A Correlation of

To the

Kansas Standards for History, Government, and Social Studies
Grade 5
Introduction

This document demonstrates how myWorld Social Studies Kansas Standards for History, Government and Social Studies, Grade 5. Correlation page references are to the Student Worktext and the Teacher's Guide. Alignments are cited at the page level.

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- 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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**SW** = Student Workbook  
**TG** = Teacher Guide
In this unit, students consider the diversity of the various American Indian nations in what is today the United States and their unique experiences before European exploration. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on American society.

**Ideas**

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**SW = Student Workbook**  
**TG = Teacher Guide**
### Exploration and Conflict: 1000s–1600s

This period begins with the encounters between American Indians and European explorers. During this unit students will concentrate on the causes and conflict associated with the exploration and settlement of North America. Students will analyze the competing interests of European nations and their American Indian counterparts.

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**TG = Teacher Guide**
## Colonization: 1600s–1760s

This period of history focuses on the establishment, growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern colonies. Students should examine how these differences shaped the individuality of these colonies.

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**TG**: Active Reading & Lesson Summary: 77, 80 |
| **Places/Institutions**                                     | **SW**: Map: The English Colonies, 104; Geography of the English Colonies, 104-105; Map: Products of the 13 Colonies, 112  
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**TG**: Active Reading & Lesson Summary: 77, 78, 79, 82, 83 |
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**TG**: Active Reading & Lesson Summary: 77, 78, 80, 82, 83 |
| Middle colonies                                             | **SW**: Map: The English Colonies, 104; Envision It! 104-105; Geography of the English Colonies, 104-105; The Middle Colonies, 108-109; Map: Products of the 13 Colonies, 112  
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| charter                                                   | For related material please see:  
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| development of agriculture based economy                 | **SW**: Slavery in the South, 124-125  
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| Middle Passage                             | **SW:** The Slave Trade, 121; Horrors of the Middle Passage, 121; Slavery in the North, 122  
**TG:** Active Reading & Lesson Summary: 87, 88, 89 |
| charter system                             | For related material please see:  
**SW:** The Colony of New Spain, 66; Success at Jamestown, 74-75  
**TG:** Active Reading & Lesson Summary: 50, 51, 54, 56 |

### The Road to Independence: 1750s–1770s

The period leading up to the Declaration of Independence is shaped by Enlightenment ideas, geography, and conflict. The Enlightenment ideas should be studied for their influence on individual and natural rights of citizens. The geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of these revolutionary, and at times radical, ideas. Conflicts abounded in this period from within and without. Students should examine how the Enlightenment ideas, economics, conflicts, and geography come together in the Declaration of Independence and ultimately the American Revolution.

#### Ideas

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**TG:** Active Reading & Lesson Summary: 116, 117 |
| alliance                     | **SW:** Alliance, 171  
**TG:** Active Reading & Lesson Summary: 120, 123 |
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  From Great Britain, 147; Great Britain Reacts, 155  
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| Pontiac                                                       | **SW:** The British Win, 134-135  
  **TG:** Active Reading & Lesson Summary: 94, 97 |
| King George III                                               | **SW:** Trouble Over Taxes, 144; New Taxes  
  From Great Britain, 147; Great Britain Reacts, 155  
  **TG:** Active Reading & Lesson Summary: 105, 106, 107, 111, 113 |
| Founding Fathers                                              | **SW:** The U.S. Constitution, SSH28; The Bill of Rights, SSH29-SSH30  
  **TG:** Active Reading & Lesson Summary: SSH12, SSH13, SSH14 |
| Patrick Henry                                                 | **SW:** The Colonist Take Action, 146; Patrick Henry Speaks Out, 156  
  **TG:** Active Reading & Lesson Summary: 105, 107, 111, 114 |
| Samuel Adams                                                  | **SW:** Samuel Adams: Champion of Liberty,  
  141-143; The Boston Massacre, 153; Paul Revere’s Ride, 157  
  **TG:** Active Reading & Lesson Summary: 102, 103, 104, 111, 112, 114 |
| **Places/Institutions**                                       |                                                      |
| Boston                                                        | **SW:** Townshend Acts Repealed, Mostly,  
  149; The Boston Massacre, 152-153; Map:  
  Express Riders, 153; The Boston Tea Party, 154; Great Britain Reacts, 155  
  **TG:** Active Reading & Lesson Summary: 105, 108, 111, 112, 113 |

