

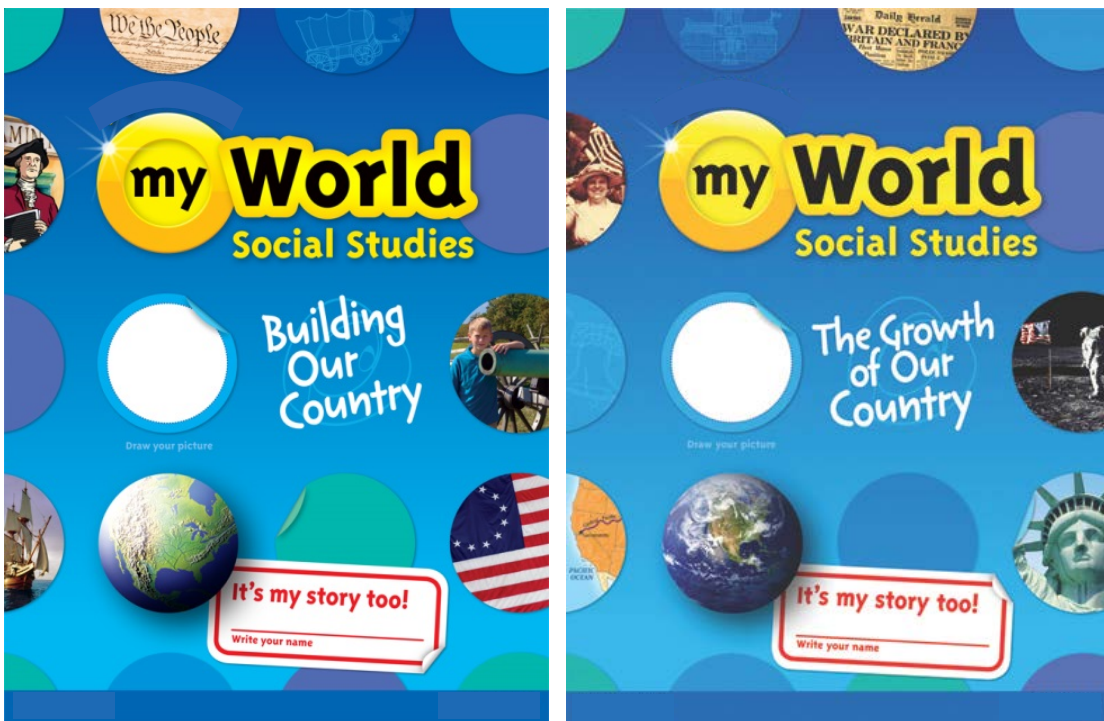
A Correlation of

myWorld Social Studies

Building Our Country

The Growth of Our Country

Grade 5, ©2013



To the

Iowa Core for Social Studies

Grades 3-5

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Introduction

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how **myWorld Social Studies** ©2013 meets the Iowa Core for Social Studies, Grades 3-5. Correlation page references are to the Student Worktext and Teacher's Guide. Alignments are cited at the page level.

Everyone has a story. What's yours?

myWorld Social Studies[™] utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that's easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Savvas'* exclusive *myStory Book Current Events* prompts.

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text

Interactive Student Worktexts promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Accelerating Progress for English Language Learner's Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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<p>Iowa Core for Social Studies Essential Concepts and Skills Grades 3-5</p>	<p>myWorld Social Studies Building Our Country Growth of Our Country Grade 5, ©2013</p>
<p>Behavioral Sciences Intermediate (3 – 5) Details and Example</p>	
<p>Essential Concept and/or Skill: <i>Understand the changing nature of society.</i></p>	
<ul style="list-style-type: none"> • Understand various institutions, ideas, values and behavior patterns change over time. 	<p>This objective is addressed throughout. See, for example: SE: Technology Shapes Exploration: 34-41; The Columbian Exchange: 52-57; Review and Assessment: 1, 3, 7, 10; Why do people Explore?: 59-61; Jamestown Moves Forward: 78-79; Fighting Back Against Slavery: 126-127; Women of the Revolution: 172; The Great Compromise: 199; Native Americans Fight for their Homes: 249; Women Work for Reform: 255-257; "From Sea to Shining Sea": 364-365; Inventors and Inventions: 388-385; New Institutions: 434-435; Survival and Freedom: 518-519; New Technology: 578 TE: Viking Explorers, Searching for Riches: 28; Changing Ways of Life, Harmful Effects: 40; New Crops Changing Diets, A Powerful Exchange: 41; Big Question: 45; Jamestown Moves Forward: 58; Fighting Back Against Slavery: 91; Women of the Revolution: 124; The Great Compromise: 144; Native Americans Fight for their Homes: 179; The Seneca Falls Convention: 184; Rebuilding the South, New Amendments: 243; "From Sea to Shining Sea": 261; A New Kind of War: 543; New Ways to Travel, Airplanes and Flight: 281; New Institutions: 311; New Laws, More New Deal Reforms: 342; The Government Expands, A Global Depression: 343; Survival and Freedom: 370; A New Kind of War: 387; New Technology: 413</p>

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<ul style="list-style-type: none"> • Understand that the decisions of one generation provide the range of possibilities open to the next generation. 	<p>This objective is addressed throughout. See, for example: SE: The Columbian Exchange: 52-57; Fighting Back Against Slavery: 126-127; Tensions with Britain: 144-149; Jefferson and the Louisiana Purchase: 234-239; The War Begins: 316-321; Rebuilding the South: 340; Susan B. Anthony: Crusader for Women’s Rights: 417-419; The New Deal: 476-481 TE: Changing Ways of Life, Harmful Effects: 40; A Powerful Exchange, New Crops Changing Diets: 41; Fighting Back Against Slavery: 91; Trouble Over Taxes: 106; The Colonists Take Action: 107; The Louisiana Purchase, Exploring the West: 171; The Civil War Begins: 228; Rebuilding the South: 243; More New Deal Reforms: 342; The Government Expands: 343</p>
<ul style="list-style-type: none"> • Understand that human beings can use the memory of their past experiences to make judgments about new situations. 	<p>This objective is addressed throughout. See, for example: SE: What is Culture?: 18-19; How does the environment shape how we live?: 29; Why do people explore?: 61; Make Decisions: 88-89; myStory Spark: 100; myStory Book: 183; Negative Reactions: 342-343; What is worth fighting for?: 347; What are the costs and benefits of growth?: 415; Got it?, 9: 435; How do people respond to good times and bad?: 485 TE: Differentiated Instruction, L1-4: 4; Big Question, myWorld and Me: 22; Differentiated Instruction, L4: 42; myWorld and Me: 45; myStory Spark: 75; Big Question, myWorld and Me: 131; On the Home Front: 234; Negative Reactions: 244; The Big Question: 247; myWorld and Me: 296; Jim Crow Laws: 309; Working for More Rights: 314; The Big Question: 346</p>

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Essential Concept and/or Skill: Understand the influences on individual and group behavior and group decision making.	
<ul style="list-style-type: none"> • Understand that people involved in a dispute often have different points of view. 	<p>SE: Compare Viewpoints: 128-129; Samuel Adams: Champion of Liberty: 141-143; Tensions with Britain: 144-149; Declaring Independence: 160-165; The First Political Parties: 228; A New Capital: 230-231; Native Americans Struggle to Survive: 366-373</p> <p>TE: Differentiated Instruction, L2-4: 93; Differentiated Instruction, L4: 104; No Taxation Without Representation: 106; New Taxes from Great Britain, Townsend Act Repealed, Mostly: 108; Begin to Read, The Second Continental Congress: 117; The Declaration of Independence: 118; The First Political Parties: 165; A New Capital: 166; Begin to Read, Who Owns the Land?: 263; Thirty Years of War: 265</p>
<ul style="list-style-type: none"> • Understand that communicating different points of view in a dispute can often help people to find a satisfactory compromise. 	<p>SE: Samuel Adams: Champion of Liberty: 141-143; Creating the Constitution: 196-203; The Bill of Rights: 204-209</p> <p>TE: Differentiated Instruction, L2: 104; The Great Compromise, Differentiated Instruction, L3-4: 144; The Nation Debates: 148; Ratifying the Constitution, Protecting Rights: 149; Ten Amendments: 150</p>
<ul style="list-style-type: none"> • Understand that resolving a conflict by force rather than compromise can lead to more problems. 	<p>SE: The Colonists Rebel: 152-159; Declaring Independence: 160-165; On the Battlefield and at Home: 166-173</p> <p>TE: The Boston Massacre: 112; The Boston Tea Party, Great Britain Reacts: 113; Colonial Representatives Meet, Patrick Henry Speaks Out: 114; The Second Continental Congress: 117; A Brave Step: 119; A New Plan for Government: 145</p>

