natural resources. 2. explain how people work to protect natural resources.	1-C-1 2-D-1,2 2-A 2-F 2-B 2-F-1 2-B-1,2 3-D-1,2 2-C 4-A 2-C-3 4-A-1,2,3	1-A-1,3,4 1-D-1,6 2-A 2-A-1 2-B 2-B-3,5,6,7,8,10
D. Marjory Stoneman Douglas	1. explain the significance of Marjory Stoneman Douglas's actions to improve the community.	2-C 2-C-3 3-D-2	1-A-3 2-A-1 1-C-1 2-B-10 2-A
E. Being a Good Citizen	1. identify how citizens can take action to improve their community. 2. evaluate the contributions of one community effort.	3-A-2 3-D 3-D-1	2-A 2-A-1,2,3 2-B-4,7,8,10 2-C
F. Reading Bar Graphs and Line Graphs	1. interpret how to read bar graphs and line graphs.	2-B 2-C-1	1-A-4 1-C-1 1-D-6
G. Protecting Our Environment	1. discuss how people adapt to life in a fishing community. 2. summarize how people can take responsibility in caring for their natural resources.	2-A 2-F 2-B 2-F-1 2-B-1,2 3-D-2 2-C 4-A-2 2-D-1	1-A-3,4 1-D-1,6 2-A 2-A-1 2-B-4,7,8,10 2-C-6 3-B-1

### 3. Early Communities in America

### Third Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. Native American Communities	<ol style="list-style-type: none"> <li>describe how people in different communities adapt to and modify the physical environment.</li> <li>describe how past events have changed Native American communities over time.</li> <li>explain the cultural heritage of Native American story telling.</li> </ol>	1-A 2-C-1 1-A-1 2-E 1-B 2-E-1 1-B-1 2-A 2-B-2 2-C	1-A-1,3,4 1-C-1 1-D-1,6 2-A 2-A-1,2,3,5 2-B 2-B-3,5,7,8 3-A-3 3-B-1
B. Using Map Scales	<ol style="list-style-type: none"> <li>use a scale to determine the distance between places on a map.</li> </ol>	2-A 2-A-1	1-A-1,3,4 1-C-1 1-D-6
C. The Community of Jamestown	<ol style="list-style-type: none"> <li>describe how the formation of colonies changed people's lives long ago.</li> <li>identify Native American and English leaders who shaped the community of Jamestown.</li> </ol>	1-B 2-C 2-E 2-E-3	1-A-3,4 2-C 1-C-1 2-C-2 1-D-4,6 3-B-1 2-A-3 2-B-4,7,8

### 4. People On the Move

	Students will...	Social Studies Standards	Language Arts Standards
A. Building New Communities	<ol style="list-style-type: none"> <li>explain why people moved west to build new communities in the 1800s.</li> <li>describe how Daniel Boone, Lewis and Clark, and Sacagawea contributed to the expansion of communities in our country.</li> </ol>	1-A 2-C 1-A-1 2-C-1,2 1-B 2-E 1-B-1 2-E-1,3 2-A 3-B 2-B 2-B-1,2	1-A-1,3,4 1-C-1 1-D-1,4,5,6 2-A 2-A-1,5 2-B 2-B-1,3,4,7,8,10 2-C 2-C-1,2
B. Using and Making Time Lines	<ol style="list-style-type: none"> <li>interpret and make a time line.</li> </ol>	1-D 1-D-1	1-A-3,4 1-C-1 1-D-6
C. Moving to a New Home	<ol style="list-style-type: none"> <li>identify reasons why immigrants move to new communities, including the need for security and material well-being.</li> <li>describe how immigrants helped change communities over time.</li> </ol>	1-A 2-C-1 1-A-1 2-E 1-B 2-E-1 1-B-1 1-C-1 2-B-2	1-A-3,4 1-B 1-B-1,2 1-C-1 1-D-4,6 2-B-4,7,8,9,10 2-C 2-C-1,2,6 3-B-1
D. Using Intermediate Directions	<ol style="list-style-type: none"> <li>use intermediate directions to locate places on a map.</li> <li>identify and use a compass rose to locate places on a map.</li> </ol>	2-A 2-A-1	1-A-3,4 1-C-1 1-D-6
E. Cities Grow and Change	<ol style="list-style-type: none"> <li>describe how the events of the Civil War changed communities.</li> <li>identify reasons African Americans moved to new communities in the North.</li> <li>summarize ways the Civil Rights movement influenced communities around our country.</li> </ol>	1-B 2-B 2-B-2 2-C 2-C-1,2 2-E 2-E-3 3-B 3-C-1 3-D-2	1-A-3,4 1-C-1 1-D-4,6 2-B-7,8 2-C 2-C-2 3-B-1

### 5. New Ideas Change Communities

### Third Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. Inventions Shape Communities	1. explain how the Great Chicago Fire changed a community. 2. identify inventors and analyze how their technologies affected communities.	2-A 2-B 2-B-1 2-C 2-C-1,2 2-E	1-A-3,4 2-C 1-C-1 2-C-1,2,6 1-D-4,6 3-B-1 2-A 2-A-1 2-B-2,7,8,10
B. Alexander Graham Bell	1. discuss how Alexander Graham Bell invented new technologies that affected communities around the world.	1-A 1-B 2-E-2	1-A-3 1-C-1 2-B-7,8,10 2-C 2-C-2 3-B-1
C. Compare and Contrast	1. analyze information by comparing and contrasting.	2-B-1	1-A 1-D 1-A-1,3,4 1-D-6 1-C
D. Making Communities Safer	1. identify how individual decisions can bring about community changes. 2. identify and summarize how scientists have created new technologies to help improve the health and safety of communities.	2-C-2 2-E	1-A-1,3,4 1-C-1 1-D-1,4,5,6 2-A 2-A-1,5 2-B 2-B-3,4,5,7,8,10 2-C 2-C-1,2 3-B-1
E. Points of View	1. identify scientists and inventors who have created or invented new technologies. 2. evaluate the impact of new technology on the local community and communities around the world.	3-A-2 3-D	1-A-3 2-B-3 2-C 2-C-3

### 6. Living and Working

	Students will...	Social Studies Standards	Language Arts Standards
A. People Earn Money	1. understand how a simple business operates in the U. S. free-enterprise system. 2. identify goods and services. 3. explain the importance of businesses to communities.	4-A-1,2 4-B 4-B-1,2,3 4-C 4-C-1	1-A-3,4 2-C 1-C-1 2-C-2 1-D-4 3-B-1 2-A 2-A-1,2 2-B-3,4,7,8,10
B. Maggie Lena Walker	1. identify ways an individual exemplified good citizenship in improving the community.	1-B 4-B 4-B-3 4-C-1	1-C-1 2-C 2-A 2-C-2,6 2-A-1 3-B-1 2-B-3,4,7,8
C. Classifying	1. analyze information by classifying.		1-A 2-A 1-A-1,3 2-A-2,3 1-D
D. Making Money Choices	1. identify ways of earning, spending, and saving money. 2. analyze a simple budget that allocates money for spending and saving.	2-A 4-A 4-A-2 4-B 4-B-1	1-A-3,4 1-C-1 1-D-4,6
E. Being a Good Citizen	1. identify examples of civic organizations and explain how they serve the common good. 2. understand how businesses operate in the U. S. free-enterprise system.	3-A-2 3-D 3-D-1	1-C-1

## 7. Working in Communities

## Third Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. Life in a Farming Community	1. identify farming as a way of earning money. 2. understand how supply and demand and scarcity affect the price of goods and services. 3. explain the impact of scarcity on interdependence within communities.	2-A 2-C-2 4-A-1 4-B 4-B-1,2,3 4-C	1-A-1,3,4 1-D-4,6 2-B-7,8 2-C-3,6
B. Reading a Flow Chart	1. make and interpret a flow chart.	1-D 1-D-1	1-A-3,4 1-D-6 2-B-7,8
C. Communities Make Goods	1. understand how a manufacturing business works. 2. identify how Henry Ford's new business changed people's lives. 3. explain how supply and demand affect the price of goods.	2-A 4-B-1,2	1-A-3,4 1-C-1 1-D-4,6 2-B-3,7,8 2-C-1,2,6
D. Using Transportation Maps	1. make and interpret a transportation map.	2-A 2-A-1	1-A-3,4 1-C-1 1-D-6
E. Trade Links Communities	1. identify the principles of domestic and international trade. 2. explain how scarcity affects the interdependence of people and products in the world.	1-A 4-B 1-C-1 4-B-1,2,3 2-A 4-C 2-E 2-E-2,3 4-A	1-A-3,4 1-D-4,6 2-B

## 8. How Government Works

	Students will...	Social Studies Standards	Language Arts Standards
A. Local Government	1. explain the basic structure and functions of local government. 2. identify the services commonly provided by local government. 3. compare local and state governments.	1-A 3-C 1-A-1 3-C-1,2 1-C-1 3-D-2,3 3-A 4-A 3-A-1 3-B	1-A-3,4 2-C 1-B-1 2-C-1,2,6 1-C-1 3-B-1 1-D-4,6 2-A-2 2-B 2-B-3,4,5,6,7,8
B. Finding the Main Idea and Supporting Details	1. analyze information by identifying the main idea.		1-A 2-B 1-A-1,2,3,4 2-C 1-C 2-C-2,3 1-D-6 3-B-1 2-A 2-A-1
C. Our Country's Government	1. explain how Washington, D.C., came to be our nation's capital. 2. discuss the basic structure and functions of the three branches of government.	1-B 3-B 2-A 3-C 3-A 3-C-2 3-A-3	1-A-1,2,3,4 1-C-1 2-C 1-D-4,6 2-C-2,4,6 2-A 3-B-1 2-A-1,2 2-B-3,7,8,10
D. Using Grid Maps	1. interpret a grid map. 2. draw and index a grid map.	2-A 2-A-1	1-A-4 1-C-1 1-D-6
E. Mexico's Capital City	1. compare and contrast the histories of Mexico and the United States. 2. compare and contrast local and national governments of the United States and Mexico. 3. describe Mexico City and the cultural heritage of Mexico.	2-A 2-E-1 3-A 3-C 3-C-2	1-A-2,3,4 1-D-1,4,6 2-B-10

### 9. Citizens in Action

### Third Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. Getting Involved	1. describe characteristics of good citizenship. 2. identify ways individual actions can serve the common good of a community. 3. name individuals and groups who work for the common good and describe how they help the community.	1-A-1 3-A-2 3-D 3-D-1,2,3	1-A-2,3,5 1-C-1 1-D-4,6
B. Helen Keller	1. identify Helen Keller as a historic figure who overcame difficulties to work for the common good.	1-B	1-A-3 1-C-1
C. Points of View	1. analyze information by comparing and contrasting different points of view to solve a problem.	3-A-2 3-D 3-D-1	1-A-3 2-C 2-C-1,2 2-A-1,2
D. Identifying Cause and Effect	1. analyze information by identifying causes and effects.	1-D 1-D-1	1-A 1-A-1,4 1-C 1-D-6
E. Helping Out	1. identify examples of nonprofit organizations and describe how they serve the common good. 2. identify examples of actions groups can take to improve the community.	3-A-2 3-D 3-D-1,2	1-A-3,4 1-C-1 1-D-4,6 2-A 2-A-1 2-B-3,7,8 2-C 2-C-2 3-B-1

### 10. People and Culture

	Students will...	Social Studies Standards	Language Arts Standards
A. Our Country's People	1. compare and contrast the contributions of different cultural groups to our country today. 2. identify the beliefs American citizens hold in common.	1-A 1-A-1 2-E 3-B-1	1-A-2,3,4 1-C-1 1-D-6 2-A-2 2-B-3 2-C-2 3-A 3-A-1
B. Understanding Hemispheres	1. locate the four hemispheres on a globe.	2-A 2-A-1	1-A-3,4 1-C-1 1-D-6 2-C-3
C. Sharing Culture Through Stories	1. identify the heroic deeds of national heroes. 2. retell the stories of characters found in folktales and legends.	1-B 3-B 3-B-1	1-A-2,3,4 1-C-1 1-D-4,6 2-A-2,3 2-B-3,4,5,7,8,10 2-C 2-C-2 3-B-1
D. Using Parts of a Source	1. learn to use various parts of a source to locate information a textbook.		1-A-1,3,4 1-B 1-B-1,2 1-C-1 1-D-3,6 2-C-5
E. Artists in the Community	1. identify writers, photographers, and artists who have shared their cultural heritage with communities around the world. 2. explain the importance of writers and artists to communities in our country and around the world..	3-B-1	1-A-3,4 1-C-1 1-D-1,4,6 2-A 2-B-10
F. Maya Lin	1. describe how Maya Lin contributed to the cultural heritage of our country.	1-A-1 3-B	1-A-2 2-A 2-A-1,2 2-B-3,4,7,8,10 2-C 2-C-2 3-B-1