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**TG**: Active Reading & Lesson Summary: 111, 112 |
| **Philadelphia**                                            | **SW**: Map: Express Riders, 153  
**TG**: Active Reading & Lesson Summary: 111, 112 |
| **Canada**                                                  | **SW**: The First Victories, 167  
**TG**: Active Reading & Lesson Summary: 120, 121 |
| **Atlantic Ocean**                                          | **SW**: Map: Express Riders, 153;  
**TG**: Active Reading & Lesson Summary: 111, 112 |

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| **Stamp Act**                                               | **SW**: Trouble Over Taxes, 144; No Taxation Without Representation, 145; The Colonists Take Action, 146  
**TG**: Active Reading & Lesson Summary: 105, 106, |
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**TG**: Active Reading & Lesson Summary: 105, 106 |
| **Townshend Acts**                                          | **SW**: New Taxes From Great Britain, 147; Townshend Acts Repealed, Mostly, 149; The Boston Tea Party, 154  
**TG**: Active Reading & Lesson Summary: 105, 107, 108, 111, 113 |
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| French and Indian War | **SW:** The French and Indian War, 130-135; Review and Assessment, 138  
**TG:** Active Reading & Lesson Summary: 94, 95, 96, 97 |
| Enlightenment | For opportunities to address this standard please see:  
**SW:** The Declaration of Independence, 163  
**TG:** Active Reading & Lesson Summary: 116, 118 |
| Proclamation of 1763 | **SW:** The British Win, 135  
**TG:** Active Reading & Lesson Summary: 94, 97 |

### The American Revolution: 1770s–1780s

The American Revolution cast a vision for a nation founded upon revolutionary ideas. The British attempts to regain its colonies are consistent with the actions of a sovereign nation. The American Revolution should be studied for a variety of reasons. Among these include efforts to organize a government based on these ideas, the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution.

#### Ideas

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**TG:** Active Reading & Lesson Summary: 116, 117, 125, 126, 127, 128 |
| **SW:** A Government of Our Own, 162  
**TG:** Active Reading & Lesson Summary: 116, 118 |
| **SW:** To write the Constitution, the Founders..., SSH30; The Declaration of Independence, 163-164  
**TG:** Active Reading & Lesson Summary: SSH12, SSH14, 116, 118, 119 |
| **SW:** Samuel Adams: Champion of Liberty, 141-143; Protests and boycotts spread...148; Patrick Henry Speaks Out, 156; Secure Liberty, 215  
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**TG:** Active Reading & Lesson Summary: 101-131 |

## People/Roles

### Loyalists

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| Loyalists                                                   | **SW:** Great Britain Reacts, 155; The fighting in 1775..., 160; The Fighting Spreads, 176  
**TG:** Active Reading & Lesson Summary: 111, 113, 116, 117, 125, 127 |

### Patriots

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| Patriots                                                    | **SW:** Great Britain Reacts, 155; Paul Revere’s Ride; 157; The First Shots, 158; When the fighting began...166; Washington Crosses the Delaware, 168-169; The Fighting Spreads, 176; African Americans Fight for Freedom, 177  
**TG:** Active Reading & Lesson Summary: 111, 113, 114, 115, 120, 121, 122, 125, 127 |

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**TG:** Active Reading & Lesson Summary: 11, 114, 115 |

### Redcoats

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| Redcoats                                                    | **SW:** Envision It! 166-167  
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| Ben Franklin                                                 | **SW:** Benjamin Franklin: Young Apprentice,  
            101-103; A Government of Our Own, 162;  
            The Battle of Saratoga, 171; Ending the  
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            **SW:** Starting Down the Road to War, 311  
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            Americans Fight for Freedom, 177  
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|                                                           | **TG:** Active Reading & Lesson Summary: 125, 128            |
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| France                                                     | **SW:** Alliance, 171; Advantages and Allies, 174  
|                                                           | **TG:** Active Reading & Lesson Summary: 120, 123, 124      |
| London                                                     | For related material please see:  
|                                                           | **SW:** Great Britain Reacts, 155  
|                                                           | **TG:** Active Reading & Lesson Summary: 111, 113           |
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### Treaty of Paris

**SW:** Ending the War, 179  
**TG:** Active Reading & Lesson Summary: 125, 128

### “Shot heard round the world”

**SW:** The First Shots, 158-159  
**TG:** Active Reading & Lesson Summary: 111, 115

### Building a New Nation: 1770s–1790s

The post-revolutionary period in the United States is a critical moment in U.S. history. During this era the American Experiment goes through a period of refinement while dealing with the difficulties faced by the new nation.