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<ul style="list-style-type: none"> • Understand that if a conflict cannot be settled by compromise, it may be decided by a vote if everyone agrees to accept the results. 	<p>SE: Politics: SSH 33; Creating the Constitution: 196-203; The Bill of Rights: 204-209; Tough Compromises, More New States: 308; “Bleeding Kansas”: 309 TE: Politics: SSH 15; The Great Compromise: 144; Powers of Government: 146; Ratifying the Constitution, Differentiated Instruction, L1-2: 149; Tough Compromises, “Bleeding Kansas”: 222</p>
<ul style="list-style-type: none"> • Understand that family, groups and community influence the individual's daily life and personal choices. 	<p>SE: Learning to Use the Land: 6-7; Other North American Cultures: 8-9; Native American Culture: 18-25; Cultures Collide: 56-57; Life at Plymouth Plantation: 84-85; Ben Franklin: Young Apprentice: 101-103; Colonial Society: 117; Daily Life in the Colonies: 118-119; Slavery in the South: 124-125; Fighting Back Against Slavery: 126-127; Reasons for Immigration: 406; Gaining Entrance, A Rough Start: 407; National Voting Rights Museum: 571-573 TE: Other North American Cultures: 8; Daily Life for Native Americans, Children's Roles: 17; Native American Laws and Rules, Governments of Large Nations: 18; Native American Religion: 19; Cultures Collide: 42; Life at Plymouth Plantation: 62; Ben Franklin: Young Apprentice: 75; Colonial Society: 85; Daily Life in the Colonies: 86; Slavery in the South: 90; Fighting Back Against Slavery: 91; Reasons for Immigration, A Rough Start: 291</p>
<ul style="list-style-type: none"> • Understand stereotyping. 	<p>For related content, please see: SE: German Anti-Semitism: 515; A Long History of Segregation: 584-585 TE: A Long History of Segregation: 418</p>

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<ul style="list-style-type: none"> • Understand the role of cultural unity and diversity within and across groups. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Native American Culture: 18-25; Slavery in the South: 124-125; Fighting Back Against Slavery: 126-127; Women and African Americans Fight for Freedom: 252-257; A Diverse Army: 323; Women in Wartime: 327; Unequal Opportunities for African Americans: 430-435; Civil Rights: 584-591</p> <p>TE: Daily Life for Native Americans: 17; Native American Laws and Rules, Governments of Large Nations, Differentiated Instruction, L2, L4: 18; Slavery in the South: 90; Fighting Back Against Slavery: 91; New Groups Arrive: 182; The Seneca Falls Convention: 184; A Diverse Army: 232; Ending School Segregation, Breaking the Color Barrier: 419</p>
<p>Essential Concept and/or Skill: Understand how personality and socialization impact the individual.</p>	
<ul style="list-style-type: none"> • Understand that various factors contribute to the shaping of a person's identity. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Ben Franklin: Young Apprentice: 101-103; Colonial Society: 117; Slavery in the South: 124-125; Samuel Adams: Champion of Liberty: 141-143; The Lewis and Clark Expedition: Sacagawea's Unique Role: 223-225; Narcissa Whitman: Oregon Trail Pioneer: 263-265; Susan B. Anthony: Crusader for Women's Rights: 417-419; Zora Neale Hurston: A Voice from the South: 447-449; Roosevelt and the New Deal: 476-477; Ronald Reagan and the Berlin Wall: 533-535</p> <p>TE: Ben Franklin: Young Apprentice: 75; Colonial Society: 85; Slavery in the South: 90; Differentiated Instruction, L3: 104; The Lewis and Clark Expedition: Sacagawea's Unique Role: 161; myWorld and Me: 187</p>

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<ul style="list-style-type: none"> • Understand that human beings have different interests, motivations, skills, and talents. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Ben Franklin: Young Apprentice: 101-103; Colonial Society: 117; Slavery in the South: 124-125; Samuel Adams: Champion of Liberty: 141-143; The Lewis and Clark Expedition: Sacagawea’s Unique Role: 223-225; Narcissa Whitman: Oregon Trail Pioneer: 263-265; Susan B. Anthony: Crusader for Women’s Rights: 417-419; Zora Neale Hurston: A Voice from the South: 447-449; Roosevelt and the New Deal: 476-477; Ronald Reagan and the Berlin Wall: 533-535</p> <p>TE: Ben Franklin: Young Apprentice: 75; Colonial Society: 85; Slavery in the South: 90; Differentiated Instruction, L3: 104; The Lewis and Clark Expedition: Sacagawea’s Unique Role: 161; myWorld and Me: 187</p>
<ul style="list-style-type: none"> • Understand the rights and responsibilities of the individual in relation to his/her social group. 	<p>SE: Colonial Society: 117; Daily Life in the Colonies: 118-119; Slavery in the South: 124-125; Immigrants Make Contributions: 408-409; Susan B. Anthony: Crusader for Women’s Rights: 417-419; The Progressive Era: 420-427; African American Leaders: 432-433; Ronald Reagan and the Berlin Wall: 533-535; National Voting Rights Museum: 571-573</p> <p>TE: Colonial Society: 85; Daily Life in the Colonies: 118-119; Slavery in the South: 90; Immigrants Make Contributions: 292; Susan B. Anthony: Crusader for Women’s Rights: 299; The Labor Movement, Unions Demand Change: 303; Solving America’s Problems, Achievements of the Progressive Era: 304; Other Progressive Goals: 305; African American Leaders: 310</p>

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<ul style="list-style-type: none"> • Understand various meanings of social group, general implications of group membership, and different ways that groups function. 	<p>This objective is addressed throughout. See, for example: SE: Ancient Farmers: Building in Stone: 1-3; Native American Culture: 18-25; Colonial Society: 117; Daily Life in the Colonies: 118-119; Slavery in the South: 124-125; Fighting Back Against Slavery: 126-127; The First Political Parties: 228; Escape to Freedom: 310; African American Leaders: 432-434; New Institutions: 434-435; World War II at Home: 500-505 TE: What is Culture?: 16; Daily Life for Native Americans, Children’s Roles: 17; Native American Laws and Rules, Governments of Large Nations: 18; Native American Religion: 19; Colonial Society: 85; Daily Life in the Colonies: 86; Slavery in the South: 90; Fighting Back Against Slavery: 91; The First Political Parties: 165; African American Leaders: 310; New Institutions: 311; The Japanese Experience: 361</p>
Essential Concept and/or Skill: Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.	
<ul style="list-style-type: none"> • Understand the fundamental concepts of growth and development. 	<p>This objective falls outside the scope of the text.</p>
<ul style="list-style-type: none"> • Understand learning and physical development affect behavior. 	<p>For related content, please see: SE: Ben Franklin: Young Apprentice: 101-103; Fighting Back Against Slavery: 126-129; Samuel Adams: Champion of Liberty: 141-143; Susan B. Anthony: Crusader for Women’s Rights: 417-419; Zora Neale Hurston: A Voice from the South: 447-449; Roosevelt and the New Deal: 476-477; Ronald Reagan and the Berlin Wall: 533-535 TE: Fighting Back Against Slavery: 91; myWorld and Me: 187</p>

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<ul style="list-style-type: none"> • Understand personal changes over time, such as those related to physical development and personal issues. 	<p>For related content, please see: SE: Slavery in the South: 124-125; Fighting Back Against Slavery: 126-127; Susan B. Anthony: Crusader for Women’s Rights: 417-419; Zora Neale Hurston: A Voice from the South: 447-449; Roosevelt and the New Deal: 476-477; Ronald Reagan and the Berlin Wall: 533-535 TE: Slavery in the South: 90; Fighting Back Against Slavery: 91; More New Deal Reforms: 342</p>
<ul style="list-style-type: none"> • Understand that language, stories, folktales, music, and artistic creations are expressions of culture. 	<p>SE: Native American Cultures: 18-25; The Columbian Exchange: 52-57; Cultures Collide: 56-57; Jamestown: 63-65; Artisans and Craftspeople: 116; Slavery in the South: 124-125; The Culture of the Roaring Twenties: 460; The Jazz Age: 461; The Harlem Renaissance: 462; American Popular Culture: 580-581 TE: What is Culture?: 16; Daily Life for Native Americans, Children’s Roles: 17; Native American Religion: 19; Begin to Read: 40; Cultures Collide, Differentiated Instruction, L4: 42; Differentiated Instruction, L4: 49; Artisans and Craftspeople: 85; Slavery in the South: 90; The Culture of the Roaring Twenties. The Jazz Age: 330; The Harlem Renaissance: 331; American Popular Culture: 414</p>
<ul style="list-style-type: none"> • Understand that interactions among learning, inheritance, and physical development affect human behavior. 	<p>For related content, please see: SE: Ben Franklin: Young Apprentice: 101-103; Fighting Back Against Slavery: 126-129; Samuel Adams: Champion of Liberty: 141-143; Susan B. Anthony: Crusader for Women’s Rights: 417-419; Zora Neale Hurston: A Voice from the South: 447-449; Roosevelt and the New Deal: 476-477; Ronald Reagan and the Berlin Wall: 533-535 TE: Fighting Back Against Slavery: 91; myWorld and Me: 187</p>