**11. Communities and Culture****Third Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Community Celebrations	<ol style="list-style-type: none"> <li>1. identify individuals and historic events and deeds that are celebrated in communities.</li> <li>2. compare cultural and ethnic celebrations in communities across the United States.</li> <li>3. explain the importance of community celebrations.</li> </ol>	2-A 2-E-1 3-B 3-B-1	1-A-3,4 1-B-1,2 1-C-1 1-D-1,4,5,6 2-A 2-A-1,2,3,5 2-B 2-B-3,4,5,10 2-C 2-C-2 3-A 3-A-1 3-B-1
B. Making Decisions	<ol style="list-style-type: none"> <li>1. analyze information to use for making a decision.</li> </ol>	3-D-2	1-A 1-A-1,2,3,4 1-C-1,2 1-D 1-D-6 2-A 2-A-1 2-B-5,7,8 3-B-1
C. A Visit to New Orleans	<ol style="list-style-type: none"> <li>1. identify examples of how the cultural heritage of different peoples around the world can influence the cultural heritage of a community.</li> <li>2. explain the significance of individuals and cultural heritages on the music and food of a community.</li> </ol>	2-A 2-E-1 3-B-1	1-A-2,3,4 1-B 1-B-1,2 1-C-1 1-D-1,4,6 2-B 2-B-3,4,7,8 2-C-1,2,6 3-A 3-A-1 3-B-1
D. Being a Good Citizen Adding Art to a City	<ol style="list-style-type: none"> <li>1. identify ordinary people who exemplify good citizenship.</li> <li>2. define examples of actions individuals and businesses can take to improve communities.</li> </ol>	3-D-1	2-A 2-A-1,2 2-B-10
E. Culture in Ghana	<ol style="list-style-type: none"> <li>1. identify the cultural heritage of Ghana.</li> <li>2. describe cultural celebrations in Ghana.</li> </ol>	2-A 2-E-1	1-A-2,3,4 1-C-1 1-D-1,4,6 2-C-2 3-A 3-A-1

## Fourth Grade Social Studies Curriculum

### 1. The United States: Its Land and People

	Students will...	Social Studies Standards	Language Arts Standards
A. The Western Hemisphere	1. identify the location of the United States in the Western Hemisphere. 2. describe some of the landforms of the Western Hemisphere and of the United States.	2-A 2-C-3 2-A-1, 3 2-D 2-B-2	2-C-1
B. Reading Elevation Maps	1. apply geographic tools to interpret maps. 2. describe the elevation of landforms.	1-B 2-C-3 2-A 2-D 2-A-1,2,3	1-A 1-A-4 1-D-5
C. Weather and Climate	1. identify climate as a pattern of weather. 2. describe climate regions that result from physical characteristics	2-A 2-C 2-A-1,2,3 2-D	
D. Natural Resources	1. identify natural resources and their uses. 2. distinguish between renewable and nonrenewable resources. 3. explain the importance of conservation of natural resources.	2-A 2-E-2 2-A-1,2,3 2-F 2-B-3 2-F-1 2-C 4-A 2-C-2 4-A-3,4 2-E 4-C-5	1-A-4 1-B
E. We, the People	1. describe the cultures and customs of people in the United States. 2. identify the Constitution and government of the United States.	2-B-3 3-A-3 2-C 3-C 2-C-2 3-D 2-E 3-D-1 2-E-2,3,4 4-B-2 3-A	1-A-4 2-C-2
F. Writing an Outline	1. organize and interpret information in outlines. 2. incorporate main ideas and supporting details in written communication.		1-A-4 1-D-5
G. Our Economy	1. discuss examples of the American economy. 2. identify geographic regions of the United States.	2-D-2,4 4-C 4-A-2 4-C-2,4 4-B	
H. Americans One and All	1. sing or recite "America, the Beautiful." 2. explain the meaning of several patriotic symbols of the United States.	3-B	

### 2. Environment of the Southwest

	Students will...	Social Studies Standards	Language Arts Standards
A. From Coast to Canyons	1. describe the physical geography of the Southwest United States. 2. identify typical landforms of the region.	2-A 2-C 2-A-1,2,3 2-C-2,3 2-B 2-D-2 2-B-1,2,3 2-E 2-E-2	1-A 2-C 1-A-4 2-C-1 1-D-5 3-B-4
B. Deserts and Oil; Exploring Technology; Primary Source	1. describe the climate of the Southwest region. 2. identify the adaptations needed to live in a dry climate. 3. explain the importance of oil to the Southwest economy.	2-A-2,3 2-E-2 2-B-1,2,3 2-F 2-C 2-F-1 2-C-1,2,3 4-A 2-D 4-A-4 2-E	1-A 2-C 1-A-3,4 2-C-1 1-D-5 3-B-4 1-C
C. Working with Latitude and Longitude	1. apply geographic tools to interpret maps. 2. analyze maps to locate places by a grid system.	2-A 2-C-3 2-A-1,2,3 2-D	1-A-4 1-D-5
D. Wells for Water and Oil; Exploring Economics	1. identify the sources of water in the Southwest. 2. describe the concept of supply and demand. 3. explain the importance of oil and the petrochemical industry to the nation's economy.	2-B 4-A 2-B-1,2 4-A-3,4 2-F 4-B 2-F-1 4-C-4	1-A 2-C 1-A-4 2-C-1 1-D-5 3-B-4

### 3. History and Economy of the Southwest

### Fourth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. The Hopi; Primary Source	<ol style="list-style-type: none"> <li>explain how the Hopi people adapted to the Southwest climate.</li> <li>summarize problems that arose when the United States claimed Native American land.</li> <li>describe Hopi life today.</li> </ol>	1-A 2-B-1,2,3 1-A-1 2-C 1-B 2-C-1,2,3 1-B-1 2-E 2-A 2-E-1,2,3 2-A-1,3 3-B 2-B 3-B-1	1-A 2-C 1-A-3,4 2-C-1 1-C 3-A 1-C-1,4,5 3-B 1-D-5 3-B-4,5
B. Herders of the Gobi Desert	<ol style="list-style-type: none"> <li>explain the climate and geography of Mongolia.</li> <li>describe ways Mongolians have adapted to their environment.</li> <li>identify customs, celebrations, and traditions of Mongolian culture.</li> </ol>	2-A 2-E 2-A-1,3 2-E-1,3 2-B-3 3-B 2-C 3-B-1 2-C-2,3	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
C. Arrival of the Spanish; History Mystery; Eusebio Francisco Kino	<ol style="list-style-type: none"> <li>describe Francisco Coronado's expedition into the Southwest.</li> <li>explain how Spanish settlers brought Christianity and cattle ranching to the region.</li> <li>analyze the conflicts in the Southwest that led to Texas's statehood.</li> </ol>	1-A 2-B 1-A-1 2-B-1,2,3 1-B 2-C 1-B-1 2-C-2 1-C 2-E-1,3 1-C-1 3-B 1-D 3-B-1 1-D-1	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
D. Reading Time Lines	<ol style="list-style-type: none"> <li>analyze how time lines organize events in a sequence.</li> </ol>	1-B 1-D 1-B-1	1-A-4 1-D-5
E. The Rise of Ranching; Primary Source	<ol style="list-style-type: none"> <li>describe the role of the cowboy in the Southwest after the region became part of the United States.</li> <li>explain the importance and the hardships of the cattle drives.</li> <li>analyze ranch life in the modern Southwest.</li> </ol>	1-B 1-B-1 1-D 2-B 2-B-1,2,3 2-C 2-C-2 2-E 2-E-1,2 3-B 3-B-1	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
F. Problem Solving	<ol style="list-style-type: none"> <li>identify and follow the problem-solving steps.</li> </ol>	2-E-2	1-A-4 1-D-5
G. The Southwest Today; The Growing Southwest	<ol style="list-style-type: none"> <li>describe the role of industry in the growth of the Southwest.</li> <li>analyze how technology and trade are important to the region's economy.</li> <li>examine the need for water conservation in the modern Southwest.</li> </ol>	1-C 1-C-1 2-A 2-A-1,3 2-B 2-B-1,2,3 2-C 2-C-1,2,3 2-E 2-E-2,3 2-F 2-F-1 4-A 4-A-3,4 4-B 4-C 4-C-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
H. How Should Water Be Conserved?	<ol style="list-style-type: none"> <li>identify different points of view about the use of water resources in the Southwest.</li> <li>evaluate different points of view.</li> </ol>	2-B-3 2-C 2-C-2 2-E 2-E-2 3-D 3-D-1 4-A-2,5	2-C-1,2



**4. Environment of the Southeast**

**Fourth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Rolling Down the River; Moving Goods in Our Country; Primary Source	<ol style="list-style-type: none"> <li>1. identify the source, tributaries, river basin, and mouth of the Mississippi River.</li> <li>2. describe people's efforts to make the Mississippi River safe for travel.</li> <li>3. identify characteristics of wetlands, swamps, and deltas.</li> </ol>	2-A 2-A1,3 2-B 2-B-1,2,3 2-C 2-C-2,3 2-D 2-E 2-E-2 4-C-5	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
B. Comparing Maps at Different Scales	<ol style="list-style-type: none"> <li>1. define the purpose of map scales.</li> <li>2. compare small-scale and large scale maps.</li> </ol>	2-A 2-A-1,2,3 2-C-3	1-A-4 1-D-5
C. Warm Weather and Cash Crops	<ol style="list-style-type: none"> <li>1. describe the agricultural benefits of a long growing season.</li> <li>2. identify cash crops in the Southeast region.</li> <li>3. explain why the Southeast attracts many tourists.</li> </ol>	2-A 2-A-1,3 2-B 2-B-1,2,3 2-C 2-C-2,3 2-D 2-E 2-E-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
D. Mining for Coal; Exploring Technology	<ol style="list-style-type: none"> <li>1. explain the importance of coal to the economy of the Southeast.</li> <li>2. identify coal as a mineral that can be used to produce heat, light, and electricity.</li> <li>3. describe how dangerous mining conditions led to the formation of labor unions.</li> </ol>	2-A 2-A-1,3 2-B 2-B-1,2 2-C 2-C-2,3 2-D 2-E 2-E-2 2-F 2-F-1 4-A 4-A-3,4 4-B 4-C	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4

**5. History and Economy of the Southeast**

**Fourth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Cherokee	1. describe how Cherokees passed on their culture. 2. discuss why Sequoyah created the Cherokee alphabet. 3. identify hardships faced by the Cherokee on the Trail of Tears.	1-B 1-B-1 2-A 2-A-1,3 2-B 2-B-1,2,3 2-C 2-C-2,3 2-E 2-E-1,2,3 3-B 3-B-1	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
B. Colonial Williamsburg; History Mystery; Primary Source	1. identify reasons the colonists sought independence from England. 2. explain the creation of the Declaration of Independence.	1-B 1-B-1 1-D-1 2-B 2-B-1,2,3 2-C 2-C-2 2-E 2-E-2,3	1-A 1-A-4 1-C 1-D-5 2-C 2-C-1 3-B-4
C. Building a New Government	1. describe the accomplishments of significant leaders of South Africa. 2. analyze twentieth-century issues in South Africa.	2-A 2-A-1,3 2-A-3 2-B-3 2-C 2-C-2,3 2-E 2-E-2 3-B	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
D. Making Decisions	1. develop decision making skills. 2. use decision making to help understand history.	1-B	1-A-4 1-D-5
E. A Country Divided	1. describe life on a plantation. 2. describe the Underground Railroad and Harriet Tubman's efforts to free slaves.	1-B 1-B-1 2-A 2-A-1,3 2-B-2,3 2-C 2-C-2,3 2-E 2-E-2 3-B	1-A 1-A-4 1-D-5 2-C 2-c-1 3-B-4
F. Summarizing	1. develop summarizing skills to better understand history.	1-B	1-A-4 1-D-5
G. Civil Rights and the Southeast Today; Rosa McCauley Parks; Exploring Economics	1. analyze the effects of segregation. 2. describe the civil rights movement. 3. identify new leaders of the Southeast region.	1-D 2-B-2 2-C 2-C-2 2-E 2-E-2 3-B 3-D-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
H. Helping Fight Fires	1. use problem-solving skills to identify and solve a problem. 2. evaluate the importance of individual participation in civic concerns.	2-B-3 2-C 2-E 2-E-2 3-D 3-D-1 4-A-2	2-A-2

**6. Environment of the Northeast**

**Fourth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Along the Atlantic Coast; Primary Source	1. identify the sub-regions of the Northeast and the features of the Atlantic Coastal Plain. 2. describe the formation and features of the Appalachian Mountains. 3. summarize the kinds of forests in the Northeast and their importance.	2-A 2-A-1,2,3 2-B-2,3 2-C 2-C-2,3 2-D 2-E 2-E-2	1-A 1-A-4 1-D-5 1-C 2-C 2-C-1 3-B-4
B. A Colorful Environment; Primary Source	1. explain the causes of the changing of the seasons in the Northeast. 2. identify soil, trees, water, and rocks as the major natural resources of the Northeast.	2-B-2,3 2-C 2-C-2 2-D-1 2-E 2-E-2 2-F 2-F-1 4-A 4-A-4	1-A 1-A-4 1-D-5 1-C 2-C 2-C-1 3-B-4
C. Identify Cause and Effect	1. identify cause-and-effect relationships.	2-C-2	1-A-4 1-D-5
D. Seaways and Cities	1. describe how the St. Lawrence Seaway has made transportation easier in the Northeast. 2. summarize how the growth of cities and suburbs has changed the Northeast.	1-C 2-A 2-A-1,3 2-B-2,3 2-C 2-C-2,3 2-E 2-E-2,3 2-F 2-F-1 4-A 4-C	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4