#### Ideas

- **individual rights**
  
  **SW:** To write the Constitution, the Founders..., SSH30  
  **TG:** Active Reading & Lesson Summary: SSH12, SSH14

- **limited government**
  
  **SW:** The U.S. Constitution also divides power..., SSH30; Limiting Government, 201  
  **TG:** Active Reading & Lesson Summary: SSH12, SSH14, 142, 145

- **separation of powers**
  
  **SW:** The U.S. Constitution, SSH28; A New Plan for Government, 200  
  **TG:** Active Reading & Lesson Summary: SSH12, SSH13, 142, 145

- **checks and balances**
  
  **SW:** The U.S. Constitution, SSH28; Three Branches of Government, SSH29; A New Plan for Government, 200; Checks and Balances, 201  
  **TG:** Active Reading & Lesson Summary: SSH12, SSH13, 142, 145

- **federalism**
  
  **SW:** The U.S. Constitution also divides power..., SSH30; Federalism: National, State, and Local Government, SSH30; Powers of Government, 202; Powers of State and National Government, 202  
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  **SW:** The Great Compromise, 199; Slavery Spreads West, 254; Working to End Slavery, 254-255  
  **TG:** Active Reading & Lesson Summary: 142, 144, 181, 183

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### People/Roles

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**TG:** Active Reading & Lesson Summary: SSH12, SSH13, SSH14 |
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**TG:** Active Reading & Lesson Summary: SSH12, SSH13, 142, 145 |
| representative                                                | **SW:** The U.S. Constitution, SSH28-SSH29  
**TG:** Active Reading & Lesson Summary: SSH12, SSH13 |
| senator                                                       | **SW:** The U.S. Constitution, SSH28-SSH29  
**TG:** Active Reading & Lesson Summary: SSH12, SSH13 |
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**SW:** Working to End Slavery, 254-255  
**TG:** Active Reading & Lesson Summary: 181, 183 |
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**TG:** Active Reading & Lesson Summary: 136, 137, 138, 139 |
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**TG:** Active Reading & Lesson Summary: 136, 138 |
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| Three-Fifths Compromise                                     | **SW:** The Great Compromise, 199  
**TG:** Active Reading & Lesson Summary: 142, 144 |
## Evaluation of Historical Evidence Skills:

1. **Sourcing.** Consider who wrote a document as well as the circumstances of its creation.
   - **SW:** Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Evaluate Web Sites, 232-233
   - **TG:** Active Reading & Lesson Summary: 109, 110, 167, 168; Analyze Primary Sources: 35, R1, R2, R3, R5, R9, R11

2. **Contextualization.** Locate a document in time and place, and understand how these factors shape its content.
   - **SW:** Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites, 232-233
   - **TG:** Active Reading & Lesson Summary: 109, 110, 140, 141, 167, 168; Analyze Primary Sources: 35, R1, R2, R3, R5, R9, R11

3. **Close reading.** Examine the author’s claims and evaluate the evidence used by the author to support those claims.
   - **SW:** Media and Technology: Evaluate Web Sites, 232-233
   - **TG:** Author’s Purpose: 6; Demonstrate Reasoned Judgment: SSH6, SSH8, 38, 48, 57, 62, 67, 115, 118, 127, 128, 161, 176, 180, 184, 190, 196, 200, 202, 203, 208, 212, 218, 221, 224, 228, 230, 233, 235, 240, R4, R8, R9; Recognize Bias: 113, 242; Express Problems Clearly: 28, 113, 123, 138, 148, 178, 202, 218, 228, 230, 232, 244