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<ul style="list-style-type: none"> • Understand that group and cultural influences contribute to human development, identity, and behavior. 	<p>SE: Learning to Use the Land: 6-7; Other North American Cultures: 8-9; Native American Culture: 18-25; Cultures Collide: 56-57; Life at Plymouth Plantation: 84-85; Ben Franklin: Young Apprentice: 101-103; Colonial Society: 117; Daily Life in the Colonies: 118-119; Slavery in the South: 124-125; Fighting Back Against Slavery: 126-127; Reasons for Immigration: 406; Gaining Entrance, A Rough Start: 407; National Voting Rights Museum: 571-573 TE: Other North American Cultures: 8; Daily Life for Native Americans, Children’s Roles: 17; Native American Laws and Rules, Governments of Large Nations: 18; Native American Religion: 19; Cultures Collide: 42; Life at Plymouth Plantation: 62; Ben Franklin: Young Apprentice: 75; Colonial Society: 85; Daily Life in the Colonies: 86; Slavery in the South: 90; Fighting Back Against Slavery: 91; Reasons for Immigration, A Rough Start: 291</p>
<p style="text-align: center;">Essential Concept and/or Skill: Understand current social issues to determine how the individual formulates opinions and responds to issues.</p>	
<ul style="list-style-type: none"> • Understand that the way a person views an issue reflects personal beliefs, experiences, and attitudes. 	<p>SE: Samuel Adams: Champion of Liberty: 141-143; Susan B. Anthony: Crusader for Women’s Rights: 417-419; Roosevelt and the New Deal: 476-477; New Laws: 478; More New Deal Reforms: 478-479; Ronald Reagan and the Berlin Wall: 533-535; National Voting Rights Museum: 571-573; TE: Differentiated Instruction, L3: 104; Roosevelt and the New Deal: 342; More New Deal Reforms: 342</p>

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Essential Concept and/or Skill: Understand how to evaluate social research and information.	
<ul style="list-style-type: none"> Understand the use of research procedures and skills to investigate an issue. 	SE: Use Primary Sources: 150-151; Search For Information on the Internet: 194; Evaluate Web Sites: 232-233; Analyze Media Content: 614-615 TE: Differentiated Instruction, L1-4: 141; Differentiated Instruction, L1-4: 168, Differentiated Instruction, L3-4: 264; Differentiated Instruction, L4: 280, Differentiated Instruction: L3-4: 287
Economics	
Intermediate (3 – 5) Details and Example	
Essential Concept and/or Skill: Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.	
<ul style="list-style-type: none"> Understand that goods and services are scarce because there are not enough resources to satisfy all of the wants of individuals, governments, and societies 	SE: Scarcity and Opportunity Cost: SSH 23 TE: Scarcity and Opportunity Cost: SSH 9
<ul style="list-style-type: none"> Understand that consumers buy less of products and services when prices go up and buy more when prices go down. 	SE: Supply and Demand: SSH 20-21; The Marketplace: SSH 22 TE: Supply and Demand: SSH 8; The Marketplace: SSH 9
<ul style="list-style-type: none"> Understand that businesses are willing to sell more products and services when prices go up and less when the price goes down. 	SE: Supply and Demand: SSH 20-21; The Marketplace: SSH 22 TE: Supply and Demand: SSH 8; The Marketplace: SSH 9
<ul style="list-style-type: none"> Understand the concept of unemployment. 	SE: The Economy Today: SSH 25; Jobs: SSH 26; The Stock Market Crash: 468; The Depression Deepens: 470 TE: The Economy Today: SSH 10; Jobs: SSH 11
<ul style="list-style-type: none"> Understand the importance of work. 	SE: The Economy Today: SH 25; Jobs: SSH 26; The Stock Market Crash: 468 TE: The Economy Today: SSH 10; Jobs: SSH 11
<ul style="list-style-type: none"> Understand how competition among sellers results in lowers costs and higher product quality. 	SE: The Marketplace: SSH 22 TE: The Marketplace: SSH 9

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Essential Concept and/or Skill: Understand the functions of economic institutions.	
<ul style="list-style-type: none"> Understand that banks provide money to consumers and serve as the intermediary between savers and borrowers. 	SE: Banks: SSH 24 TE: Banks: SSH 10
Essential Concept and/or Skill: Understand how governments throughout the world influence economic behavior.	
<ul style="list-style-type: none"> Understand that the government pays for goods and services it provides by taxing and borrowing. 	SE: The Economy Today: SSH 25; Government in Action: SSH 32; Challenges at Home: 622-623; TE: The Economy Today: SSH 10; Government in Action: SSH 14; Challenges at Home: 445
<ul style="list-style-type: none"> Understand that all societies have developed economic systems and there are advantages and disadvantages to each type of system. 	SE: Communism and Capitalism: 540-541 TE: Communism and Capitalism: 540-541
<ul style="list-style-type: none"> Understand when consumers buy goods some of the money that goes to the business is used to pay for resources and taxes. 	For related content, please see: SE: Supply and Demand: SSH 20-21; The Marketplace: SSH 22 TE: Supply and Demand: SSH 7; The Marketplace: SSH 8
Essential Concept and/or Skill: Understand factors that create patterns of interdependence in the world economy.	
<ul style="list-style-type: none"> Understand that when countries specialize they become more interdependent. 	SE: The United States and the Global Economy: 624 TE: The United States and the Global Economy: 446
<ul style="list-style-type: none"> Understand the impact of increasing economic interdependence in different regions of the world. 	SE: The United States and the Global Economy: 624 TE: The United States and the Global Economy: 446
<ul style="list-style-type: none"> Understand that local goods and services are part of the global economy. 	SE: The Economy Today: SSH 25 TE: The Economy Today: SSH 9
<ul style="list-style-type: none"> Understand the concepts of exports and imports. 	SE: The Economy Today: SSH 25 TE: The Economy Today: SSH 9

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Essential Concept and/or Skill: Understand that advancing technologies impact the global economy.	
<ul style="list-style-type: none"> Understand that technologies have costs and benefits associated with them. 	SE: Technology and Specialization: SSH 27 The United States and the Global Economy: 624; Future Jobs for Americans: 625 TE: What Are the Costs and Benefits of inventions?: 282; The United States and the Global Economy: 446
<ul style="list-style-type: none"> Understand that new inventions reflect people's needs and wants; and when these change, technology changes to reflect the new needs and wants. 	SE: Technology and Specialization: SSH 27; Inventors and Inventions: 388-395; New Products: 458-459; New Technology: 578; Television in 1950's America: 579 TE: Technology and Specialization: SSH 10 New Ways to Communicate: 279; The Impact of Electricity: 280; New Ways to Travel: 281; The Impact of Inventions: 282
<ul style="list-style-type: none"> Understand that the design process is a series of methodical steps for turning ideas into useful products and systems. 	For related content, please see: SE: Business Leaders Take Risks: 399 TE: Business Leaders Take Risks: 286
<ul style="list-style-type: none"> Understand that the manufacturing process includes designing product, gathering the resources, and producing a finished product. 	For related content, please see: SE: Jobs: SSH 26; Inventions and Businesses: 400; Future Jobs for America: 625 TE: Jobs: SSH 10; Differentiated Instruction, L2-4: 287
Essential Concept and/or Skill: <i>Understand that all economies throughout the world rely upon universal concepts.</i>	
<ul style="list-style-type: none"> Understand that there are producers and consumers in all economies. 	SE: A Global Depression: 481; Communism and Capitalism: 540 TE: A Global Depression: 343
<ul style="list-style-type: none"> Understand supply and demand in various types of economies. 	SE: Supply and Demand: SSH 20-21; The Marketplace: SSH 22; Communism and Capitalism: 540 TE: Supply and Demand: SSH 7; The Marketplace: SSH 8; Communism and Capitalism: 386