**7. History and Economy of the Northeast**

**Fourth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Iroquois Confederacy; Primary Source	1. explain how Deganawida and Hiawatha joined forces to form the Iroquois Confederacy. 2. describe the family, clan, village, and governmental organization of the Iroquois.	1-B 3-B 1-B-1 3-B-1 2-A 2-A-1,2 2-B 2-B-1,2,3 2-C 2-C-2,3 2-E 2-E-1,2,3,4	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
B. The American Revolution; History Mystery; John Adams	1. identify reasons for the Patriots' protest in Boston. 2. Describe colonists' preparations to fight the British. 3. Summarize the American Revolution.	1-B 2-C 1-B-1 2-C-2,3 1-D 2-E 1-D-1 2-E-2,3 2-A 3-B 2-A-1,3 2-B 2-B-1,2,3	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
C. Drawing Inferences	1. identify how to draw an inference from clues and information.	1-B	1-A-4 1-D-5
D. The Industrial Revolution; Exploring Technology; Waves of Change	1. describe the Industrial Revolution and how it evolved. 2. analyze changes in transportation and communication brought about by the Industrial Revolution. 3. identify causes and effects of immigration into the United States.	1-B 1-B-1 1-D 2-A 2-A-1,2 2-B 2-B-1,2,3 2-C 2-C-2,3 2-E 2-E-2,3,4	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
E. The City of Mumbai	1. describe the city of Mumbai. 2. explain the location and history of Mumbai.	2-A 2-A-1,3 2-B-3 2-C 2-C-2 2-E 2-E-2,4	1-A 1-a-4 1-D-5 2-C 2-C-1 3-B-4
F. Using Special Purpose Maps: Distribution Maps	1. recognize the purpose of distribution maps. 2. use distribution maps to analyze population.	2-A 2-A-1,2,3 2-C-3	1-A-4 1-D-5
G. The Northeast Today; Exploring Economics	1. identify the Northeast as an important gateway for immigration. 2. describe the Northeast megalopolis and its methods of transportation. 3. explain why terrorism is a current challenge for Americans.	2-A 2-A-1,3 2-B 2-B-1,2,3 2-C 2-C-2,3 2-E 2-E-1,2,3,4 3-B 3-B-1 4-B	1-A-4 1-D-5
H. How Can Traffic Problems Be Solved?	1. compare and contrast different points of view about a problem. 2. identify different points of view about traffic problems.	2-B-3 2-C 2-C-2 2-E 2-E-2 3-D 3-D-1 4-A-2,5	1-C-2 2-A-2 2-C-1

**8. Environment of the Middle West****Fourth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Across the Plains; Exploring Technology	1. describe the geography of the Middle West. 2. identify major agricultural uses of the Interior Plains.	2-A 2-A-1,3 2-B 2-B-1,2,3 2-C 2-C-2,3 2-D 2-E 2-E-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
B. Reading Circle and Line Graphs	1. explain the purposes of a circle graph and a line graph. 2. identify each kind of graph and its parts. 3. compare data using line and circle graphs.	2-A-2 2-C-3	1-A-4 1-D-5
C. An Inland Climate	1. describe the climate of the Middle West. 2. explain how the climate affects the activities of people living in the Middle West.	2-A 2-A-1,2,3 2-B 2-B-1,2,3 2-C 2-C-2,3 2-D 2-D-1 2-E 2-E-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
D. Into the Hills; Primary Source	1. Describe how iron ore is mined in the Middle West. 2. examine the importance and effects of mining iron ore.	2-A 2-A-1,3 2-B 2-B-1,2,3 2-C 2-C-2,3 2-E 2-E-2 2-F 2-F-1 4-A 4-A-3,4	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4

**9. History and Economy of the Middle West**

**Fourth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Wagon Trains and Pioneer Live; Abraham Lincoln; Primary Source	<ol style="list-style-type: none"> <li>1. identify the reasons why European Americans settled in the Middle West.</li> <li>2. describe how pioneers traveled west and lived on the frontier.</li> <li>3. explain why settlers needed to be self-sufficient.</li> </ol>	1-B 1-B-1 2-A 2-A-1,3 2-B 2-B-1,2,3 2-C 2-C-2,3 2-E 2-E-2,3,4 3-B	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
B. Making Generalizations	<ol style="list-style-type: none"> <li>1. identify the steps in making a generalization.</li> </ol>	1-B	1-A-4 1-D-5
C. The Lakota	<ol style="list-style-type: none"> <li>1. describe the Lakota way of life.</li> <li>2. analyze the effects of frontier settlement on the Lakota.</li> </ol>	1-B 1-B-1 2-A 2-A-1,3 2-B 2-B-1,2,3 2-C 2-C-2,3 2-E 2-E-2,3 3-B	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
D. Booming Industry	<ol style="list-style-type: none"> <li>1. analyze the effects of automobile production on Middle West population and economy.</li> <li>2. describe social and technological changes brought about by industrialization.</li> <li>3. explain mass production and the changes it brought.</li> </ol>	1-B 1-B-1 1-D-1 2-B 2-B-2,3 2-C 2-C-2 2-E 2-E-2,3,4	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
E. The Middle West Today; Exploring Economics	<ol style="list-style-type: none"> <li>1. identify technology that has advanced the farming industry.</li> <li>2. explain the impact of the steel and agribusiness industries on the Middle West.</li> </ol>	2-B 2-B-1,2,3 2-C 2-C-2 2-E 2-E-2 4-B 4-C-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
F. From Farming to Industry	<ol style="list-style-type: none"> <li>1. identify major economic activities of the Western Hemisphere.</li> <li>2. understand the relationship of farming, business, and industry in a country's economy.</li> </ol>	2-A 2-A-1,3 2-B-3 2-C 2-C-2,3 2-E 2-E-2 4-B 4-C 4-C-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
G. Share a Friend	<ol style="list-style-type: none"> <li>1. use problem-solving and decision-making skills.</li> <li>2. understand the difference one person can make in helping to solve a problem.</li> </ol>	2-B-3 2-C 2-C-2 2-E 2-E-2 3-D 3-D-1 4-A-2	

**10. Environment of the Mountain States****Fourth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Rocky Mountains	1. describe the mountains in the Mountain States region. 2. analyze plant and animal life in the Mountain States region. 3. describe ancient Pueblo life in Mesa Verde.	1-D-1 2-A 2-A-1,3 2-B 2-B-1,2,3 2-C 2-C-2,3 2-D 2-E 2-E-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
B. Snowy Peaks; Primary Source	1. explain how elevation affects the climate of the Mountain States region. 2. describe the plant life and the Great Salt Lake of the Mountain States region.	2-B 2-B-1,2,3 2-C 2-C-2 2-D 2-E 2-E-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
C. Using Special Purpose Maps: Vegetation Maps	1. define vegetation maps. 2. use vegetation maps to identify plant life and climate	2-A 2-A-1,2,3 2-C-3	1-A-4 1-D-5
D. Mining in the Mountains	1. identify the valuable mineral resources found in the Mountain States region. 2. analyze how copper from mines in the Mountain States is processed.	2-B 2-B-1,2,3 2-C 2-C-2 2-E 2-E-2 2-F 2-F-1 4-A 4-A-3,4	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4

**11. History and Economy of the Mountain States**

**Fourth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Shoshone; Primary Source	<ol style="list-style-type: none"> <li>1. identify the major Native American groups of the Mountain States.</li> <li>2. describe how the Fort Bridger Treaty changed life for the Shoshone people.</li> <li>3. summarize the way of life of the Shoshone today.</li> </ol>	1-B 1-B-1 2-A 2-A-1,3 2-B-2,3 2-C 2-C-2,3 2-E 2-E-1,2,3 3-B 3-B-1	1-A 1-A-3,4 1-D-5 2-C 2-C-1 3-B-4
B. Exploration and Boom Towns; Exploring Technology	<ol style="list-style-type: none"> <li>1. identify the purpose of the Lewis and Clark expedition.</li> <li>2. explain how the discovery of gold brought many people to the Mountain States region.</li> <li>3. summarize how the transcontinental railroad changed the Mountain States region.</li> </ol>	1-B 1-B-1 2-A 2-A-1,3 2-B-3 2-C 2-C-2,3 2-E 2-E-2,3,4 2-F 2-F-1 4-A 4-A-4	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
C. Drawing Conclusions	<ol style="list-style-type: none"> <li>1. define the process of drawing conclusions.</li> <li>2. apply the skill of drawing conclusions.</li> </ol>	1-B	1-A-4 1-D-5
D. Women Fight for Their Rights; Primary Source; Elizabeth Cody Stanton	<ol style="list-style-type: none"> <li>1. explain how Susan B. Anthony, Elizabeth Cady Stanton, and others worked for women's suffrage.</li> <li>2. identify why Wyoming was the first state to give women the right to vote.</li> <li>3. describe the Nineteenth Amendment and the continuing fight for equality for women.</li> </ol>	1-B 1-B-1 2-C 2-C-2 2-E 2-E-2 3-B 3-D	1-A 1-A-3,4 1-D-5 2-C 2-C-1 3-B-4
E. Reference Sources	<ol style="list-style-type: none"> <li>1. describe the purposes of reference sources such as the dictionary, encyclopedia, and CD-ROM.</li> </ol>	3-D-2	1-B-1
F. The Mountain States Today; Exploring Economics	<ol style="list-style-type: none"> <li>1. identify the largest cities of the Mountain States.</li> <li>2. define public lands of the Mountain States.</li> <li>3. describe recreational activities of the Mountain States.</li> </ol>	2-A 2-A-1,3 2-B-2,3 2-C 2-C-2,3 2-E 2-E-2,3 4-A-4	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
G. Swiss Alps	<ol style="list-style-type: none"> <li>1. describe the landforms of Switzerland.</li> <li>2. explain how Switzerland's landforms have affected the country's economy.</li> </ol>	2-A 2-A-1,3 2-B-3 2-C 2-C-2,3 2-E 2-E-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
H. How Should Natural Gas Be Developed?	<ol style="list-style-type: none"> <li>1. identify different points of view about an issue or topic.</li> <li>2. describe positive consequences that can result from the resolution of conflict.</li> </ol>	2-B-3 2-C 2-C-2 2-E 2-E-2 3-D 3-D-1 4-A-2,5	2-C-1



**12. Environment of the West****Fourth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Western Peaks; Primary Source	1. describe the natural features of the West. 2. explain how volcanoes and earthquakes change the land.	2-A 2-A-1,3 2-B-2 2-C-3	1-A 1-A-2,3 1-C 1-C-1 2-A-5 2-C 2-C-1 3-A-1,2 3-B 3-B-4,5
B. Reading Road Maps	1. interpret a road map by analyzing a map key, road numbers, and labeled landmarks. 2. organize information by making a map of the local area.	2-A 2-A-1,2,3 2-C-3	1-A-4 1-D-5
C. Deserts and Rain Forests	1. describe contrasting climates of the West. 2. explain the effect of mountains on rain distribution.	2-A 2-A-1,2,3 2-B-2 2-D 2-D-1 4-B	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
D. Recognizing Point of View	1. identify opinions that express point of view. 2. analyze passages to understand point of view.		1-A-4 1-D-5
E. Thick Forests and Wide Valleys	1. identify the resources of the West. 2. summarize the agricultural practices and products of the Central Valley. 3. explore logging methods and their effect on the environment.	2-A 2-A-1,3 2-B-2,3 2-C 2-C-2,3 2-E 2-E-2 2-F 2-F-1 4-A 4-A-3,4 4-C	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4

**13. History and Economy of the West**

**Fourth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Hawaiians; Lydia Pahi Liliuokalani	1. analyze the cultural roots and history of Hawaiians. 2. describe Hawaii's cultural and economic changes over time.	1-B 3-B 1-B-1 3-B-1 2-A 4-A 2-A-1,3 4-A-4 2-B-2,3 2-C 2-C-2,3 2-E 2-E-1,2,3,4 2-F-1	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
B. The Gold Rush; Primary Source	1. analyze the impact of the Gold Rush on the growth and culture of the West. 2. describe the changes gold mining brought to the West.	1-B 3-B 1-B-1 4-A 2-A 4-A-4 2-A-1,3 2-B-2,3 2-C 2-C-2,3 2-E 2-E-2,3,4 2-F 2-F-1	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
C. Using Primary and Secondary Sources	1. distinguish between primary and secondary sources. 2. identify language that establishes a primary source.	2-E-3	1-A-4 1-D-5
D. Immigrants in the West; Exploring Economics	1. identify immigrant groups and their contributions to the West. 2. describe the cultural and work experiences of immigrants to the West.	1-B 1-B-1 1-C-1 2-B-2,3 2-C 2-C-2 2-E 2-E-2,4 3-B 3-D-2 4-A-2 4-B	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
E. Recognizing Frame of Reference	1. describe how frame of reference shapes point of view. 2. explain the role of frame of reference in passages expressing specific points of view.		1-A-4 1-D-5
F. The West Today; Exploring Technology	1. analyze changes in the population and industries of the West. 2. identify ways the computer and movie industries have changed society. 3. examine problems and possible solutions caused by change in the West.	1-C-1 2-B-2,3 2-C 2-C-2 2-E-2,3,4	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
G. New Technology in Japan	1. describe the geography of Japan. 2. explain how technology has affected Japan's economy.	1-D-1 2-A 2-A-1,3 2-B-3 2-C 2-C-2,3 2-E 2-E-2	1-A 1-A-4 1-D-5 2-C 2-C-1 3-B-4
H. The Salmon Corps	1. describe problem-solving skills. 2. identify the need to protect natural resources.	3-D 3-D-1 4-A-2	2-C-1

## Fifth Grade Social Studies Curriculum

### 1. Peopling the Western Hemisphere

	Students will...	Social Studies Standards	Language Arts Standards
A. Early Cultures	<ol style="list-style-type: none"> <li>1. explain how the first Americans may have arrived in the Western Hemisphere.</li> <li>2. identify important features of the Olmec, the Maya, the Mound Builders, and the Anasazi cultures.</li> <li>3. describe how the Anasazi adapted to and modified their environment.</li> </ol>	1-A 1-A-1 1-C 1-C-1 4-A 4-A-3 4-B 4-C 4-C-1	1-A 1-C 1-D 1-D-2,3 2-B-6 2-C 2-C-3
B. Reading Time Lines	<ol style="list-style-type: none"> <li>1. interpret a time line.</li> <li>2. organize events on a time line.</li> </ol>	1-C-1	1-D-2
C. Aztec and Inca	<ol style="list-style-type: none"> <li>1. describe ways in which the Aztec adapted to and modified their environment to meet their needs.</li> <li>2. identify features of the Aztec and Inca empires.</li> <li>3. analyze how the Inca benefited by modifying their environment.</li> </ol>	1-C 2-F	1-A 1-A-1 1-C 1-D 1-D-2 2-C