4. **Corroboration.** Consider details across multiple sources to determine points of agreement and disagreement.
   - **SW:** Critical Thinking: Compare Viewpoints: 128-129; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195
   - **TG:** Active Reading & Lesson Summary: 92, 93, 109, 110, 140, 141; Analyze Primary Sources: 35, R1, R2, R3, R5, R9, R11
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<td><strong>TG</strong>: Active Reading &amp; Lesson Summary: 5, 8, 11, 14, 15, 19, 27, 31, 34, 38, 39, 42, 50, 53, 54, 58, 59, 63, 66, 69, 77, 81, 82, 86, 87, 91, 94, 97, 105, 108, 111, 112, 115, 116, 119, 120, 124, 125, 128, 136, 139, 142, 146, 147, 150, 151, 155, 163, 166, 169, 172, 173, 176, 177, 180, 181, 184, 192, 196, 199, 203, 204, 208, 209, 212; Formulate Questions: 7, 8, 16, 17, 30, 53, 57, 60, 62, 75, 91, 97, 117, 122, 138, 145, 152, 153, 154, 170, 174, 180, 184, 190, 196, 203, 205, 206, 212, 223, 229, 234; Make/Draw Inferences/Infer: SSH2, SSH5, SSH6, SSH10, SSH11, SSH13, SSH15, 3, 17, 19, 28, 29, 31, 36, 37, 38, 40, 41, 48, 55, 57, 69, 80, 81, 90, 103, 112, 114, 117, 119, 121, 122, 124, 126, 138, 150, 153, 155, 161, 175, 179, 183, 201, 210, 218, 222, 229, 233, 244, R3, R7, R8, R10, R11, R12, R13; Draw Conclusions: SSH2, SSH4, SSH11, SSH14, SSH15, 8, 12, 16, 18, 19, 25, 29, 31, 35, 37, 40, 51, 53, 57, 60, 61, 80, 81, 86, 91, 95, 96, 112, 121, 124, 126, 134, 146, 149, 150, 152, 154, 164, 166, 170, 175, 176, 180, 190, 193, 194, 196, 200, 202, 205, 206, 208, 212, 218, 221, 222, 223, 228, 230, 233, 234, 237, 238, 240, 244, R3, R5, R6, R7, R8, R9, R10, R12, R13</td>
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| 6. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text based on specific information in the text. (KCCRS RI.5.3) | **SW:** Reading Skills: Cause and Effect: SSH3; Cause and Effect: 51, 53, 78, 145, 148, 149, 157, 173, 181, 236, 245, 260, 267, 273, 276, 313; Critical Thinking: Compare Viewpoints: 128-129  
**TG:** Active Reading & Lesson Summary: 92, 93; Synthesize Information: SSH3, SSH4, SSH5, SSH6, SSH9, SSH10, SSH11, SSH13, SSH14, SSH15, 7, 8, 13, 31, 42, 58, 68, 79, 80, 81, 84, 86, 88, 97, 113, 114, 122, 128, 144, 150, 152, 154, 170, 171, 195, 203, 222, 223, 245, 260, 267, 273, 276, 313. |
| 7. Determine the meaning of general academic and domain-specific words and phrases in a text. (KCCRS RI.5.4) | **SW:** Vocabulary: SSH13, SSH15, SSH17, SSH19, SSH20, SSH23, SSH25, SSH27, SSH28, SSH31, SSH33, SSH35, 5, 13, 19, 35, 45, 53, 67, 73, 81, 92, 105, 113, 121, 131, 145, 153, 161, 167, 175, 189, 197, 205, 211, 227, 235, 241, 247, 253, 267, 277, 285, 293, 307, 317, 323, 331, 339  
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| 8. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (KCCRS RI.5.6) | **SW:** Critical Thinking: Compare Viewpoints: 128-129; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195  
**TG:** Active Reading & Lesson Summary: 92, 93, 109, 110, 140, 141; Analyze Primary Sources: 35, R1, R2, R3, R5, R9, R11  |
| 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (KCCRS RI.5.9) | **SW:** myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233  
**TG:** myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Active Reading & Lesson Summary: 109, 110, 140, 141, 167, 168; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239  |
| 10. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (KCCRS W.5.7) | **SW:** myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233  
**TG:** myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Active Reading & Lesson Summary: 109, 110, 140, 141, 167, 168; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239  |