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<ul style="list-style-type: none"> Understand that production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal. 	SE: The Economy Today: SSH 25 TE: The Economy Today: SSH 9
<ul style="list-style-type: none"> Understand how nations throughout the world have joined with one another to promote economic development and growth. 	SE: The Economy Today: SSH 25; The United States and the Global Economy: 624 TE: The Economy Today: SSH 9; The United States and the Global Economy: 446
<ul style="list-style-type: none"> Understand barriers to trade among people across nations. 	For related content, please see: SE: The Economy Today: SSH 25; The United States and the Global Economy: 624 TE: The Economy Today: SSH 9; The United States and the Global Economy: 446
Geography	
<u>Intermediate (3 – 5) Details and Example</u>	
Essential Concept and/or Skill: Understand the use of geographic tools to locate and analyze information about people, places, and environments.	
<ul style="list-style-type: none"> Understand political, topographical and historical maps, aerial photos and maps. 	SE: Political Maps: SSH 13; Physical Maps: SSH 14; Elevation Maps: SSH 15; Historical Maps: SSH 17; The United States Debates Going to War: 494-495 TE: Political Maps: SSH 2; Physical Maps, Elevation Maps: SSH 3; Historical Maps: SSH 4
<ul style="list-style-type: none"> Understand the use of mental maps to organize information about people, places, and environments in a spatial context. 	For related content, please see: SE: Categorize: 67 TE: Metacognition for Social Studies, Reading: T32-T33; Categorize: 51
<ul style="list-style-type: none"> Understand the concepts of title, legend, cardinal directions, distance, grids. 	For related content, please see: SE: Reading Maps: SSH 12 TE: Reading Maps: SSH 2

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<ul style="list-style-type: none"> • Understand the use of data sources, atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. 	<p>This objective is addressed throughout. See, for example: SE: Historical Maps: SSH 17; People Arrive in the Americas: 4-5; The Columbian Exchange: 54-55; Two Different Cultures: 83; Plymouth Colony Population: 85; Letters by "Express": 153; The Effect of Inflation: 1775-1779: 190; Search for Information on the Internet: 194-195; Lewis and Clark's Journey: 238; Read Circle Graphs: 314-315; The Panama Canal: 377; Dust Bowl, 1930s: 472; Europe after World War II: 526; Analyze Media Content: 614-615 TE: Historical Maps: SSH 4; People Arrive in the Americas: 6; New Crops Changing Diets: 41; Life at Plymouth Plantation: 62; Letters by "Express": 112; Differentiated Instruction, L1-4: 141; Hardship and Successes: 172; Differentiated Instruction, L1-4: 226; Building the Panama Canal: 269; Differentiated Instruction, L2-4: 357; The Effects of the War: 375; Differentiated Instruction, L4: 439</p>
<ul style="list-style-type: none"> • Understand the spatial elements of point, line, area and volume. 	<p>For related content, please see: SE: Reading Maps: SSH 12 TE: Reading Maps: SSH 2</p>
<ul style="list-style-type: none"> • Understand the representations of major physical and human features on maps and globes. 	<p>SE: Special Purpose Maps: SSH 18; Current Events Maps: SSH 19; Political Maps: SSH 13; Physical Maps: SSH 14; Elevation Maps: SSH 15; Historical Maps: SSH 17; Special Purpose Maps: SSH 18; Current Events Maps: SSH 19 TE: Political Maps: SSH 2; Physical Maps, Elevation Maps: SSH 3; Historical Maps: SSH 4; Special Purpose Maps, Current Events Maps: SSH 5</p>

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Essential Concept and/or Skill: Understand how geographic and human characteristics create culture and define regions.	
<ul style="list-style-type: none"> • Understand the characteristics of regions--physical and cultural. 	<p>This objective is addressed throughout. See, for example: SE: Ancient Farmers: Building in Stone: 1-3; Ancient American Civilizations: 4-9; New England, Middle, and Southern Colonies: 104-111; After Reconstruction: 342; Slavery in the Colonies: 120-127; Jefferson and the Louisiana Purchase: 234-239; Narcissa Whitman: Oregon Trail Pioneer: 263-265; Problems on the Great Plains: 472-473; The Dust Bowl: 473; A Long History of Segregation: 584-585 TE: Ancient Farmers: Building in Stone: 3; Learning to Use the Land, The Mayan and Aztec Worlds: 7; Other North American Cultures: 8; Geography of the English Colonies: 78; The Middle Colonies: 80; Slavery in the North: 89; Slavery in the South: 90; Hardships and Successes: 172; Problems on the Great Plains, The Dust Bowl: 337; A Long History of Segregation: 418</p>
<ul style="list-style-type: none"> • Understand regions change over time and the causes and consequences of these changes. 	<p>This objective is addressed throughout. See, for example: SE: Changing Ways of Life: 16-17; New England, Middle, and Southern Colonies: 104-111; Trails to the West: 284-291; The California Gold Rush: 292-297; Reconstruction: 338-343; Problems on the Great Plains: 472; The Dust Bowl: 473; African Americans Find New Opportunities: 502 TE: Changing Ways of Life: 14; The Middle Colonies: 80; Southern Colonies: 81; Moving West: 170; The Louisiana Purchase: 171; Hardships and Successes: 172; The Oregon Country: 206; The Mormon Trail: 207; Reaching California: 208; California Becomes a State: 212; Rebuilding the South: 243; African Americans Find New Opportunities: 360</p>

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<ul style="list-style-type: none"> • Understand ways regional, ethnic, and national cultures influence individuals' daily lives. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Adapting to Different Places: 12-17; Native American Culture: 18-25; Slavery in the South: 124-125; Fighting Back Against Slavery: 126-127; Native Americans Fight for their Homes: 249; The Trail of Tears: 250-251; A Diverse Army: 323; A Soldier's Life: 324; Sick and Wounded: 325; New Institutions: 434-435; The Roaring Twenties: 458-463; Postwar America: 574-581</p> <p>TE: The Native Americans of North America: 12; Daily Life for Native Americans, Children's Roles: 17; Native American Religion: 19; Slavery in the South: 90; Fighting Back Against Slavery: 91; Native Americans Fight for their Homes: 179; New Institutions: 311; The Culture of the Roaring Twenties: 330; The Growth of the Suburbs: 412; Television in the 1950's: 413; A Diverse Army: 232; A Soldier's Life, Sick and Wounded: 233</p>
<ul style="list-style-type: none"> • Understand how people from different cultures think about and deal with their physical environment and social conditions. 	<p>SE: Ancient Farmers: Building in Stone: 1-3; Native American Culture: 18-25; Daily Life in the Colonies: 112-119; Immigration: 404-411; The Roaring Twenties: 458-465; The Holocaust: 514-519</p> <p>TE: Ancient Farmers: Building in Stone: 3; Daily Life for Native Americans: 17; Colonies and Resources: 83; Colonial Society: 85; Daily Life in the Colonies: 86; New Immigrants: 290; A Rough Start: 291; The Culture of the Roaring Twenties: 330; Resisting the Nazis, The Experience of Anne Frank: 369; Survival and Freedom: 370</p>

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<ul style="list-style-type: none"> • Understand language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Ancient American Civilizations: 4-9; Native American Culture: 18-25; The Columbian Exchange: 52-57; Working and Celebrating Together: 83; Life at Plymouth Plantation: 84-85; The Massachusetts Bay Colony: 86-87; Daily Life in the Colonies: 118-119; Slavery in the South: 124-125; Fighting Back Against Slavery: 126-127; The Culture of the Roaring Twenties: 460-465; American Popular Culture: 580-581</p> <p>TE: Cultures Collide: 42; Life at Plymouth Plantation: 62; The Massachusetts Bay Colony: 63; Daily Life in the Colonies: 86; Slavery in the South: 90; Fighting Back Against Slavery: 91; The Culture of the Roaring Twenties, The Jazz Age: 330; American Popular Culture: 414</p>

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<p>Essential Concept and/or Skill: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</p>	
<ul style="list-style-type: none"> • Understand causes and effects of human migration. 	<p>This objective is addressed throughout. See, for example: SE: Explorers for Spain: 44-51; The Columbian Exchange: 52-57; Settlements Take Root: 62-65; The Spanish Colony in the Americas: 66-71; The English Colonies in Virginia: 72-79; The French and Dutch in North America: 90-95; myStory Book: 99; Jefferson and the Louisiana Purchase: 234-239; Trails to the West: 284-291; Railroads, Miners, and Ranchers: 352-357; Problems on the Great Plains: 472; The Dust Bowl: 473; African Americans Find New Opportunities: 502 TE: Cortes and the Aztecs: 36; Coronado's Expedition: 37; Changing Ways of Life, Harmful Effects: 40; A Powerful Exchange, New Crops Changing Diets: 41; Differentiated Instruction, L3-4: 42; The Colony of New Spain: 51; The Big Question, Jamestown Settlement: Three Cultures Meet: 48; Differentiated Instruction, L3: 49; The English in North America: 55; Hard Times in Jamestown: 57; French Settlements Grow: 68; Moving West: 170; The Louisiana Purchase: 171; The Oregon Country: 206; The Impact of the Railroads: 255; Problems on the Great Plains, The Dust Bowl: 337; African Americans Find New Opportunities: 360</p>