### 2. Native Americans

	Students will...	Social Studies Standards	Language Arts Standards
A. Native Americans of the Southwest	<ol style="list-style-type: none"> <li>1. compare the cultures of the major Southwestern Native American groups.</li> <li>2. evaluate the importance of art and tradition of Hopi life.</li> <li>3. compare Navajo life before and after the Spanish arrived.</li> </ol>	1-A 2-E 1-A-1 3-B-2,3 1-C 4-C-1 1-D-1 2-A-4,7 2-C 2-C-1	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
B. Native Americans of the Woodlands	<ol style="list-style-type: none"> <li>1. explain the influences of the environment and natural resources on Native Americans who lived in the Eastern Woodlands.</li> <li>2. identify the main features of the Hodenosaunee culture.</li> <li>3. describe the goals and organization of the Iroquois Confederacy.</li> </ol>	1-B-6 1-C-1 2-A-4,7 2-C 2-C-1 2-F 2-F-1 3-B 3-B-2	1-B-1 1-D-2,3
C. Identifying Cause and Effect	1. analyze information by identifying cause-and-effect relationships between events.	1-C-1	1-D-2
D. Native Americans of the Plains	<ol style="list-style-type: none"> <li>1. analyze the changes that horses brought to the Plains peoples.</li> <li>2. describe men's and women's roles in the Lakota community.</li> <li>3. explain the function of the Lakota winter count.</li> </ol>	1-C-1 2-C 2-C-1	1-A 1-A-1 1-C 1-D 1-D-2 2-C
E. Native Americans of the West	<ol style="list-style-type: none"> <li>1. analyze the effects of the Northwest environments on Tlingit culture.</li> <li>2. evaluate the technology, art, and social ceremonies of the Tlingit.</li> </ol>	1-C-1 2-F 2-A-1,3,7 2-F-1 2-C 3-B-2,3 2-C-1 4-B 2-E	1-A 2-C 1-A-1 1-C 1-D 1-D-2
F. Being a Good Citizen	<ol style="list-style-type: none"> <li>1. understand how bring back customs of long ago is a way of being a good citizen.</li> <li>2. identify some problems of the Tulalip and how they are working to resolve them.</li> </ol>	3-B 3-B-1,2,3	1-A 1-D-2 1-A-1 2-C 1-C 1-D

### 3. The Age of Exploration

### Fifth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. Europe and Marco Polo	<ol style="list-style-type: none"> <li>1. identify major economic and cultural changes that occurred in thirteenth-century Europe.</li> <li>2. examine the influence on Europe of Marco Polo's travels to Asia.</li> <li>3. explore how trade spurred the development of cities and towns throughout Europe.</li> </ol>	1-B 1-C-2 1-D-1 4-A-3 4-C 4-C-1,2	1-A 1-B-1 1-C 1-D 1-D-2,3 2-C 2-C-1
B. Reading Graphs	<ol style="list-style-type: none"> <li>1. identify kinds of graphs and explore various uses for them.</li> <li>2. interpret information displayed in line graphs and circle graphs.</li> </ol>	1-C-2 2-A-7 2-E	1-D-2
C. The Expansion of Trade	<ol style="list-style-type: none"> <li>1. identify the effects of international trading and banking on Europe, Africa, and Asia.</li> <li>2. consider how the growth of international trade in the 1400s changed cultures throughout the world.</li> </ol>	1-B 1-C-2 1-D-1 4-A-3 4-C 4-C-1	1-A 1-A-1 1-C 1-D 1-D-2 2-C
D. The Search for New Trade Routes	<ol style="list-style-type: none"> <li>1. identify improvements in shipping technology and new trade routes in the 1400s.</li> <li>2. analyze how improved technology in shipping made prices on international goods lower.</li> </ol>	1-B 1-C-2 2-F 4-A-3	1-A 2-C 1-A-1 2-C-1 1-C 1-D 1-D-2

### 4. Contact and Exploration

	Students will...	Social Studies Standards	Language Arts Standards
A. Europeans Come to the Americas	<ol style="list-style-type: none"> <li>1. describe Taino Culture.</li> <li>2. analyze the reasons Columbus set out on a voyage across the Atlantic Ocean.</li> <li>3. explain the effects that Columbus's travels had on Europe and the Americas.</li> </ol>	1-A-2 4-C-2 1-B 1-B-1,4 1-C-3 2-A-1,7 2-E	1-A 2-C-1 1-A-1 1-C 1-D 1-D-1,2 2-C
B. Points of View	<ol style="list-style-type: none"> <li>1. analyze different points of view about an issue.</li> </ol>	3-B-1	1-A 1-D 1-A-1 1-D-2 1-C 2-C
C. Explorers and Conquerors	<ol style="list-style-type: none"> <li>1. explain the reasons for Cortes's interest in the Aztec Empire.</li> <li>2. describe the events that led to the fall of the Aztec Empire.</li> <li>3. summarize the results of Pizarro's conquest of the Inca Empire.</li> </ol>	1-B 1-B-1 1-C-3 2-A-1,7 4-C-2	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
D. Using Historical Maps	<ol style="list-style-type: none"> <li>1. interpret a historical map by applying geographic tools such as legends and symbols.</li> <li>2. analyze information by comparing and contrasting two historical maps.</li> </ol>	1-C-3 2-A 2-A-1,5,7	1-D-2
E. The Spanish Build an Empire	<ol style="list-style-type: none"> <li>1. analyze the growth of New Spain.</li> <li>2. describe important economic activities in New Spain.</li> <li>3. identify features of colonial cities.</li> </ol>	1-B 1-B-1,5 1-C-3,4 1-D-1 2-A-7 2-E 4-A 4-B 4-C-2	1-A 1-A-1 1-B-1 1-C 1-D 1-D-2,3 2-C 2-C-1

### 5. The Settlement of North America

### Fifth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. The Search for a Northwest Passage	<ol style="list-style-type: none"> <li>1. explain why Europeans began to explore the eastern coast of North America.</li> <li>2. identify seven important explorers of the eastern part of North America, and describe their discoveries.</li> <li>3. identify the reasons that the French founded New France.</li> </ol>	1-B 1-B-1,2 1-C-3 4-C-2	1-A 1-A-1 1-C 1-D 1-D-2 2-C
B. Decision Making	<ol style="list-style-type: none"> <li>1. analyze a decision-making process that includes gathering information, identifying options, and predicting consequences.</li> <li>2. apply the skill to everyday situations.</li> </ol>		1-D-2
C. Roanoke and Jamestown	<ol style="list-style-type: none"> <li>1. explain why the English wanted to fund a colony in North America.</li> <li>2. analyze the success of the Jamestown colony.</li> <li>3. identify important changes that took place in Jamestown from 1607 to 1622.</li> </ol>	1-B 1-B-2,4	1-A 2-C-1 1-A-1 1-C 1-D 1-D-2 2-C
D. The Plymouth Colony	<ol style="list-style-type: none"> <li>1. explain why the Pilgrims wanted to start a colony in North America.</li> <li>2. identify the important events of the Pilgrims' first year in New England.</li> <li>3. compare the development of Plymouth with the development of Jamestown.</li> </ol>	1-B 1-B-2,3,4 1-D-1 2-A-7 3-B-1	1-A 1-A-1 1-B-1 1-C-1 1-D 1-D-2,3 2-C 2-C-1

### 6. Establishment of the 13 English Colonies

	Students will...	Social Studies Standards	Language Arts Standards
A. New England	<ol style="list-style-type: none"> <li>1. explain when, where, and why groups of people colonized and settled in different parts of New England.</li> <li>2. describe the accomplishments of colonial leaders such as Anne Hutchinson, John Winthrop, Roger Williams, and Thomas Hooker.</li> <li>3. describe clusters of settlements in New England and explain their distribution and location</li> </ol>	1-B 1-B-4,5 1-C 1-C-4 2-A-7	1-A 1-C 1-C-4 1-D 1-D-2,3 2-C 2-C-1
B. Using Elevation Maps	<ol style="list-style-type: none"> <li>1. correlate items in an elevation map key with their equivalents on a map.</li> </ol>	2-A 2-A-1,5,7	1-D-2
C. Middle Colonies	<ol style="list-style-type: none"> <li>1. explain when, where, and why the Dutch and English colonized and settled in the Middle Colonies.</li> <li>2. describe the accomplishments of colonial leaders such as William Penn.</li> <li>3. analyze why cooperation was an advantage in the economic development of the early European colonies.</li> </ol>	1-B 1-B-2 4-A 4-B	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
D. Southern Colonies	<ol style="list-style-type: none"> <li>1. explain when, where, and why groups of different people colonized and settled in the Southern Colonies.</li> <li>2. compare and contrast the colonies founded in Maryland, the Carolinas, and Georgia.</li> <li>3. analyze the relationships between the Southern Colonies and their neighbors.</li> </ol>	1-B 1-B-2,4,5 1-D-1	1-A 1-A-1 1-B-1 1-C 1-D 1-D-2,3 2-C

## 7. Life in the Colonies

## Fifth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. The Colonists and Why They Came	<ol style="list-style-type: none"> <li>explain why and how people colonized and settled in the English colonies.</li> <li>describe the conditions of travel to the colonies.</li> <li>distinguish between indentured servants and enslaved captives.</li> </ol>	1-B 1-B-5 1-C 1-C-4 1-D-1	1-A 2-C 1-A-1 1-B-1 1-C 1-D 1-D-2,3
B. The Colonial Way of Life	<ol style="list-style-type: none"> <li>analyze the locations of colonial cities.</li> <li>explain the geographic factors that influenced where people settled.</li> <li>describe the contributions of Benjamin Franklin.</li> </ol>	1-B 3-C-2 1-B-5 1-C-4 2-F 3-B 3-B-2	1-A 1-A-1 1-C 1-D 2-C 2-C-1
C. Slavery in the Colonies	<ol style="list-style-type: none"> <li>evaluate the effect of slave codes on the lives of African captives.</li> <li>analyze how the plantation system affected the development of slavery.</li> </ol>	1-B 1-C-4 2-A-7	1-A 2-C 1-A-1 2-C-1 1-C 1-D 1-D-2
D. The Colonial Economies	<ol style="list-style-type: none"> <li>explain the economic patterns and major industries of colonial America.</li> <li>evaluate the effects of supply and demand on the plantation system.</li> <li>describe the development of the free enterprise system in colonial America.</li> </ol>	1-B 2-A-7 2-E 4-A 4-A-1,3 4-B	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
E. Summarizing	<ol style="list-style-type: none"> <li>analyze information by finding the main idea and supporting details in a passage.</li> <li>analyze information by summarizing the important elements in a history passage.</li> </ol>	1-D-5	1-D-2
F. Colonial Governments	<ol style="list-style-type: none"> <li>explain why American colonists began to develop their own governments.</li> <li>analyze the structures of colonial government.</li> </ol>	1-B 1-B-6 3-C 3-C-2	1-A 1-D-2 1-A-1 2-C 1-C 2-C-1 1-D

## 8. European Rivalries in North America

	Students will...	Social Studies Standards	Language Arts Standards
A. Spanish Settlements Spread North	<ol style="list-style-type: none"> <li>describe the purpose and location of Spanish settlements in New Mexico.</li> <li>analyze the conflict between the Pueblo and the Spanish.</li> <li>explain the reasons for Spain's decision to expand its settlements to Texas and California.</li> </ol>	1-A 1-A-1 1-B 1-B-4 2-A-7	1-A 1-A-1 1-C 1-D 1-D-2 2-C
B. New France Expands	<ol style="list-style-type: none"> <li>analyze the importance of New France's fur trade to traders and trappers.</li> <li>describe early French settlements in Louisiana.</li> </ol>	1-B 1-C 1-D-1	1-A 1-D-2,3 1-A-1 2-C 1-B-1 1-C-1 1-D
C. Making Generalizations	<ol style="list-style-type: none"> <li>analyze information by making generalizations about people, places, and things.</li> </ol>	1-D-3	1-D-2
D. The French and Indian War	<ol style="list-style-type: none"> <li>evaluate the conflict over land that led France and England to fight a war.</li> <li>analyze events that led to the end of the French and Indian War.</li> </ol>	1-B 1-B-4 3-C-2	1-A 1-D-2 1-A-1 2-C 1-C 1-D
E. Being a Good Citizen	<ol style="list-style-type: none"> <li>understand the importance of leadership at all levels in a democratic society.</li> <li>explain the advantages of using mediation to resolve conflicts.</li> </ol>	3-D	1-D-2

### 9. Breaking Ties with Great Britain

### Fifth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. The Colonists Protest British Rule	<ol style="list-style-type: none"> <li>1. identify the contributions of notable individuals during the Revolutionary period.</li> <li>2. analyze the causes and effects of unrest prior to the American Revolution.</li> <li>3. analyze how the First Continental Congress responded to the Intolerable Acts.</li> </ol>	1-B 1-D-1 2-E 3-C 3-C-1,2 4-A 4-B	1-A 1-B-1 1-C 1-D-2,3 2-C 2-C-1
B. Reading Political Cartoons	<ol style="list-style-type: none"> <li>1. interpret information in political cartoons.</li> <li>2. express point of view in a political cartoon.</li> </ol>	3-C-1	1-C-4 1-D-2
C. The Revolution Begins	<ol style="list-style-type: none"> <li>1. identify the contributions of notable individuals during the Revolutionary period.</li> <li>2. analyze the causes and effects of events at the beginning of the American Revolution.</li> <li>3. identify examples of representative government in the American colonies.</li> </ol>	1-B 2-F 3-C-2	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
D. The Declaration of Independence	<ol style="list-style-type: none"> <li>1. identify the contributions of notable individuals during the Revolutionary War.</li> <li>2. identify the purposes and explain the importance of the Declaration of Independence.</li> <li>3. summarize the main points of the Declaration of Independence.</li> </ol>	1-B 1-B-3 1-D 1-D-1 2-A-1,7 3-A 3-B-1	1-A 1-A-1 1-B-1 1-C 1-D 1-D-2,3