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| **11. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources** (KCCRS W.5.8) | **SW:** Reading Skills: Summarize: SSH4; Summarize: 165, 189, 193, 209, 211, 217, 220, 331, 341, R2; Main Idea and Details: 75, 79, 80, 85, 86, 89, 90, 91, 96, 97  
**TG:** Summarize: 3, 6, 12, 21, 44, 51, 52, 53, 55, 56, 57, 60, 63, 67, 68, 69, 85, 99, 118, 137, 138, 143, 144, 145, 148, 149, 152, 153, 157, 161, 170, 171, 172, 174, 176, 178, 180, 182, 183, 184, 193, 195, 201, 205, 207, 208, 210, 211, 214, 223 |
| **12. Draw evidence from literary or informational text to support analysis, reflection, and research.** (KCCRS W.5.9) | **SW:** myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233  
**TG:** myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Active Reading & Lesson Summary: 109, 110, 140, 141, 167, 168; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239 |
| **Geography Skills which apply to human (cultural) and natural (physical) systems:** | **SW:** Reading Maps, SSH12; Native American Economies, 14-15; Álvar Núñez Cabeza de Vaca: Explorer of Florida and Texas, 31-33; Searching for Riches, 35; Reaching India, 40-41; Portuguese Explorers, 1487-1499, 40; The Columbian Exchange, 52-57; Triangular Trade, 115; The Slave Trade, 120-121  
**TG:** Active Reading & Lesson Summary: SSH1, SSH3, 11, 13, 24, 25, 26, 27, 28, 31, 39, 40, 41, 42, 82, 84, 87, 88 |

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<td>2. Acquire geographic information from sources such as primary and secondary sources, photographs, observation, maps, etc.</td>
<td><strong>SW</strong>: Possible Routes of the First Americans, 5; Native American Cultures, 13; Viking Exploration, 34; Portuguese Explorers, 1487-1499, 40; Spanish Exploration, 1513-1542, 48; The Columbian Exchange, 54-55; New Spain Around 1600, 66; Spanish Missions, 1600-1650, 70; Rival Settlements, Early 1600s, 75; Plymouth Colony, 82; European Colonies, mid-1600s, 91; The English Colonies, 104; Products of the 13 Colonies, 112; Triangular Trade, 115; Claiming North America, 130; Critical Thinking: Use Primary Sources, 150-151; Express Riders, 153; The Revolution Begins, 158; Thirteen Colonies, 160; British and American Victories, 1776, 169; Battle of Saratoga, 1777, 170; Battles, 1778-1781, 175; The Northwest Territory, 1787, 192; Media and Technology: Search for Information on the Internet, 194-195; Lewis and Clark’s Journey, 238; Land Claims, 1817, 247; Routes to Indian Territory, 1830s, 249; National Road and Major Canals, early 1800s, 270; Northern Mexico, 1835, 277; Expansion of the United States, 1783-1853, 282; Trails West, 1840s, 290; The United States, 1860, 306; Changes in Slave-Free States and Territories, 1820-1854, 309; Civil War Battlefields, 331; Sherman’s March, 1864, 333</td>
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<td>3. Organize geographic information using a variety of methods including maps, graphs, diagrams, tables, charts, etc.</td>
<td><strong>SW</strong>: Our Land and Regions, SSH10-SSH11; Reading Maps, SSH12; Political Maps, SSH13; Physical Maps; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special-Purpose Maps; Current-Events Maps, SSH19</td>
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<td>4. Analyze geographic information to seek patterns, infer relationships, make predictions, make inferences, evaluate bias, and synthesize information.</td>
<td><strong>SW</strong>: Our Land and Regions: Location, Place, SSH10; Ancient Farmers: Builders in Stone, 1-3; Ancient American Civilizations, 4-9; Native American Cultures, 13; Settling in the Americas, 50-51; Jamestown Settlement: Three Cultures Meet, 63-65; New Spain Around 1600, 66; Spanish Missions, 1600-1650, 70; Rival Settlements, Early 1600s, 75; Plymouth Colony, 82; European Colonies, mid-1600s, 91; The English Colonies, 104&lt;br&gt;<strong>TG</strong>: Active Reading &amp; Lesson Summary: SSH1, SSH2, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 34, 38, 47, 48, 49, 50, 51, 53, 54, 56, 59, 61, 66, 67, 77, 78</td>
</tr>
<tr>
<td>5. Answer geographic questions to construct knowledge and connect to the real world.</td>
<td><strong>SW</strong>: Our Land and Regions, SSH10-SSH11; Reading Maps, SSH12; Political Maps, SSH13; Physical Maps; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special-Purpose Maps; Current-Events Maps, SSH19&lt;br&gt;<strong>TG</strong>: Active Reading &amp; Lesson Summary: SSH1, SSH2, SSH3, SSH4, SSH5, SSH6</td>
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**Economic Skills**:

<p>| 1. Ask economic questions about choices and consequences, incentives, and voluntary exchange. | <strong>SW</strong>: Scarcity and Opportunity Costs, SSH23; The Economy Today, SSH25; Portuguese Explorers, 38-39; The Columbian Exchange, 52-57; Imports and Exports, 114-115&lt;br&gt;<strong>TG</strong>: Active Reading &amp; Lesson Summary: SSH7, SSH9, SSH10, 27, 30, 39, 40, 41, 42, 82, 84 |
| 2. Acquire economic information from sources such as primary and secondary sources, surveys, reference material and observation. | <strong>SW</strong>: Critical Thinking: Use Primary Sources, 150-151; Media and Technology: Search for Information on the Internet, 194-195&lt;br&gt;<strong>TG</strong>: Active Reading &amp; Lesson Summary: 109, 110, 140, 141 |</p>
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| 3. Analyze economic information using a variety of methods including diagrams, charts, graphs, and tables. | **SW:** The Effect of Inflation, 1775-1779, 190; Building a Strong Economy, 229; myStory Spark: What Are the Costs And Benefits of Growth? 262; myStory Book: What Are the Costs And Benefits of Growth? 301  
**TG:** Active Reading & Lesson Summary: 136, 139, 163, 165, 189, 190, 213, 215 |
| 4. Answer economic questions by presenting economic information in oral and written reports and through charts and diagrams. | **SW:** Supply and Demand, SSH20-SSH21; The Marketplace, SSH22; Scarcity and Opportunity Cost, SSH23; Banks, SSH24; The Economy Today, SSH25; Jobs, SSH26; Technology and Specialization, SSH27; Collaboration and Creativity: Give an Effective Presentation, 274-275  
**TG:** Active Reading & Lesson Summary: SSH7, SSH8, SSH9, SSH10, SSH11, 197, 198 |
| 5. Exhibit decision making based on an understanding of consequences and cost/benefit. | **SW:** Question 5, 85; Costs and Benefits of Indentured Servants, 85; Critical Thinking: Make Decisions, 88-89  
**TG:** Active Reading & Lesson Summary: 60, 62, 64, 65 |

**Civics Skills:**

1. Use criteria to make judgments about the strengths and weaknesses of a position on an issue.  
**TG:** Active Reading & Lesson Summary: SSH12, SSH16, SSH17, SSH18, 74, 75, 98, 100, 102, 103, 129, 131, 217, 218, 245, 247; Oral Debate: 7, 52, 60, 165, 223
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<th>2. Use criteria to arrive and defend a position that you can support.</th>
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<th>3. Adhere to the fundamental principles of common good and justice for all.</th>
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<td><strong>SW:</strong> Government in Action, SSH32; Being a Good Citizen, SSH34; Collaboration and Creativity, 10-11; Women and African Americans Fight for Freedom, 252-257 <strong>TG:</strong> Active Reading &amp; Lesson Summary: SSH12, SSH15, SSH16, 9, 10, 181, 182, 183, 184</td>
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<th>4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing your own clearly. (KCCRS SL.5.1)</th>
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<td>Students meet this objective throughout the text. Refer to the following examples: <strong>SW:</strong> Collaboration and Creativity: Work in Teams: 10-11; Critical Thinking: Make Decisions: 88-89; Critical Thinking: Compare Viewpoints: 128-129 <strong>TG:</strong> Active Reading &amp; Lesson Summary: 9, 10, 64, 65, 92, 93; Oral Debate: 7, 52, 60, 165, 223; Share Project: 68, 93, 155, 198, 223, 228, 229; Share Ideas/Information: 21, 38, 42, 52, 68, 76, 79, 93, 96, 106, 130, 139, 141, 143, 148, 149, 155, 157, 162, 175, 178, 183, 186, 187, 191, 194, 198, 201, 214, 215, 219, 223, 228, 229, 234, 239, 246, 247; Ask Questions/Respond after Presentation: 21, 183, 186, 198; Identify Central Issues: 36, 38, 41, 51, 52, 56, 57, 58, 60, 61, 62, 63, 67, 83, 84, 89, 90, 91, 95, 96, 97, 112, 113, 115, 119, 121, 123, 127, 134, 137, 139, 146, 149, 154, 164, 170, 171, 172, 175, 179, 193, 195, 200, 201, 202, 206, 212, 224, 228, 232, 237</td>
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