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<ul style="list-style-type: none"> • Understand reasons for the growth and decline of settlements. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Explorers for Spain: 44-51; The Columbian Exchange: 52-57; Settlements Take Root: 62-65; The Spanish Colony in the Americas: 66-71; The English Colonies in Virginia: 72-79; The French and Dutch in North America: 90-95; myStory Book: 99; Jefferson and the Louisiana Purchase: 234-239; Trails to the West: 284-291; Railroads, Miners, and Ranchers: 352-357; Problems on the Great Plains: 472; The Dust Bowl: 473; African Americans Find New Opportunities: 502</p> <p>TE: Cortes and the Aztecs: 36; Coronado’s Expedition: 37; Changing Ways of Life, Harmful Effects: 40; A Powerful Exchange, New Crops Changing Diets: 41; Differentiated Instruction, L3-4: 42; The Colony of New Spain: 51; The Big Question, Jamestown Settlement: Three Cultures Meet: 48; Differentiated Instruction, L3: 49; The English in North America: 55; Hard Times in Jamestown: 57; French Settlements Grow: 68; Moving West: 170; The Louisiana Purchase: 171; The Oregon Country: 206; The Impact of the Railroads: 255; Problems on the Great Plains, The Dust Bowl: 337; African Americans Find New Opportunities: 360</p>
<ul style="list-style-type: none"> • Understand density and sparcity in terms of human settlement. 	<p>SE: Cities and Businesses: 402-403; A Rough Start: 407; Industrialization Leads to Challenges: 420-421; The Growth of Suburbs: 576-577</p> <p>TE: Cities and Businesses: 288; A Rough Start: 291; The Growth of Suburbs: 412</p>

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<ul style="list-style-type: none"> • Understand the relationship between population growth and resource use. 	<p>SE: Geography of the English Colonies: 104-105; Colonies and Resources: 112-113; The California Gold Rush: 292-297; Railroads, Miners, and Ranchers: 352-357; Inventions and Businesses: 400; Industry and Resources: 401; Cities and Businesses: 402-403; Boom Years: 574; Environmental Issues: 626</p> <p>TE: California Becomes a State: 212; Industry and Resources: 287; Cities and Businesses: 288; Environmental Issues: 447</p>
<ul style="list-style-type: none"> • Understand the concepts of renewable and non-renewable resources. 	<p>SE: Environmental Issues: 626</p> <p>TE: Environmental Issues: 447</p>
<ul style="list-style-type: none"> • Understand recycling. 	<p>SE: Government in Action: SSH 32; Going Green: 627</p> <p>TE: Government in Action: SSH 15; Going Green: 447</p>
<ul style="list-style-type: none"> • Understand the relation between economic activities and natural resources in areas. 	<p>SE: Jamestown Settlement: Three Cultures Meet: 63-65; The Colony of New Spain: 66-67; Success at Jamestown: 74; French Traders and Settlers: 90-91; Geography of the English Colonies: 104-105; Colonies and Resources: 112-113; Slavery in the South: 124-125; The California Gold Rush: 292-297; The Impact of Big Business: 398-403</p> <p>TE: Jamestown Settlement: Three Cultures Meet: 48; The Colony of New Spain: 51; Success at Jamestown: 56; French Traders and Settlers: 67; Geography of the English Colonies: 78; Colonies and Resources: 83; The Profit Motive: 211; Business Leaders Take Risks: 286; Industry and Resources: 287; Cities and Businesses: 288</p>

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Essential Concept and/or Skill: <i>Understand how physical processes and human actions modify the environment and how the environment affects humans.</i>	
<ul style="list-style-type: none"> • Understand the characteristics of places are shaped by physical and human processes. 	<p>SE: Learning to Use the Land: 6-7; Other North American Cultures: 8-9; Native Americans Change the Land: 15-16; Geography of the English Colonies: 104-105; Colonies and Resources: 112-113; Daily Life in the Colonies: 118-119; Inventions, Roads, and Railroads: 266-267</p> <p>TE: Learning to Use the Land: 7; Other North American Cultures: 8; Native Americans Change the Land: 13; Geography of the English Colonies: 78; Colonies and Resources: 83; Daily Life in the Colonies: 86; Better Transportation, The Erie Canal: 195; The First Railroads, Settling Along the Routes: 196</p>
<ul style="list-style-type: none"> • Understand humans interact and adapt to the physical environment. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Ancient Farmers: Building in Stone: 1-3; Daily Life for Native Americans: 20; How does the environment shape how we live?: 29; The Columbian Exchange: 52-57; Colonies and Resources: 112-113; Inventions, Roads, and Railroads: 266-273; Railroads, Miners, and Ranchers: 352-357; Adapting to the Environment: 362-363; Problems on the Great Plains: 472; The Dust Bowl: 473; The Growth of Suburbs: 576-577</p> <p>TE: Ancient Farmers: Building in Stone: 3; Differentiated Instruction, L1-4: 4; Children’s Roles: 17; The Big Question, myWorld and Me: 22; Changing Ways of Life: 40; Colonies and Resources: 83; New Inventions: 193; Settling Along the Routes: 196; The Impact of the Railroads: 255; Adapting to the Environment: 260; Problems on the Great Plains, The Dust Bowl: 337; The Growth of Suburbs: 412</p>

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<ul style="list-style-type: none"> Understand ways to monitor science and technology in order to protect the physical environment, individual rights and the common good. 	SE: Ensure Domestic Tranquility: 212; The Environmental Movement: 596 TE: Ensure Domestic Tranquility: 153; The Environmental Movement: 425
<ul style="list-style-type: none"> Understand laws and policies that govern the environment. 	SE: Ensure Domestic Tranquility: 212; The Environmental Movement: 596; Environmental Issues: 625; Going Green: 627 TE: Ensure Domestic Tranquility: 153; The Environmental Movement: 425; Environmental Issues: 447
History Intermediate (3 – 5) Details and Example	
Essential Concept and/or Skill: Understand historical patterns, periods of time and the relationships among these elements.	
<ul style="list-style-type: none"> Understand the similarities and differences between various civilizations within a time period. 	SE: Ancient American Civilizations: 4-9; Adapting to Different Places: 12-17; Native American Culture: 18-25; The Columbian Exchange: 52-57; Jamestown Settlement: Three Cultures Meet: 63-65; Pilgrims and Puritans in New England: 80-87 TE: The Mayan and Aztec Worlds, Differentiated Instruction, L2-3: 7; Other North American Cultures: 8; Native American Economies: 13; Changing Ways of Life: 14; What is Culture?: 16; Daily Life for Native Americans: 17; Governments of Large Nations: 18; A Powerful Exchange, New Crops Changing Diets: 41; Cultures Collide: 42; Differentiated Instruction, L4: 49; The Pilgrims Arrive: 60; The Massachusetts Bay Colony: 63

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<ul style="list-style-type: none"> • Understand problems, issues, and dilemmas of life in the past and their causes. 	<p>This objective is addressed throughout. See, for example: SE: Ancient American Civilizations: 4-9; Explorers for Spain: 44-51; Pilgrims and Puritans in New England: 80-87; Daily Life in the Colonies: 112-119; Washington Takes Office: 226-231; Trails to the West: 284-291; Native Americans Struggle to Survive: 366-373; The Progressive Era: 420-427; A Divided World: 536-543 TE: The Mayan and Aztec Worlds: 7; Recognize Cause and Effect: 36, 37, 62, 63, 83, 85; The Pilgrims Arrive: 60; Life at Plymouth Plantation: 62; Artisans and Craftspeople, Colonial Society: 85; The First President: 164; The Oregon Country: 206; The Impact of the Railroads: 255; Who Owns the Land?: 263; Thirty Years of War: 265; Achievements of the Progressive Era: 304; A Divided Europe: 386</p>
<ul style="list-style-type: none"> • Understand differences in life today compared to life in the past 	<p>SE: Ancient Farmers: Building in Stone: 1-3; Children’s Roles: 21; The New Government: 188-189; Women Work for Reform: 255-257; What are the costs and benefits of growth? 415; The Fight for Women’s Rights: 436-441; How do people respond to good times and bad?: 485 TE: myStory Spark: 3; Children’s Roles: 17; Differentiated Instruction, L2, L4: 42; The New Government: 137; The Seneca Falls Convention: 184; Becoming American: 293; myWorld and Me: 296; Working for More Rights: 314; myWorld and Me: 346</p>

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<ul style="list-style-type: none"> • Understand causes and effects of events within a time period. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Ancient American Civilizations: 4-9; Explorers for Spain: 44-51; Pilgrims and Puritans in New England: 80-87; Daily Life in the Colonies: 112-119; Washington Takes Office: 226-231; Trails to the West: 284-291; Railroads, Miners, and Ranchers: 352-357; The Progressive Era: 420-427; A Divided World: 536-543</p> <p>TE: The Mayan and Aztec Worlds: 7; Recognize Cause and Effect: 36, 37, 62, 63, 83, 85; The Pilgrims Arrive: 60; Life at Plymouth Plantation: 62; Artisans and Craftspeople, Colonial Society: 85; The First President: 164; The Oregon Country: 206; The Impact of the Railroads: 255; Achievements of the Progressive Era: 304; A Divided Europe: 386</p>