### 10. The American Revolution

	Students will...	Social Studies Standards	Language Arts Standards
A. American Strengths and Weaknesses	<ol style="list-style-type: none"> <li>1. analyze the strengths and weaknesses of the British and Continental armies.</li> <li>2. explain George Washington's role in the war.</li> <li>3. identify the roles of women and African Americans during the Revolutionary War.</li> </ol>	1-B 2-A-7 3-C-2	1-A 1-A-1 1-C 1-D 1-D-2 2-C
B. From Defeat to Victory	<ol style="list-style-type: none"> <li>1. analyze the battles of Trenton, Princeton, Philadelphia, Saratoga, and Fort Vincennes.</li> <li>2. examine the hardships suffered at Valley Forge.</li> <li>3. identify the effects on the Patriots of victories, defeats, patriotic songs, and traitors.</li> </ol>	1-B 1-D-1 3-B 3-C-2	1-A 1-A-1 1-B-1 1-C 1-D 1-D-2,3 2-C
C. The War Ends	<ol style="list-style-type: none"> <li>1. analyze the causes and effects of the Battle of Yorktown.</li> <li>2. summarize the results of the Treaty of Paris.</li> <li>3. discuss the effect of the Patriot victory on the Loyalists and Native American groups.</li> </ol>	1-B 1-D-1 2-A-7 3-C-2	1-A 1-A-1 1-B-1 1-C 1-D 1-D-2,3 2-C
D. Comparing Maps at Different Scales	<ol style="list-style-type: none"> <li>1. interpret historical maps by reading map scales and key symbols.</li> <li>2. analyze information by comparing and contrasting a large-scale map and a small-scale map of the same region.</li> </ol>	2-A 2-A-1,5,7	1-D-2

## 11. The Constitution of the United States

## Fifth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. The Articles of Confederation	1. analyze the effect of the Articles of Confederation on relations between states. 2. identify why the Northwest Ordinance encouraged settlement of the Northwest Territory.	1-B 1-B-3 3-A-3 3-C 3-C-1,2	1-A 2-C 1-A-1 2-C-1 1-C 1-D 1-D-2
B. The Constitutional Convention of 1787	1. identify the contributions of individuals such as James Madison and Roger Sherman, who helped create the U. S. Constitution. 2. describe the basic structure of the U. S. Constitution. 3. explain the process of compromise in the creation of the U. S. Constitution.	1-B 3-C 1-B-3 3-C-2 1-C 2-A-7 2-E 3-A 3-A-1,2,3	1-A 1-A-1 1-C 1-D 1-D-2 2-C
C. Recognizing Points of View	1. identify different points of view about an issue or topic. 2. analyze information by comparing and contrasting points of view.	3-A-4 3-C	1-C-4 1-D-2
D. The Constitution	1. explain the purposes of the U. S. Constitution as identified in the Preamble to the Constitution. 2. describe the system of checks and balances outlined in the U. S. Constitution.	1-B 3-A 1-B-3 3-A-1,2,3,4 1-C 3-C 1-D-1 3-C-2 2-A-7	1-A 2-C 1-A-1 1-C 1-D 1-D-2,3
E. Ratifying the Constitution	1. analyze the arguments for and against ratifying the Constitution. 2. describe the Bill of Rights. 3. explain how the first political parties were formed.	1-B 1-B-3 3-A 3-A-2 3-C 3-C-2	1-A 2-C-1 1-A-1 1-C 1-D 1-D-2 2-C
F. Points of View	1. identify different points of view about the Electoral College. 2. examine the arguments made by people who hold these points of view.	3-D	1-A 1-D-2 1-A-1 2-C 1-C 1-D

## 12. The Young United States

	Students will...	Social Studies Standards	Language Arts Standards
A. Beyond the Appalachians	1. identify reasons people moved west. 2. describe the significance of Daniel Boone and the Cumberland Gap in the settlement of the land beyond the Appalachians. 3. identify the point of view of Native Americans on the settlement of the land beyond the Appalachians.	1-B 1-C 2-E-1 3-A-3	1-A 1-C 1-D 1-D-2,3 2-C 2-C-1
B. The Louisiana Purchase	1. summarize the relationship of Great Britain, France, and the U.S. at the time of the Louisiana Purchase. 2. analyze the significance of the Louisiana Purchase in the territorial expansion of the United States. 3. identify the contributions of Sacagawea to the Lewis and Clark Expedition.	1-B 1-D-1 2-E-1 3-A-3 3-C-2 3-D	1-A 1-A-1 1-B-1 1-C 1-D 1-D-2,3 2-C
C. Comparing Maps	1. define a political map. 2. analyze information by comparing and contrasting two different kinds of maps.	2-A 2-A-1,5,7 2-E	1-D-2
D. The War of 1812	1. analyze the causes of the War of 1812. 2. evaluate the claim that although the War of 1812 produced no clear victor, the United States was still perceived as the winner. 3. interpret the reasons for the Monroe Doctrine.	1-B 4-A 1-D-1 4-B 3-B 3-B-1 3-C-2	1-A 1-D 1-A-1 1-D-2,3 1-C 2-C



### 13. The Nation Grows

### Fifth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. The Industrial Revolution	<ol style="list-style-type: none"> <li>1. explain how industry and technology changed the American way of life.</li> <li>2. analyze how people in the United States earned a living in the past.</li> <li>3. identify the contributions of famous inventors.</li> </ol>	1-B 2-A-7 2-E 2-E-1 2-F	1-A 1-A-1 1-C 1-D 1-D-2 2-C
B. The Presidency of Andrew Jackson	<ol style="list-style-type: none"> <li>1. analyze how the United States changed during Andrew Jackson's Presidency.</li> <li>2. identify cultural changes made by Native Americans living in the U.S. in the early 1800s.</li> <li>3. describe the forced removal of Native Americans.</li> </ol>	1-B 1-C 1-D-1 4-A 4-B	1-A 2-C 1-A-1 2-C-1 1-B-1 1-C 1-D 1-D-2,3
C. Being a Good Citizen	<ol style="list-style-type: none"> <li>1. explain how individuals can participate in civic affairs.</li> <li>2. identify local historic landmarks.</li> </ol>	2-C 2-C-2 3-D	1-A 1-D 1-A-1 1-D-2 1-C 2-C
D. Moving West	<ol style="list-style-type: none"> <li>1. identify reasons people moved west.</li> <li>2. analyze the effects of migration on the growth of the United States.</li> <li>3. describe the impact of the Gold Rush on the growth of the United States.</li> </ol>	1-B 1-D-1 2-E-1	1-A 1-D-2 1-A-1 2-C 1-B-1 1-C 1-D
E. Distinguishing Fact from Opinion	<ol style="list-style-type: none"> <li>1. analyze how to distinguish fact from opinion in a written passage.</li> <li>2. distinguish facts from opinions in historical documents.</li> </ol>	1-D-1	1-C-4,6 1-D-2
F. Texas and the War with Mexico	<ol style="list-style-type: none"> <li>1. identify reasons that people moved to Texas.</li> <li>2. explain the conflict between residents of Texas and the Mexican government.</li> <li>3. describe how Texas became an independent republic and then a state in the United States.</li> </ol>	1-B 3-A 3-B	1-A 2-C 1-A-1 2-C-1 1-C 1-C-6 1-D 1-D-2

### 14. Slavery Divides the Nation

	Students will...	Social Studies Standards	Language Arts Standards
A. "King Cotton" and the Spread of Slavery	<ol style="list-style-type: none"> <li>1. identify changes in society resulting from industry and how these changes led to conflict in the U.S.</li> <li>2. analyze how economics affected the practice of slavery</li> <li>3. evaluate the quality of life of free and enslaved African Americans.</li> </ol>	1-B 3-B 1-C 4-A 1-D 4-B 1-D-1 2-A-7 2-E 2-F	1-A 2-C 1-B-1 2-C-1 1-C 1-C-6 1-D 1-D-2,3
B. Speaking Out Against Slavery	<ol style="list-style-type: none"> <li>1. identify key people who fought for equal rights in the early 1800s.</li> <li>2. explain how abolitionists of all races helped enslaved people escape to freedom.</li> <li>3. analyze how the abolitionist movement influenced the women's movement.</li> </ol>	1-B 1-D-1	1-A 1-D-2 1-A-1 2-C 1-B 1-B-1 1-C 1-D
C. Analyzing the News	<ol style="list-style-type: none"> <li>1. compare and contrast the different kinds of articles found in the news.</li> <li>2. analyze news to determine whether it is providing facts or expressing opinions.</li> </ol>	1-D-3	1-C-4 1-D-2
D. Heading Toward War	<ol style="list-style-type: none"> <li>1. analyze how the issues of states' rights and slavery led to conflict among sections of the United States.</li> <li>2. identify key laws passed by Congress regarding slavery and states' rights.</li> </ol>	1-B 1-C	1-A 1-D-2 1-A-1 2-C 1-C 2-C-1 1-D

**15. The Civil War and Reconstruction**

**Fifth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Nation Divided by War	<ol style="list-style-type: none"> <li>1. describe the causes and effects of the Civil War.</li> <li>2. describe the Anaconda Plan.</li> <li>3. identify how scientific discoveries and technological innovations changed how the Civil War was fought.</li> </ol>	1-B 1-C 2-A-1,7 2-F	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
B. Using Special Purpose Maps: Distribution	<ol style="list-style-type: none"> <li>1. interpret a distribution map by applying geographic tools, such as symbols and legends.</li> <li>2. analyze information by comparing and contrasting two different distribution maps.</li> </ol>	2-A 2-A-1,5,7 3-B-2	1-D-2
C. The Union Moves Toward Victory	<ol style="list-style-type: none"> <li>1. analyze the impact of the Emancipation Proclamation.</li> <li>2. evaluate the roles of African American soldiers and of women in the Civil War.</li> <li>3. summarize the importance of the battles of Vicksburg and Gettysburg.</li> </ol>	1-B 1-C 1-D-1 3-A-3	1-A    1-D 1-A-1    1-D-2,3 1-B-1    2-C 1-C
D. The War Ends	<ol style="list-style-type: none"> <li>1. describe the causes and effects of the final events of the Civil War.</li> <li>2. describe Sherman's march to the sea.</li> <li>3. explain Lee's surrender at Appomattox Court House.</li> </ol>	1-B 2-A-7	1-A    1-D-2 1-A-1    2-C 1-C 1-D
E. Drawing Inferences	<ol style="list-style-type: none"> <li>1. analyze information by drawing inferences.</li> </ol>	1-D-3	1-D-2
F. Reconstruction and After	<ol style="list-style-type: none"> <li>1. evaluate Andrew Johnson's plan for Reconstruction.</li> <li>2. describe how Reconstruction affected blacks and whites in the South.</li> <li>3. explain the reasons for and rights provided by the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the U.S. Constitution.</li> </ol>	1-B 2-A-1,7	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
G. Points of View	<ol style="list-style-type: none"> <li>1. identify different points of view about an issue or topic.</li> <li>2. analyze information by comparing and contrasting different points of view.</li> </ol>	3-D	1-A    1-D 1-A-1    1-D-2 1-C    2-C-1

**16. The Changing West**

**Fifth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Transcontinental Railroad	1. identify reasons people moved west. 2. understand changes that occurred in the United States during the 19 <sup>th</sup> century.	1-D-1 2-F 3-B	1-A 1-D-2,3 1-C 2-C 1-D 2-C-1
B. Reading a Time Zone Map	1. apply geographic tools to interpret maps.	2-A 2-A-1,5,6,7	1-D-2
C. The Cattle Kingdom	1. explain how the transcontinental railroad and the cattle industry changed the American way of life. 2. identify and describe types of settlements and patterns of land use in the United States. 3. analyze the location of cities in the United States and explain their past and present.	1-C	1-A 2-C 1-A-1 1-C 1-D 1-D-2
D. Settling on the Plains	1. identify reasons people moved west. 2. identify examples of U.S. territorial expansion.	1-C 1-D-1	1-A 1-D 1-A-1 1-D-2,3 1-B-1 2-C 1-C
E. Identifying Frame of Reference	1. compare points of view. 2. identify a person's frame of reference	1-D-3	1-D-2
F. The Plains Wars	1. identify the challenges faced by some Native American groups as the settlement of the West expanded. 2. describe contributions of Native American groups. 3. analyze some issues and events of the nineteenth century in the United States.	1-D-1	1-A 1-D-2,3 1-A-1 2-C 1-B-1 2-C-1 1-C 1-D

