



**Macmillan/McGraw-Hill** **TIMELINKS**

**K-6 Social Studies**  
**Scope and Sequence**

Correlated to the

- **National Council for the Social Studies (NCSS) Curriculum Standards**
  - **National Geography Standards**
  - **Key Map & Globe, Chart & Graph, Reading, and Writing Skills**
    - **National English Language Arts Standards**



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## Timelinks © 2009 Scope and Sequence

Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
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### National Council for the Social Studies (NCSS) Curriculum Standards for Social Studies

#### **CULTURE**

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*.

<p>a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.</p>	<p>PE: Unit 1: 21, 27–28, 32; Unit 3: 11–12, 13, 19</p> <p>TE: Unit 1: 21, 27–28, 32; Unit 3: 11–12, 13, 19</p>		<p>PE: 97-141</p> <p>TE: 97-141</p>	<p>PE: 8, 142, 174, 182, 206, 214, 240, 246, 272, 280</p> <p>TE: 8, 142, 174, 182, 206, 214, 240, 246, 272, 280</p>	<p>PE: 20, 28, 32, 36, 40, 60, 66, 72, 86, 100, 106, 112, 118, 124, 292, 306</p> <p>TE: 20, 28, 32, 36, 40, 60, 66, 72, 86, 100, 106, 112, 118, 124, 292, 306</p>	<p>PE: 20, 24, 28, 46, 64, 70, 90, 96, 110, 118, 132, 148, 154, 162, 170, 228, 262, 292, 306, 314, 320, 326</p> <p>TE: 20, 24, 28, 46, 64, 70, 90, 96, 110, 118, 132, 148, 154, 162, 170, 228, 262, 292, 306, 314, 320, 326</p>
<p>b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.</p>			<p>PE: 97-141</p> <p>TE: 97-141</p>	<p>PE: 120, 182</p> <p>TE: 120, 182</p>	<p>PE: 40, 60, 66, 118, 124, 212, 298, 306, 312, 352</p> <p>TE: 40, 60, 66, 86, 118, 124, 212, 298, 306, 312, 352</p>	<p>PE: 154, 240, 320</p> <p>TE: 154, 240, 320</p>

## CULTURE

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*. (continued)

<p>c. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.</p>	<p>PE: Unit 1: 14–15, 20–21, 24–25, 27, 28–29, 33–39; Unit 5: 6</p> <p>TE: Unit 1: 10, 20, 21, 26, 27, 28–29, 33–39; Unit 2: 2; Unit 5: 6–7</p>	<p>PE: Unit 1: 27, 28–29, 30–31; Unit 3: 11</p> <p>TE: Unit 1: 26–27, 28–29, 30–31, 32–33; Unit 3: 10–11, 14–15, 26–27; Unit 4: 20–21</p>	<p>PE: 6–7, 54–55, 103, 106–112, 116–137, 140–141</p> <p>TE: 6–7, 54–55, 103, 106–112, 116–137, 140–141</p>	<p>PE: 8, 150, 182, 214, 246, 280</p> <p>TE: 8, 150, 182, 214, 246, 280</p>	<p>PE: 20, 28, 36, 40, 66, 86, 100, 124, 332</p> <p>TE: 20, 28, 36, 40, 66, 86, 100, 124, 332</p>	<p>PE: 20, 24, 28, 34, 40, 46, 52, 58, 64, 70, 84, 90, 110, 118, 132, 140, 148, 154, 162, 170, 180, 192, 200, 206, 210, 216</p> <p>TE: 20, 24, 28, 34, 40, 46, 52, 58, 64, 70, 84, 90, 110, 118, 132, 140, 148, 154, 162, 170, 180, 192, 200, 206, 210, 216</p>
<p>d. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.</p>	<p>PE: Unit 2: 2–3</p> <p>TE: Unit 2: 2</p>		<p>PE: 100-109</p> <p>TE: 100-109</p>	<p>PE: 8, 16, 56, 78, 182, 246</p> <p>TE: 8, 16, 56, 78, 182, 246</p>	<p>PE: 20, 28, 32, 36, 40, 52, 60, 78, 82, 106, 112, 250, 298</p> <p>TE: 20, 28, 32, 36, 40, 52, 60, 78, 82, 106, 112, 250, 298</p>	<p>PE: 24, 40, 46, 52, 58, 64, 84, 132, 180, 228, 248, 292, 306</p> <p>TE: 24, 40, 46, 52, 58, 64, 84, 132, 180, 228, 248, 292, 306</p>
<p>e. Give examples and describe the importance of cultural unity and diversity within and across groups.</p>	<p>PE: Unit 1: 14–15, 20–21, 24–25, 27–29</p> <p>TE: Unit 1: 14–15, 20–21, 24–25, 27–29</p>	<p>PE: Unit 1: 27, 30, 31, 33</p> <p>TE: Unit 1: 28, 30</p>	<p>PE: 100- 114</p> <p>TE: 100- 114</p>	<p>PE: 8, 16, 56, 120, 150, 182, 214, 246, 280</p> <p>TE: 8, 16, 56, 120, 150, 182, 214, 246, 280</p>	<p>PE: 32, 40, 66, 86, 106, 124, 306, 352, 360</p> <p>TE: 32, 40, 66, 86, 106, 124, 306, 352, 360</p>	<p>PE: 58, 84, 140, 154, 162, 186, 206, 216, 306</p> <p>TE: 58, 84, 140, 154, 162, 186, 206, 216, 306</p>