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Essential Concept and/or Skill: Understand how and why people create, maintain, or change systems of power, authority, and governance.	
<ul style="list-style-type: none"> • Understand groups and institutions work to meet individual needs and the common good of all. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Native American Culture: 18-25; Daily Life in the Colonies: 112-119; Washington Takes Office: 226-231; Women and African Americans Fight for Freedom: 252-257; Escape to Freedom: 310; Starting Down the Road to War, Anger Grows: 311; Unequal Opportunities for African Americans: 430-435; The Fight for Women’s Rights: 436-441; The Japanese Experience: 504-505; The Holocaust: 514-519</p> <p>TE: Daily Life for Native Americans, Children’s Roles: 17; Native American Laws and Rules, Governments of Large Nations: 18; Artisans and Craftspeople, Colonial Society: 85; The First President: 164; Building a Strong Economy: 165; New Groups Arrive: 182; The Seneca Falls Convention: 184; African American Leaders: 310; New Institutions: 311; The Nineteenth Amendment: 315; The Japanese Experience: 361; Resisting the Nazis, The Experiences of Anne Frank: 369</p>

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<ul style="list-style-type: none"> • Understand that belief systems affect government policies and laws. 	<p>This objective is addressed throughout. See, for example: SE: Pilgrims and Puritans in New England: 80-87; Declaring Independence: 160-165; Article of Confederation: 188-193; The Bill of Rights: 204-209; Struggles Over Slavery: 306-311; The Fight for Women’s Rights: 436-441; The New Deal: 476-481; Civil Rights: 584-591; Meeting Today’s Challenges: 622-629 TE: The Pilgrims Arrive: 60; The Massachusetts Bay Colony: 63; The Declaration of Independence: 118; A Brave Step: 119; The New Government: 137; Protecting Rights: 149; Tough Compromises, More New States, “Bleeding Kansas”: 222; Working for More Rights: 314; The Government Expands: 343; Ending School Segregation: 419</p>
<ul style="list-style-type: none"> • Understand the consequences of governmental decisions. 	<p>This objective is addressed throughout. See, for example: SE: Reaching India: 40-41; The New England Colonies: 106-107; The Middle Colonies: 108-109; Tensions with Britain: 144-149; Articles of Confederation: 188-193; The Bill of Rights: 204-209; Struggles Over Slavery: 306-311; The New Deal: 476-481; Civil Rights: 584-591; Meeting Today’s Challenges: 622-629 TE: Reaching India: 31; The New England Colonies: 79; The Middle Colonies: 80; Trouble Over Taxes: 106; New Taxes from Great Britain: 107-108; The New Government: 137; New Lands for New States: 139; Protecting Rights: 149; “Bleeding Kansas”: 222; The Nineteenth Amendment: 315; New Laws: 342; Ending School Segregation: 419</p>

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Essential Concept and/or Skill: Understand the role of culture and cultural diffusion on the development and maintenance of societies.	
<ul style="list-style-type: none"> • Understand ways culture has influenced interactions of various groups. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Cultures Collide: 56-57; Jamestown Settlement: Three Cultures Meet: 62-65; The Spanish Colony in the Americas: 66-71; The English Colonies in Virginia: 72-79; Fighting Back Against Slavery: 126-127; The War of 1812: 240-245; Struggles Over Slavery: 306-313; The Harlem Renaissance: 462; Movement and Change: 463; A Tough Time for Immigrants: 464-465; Civil Rights: 584-591</p> <p>TE: Jamestown Settlement: Three Cultures Meet: 48; Differentiated Instruction, L4: 49; The Colony of New Spain: 51; The Settlement at St. Augustine: 52; Cooperation and Conflict: 53; The English in North America: 55; Success at Jamestown: 56; Hard Times in Jamestown: 57; Fighting Back Against Slavery: 91; Leading Up to War: 174; The North and South Grow Apart: 221; Movement and Change: 331; A Tough Time for Immigrants: 332; A Long History of Segregation: 418; Breaking the Color Barrier, Ending School Segregation: 419</p>

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<ul style="list-style-type: none"> • Understand ways culture affects decisions of a society, group or individual. 	<p>This objective is addressed throughout. See, for example: SE: Adapting to Different Places: 12-17; Native American Culture: 18-25; Slavery in the South: 124-125; Fighting Back Against Slavery: 126-127; Women and African Americans Fight for Freedom: 252-257; Struggles Over Slavery: 306-314; Native Americans Struggle to Survive: 366-373; Immigration: 404-411; The Harlem Renaissance: 462; American Popular Culture: 580-581; Civil Rights: 584-591 TE: Changing Ways of Life: 14; Daily Life for Native Americans, Children's Roles: 17; Native American Laws and Rules: 18; Native American Religion: 19; Slavery in the South: 90; Fighting Back Against Slavery: 91; New Groups Arrive: 182; Starting Down the Road to War: 223; Thirty Years of War, Other Native American Leaders: 265; New Immigrants: 290; Reasons for Immigration: 291; American Popular Culture: 414</p>

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<ul style="list-style-type: none"> • Understand major historical events and developments that involved interaction among various groups. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Cultures Collide: 56-57; Jamestown Settlement: Three Cultures Meet: 62-65; The Spanish Colony in the Americas: 66-71; The English Colonies in Virginia: 72-79; Fighting Back Against Slavery: 126-127; The War of 1812: 240-245; Native Americans Struggle to Survive: 366-373; Struggles Over Slavery: 306-313; The Harlem Renaissance: 462; Movement and Change: 463; A Tough Time for Immigrants: 464-465; Civil Rights: 584-591</p> <p>TE: Jamestown Settlement: Three Cultures Meet: 48; Differentiated Instruction, L4: 49; The Colony of New Spain: 51; The Settlement at St. Augustine: 52; Cooperation and Conflict: 53; The English in North America: 55; Success at Jamestown: 56; Hard Times in Jamestown: 57; Fighting Back Against Slavery: 91; Leading Up to War: 174; The North and South Grow Apart: 221; Thirty Years of War: 265; Movement and Change: 331; A Tough Time for Immigrants: 332; A Long History of Segregation: 418; Breaking the Color Barrier, Ending School Segregation: 419</p>

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Essential Concept and/or Skill: Understand the role of individuals and groups within a society as promoters of change or the status quo.	
<ul style="list-style-type: none"> • Understand roles of important individuals and groups in technological and scientific fields. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Technology Shapes Exploration: 24-41; Ben Franklin: Young Apprentice: 101-103; Slavery Spreads West: 254; Inventions, Roads, and Railroads: 266-273; Inventors and Inventions: 388-395; Inventions and Businesses: 400; New War Technology: 506-507; The Space Race: 550</p> <p>TE: Better Navigation Tools, Improved Shipbuilding: 29; Portuguese Explorers: 30; Slavery Spreads West: 183; New Inventions: 193; Factories and Factory Towns: 194; Edison’s Bright Idea: 280; Airplanes and Flight: 281; The Impact of Inventions: 282; Inventions and Businesses: 287; New War Technology: 363; The Space Race: 393</p>

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<ul style="list-style-type: none"> • Understand that specific individuals had a great impact on history 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Portuguese Explorers: 38-39; The English Colonies in Virginia: 72-79; Samuel Adams: Champion of Liberty: 141-143; Declaring Independence: 160-165; The Lewis and Clark Expedition: Sacagawea’s Unique Role: 223-225; Women and African Americans Fight for Freedom: 252-257; Struggles Over Slavery: 306-313; Brilliant Confederate Generals: 320; The Progressive Era: 420-427; The Experience of Anne Frank: 517; Breaking the Color Barrier: 586</p> <p>TE: Portuguese Explorers: 30; The English in North America: 55; Hard Times in Jamestown: 57; Samuel Adams: Champion of Liberty: 103; Common Sense: 117; Women of the Revolution: 124; The Big Question, The Lewis and Clark Expedition: Sacagawea’s Unique Role: 161; Differentiated Instruction, L2-4: 162; Women Work for Reform: 183-184; Anger Grows: 223; The Election of 1860, Brilliant Confederate Generals: 230; Other Progressive Goals: 305; The Experience of Anne Frank: 369; Breaking the Color Barrier: 419</p>
<ul style="list-style-type: none"> • Understand the people, events, problems, and ideas that were significant in creating the history of their state. 	<p>For opportunities to address this objective, please see:</p> <p>SE: New Groups Arrive: 252-253</p> <p>TE: New Groups Arrive: 182</p>