**17. The Nation Is Industrialized**

	Students will...	Social Studies Standards	Language Arts Standards
A. Big Business	1. explain how industry changed the American way of life. 2. Analyze issues and events of the nineteenth and twentieth centuries.	2-A-1,7 4-A 2-E 4-B 2-F	1-A 1-D-2 1-A-1 2-C 1-C 1-D
B. The Growth of Cities	1. analyze reasons for urbanization in the late 1800s and early 1900s. 2. identify the challenges and opportunities of people from immigrant groups.	2-A-7 3-B 2-E 3-B-1,2 3-A-3	1-A 1-D-2 1-A-1 2-C 1-C 2-C-1 1-D
C. Using Primary and Secondary Sources	1. identify the accomplishments of a notable individual—Jane Addams. 2. differentiate between primary and secondary sources.	1-D-1	1-B-1 1-D-2
D. The United States Gains Territories	1. identify examples of United States territorial expansion. 2. identify the accomplishments of notable individuals who have made contributions to society in the areas of military actions and politics.	2-B-1 2-E-1	1-A 2-C 1-A-1 2-C-1 1-C 1-D 1-D-2
E. The Rough Rider President	1. understand the important issues, events, and individuals of the early twentieth century in the United States. 2. identify the accomplishments of notable individuals, such as Theodore Roosevelt, Upton Sinclair, Ida Tarbell, Jovita Idar, William Gorgas, the Wright Brothers, Henry Ford, and John Muir.	4-A 4-B	1-A 1-D-2 1-A-1 2-C 1-C 2-C-1 1-D
F. Points of View	1. identify different points of view about an issue or topic. 2. analyze information by comparing and contrasting different points of view.	3-D 4-A 4-B	1-A 1-D-2 1-A-1 2-C 1-C 1-D

**18. Good Times and Hard Times**

**Fifth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. World War I	<ol style="list-style-type: none"> <li>1. explain why the U.S. entered World War I and the effects of the war on the country.</li> <li>2. describe the Great Migration of African Americans from the South to the North.</li> <li>3. identify the contributions of Booker. T. Washington, W.E.B. Du Bois, and Ida Wells-Barnett.</li> </ol>	2-E	1-A 1-C 1-D 1-D-2,3 2-C 2-C-1
B. Good Times	<ol style="list-style-type: none"> <li>1. explain how technological innovations in the fields of communication and transportation have benefited our society and culture.</li> <li>2. explain how examples of art, music, and literature reflect the time during which they were created.</li> <li>3. summarize the 19<sup>th</sup> Amendment of the U.S. Constitution.</li> </ol>	2-A-7 4-A 4-A-1 4-B	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
C. The Great Depression	<ol style="list-style-type: none"> <li>1. identify the causes of the Great Depression.</li> <li>2. identify the accomplishments of notable individuals such as Franklin D. Roosevelt.</li> <li>3. analyze the effects of the new programs on the United States.</li> </ol>	1-D-1 2-A-7 4-A 4-A-1 4-B	1-A 1-D-2,3 1-A-1 2-C 1-B-1 2-C-1 1-C 1-D
D. World War II	<ol style="list-style-type: none"> <li>1. explain the causes of World War II.</li> <li>2. analyze various issues of the war in the United States and around the world.</li> </ol>	1-D-1	1-A 1-D 1-A-1 1-D-2,3 1-B-1 2-C 1-C 2-C-1
E. The Postwar Years	<ol style="list-style-type: none"> <li>1. explain the causes and effects of the Cold War.</li> <li>2. identify the causes and effects of the Korean War and the Cuban Missile Crisis.</li> <li>3. describe how life changed in the United States during the 1950s.</li> </ol>	4-B	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
F. Drawing Conclusions	<ol style="list-style-type: none"> <li>1. demonstrate the process of drawing conclusions.</li> <li>2. research and analyze information from a newspaper article.</li> </ol>	1-D-1,3	1-A 1-A-1 1-C 1-D 1-D-2 2-C

### 19. A Changing World

### Fifth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. The Civil Rights Movement	<ol style="list-style-type: none"> <li>1. explain the growth and achievements of the civil rights movement.</li> <li>2. identify the accomplishments of Martin Luther King, Jr., as a civil rights leader.</li> </ol>	1-D-1 3-B	1-A 1-D 1-A-1 1-D-2,3 1-B-1 2-C 1-C 2-C-1
B. The Great Society	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. describe Lyndon Johnson's "Great Society."</li> <li>3. analyze the causes and effects of the Vietnam War.</li> </ol>	4-A-2	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
C. Being a Good Citizen	<ol style="list-style-type: none"> <li>1. identify a problem and gather information.</li> <li>2. analyze information by comparing and contrasting different points of view.</li> </ol>	3-D	1-D-2
D. The Cold War Ends	<ol style="list-style-type: none"> <li>1. analyze why the Cold War ended.</li> <li>2. evaluate the gains in equal rights not only for African Americans, but also for women, older Americans, and people with disabilities.</li> <li>3. analyze the role of the United States in the 1990s.</li> </ol>	2-E 2-F 4-A 4-B	1-A 1-A-1 1-C 1-D 1-D-2 2-C 2-C-1
E. Using Reference Sources and Databases	<ol style="list-style-type: none"> <li>1. use a variety of sources to find information.</li> </ol>	2-A-1,5,7	1-D-2
F. New Challenges	<ol style="list-style-type: none"> <li>1. explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.</li> <li>2. describe how technology has increased the possibility of terrorist attacks.</li> </ol>	2-A-7 3-B-2	1-A 1-A-1 1-C 1-D 1-D-2 2-C

### 20. Our Neighbors in the Western Hemisphere

	Students will...	Social Studies Standards	Language Arts Standards
A. Canada	<ol style="list-style-type: none"> <li>1. describe the geography of Canada.</li> <li>2. identify the different regions and populations of Canada.</li> <li>3. describe the Canadian population.</li> </ol>	1-B-1 2-A-7,8 2-B 2-B-1 4-B-2	1-A 2-C 1-C 2-C-1 1-D 1-D-1
B. Mexico	<ol style="list-style-type: none"> <li>1. describe the geography of Mexico.</li> <li>2. explain how the Mexican culture is a blend of Indian and Spanish cultures.</li> <li>3. evaluate the Mexican economy.</li> </ol>	1-D-1 4-B-2 2-A-8 2-B 2-B-1	1-A 1-D-3 1-A-1 2-C 1-C 1-D
C. Central America and the Caribbean	<ol style="list-style-type: none"> <li>1. describe the geography of Central America and the Caribbean.</li> <li>2. summarize the cultural heritage of people in the region.</li> </ol>	2-A-8 2-B 2-B-1	1-A 2-C 1-A-1 1-C 1-D
D. South America	<ol style="list-style-type: none"> <li>1. describe the geography of South America.</li> <li>2. summarize how the nations of South America won their independence.</li> <li>3. analyze the resources of modern South America.</li> <li>4. identify the diverse cultures of South America.</li> </ol>	2-A-8 2-B 2-B-1	1-A 1-A-1 1-C 1-D 2-C 2-C-1

## Sixth Grade Social Studies Curriculum

### 1. The World and Its People

	Students will...	Social Studies Standards	Language Arts Standards
A. World Regions and Cultures	1. explain the meaning of and importance of geography. 2. understand the meaning of culture and how it crosses physical borders.	2-A 1-C 1-D-1 2-B-2	1-A 1-C-3 1-D-2
B. People, Culture, and Change	1. explain the meaning of values in a culture. 2. analyze the effect of technology on culture	2-B-2	1-B-1,3 1-C-3 2-B-9
C. Taking Notes and Writing Outlines	1. take notes and make outlines based on those notes to study more effectively.	1-D-1	1-B-1
D. Learning about the Past	1. identify the sources historians use to piece together the past. 2. understand how archaeological discoveries can change views of the world. 3. analyze what historians can learn about the development of humans through the use of DNA.	2-A 2-B-1	1-A-1

### 2. The First Cultures

	Students will...	Social Studies Standards	Language Arts Standards
A. Early People	1. identify the period called the Old Stone Age and place it in time. 2. describe culture during the Old Stone Age. 3. analyze how the use of tools developed as life changed among early humans.	1-D-1 2-A 2-B-1,3 2-C	1-A-1,2,6 1-C-3 1-D-2 2-C-1,3
B. Using Map Projections	1. define the terms <i>distortion</i> and <i>projection</i> in relation to maps. 2. identify various maps and projections, and the kinds of distortions inherent in each.	2-A-2	
C. Stone Age Technology	1. define and explain technology as it relates to tools and the use of tools. 2. describe how fire changed the lives of early humans. 3. explain how early people discovered and began to use metals.	2-A-2	
D. Problem Solving	1. identify the steps taken to solve a problem. 2. analyze the way technology can be used to solve problems.	1-D-3	1-C-3
E. The Beginning of Agriculture	1. describe the changes that occurred at the end of the Ice Age. 2. explain the factors that led to permanent human settlements. 3. summarize the ways that Catal Huyuk exemplified the changes brought by agriculture.	1-D-1 2-E-1	1-A-1,6,7 1-B-1 1-C-3 1-D-2 2-C-1,3

### 3. The Fertile Crescent

### Sixth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. Geography of the Fertile Crescent	<ol style="list-style-type: none"> <li>describe the conditions in southern and northern Mesopotamia.</li> <li>explain how technology such as levees and canals improved farming in the Mesopotamian region.</li> <li>analyze the reasons for the growth of civilizations in the Fertile Crescent.</li> </ol>	1-C-1,5 2-E-1,2,3 1-D-1 2-F 2-B-1,3 2-F-1 2-C 2-C-1 2-D 2-D-1	1-A-1,2,6,7 1-D-2 2-C-1,3
B. The Cities of Sumer	<ol style="list-style-type: none"> <li>explain how cuneiform developed and why it was so important for the Sumerians.</li> <li>analyze the development of Sumerian city-states.</li> <li>explain how Mesopotamian cultural values shaped local life.</li> </ol>	1-C-1,5 4-C-2	1-A-1,6 2-C-1,3
C. Reading Time Lines	<ol style="list-style-type: none"> <li>interpret a time line.</li> <li>organize events on a time line</li> </ol>	1-C-1,5 4-C-2	1-A-1,6 2-C-1,3
D. Babylon and Assyria	<ol style="list-style-type: none"> <li>describe Babylon's rise to power.</li> <li>analyze Babylonian life under the Code of Hammurabi.</li> <li>explain the style of warfare that Assyria used to conquer Babylon.</li> </ol>	1-C-1,5 2-F 1-D-1 3-A 2-B-1 3-B-1 2-D 3-C 2-E-3 4-C-1,2	1-A-1,6,7 1-B-1,2 1-C-3 1-D-2 2-C-1,3 3-A-2,3
E. The Birth of Judaism	<ol style="list-style-type: none"> <li>describe the origins of Judaism.</li> <li>analyze Moses' leadership of the Jews.</li> <li>explain how King David and King Solomon were important to Jerusalem's history.</li> </ol>	1-C-4,5 3-B-1	1-A-1,6 2-C-1,3 1-B-1,2 3-A-2,3 1-D-1

### 4. The Nile River Valley

	Students will...	Social Studies Standards	Language Arts Standards
A. The Gift of the Nile	<ol style="list-style-type: none"> <li>describe the Nile River, the geographical area through which it runs, and the effects of its floods on ancient farmers in the region.</li> <li>explain how the people of Egypt used the Nile River to develop a rich agriculture.</li> </ol>	1-C-1,5 2-E-2 1-D 2-F 1-D-1,3 4-A 2-B-1,3 4-B 2-C-1 4-B-1,2 2-D-1 4-C-1	1-A-1,2,3,6 1-B-2 1-D-1,2 2-C-1,3 2-A-2,3
B. Decision Making	<ol style="list-style-type: none"> <li>identify steps in decision making.</li> <li>practice making decisions.</li> </ol>	1-C-1	1-A-1,3 1-D-1
C. The Kingdoms of Egypt	<ol style="list-style-type: none"> <li>explain how ancient Egypt was united.</li> <li>analyze the workings of government and the importance of religion in Egypt.</li> <li>describe the structure and purpose of the pyramids.</li> <li>explain hieroglyphics, the Egyptian system of writing.</li> </ol>	1-C-1,5 4-B 1-D 4-B-2,3 1-D-1 4-C 4-A-1 4-C-1	1-A-1,2,6 1-C-3 1-D-2 2-C-1,3
D. Ancient Egyptian Culture	<ol style="list-style-type: none"> <li>describe the changes that came to Egypt during the years of the Middle and New kingdoms.</li> <li>identify how Egypt prospered and became an empire during the New Kingdom.</li> <li>analyze how Egyptian ideas and skills spread even as the kingdom declined.</li> </ol>	1-C-1,5 4-B 1-D-1 4-B-1,2 3-D 4-C 4-A	1-A-1,2,7
E. Nubia and Kush	will describe the geographical location of Nubia and explain how it was divided into two regions will explain how Nubia and Kush developed and grew wealthy. will analyze the political and social structure of Kush and trace its history in relationship to Egypt.	1-C-1,5 2-E-2 1-D 2-F 1-D-1,2 4-A 2-B-1 4-B-3 2-C 2-D 2-D-1	1-A-1 1-D-2 2-C-1

### 5. The Indus River Valley

### Sixth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. The Indus River Valley	1. identify the location and course of the Indus River. 2. describe the land through which the Indus River flows. 3. explain how the river affected farming in the Indus River valley.	1-C-2 2-B-3 2-C-1	1-A-7 1-B-1 1-C-3 1-D-2
B. Using Latitude and Longitude	1. define <i>latitude</i> and <i>longitude</i> . 2. apply understanding of latitude and longitude.	1-C-2	
C. Indus Valley Civilization	1. identify the lost cities of the Indus. 2. describe Harappan civilization. 3. analyze effects of the Aryan migration into the Indus Valley.	1-C-2 4-A-1 2-B-3 4-B-1,2,3 2-C-1 4-C 2-E-1 4-C-1 4-A	1-A-7 1-D-2
D. The Birth of Hinduism	1. will explain the origins of Hinduism. 2. identify the important beliefs of Hinduism. 3. analyze how Hinduism has changed.	1-C-2 1-D-1	1-A-1,6,7 2-C-1,3 1-B-1,2 3-A-2,3 1-C-3 1-D-1,2
E. The Birth of Buddhism	1. explain how Buddhism developed. 2. identify its core beliefs. 3. describe how Buddhism has spread and changed.	1-C-2 1-D-1	1-A-7 1-B-2 1-D-1,2
F. Indian Empires	1. will identify the Maurya Empire and its major achievements. 2. describe the Gupta Empire and its major achievements.	1-C-2 4-B-1,2 1-D-1 4-C 3-B-1 4-C-1 4-A	1-A-1,6,7 1-C-3 1-D-2 2-C-1,3 3-A-2,3
G. Being a Good Citizen	1. will explain how the organization Striving Towards Environmental Protection (STEP) demonstrates good citizenship. 2. analyze how STEP's work affects the people of Bangladesh. Will review and assess chapter content and skills.	3-B-1	