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<ul style="list-style-type: none"> • Understand how democratic values have been exemplified by people, events, and symbols. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Pilgrims and Puritans in New England: 80-87; Ben Franklin: Young Apprentice: 101-103; Samuel Adams: Champion of Liberty: 141-143; Declaring Independence: 160-165; Washington Takes Office: 228-231; Women and African Americans Fight for Freedom: 252-257; Railroads, Miners, and Ranchers: 352-357; Sodbusters and Homesteaders: 362-365; Immigration: 404-411; Susan B. Anthony: Crusader for Women’s Rights: 417-419; The Progressive Era: 420-427; World War II at Home: 500-505</p> <p>TE: The Pilgrims Arrive: 60; Samuel Adams: Champion of Liberty: 103; Common Sense: 117; The Declaration of Independence: 118; The First President: 164; A New Capital: 166; The Seneca Falls Convention: 184; “From Sea to Shining Sea”: 261; Welcome to a New Land: 292; Susan B. Anthony: Crusader for Women’s Rights: 299; Achievements of the Progressive Era: 304; Helping with the War: 359</p>
<p style="text-align: center;">Essential Concept and/or Skill: Understand the effect of economic needs and wants on individual and group decisions.</p>	
<ul style="list-style-type: none"> • Understands factors that shaped the economic system in the United States. 	<p>SE: Building a Strong Economy: 229; The Great Depression: 466-473; More New Deal Reforms: 479; The Changing Workplace: 573; The Reagan Years: 598-599; Challenges at Home: 622-623; The United States and the Global Economy: 624; Future Jobs for Americans: 625</p> <p>TE: Building a Strong Economy: 165; More New Deal Reforms: 342; The Changing Workplace: 411; The Reagan Years: 426; Challenges at Home: 445; The United States and the Global Economy, Future Jobs for Americans: 446</p>

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<ul style="list-style-type: none"> • Understand that economic activities in the community have changed over time. 	<p>For related content, please see: SE: Building a Strong Economy: 229; The Great Depression: 466-473; More New Deal Reforms: 479; The Reagan Years: 598-599; Challenges at Home: 622-623; The United States and the Global Economy: 624; Future Jobs for Americans: 625 TE: Building a Strong Economy: 165; More New Deal Reforms: 342; The Reagan Years: 426; Challenges at Home: 445; The United States and the Global Economy, Future Jobs for Americans: 446</p>
<ul style="list-style-type: none"> • Understand that the types of work local community members do have changed over time. 	<p>For related content, please see: SE: The Economy Today: SSH 25; Jobs: SSH 26; Conflict Over Jobs: 623; Future Jobs for Americans: 625 TE: Future Jobs for Americans: 446</p>
<p>Essential Concept and/or Skill: Understand the effects of geographic factors on historical events.</p>	
<ul style="list-style-type: none"> • Understand varying landforms and geographic features and their importance in the development of communities. 	<p>SE: Ancient Farmers: Building in Stone: 1-3; The English Colonies in Virginia: 72-79; New England, Middle, and Southern Colonies: 104-111; Colonies and Resources: 112-113; Hardship and Successes: 238-239; Trails to the West: 284-291; The California Gold Rush: 292-297 TE: Ancient Farmers: Building in Stone: 3; Hard Times in Jamestown: 57; Geography of the English Colonies: 78; Colonies and Resources: 83; Hardship and Successes: 172; The Oregon Country, "Oregon or Bust!" 206; Gold Fever: 210</p>

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<ul style="list-style-type: none"> • Understand seasons, climate, and weather, environmental change and crises affect social and economic development. 	<p>SE: Ancient Farmers: Building in Stone: 1-3; The English Colonies in Virginia: 72-79; New England, Middle, and Southern Colonies: 104-111; Hardship and Successes: 238-239; The Trail of Tears: 250-251; Narcissa Whitman: Oregon Trail Pioneer: 263-265; Trails to the West: 284-291; Problems on the Great Plains: 472; The Dust Bowl: 473; Challenges at Home: 612-613</p> <p>TE: Ancient Farmers: Building in Stone: 3; Differentiated Instruction, L1-4: 4; Hard Times in Jamestown: 57; Geography of the English Colonies: 78; Hardships and Successes: 172; Narcissa Whitman: Oregon Trail Pioneer: 190; "Oregon or Bust!": 206; Problems on the Great Plains, The Dust Bowl: 337</p>
<ul style="list-style-type: none"> • Understand major land and water routes of explorers. 	<p>SE: Explorers for Spain: 44-51; The Lewis and Clark Expedition: Sacagawea's Unique Role: 223-225; Exploring the West: 237; Hardship and Successes: 238-239</p> <p>TE: Support English Language Learners, 2: 35; Ferdinand Magellan: 36; Exploring the North: 37; Hardship and Successes, Differentiated Instruction, L2: 172</p>

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Essential Concept and/or Skill: Understand the role of innovation on the development and interaction of societies.	
<ul style="list-style-type: none"> • Understand the influence of cultural, scientific, and technological decisions on societies. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Ancient American Civilizations: 4-9; Adapting to Different Places: 12-17; Native American Culture: 18-25; The Columbian Exchange: 52-57; The Spanish Colony in the Americas: 66-71; Creating the Constitution: 196-203; Women and African Americans Fight for Freedom: 252-257; Inventions, Roads, and Railroads: 266-273; Inventors and Inventions: 388-395; New War Technologies: 454; Postwar America: 574-581</p> <p>TE: The Mayan and Aztec Worlds, Differentiated Instruction, L2-4: 7; Other North American Cultures: 8; The Native Americans of North America: 12; Begin to Read, Changing Ways of Life: 40; A Powerful Exchange, New Crops Changing Diets: 41; Cultures Collide, Differentiated Instruction, L3-4: 42; The Colony of New Spain: 51; The Constitutional Convention: 143; The Great Compromise: 144; New Groups Arrive: 182; The Seneca Falls Convention: 184; Factories and Factory Towns: 194; New Ways to Communicate: 279; New Ways to Travel: 281; New War Technologies: 326; The Changing Workplace: 411; The Growth of Suburbia: 412</p>
<ul style="list-style-type: none"> • Understand ways science and technology have changed the way people think about the natural world 	<p>SE: Technology Shapes Exploration: 34-41; Colonies and Resources: 112-113; Inventions, Roads, and Railroads: 266-273; Railroads, Miners and Ranchers: 352-357; Adapting to the Environment: 362-363; Inventors and Inventions: 388-395</p> <p>TE: Viking Explorers: 28; Portuguese Explorers: 30; Colonies and Resources: 83; New Inventions: 193; The Impact of the Railroads: 255; The Impact of Inventions: 282</p>

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<ul style="list-style-type: none"> • Understands that the use of technology in the local community has changed over time. 	<p>For related content, please see: SE: Inventions, Roads, and Railroads: 266-273; Inventors and Inventions: 388-395 TE: New Inventions: 193; A New Way to Work: 194; Better Transportation, The Erie Canal: 195; Settling Along the Routes: 195; Begin to Read: 279; The Impact of Electricity: 280; New Ways to Travel: 281</p>
<p style="text-align: center;">Essential Concept and/or Skill: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.</p>	
<ul style="list-style-type: none"> • Understand processes important to reconstructing and interpreting the past. 	<p>This objective is addressed throughout. See, for example: SE: Ancient American Civilizations: 4-9; Explorers for Spain: 44-51; Pilgrims and Puritans in New England: 80-87; Daily Life in the Colonies: 112-119; Washington Takes Office: 226-231; Trails to the West: 284-291; Railroads, Miners and Ranchers: 532-357; The Progressive Era: 420-427; A Divided World: 536-543 TE: The Mayan and Aztec Worlds: 7; Recognize Cause and Effect: 36, 37, 62, 63, 83, 85; The Pilgrims Arrive: 60; Life at Plymouth Plantation: 62; Artisans and Craftspeople, Colonial Society: 85; The First President: 164; The Oregon Country: 206; The Impact of the Railroads: 255; Achievements of the Progressive Era: 304; A Divided Europe: 386</p>