### 6. The Huang He Valley

	Students will...	Social Studies Standards	Language Arts Standards
A. The Land of the Middle Kingdom	1. locate and describe the features of the Huang He. 2. analyze the effects of the Huang He on the development of the Huang He valley culture. 3. identify the geographical regions of China.	1-C-1,3,5 2-D 2-B-1,3 2-D-1 2-C 2-E-2,3 2-C-1 2-F	1-A-7 1-C-3
B. The First Dynasties of China	1. describe the government and culture of the Shang dynasty. 2. explain how China changed under the Zhou dynasty. 3. identify the cultural advances that occurred during the Warring States Period.	1-C-1,3,4,5 1-D-1 2-D 2-B-1 2-D-1 2-C 2-E-2,3 2-C-1 2-F	
C. Geography Skills	1. interpret distribution maps.	1-C-1,3,5 1-D-1	
D. The First Chinese Empire	1. describe the events that helped build the first Chinese empire. 2. analyze and evaluate the reign of Shihuangdi. 3. explain the effects that the Qin dynasty had on China.	1-C-1,3,5 1-D-1 3-B-1	1-A-1,2,6,7 1-B-1,2 1-D-1,2 2-C-1,3 3-A-2,3
E. The Han Dynasty	will describe Han culture. will analyze the reasons for the success of the Han dynasty. will explain the reasons for the decline and fall of the Han dynasty.	1-C-1,3,5 1-D-1	1-A-1,6 2-C-1,3



**7. Ancient Greece**

**Sixth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Land of Greece	<ol style="list-style-type: none"> <li>analyze how the rugged terrain challenged the people of ancient Greece.</li> <li>explain why the environment led Greeks to become seafarers.</li> <li>describe how sea trade served as a lifeline for Greece.</li> </ol>	1-C-5 1-D-1 2-B-3 4-A 4-B 4-B-1,2	1-A-2 1-D-2
B. The Birth of Greek Civilization	<ol style="list-style-type: none"> <li>identify and understand the role of the early eastern Mediterranean cultures.</li> <li>analyze the structure of Greek city-states.</li> <li>compare and contrast the cultures of Sparta and Athens.</li> </ol>	1-C-5 4-A 1-D-1 4-B-1,2,3 3-B-1 4-C 3-C 4-C-1 3-C-1,2	
C. Using Historical Maps	<ol style="list-style-type: none"> <li>understand and interpret historical maps.</li> </ol>	1-C-4,5	
D. A Golden Age in Athens	<ol style="list-style-type: none"> <li>identify the great achievements and thinkers of Athens' Golden Age.</li> <li>describe the form of government during Athens' Golden Age.</li> <li>analyze the effects of war on Athens and the development of the new power of Macedonia.</li> </ol>	1-C-5 1-D-1 3-B-1 3-C 3-C-1,2	1-A-1,2,6 1-B-1 1-C-3 1-D-1,2 2-C-1,3 3-A-2
E. Points of View	<ol style="list-style-type: none"> <li>identify and analyze different points of view about the reconstruction of ancient ruins.</li> <li>examine the arguments made by people who hold these points of view.</li> </ol>	1-D-2 3-D 3-D-1	1-C-1,3 3-B-1
F. Alexander and the Greek Empire	<ol style="list-style-type: none"> <li>analyze how Alexander spread Greek culture through the expansion of his empire.</li> <li>identify the meaning of Hellenism and how it developed.</li> </ol>	1-C-5 3-B-1	1-A-2

## 8. Ancient Rome

## Sixth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. The Land of Italy	<ol style="list-style-type: none"> <li>1. describe the geography of the Italian peninsula.</li> <li>2. analyze the advantages and disadvantages of the geographical features of Italy. Will describe the founding of Rome.</li> <li>3. describe the founding of Rome.</li> </ol>	1-C-5 1-D-1 2-B-3 2-C-1	1-A-1,6 1-B-1 1-D-2 2-C-1,3
B. The Roman Republic	<ol style="list-style-type: none"> <li>1. describe the founding of the Roman Republic.</li> <li>2. explain how Rome grew into a powerful civilization.</li> <li>3. analyze the wars with Carthage and the problems in Italy.</li> </ol>	1-C-5 3-C 1-D-1 3-C-1,2 3-A 3-A-2 3-B-1	1-A-1,6 1-B-1,2 1-D-1,2 2-C-1,3 3-A-2,3
C. Making Generalizations	will analyze information by making generalizations.	1-C-5 3-A-2 1-D 3-C-1,2	1-A-1 1-B-1
D. The Roman Empire	<ol style="list-style-type: none"> <li>1. explain how Julius Caesar and the Senate struggled for power over Rome.</li> <li>2. describe how Augustus created the Roman Empire. will analyze daily life in a Roman city by investigating Pompeii.</li> <li>3. identify Rome's great architectural achievements.</li> </ol>	1-C-5 4-B-1,2,3 1-D-1 4-C 3-A 4-C-1 3-A-2 3-B-1 3-C-1,2 4-A	1-A-1,2,6 1-C-3 1-D-2 2-C-1,3
E. The Birth of Christianity	<ol style="list-style-type: none"> <li>1. explain how Christianity developed</li> <li>2. identify major beliefs of Christianity.</li> <li>3. describe the spread of Christianity throughout the Roman Empire.</li> </ol>	1-C-5 3-B-1	1-B-1,2 1-C-3 1-D-1 3-A-2,3
F. Rome and Byzantium	<ol style="list-style-type: none"> <li>1. identify the effect of invading groups on the Roman Empire.</li> <li>2. explain why and how Diocletian divided the Roman Empire.</li> <li>3. describe the accomplishments of Constantine and Justinian.</li> <li>4. explain how the Byzantine Empire continued Roman traditions.</li> </ol>	1-C-5,6 3-B-1	1-A-1,6,7 1-B-3 1-C-3 2-C-1,3

## 9. The Ancient Americas

	Students will...	Social Studies Standards	Language Arts Standards
A. Geography of North America	<ol style="list-style-type: none"> <li>1. describe the geography and climate of the major regions of North America.</li> <li>2. explain the arrival and migration of ancient settlers.</li> </ol>	2-B-3 2-C-1	1-A-1,7 2-C-1,3
B. The Olmec and the Maya	<ol style="list-style-type: none"> <li>1. identify important features of Olmec culture.</li> <li>2. identify important features of Maya culture.</li> <li>3. explain Maya systems of writing and mathematics and their importance to the culture.</li> </ol>	2-B-3 2-C-1	1-A-6 3-A-2,3 1-B-1 1-D-1 2-C-1,3
C. Summarizing	1. summarize historical information.	1-D-1	1-A-6 1-D-2 1-B-1
D. Ancient North American Cultures	<ol style="list-style-type: none"> <li>1. describe the Hohokam culture and its accomplishments.</li> <li>2. describe the Anasazi culture and its achievements.</li> <li>3. explain what is known about the Mound Builders and the mysteries that persist about them.</li> </ol>	4-A 4-B 4-B-1,2 4-C 4-C-1	1-A-1,2,6,7 1-C-3 1-D-2 2-C-1,3

**10. The Arab World****Sixth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Land of Arabia	<ol style="list-style-type: none"> <li>1. describe the physical conditions of the Arabian Peninsula.</li> <li>2. analyze how a desert can system human life.</li> <li>3. describe the pre-Islamic cultures of the desert.</li> <li>4. explain how trading caravans brought wealth and power to the peoples of the desert.</li> </ol>	2-B-3 4-C 2-C-1 4-C-1 4-A 4-B 4-B-1,2	1-A-6 2-C-1,3
B. The Birth of Islam	<ol style="list-style-type: none"> <li>1. identify the early life of Muhammad and the events that led to the founding of Islam.</li> <li>2. describe the growth and spread of Islam.</li> <li>3. analyze the Quran, the Five Pillars of Islam, and other basic Muslim beliefs and practices.</li> </ol>	1-D-1 4-A 4-B 4-B-1,2 4-C 4-C-1	1-A-1,2,6,7 1-B-1,2 1-D-2 2-C-1,3 3-A-2,3
C. The Arab Empire	<ol style="list-style-type: none"> <li>1. analyze the rule of the caliphs.,</li> <li>2. describe the growth of the Muslim empire.</li> <li>3. analyze the scientific contributions of Islam.</li> <li>4. analyze the development of Muslim art and literature.</li> </ol>	1-D-1	1-A-1,6 1-B-1 1-D-2 2-C-1,3

**11. African Civilizations**

	Students will...	Social Studies Standards	Language Arts Standards
A. African Geography	<ol style="list-style-type: none"> <li>1. identify Africa's major geographical features.</li> <li>2. describe how people have adapted the African environment to their own uses.</li> </ol>	1-D-1 4-B-1,2 2-B-3 4-C 2-C-1 4-C-1 4-A	1-A-1,2,6,7 1-D-2 2-C-1,3
B. The Kingdom of Aksum	<ol style="list-style-type: none"> <li>1. describe the role trade played in the success of the kingdom of Aksum.</li> <li>2. identify Aksum's cultural and economic accomplishments.</li> </ol>	4-A 4-C 4-B 4-C-1 4-B-1,2	1-A-1,6 1-D-2 2-C-1,3
C. West African Empires	<ol style="list-style-type: none"> <li>1. identify characteristics of each of the three West African kingdoms-Ghana, Mali, and Songhai.</li> <li>2. analyze the economy of each kingdom.</li> </ol>	1-D-1 4-B-1,2 4-A 4-C 4-B 4-C-1	1-A-1,2,6 2-C-1,3 1-B-1,2 3-A-2,3 1-D-1,2
D. Great Zimbabwe and the Coastal Cities	<ol style="list-style-type: none"> <li>1. locate and describe Great Zimbabwe.</li> <li>2. explain how Great Zimbabwe's economy worked.</li> </ol>	1-D-1 4-B-1,2 4-A 4-C 4-B 4-C-1	1-A-1,6,7 1-B-1 1-D-2 2-C-1,3

**12. Europe in Transition****Sixth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The Geography of Europe	1. identify Europe's main geographic features. 2. explain how Europe's geographic features have affected the development of civilization.	1-C-6 2-D-1 2-B-1,3 2-E-1,2,3 2-C 2-F 2-C-1 2-F-1	1-A-1,6,7 2-C-1,3
B. Birth of the Middle Ages	1. describe Charlemagne's empire. 2. explain the Norman invasion of England. 3. describe characteristics of life under feudalism. 4. analyze the importance of the Magna Carta.	1-C-6 1-D-1 3-B-1 4-A 4-B 4-B-1,2	1-A-1,2,6 1-B-1,2 1-D-1,2 2-C-1,3 3-A-2,3
C. Using Maps at Different Scales	1. compare and contrast maps of different scales.	2-A-2	
D. The Middle Ages and the Church	1. describe the role of Christianity during the Middle Ages. 2. analyze the effect of the crusades on Europe. 3. evaluate the effects of the Black Death on Europe.	1-C-6 1-D-1 3-B-1	1-A-1,6 1-b-1,2 1-D-1,2 2-C-1,3 3-A-2,3
E. The Renaissance	1. describe the roots of the Renaissance. 2. identify important writers and painters of the Renaissance. 3. explain how and where the Renaissance spread. 4. analyze the impact of the Renaissance on European life and culture	1-D-1 3-B-1 4-A 4-B 4-B-1,2 4-C 4-C-1	1-A-1,3,4 1-C-3 1-D-1,2 2-C-1
F. Points of View	1. identify different points of view about an issue or topic. 2. analyze information by comparing and contrasting different points of view.	1-D 1-D-2 3-D 3-D-1	1-C-1,2,3 1-D-1 3-B-1
G. The Reformation	1. identify problems that led to the Reformation. 2. describe how Martin Luther and other Protestant leaders protested against the Church in Rome. 3. analyze the impact of the Counter-Reformation on Europe.	3-A 3-B-1	1-A-1,6 1-C-3

### 13. New Empires in Asia

### Sixth Grade

	Students will...	Social Studies Standards	Language Arts Standards
A. Geography of Asia	1. identify major regions and physical features of Asia. 2. analyze the effect the Himalaya have on Asia's climate.	1-D-1 2-D 2-B-1,3 2-E-2,3 2-C 2-F 2-C-1	1-A-1,2,6 1-C-3 1-D-2 2-C-1,3
B. The Ottoman Empire	1. describe the rise and fall of the Ottoman Empire. 2. identify the geographical extent of the Ottoman Empire. 3. analyze the achievements of the Ottoman Empire.	3-B-1 4-B-2,3 4-A 4-C 4-A-1 4-C-1 4-B	1-A-1,6,7 1-C-3 2-C-1,3
C. China's Great Dynasties	1. identify the dynasties that ruled China from the 1200s to the 1500s, and their extent. 2. describe each dynasty's traits and accomplishments in religion, government, trade, and the arts.	1-D-1 4-B-2 3-B-1 4-C-1 4-A 4-B	1-A-1,6 3-A-2,3 1-B-1,2 1-C-3 1-D-1,2 2-C-1,3
D. The Mughal Empire	1. explain how the Mughal Empire was established in India. 2. identify and describe the greatest accomplishments of the Mughal Empire.	1-D-1 3-B-1 4-A 4-C	1-A-1,2,6,7 1-D-2 2-C-1,3
E. Feudal Japan	1. describe Japan's feudal society. 2. explain how the Tokugawa Shogunate enhanced Japanese development. 3. identify the unique aspect of Japanese Culture	3-B-1	1-A-7
F. Using Software	1. analyze computer resources to gather information for an assignment about Japan. 2. utilize software to prepare a project about Japan.	2-B-2	1-A-1,2
G. Southeast Asian Kingdoms	1. locate Cambodia and explain how its location caused it to be influenced by other cultures. 2. describe Khmer culture and the importance of religion to its society.	2-B-1 4-C 4-C-2 2-F-1	1-A-1,6,7 1-C-3 2-C-1,3

### 14. New Empires in the Americas

	Students will...	Social Studies Standards	Language Arts Standards
A. Geography of South America	1. identify the major geographical features of South America. 2. compare and contrast the climate of the major regions of South America 3. explain how winds and ocean currents, such as El Nino, contribute to South America's climate.	1-D-1 2-B-1,3 2-C 2-D 2-D-1 2-E-2,3 2-F	1-A-1,6 1-D-2 2-C-1,3
B. The Aztec	1. explain the beginnings of the Aztec Empire. 2. analyze the reasons for the Aztec rise to power. 3. identify aspects of Aztec culture.	1-D-1 2-E-2,3 2-B-1,3 2-F 2-C 2-D 2-D-1	
C. Drawing Conclusions	1. use facts to develop an opinion and draw a conclusion.	1-D-1	1-A-7 1-D-2 1-C-3
D. The Inca Empire	1. explain the rise of the Inca Empire. 2. identify key points of Inca culture. 3. analyze how the Inca created technology that allowed them to survive in the extreme conditions of the Andes.	1-C-5 1-D-1	1-A-1,2,3,4,6 1-C-3 1-D-2 2-C-1,3

**15. Technology and Expansion**

**Sixth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. A Revolution in Science and Thought	<ol style="list-style-type: none"> <li>1. explain the heliocentric theory of the solar system and why it was controversial.</li> <li>2. identify the important scientists and scientific advances of the Enlightenment.</li> <li>3. explain how the Enlightenment affected governments.</li> </ol>	1-B 1-B-1	1-A-2 1-C-3 1-D-2 2-C-2
B. An Age of Exploration	<ol style="list-style-type: none"> <li>1. describe the discovery of a water route to Asia and its significance.</li> <li>2. identify early European explorers of the Americas, their goals, and their achievements.</li> </ol>	1-B 2-A-2 1-B-1 3-B-1 1-D-1	1-A-1,6 2-C-1,3 1-B-3 1-D-2
C. Using Maps to Compare	<ol style="list-style-type: none"> <li>1. compare maps to find information</li> </ol>	2-A-2	
D. Conquering the Americas	<ol style="list-style-type: none"> <li>1. will describe Spanish and Portuguese conquests in the Americas and their effects on Native Americans.</li> <li>2. identify other European colonizers and the regions each one settled.</li> </ol>	1-B 2-F 1-B-1 3-B-1 1-D-1 4-A 2-C 4-B 2-C-1 4-B-1,2,3 2-E-1,2,3	1-A-1,6 1-D-2 2-C-1,3
E. Slavery in the Americas	<ol style="list-style-type: none"> <li>1. identify the causes and effects of the enslavement of Indians in the Americas.</li> <li>2. analyze the African slave trade including its human and economic impact.</li> <li>3. explain the role of slavery in the economic development of the American South</li> </ol>	1-B 4-A 1-B-1 4-B-1,2 1-D-1 2-E-1	1-A-1,2,6,7 1-B-1,2,3 1-D-1,2 2-C-1,2,3 3-A-2,3
F. Europeans in the Pacific	<ol style="list-style-type: none"> <li>1. describe the Polynesians and their way of life.</li> <li>2. describe European exploration of the Pacific islands.</li> <li>3. explain the British colonization of Australia</li> </ol>	1-D-1 2-F 2-C 3-B-1 2-C-1 4-B 2-E-2,3	1-A-1,3,4,6 1-D-2 2-C-1,3

**16. Revolutions and Expansion**

**Sixth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. The French Revolution	<ol style="list-style-type: none"> <li>1. identify the events that led to the French Revolution.,</li> <li>2. analyze the French Revolution’s ideals.</li> <li>3. explain why Napoleon rose to power and why he eventually fell.</li> </ol>	3-A 1-C-6	1-A-1,6 2-C-1,3
B. Frame of Reference	<ol style="list-style-type: none"> <li>1. determine a writer’s frame of reference</li> <li>2. analyze frame of reference by comparing and contrasting points of view.</li> </ol>	1-D-1 3-B-1	1-A-2,7 1-B-1 1-D-2
C. Independence in the Americas	<ol style="list-style-type: none"> <li>1. explain the reasons for colonial revolts.</li> <li>2. identify the leaders of the revolts in the Americas and how they accomplished their goals.</li> <li>3. examine how these events might have been influenced by previous revolutions.</li> </ol>	3-B-1	1-A-1,2,7 1-B-1 1-C-3 1-D-2
D. The Industrial Revolution	<ol style="list-style-type: none"> <li>1. analyze the beginnings of the Industrial Revolution.</li> <li>2. identify key inventions and their effect on the economies and cultures of various countries.</li> <li>3. examine the rise of industrialism and its effects on society as a whole.</li> </ol>	4-A 4-A-1 4-B 4-B-1,2,3 4-C 4-C-1	1-A-1,6    2-C-1,3 1-B-1    3-A-2 1-D-1 2-A 2-A-1,2 2-B-9
E. Being a Good Citizen	<ol style="list-style-type: none"> <li>1. identify the role that volunteers can play in improving society.</li> <li>2. analyze the positive effects of volunteerism.</li> </ol>	3-D 3-D-1	1-A-7
F. The Age of Imperialism	<ol style="list-style-type: none"> <li>1. understand the meaning of imperialism and the reasons for colonization.</li> <li>2. identify where and how European empires expanded.</li> <li>3. explain the events behind the colonization of Africa.</li> </ol>	1-D-1	1-A-1,6 1-B-1
G. Reading Political Cartoons	<ol style="list-style-type: none"> <li>1. understand the meaning and purpose of political cartoons.</li> <li>2. analyze political cartoons and the opinions they express.</li> </ol>	1-D-1	1-A-2,3 1-D-2
H. The Birth of Modern Japan	<ol style="list-style-type: none"> <li>1. describe the events that led to the opening of Japan.</li> <li>2. analyze Japan’s changes during the Meiji Restoration.</li> <li>3. understand how Japan modernized.</li> </ol>	1-D-1	1-A-1,2,7 1-B-1 1-C-3 1-D-2 2-C-1,3

**17. Troubled Times**

**Sixth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. World War I	<ol style="list-style-type: none"> <li>1. trace the steps that led to World War 1.</li> <li>2. describe how World War 1 differed from previous wars.</li> <li>3. explain why the United States entered into the war.</li> <li>4. analyze the Treaty of Versailles.</li> </ol>	1-D-1 3-B-1	1-A-1,6,7 1-B-1,2 1-D-2 2-C-1,3 3-A-2,3
B. The Russian Revolution	<ol style="list-style-type: none"> <li>1. analyze the causes of the Russian Revolution.</li> <li>2. explain how the Bolsheviks were able to take over the government.</li> <li>3. describe the effect of the leadership of Lenin and Stalin on Soviet life.</li> </ol>	1-D-1    4-C 3-B-1    4-C-1 4-A 4-B 4-B-1,2,3	1-D-2
C. World War II	<ol style="list-style-type: none"> <li>1. analyze the rise of fascism in Italy and Germany.</li> <li>2. identify the main events of the war in Europe, including the Holocaust.</li> <li>3. identify the main events of the war in the Pacific.</li> </ol>	3-B-1	1-A-2 1-C-3 1-D-2
D. Recognizing Bias and Propaganda	<ol style="list-style-type: none"> <li>1. recognize bias and propaganda.</li> <li>2. analyze statements for bias and propaganda.</li> </ol>	1-D-2	1-C-1,2,3 1-D-1 3-B-1
E. Communist China	<ol style="list-style-type: none"> <li>1. analyze China's transition from the Qing dynasty to the Republic of China.</li> <li>2. describe the political conflicts in China before and during World War II.</li> <li>3. analyze life in China after the communist victory.</li> </ol>	3-B-1	1-B-3 2-C-2
F. The Cold War	<ol style="list-style-type: none"> <li>1. identify the origins of the Cold War.</li> <li>2. analyze the military alliances and conflicts of the Cold War era.</li> <li>3. understand how Berlin and Cuba became hot spots.</li> <li>4. explain how the Cold War ended.</li> </ol>	1-D-1 3-B-1	1-A-1,2,6,7 1-B-1,2,3 1-C-3 2-C-1,2,3



**18. The Spread of Independence****Sixth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. Struggles in India	<ol style="list-style-type: none"> <li>analyze Britain's colonial relationship with India.</li> <li>explain the nonviolent methods used by Gandhi.</li> <li>describe problems India and Pakistan faced after gaining independence.</li> </ol>	1-D-1 3-B-1	1-A-1,2,3,4,6 1-B-1,2 1-D-1,2 2-C-1,2,3 3-A-2,3
B. Conflicts in the Middle East	<ol style="list-style-type: none"> <li>describe what happened in the Middle East after the Ottoman Empire fell.</li> <li>explain how and why the state of Israel was formed.</li> <li>identify the causes of unrest in the Middle East.</li> </ol>	3-B-1	1-B-3
C. African Independence	<ol style="list-style-type: none"> <li>describe how Ghana and Kenya gained independence from British rule.</li> <li>explain how Egypt gained independence from Great Britain and control over the Suez Canal.</li> <li>analyze how Algeria gained independence from France.</li> </ol>	1-D-1 3-B-1	1-A-1,2,6 1-C-3 1-D-2 2-C-1,3
D. Recognizing Points of View	<ol style="list-style-type: none"> <li>identify how points of view can help you understand records of the past.</li> </ol>	1-D 1-D-2	1-C 1-C-2,3 1-D-1 3-B-1
E. Southeast Asia Today	<ol style="list-style-type: none"> <li>identify Asian nations that gained their independence after Western colonization.,</li> <li>explain the causes and results of the Vietnam War, as well as its effect on Cambodia.</li> <li>describe the governments in newly independent nations in Asia..</li> </ol>	1-D-1 3-B-1	1-A-7 1-C-3 2-C-1,2,3
F. New Nations in the Pacific	<ol style="list-style-type: none"> <li>identify people who settled islands in the Pacific Ocean.</li> <li>describe the process by which islands in the Pacific gained independence from the West.</li> <li>explain the basic history and characteristics of Australia and New Zealand.</li> </ol>	1-D-1	1-A-1,2,6 1-D-2 2-C-1,3

**19. A Changing World**

**Sixth Grade**

	Students will...	Social Studies Standards	Language Arts Standards
A. A Changing Europe	<ol style="list-style-type: none"> <li>1. explain the European Union (EU) and its importance to Europe and the world.,</li> <li>2. describe the changes in Eastern Europe after the Cold War and communism.</li> <li>3. identify and analyze some of the challenges the world is facing in the twenty-first century.</li> </ol>	1-D-1 4-A 4-B 4-B-1,2	1-A-1,2,6 1-D-2 2-C-1,2,3
B. Using Reference Sources and Databases	<ol style="list-style-type: none"> <li>1. identify print and online reference sources.,</li> <li>2. use reference sources and database to find information.</li> </ol>	1-D	1-B-2 2-C-4
C. A Changing Africa	<ol style="list-style-type: none"> <li>1. define apartheid and how it ended in South Africa.</li> <li>2. understand the causes of civil wars in African nations.</li> <li>3. identify the challenges that Africa is facing in the twenty-first century.</li> <li>4. identify Africa's natural resources and explain the hope these resources hold for Africa's future.</li> </ol>	1-D-1 3-B-1 4-A 4-B 4-B-1,2	1-A-1,2,3,4,6 1-B-1,2 1-C-3 1-D-2 2-C-1,3
D. Being a Good Citizen	<ol style="list-style-type: none"> <li>1. explain the work of Doctors Without Borders.</li> <li>2. identify some community relief agencies.</li> </ol>	3-D 3-D-1	1-A-7
E. The Changing America	<ol style="list-style-type: none"> <li>1. identify the Americas and which countries have influenced them.</li> <li>2. explain the development of Anglo-America and Latin America and the challenges they face today.</li> <li>3. describe the economies of the Americas and their relationship to the rest of the world.</li> </ol>	3-B-1 4-A 4-B 4-B-1,2	1-A-1,2,6 2-C-1,3
F. Using Cartograms	<ol style="list-style-type: none"> <li>1. understand the meaning and purpose of cartograms.</li> <li>2. use cartograms to compare information about countries.</li> </ol>	1-D-1	1-C-3 1-D-2
G. A Changing Asia	<ol style="list-style-type: none"> <li>1. explain issues that affect China's relations with the world.</li> <li>2. identify factors that caused the rise of Asia's economy.</li> <li>3. understand some of the recent political problems that Asia has faced.</li> <li>4. describe challenges that Asia will face in the future.</li> </ol>	3-B-1 4-A 4-B 4-B-1,2	1-A-1,6 1-B-3 1-D-1 2-C-1,2,3 3-A,2,3