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<ul style="list-style-type: none"> • Understand the historical perspective including cause and effect. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Ancient American Civilizations: 4-9; Explorers for Spain: 44-51; Pilgrims and Puritans in New England: 80-87; Daily Life in the Colonies: 112-119; Washington Takes Office: 226-231; Trails to the West: 284-291; Thirty Years of War: 370; Railroads, Miners and Ranchers: 532-357; The Progressive Era: 420-427; A Divided World: 536-543</p> <p>TE: The Mayan and Aztec Worlds: 7; Recognize Cause and Effect: 36, 37, 62, 63, 83, 85; The Pilgrims Arrive: 60; Life at Plymouth Plantation: 62; Artisans and Craftspeople, Colonial Society: 85; The First President: 164; The Oregon Country: 206; The Impact of the Railroads: 255; Thirty Years of War: 265; Achievements of the Progressive Era: 304; A Divided Europe: 386</p>
<ul style="list-style-type: none"> • Understand how to view the past in terms of the norms and values of the time. 	<p>SE: Slavery in the Colonies: 120-127; Native Americans and the Trail of Tear: 246-251; Escape to Freedom: 310; Starting Down the Road to War, Anger Grows: 311; The Progressive Era: 420-427; Unequal Opportunities for African Americans: 430-435; Women Find New Opportunities: 503</p> <p>TE: The Slave Trade: 88; Fighting Back Against Slavery: 91; North Americans Fight for their Homes: 179; The Trail of Tears: 180; Solving America’s Problems, Achievements of the Progressive Era: 304; Other Progressive Goals: 305; Jim Crow Laws: 309; Women Find New Opportunities: 360</p>

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<ul style="list-style-type: none"> Understand interpretation of data in timelines. 	<p>This objective is addressed throughout. See, for example: SE: Use Timelines: 42-43; The English in North America: 72-73; Founding of the Middle Colonies: 109; Ratifying the U.S. Constitution: 206-207; The Texas Revolution and Mexican War: 280-281; Got It?: 343; New Farm Technology: 362-363; American Inventions, 1840-1900: 390-391; Timeline of Important Events in Suffragist History: 439; The Reagan Years: 598-599 TE: Differentiated Instruction, L1-4: 33; War With Mexico: 202; Edison’s Bright Idea: 280</p>
<p>Political Science/Civic Liberty Intermediate (3 – 5) Details and Example</p>	
<p>Essential Concept and/or Skill: Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</p>	
<ul style="list-style-type: none"> Understand what it means to be a citizen. 	<p>SE: Being a Good Citizen: SSH 34; How We Participate in Government: SSH 35 TE: Being a Good Citizen, How We Participate in Government: SSH 16</p>
<ul style="list-style-type: none"> Understand why civic responsibility is important and know examples of civic responsibility. 	<p>SE: Being a Good Citizen: SSH 34; How We Participate in Government: SSH 35 TE: Being a Good Citizen, How We Participate in Government: SSH 16</p>
<ul style="list-style-type: none"> Understand that Congress passes laws to protect individual rights. 	<p>SE: The Bill of Rights: SSH 29-30 TE: The Bill of Rights: SSH 13-14</p>
<ul style="list-style-type: none"> Understand how people can participate in their government. 	<p>SE: Politics: SSH 33; Being a Good Citizen: SSH 34; How We Participate in Government; SSH 35 TE: Politics: SSH 15; Being a Good Citizen, How We Participate in Government: SSH 15</p>
<ul style="list-style-type: none"> Understand what political leaders do and why leadership is necessary in a democracy. 	<p>SE: What is Government?: SSH 28; The United States Constitution: SSH 28-29; The Bill of Rights: SSH 29-30 TE: The United States Constitution: SSH 13</p>

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<ul style="list-style-type: none"> • Understand opportunities for leadership and public service in the student’s own classroom, school, community, state, and the nation. 	<p>SE: Being a Good Citizen: SSH 34; How We Participate in Government: SSH 35; Make a Difference: 582-583 TE: Being a Good Citizen, How We Participate in Government: SSH 15; Differentiated Instruction, L1-4: 416</p>
<ul style="list-style-type: none"> • Understand the importance of voluntarism as a characteristic of American society. 	<p>SE: Being a Good Citizen: SSH 34; Making a Difference: 582-583 TE: Being a Good Citizen: SSH 15; Differentiated Instruction, L1-4: 416</p>
<p>Essential Concept and/or Skill: Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.</p>	
<ul style="list-style-type: none"> • Understand the fundamental values and principles of American democracy. 	<p>SE: Participating in Our Government: SSH 28-35; Declaring Independence: 160-165; Creating the Constitution: 196-203; The Bill of Rights: 204-209; Key Concepts of the Constitution: 210-217 TE: The United States Constitution, The Bill of Rights: SSH 13-14; Government in Action, Politics: SSH 15; Being a Good Citizen, How We Participate in Government: SSH 16; The Declaration of Independence: 118; A Brave Step: 119; A New Plan for Government: 145; Powers of Government: 146; The Nation Debates: 148; Protecting Rights: 149; Establish Justice: 152; Provide for the Common Defense: 153</p>
<ul style="list-style-type: none"> • Understand the difference between power and authority. 	<p>For related content, please see: SE: Popular Sovereignty: SSH 31 TE: Popular Sovereignty: SSH 14</p>

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<ul style="list-style-type: none"> • Understand fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches. 	<p>SE: Creating the Constitution: 196-203; The Bill of Rights: 204-209; Key Concepts of the Constitution: 210-217; Battles on Land: 243; Ronald Reagan and the Berlin Wall: 533-535; New Civil Rights Laws: 590; The Movement Continues: 591; The Declaration of Independence: R0-3; United States Constitution: R4-26</p> <p>TE: The Great Compromise: 144; A New Plan for Government, Limiting Government: 145; Powers of Government: 146; The Nation Debates: 148; Ratifying the Constitution, Protecting Rights: 149; Ten Amendments: 150; Begin to Read, Establish Justice: 152; Ensure Domestic Tranquility, Provide for the Common Defense: 153; "Out of Many, One": 155; The Movement Continues: 421; The Declaration of Independence: R1</p>
<ul style="list-style-type: none"> • Understand the costs and benefits of diversity in American society. 	<p>SE: Immigration: 404-411</p> <p>TE: New Immigrants: 290; A Rough Start: 291; Immigrants Make Contributions, That's Entertainment: 292; Reaction Against Immigrants: 293</p>
<p>Essential Concept and/or Skill: Understand the purpose and function of each of the three branches of government established by the Constitution.</p>	
<ul style="list-style-type: none"> • Understand that the legislative branch passes laws to protect individual rights. 	<p>SE: The United States Constitution: SSH 28-29; A New Plan for Government: 200; Limiting Government: 201;</p> <p>TE: The United States Constitution: SSH 13; Limiting Government: 143</p>
<ul style="list-style-type: none"> • Understand that the executive branch carries out and enforces laws to protect individual rights. 	<p>SE: The United States Constitution: SSH 28-29; A New Plan for Government: 200; Limiting Government: 201;</p> <p>TE: The United States Constitution: SSH 13; Limiting Government: 143</p>

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<ul style="list-style-type: none"> Understand that the judicial branch, headed by the Supreme Court, makes decisions concerning the law that aim to protect individual rights. 	SE: The United States Constitution: SSH 28-29; A New Plan for Government: 200; Limiting Government: 201 TE: The United States Constitution: SSH 13; Limiting Government: 143
Essential Concept and/or Skill: Understand the differences among local, state and national government.	
<ul style="list-style-type: none"> Understand the roles of local, state and national government and the roles of representative leaders at these levels such as mayor, governor and President. 	SE: Federalism: National, State and Local Government: SSH 20; Powers of Government: 202-203 TE: Analyze Charts: SSH 14; Powers of Government: 146
<ul style="list-style-type: none"> Understand major services provided by national, state, and local governments. 	SE: Federalism: National, State and Local Government: SSH 30; Powers of Government: 202-203 TE: Analyze Charts: SSH 14
<ul style="list-style-type: none"> Understand how national, state and local government officials are chosen. 	SE: What is Government?: SSH 28; Washington Takes Office: 226-231 TE: What is Government?: SSH 13
Essential Concept and/or Skill: Understand the role of the United States in current world affairs.	
<ul style="list-style-type: none"> Understand that the world is divided into many different nations with each one having its own government. 	SE: Communism and Capitalism: 540-541; Trials at Home and Abroad: 608-613 TE: Communism and Capitalism: 386; The United States Works for Peace: 435
<ul style="list-style-type: none"> Understand the major ways nations interact with each other such as trade, diplomacy, cultural contacts, treaties or agreements, and use of military force. 	SE: Trials at Home and Abroad: 608-613; Threats to Peace and Prosperity: 616-621; The United States and the Global Economy: 624 TE: The United States Works for Peace: 435; Trouble in the Persian Gulf, The Clinton Years: 436; Afghanistan and Other Challenges: 443; The United States and the Global Economy: 446

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<ul style="list-style-type: none"> • Understand factors that contribute to cooperation and cause disputes within and among groups and nations. 	<p>SE: Trials at Home and Abroad: 608-613; Threats to Peace and Prosperity: 616-621; The United States and the Global Economy: 624</p> <p>TE: The United States Works for Peace: 435; The Clinton years: 436; War in Iraq: 442; Afghanistan and Other Challenges: 443; The United States and the Global Economy: 446</p>