## TIME, CONTINUITY & CHANGE

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*.

<p>a. Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.</p>	<p>PE: Unit 3: 2–3, 5, 6–9, 11, 14</p> <p>TE: Unit 3: 3, 4–9, 18–19, 22–23, 26–27; Unit 5: 4–5</p>	<p>Unit 3: 5–7, 22–23; Unit 5: 23, 43</p> <p>TE: Unit 3: 2–7, 9, 18–19, 22–23, 25, 33; Unit 4: 34–35; Unit 5: 9, 13, 15, 20–21, 23, 29–31, 34–35, 39, 43</p>	<p>PE: 50–55, 67–69, 74–77, 88–93, 115, 117, 154–155, 158–159, 164–165, 174–175, 180–181, 183, 187, 202–203, 234–235</p> <p>TE: 50–55, 67–69, 74–77, 88–93, 115, 117, 154–155, 158–159, 164–165, 174–175, 180–181, 183, 187, 202–203, 234–235</p>	<p>PE: 16, 24, 40, 56, 120, 182, 214, 280</p> <p>TE: 16, 24, 40, 56, 78, 120, 142, 174, 182, 214, 240, 246, 280</p>	<p>PE: 82, 152, 166, 170, 178, 184, 216, 244, 250, 258, 266, 274, 298, 312, 324</p> <p>TE: 82, 152, 166, 170, 178, 184, 216, 244, 250, 258, 266, 274, 298, 312, 324</p>	<p>PE: 110, 228, 234, 240</p> <p>TE: 110, 228, 234, 240</p>
<p>b. Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.</p>	<p>PE: Unit 3: 1, 4–9, 11–15, 18–21, 22–23, 24–27</p> <p>TE: Unit 3: 4–9, 11–15, 18–27</p>	<p>PE: Unit 1: 6–7; Unit 3: 5, 6, 8–9</p> <p>TE: Unit 3: 6, 8</p>	<p>PE: 52–53, 68–69, 88–93, 95, 170–171, R8–R9</p> <p>TE: 52–53, 68–69, 88–93, 95, 170–171, R8–R9</p>	<p>PE: 32, 40, 48, 56</p> <p>TE: 32, 40, 48, 56</p>	<p>PE: 60</p> <p>TE: 60</p>	<p>PE: 20, 24, 34, 40, 64, 90, 180, 186, 200, 206, 210, 216, 228, 262, 276, 284, 300, 310</p> <p>TE: 20, 24, 34, 40, 64, 90, 180, 186, 200, 206, 210, 216, 228, 262, 276, 284, 300, 310</p>

## TIME, CONTINUITY & CHANGE

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time.*  
(continued)

<p>c. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.</p>	<p>PE: Unit 3: 30–31, 32–33, 34–35, 36–37  TE: Unit 3: 30–31, 32–33, 34–35, 36–37</p>	<p>PE: Unit 3: 29–33  TE: Unit 3: 30</p>	<p>PE: 148-149, 152, 155, 156-157, 162, 164-165, 169, 172-173, 175, 179, 180-181, 187 R10-R11  TE: 148-149, 152, 155, 156-157, 162, 164-165, 169, 172-173, 175, 179, 180-181, 187 R10-R11</p>	<p>PE: 40, 48  TE: 40, 48</p>	<p>PE: 52, 60, 66, 72, 106, 306, 332  TE: 52, 60, 66, 72, 106, 306, 332</p>	<p>PE: 28, 46, 64, 70, 110, 148, 154, 170, 180, 200, 252, 262, 300  TE: 28, 46, 64, 70, 110, 148, 154, 170, 180, 200, 252, 262, 300</p>
<p>d. Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.</p>	<p>PE: Unit 1: 23; Unit 3: 2–3, 4, 18, 22, 24–25, 26, 28–29, 30–33, 34–36  TE: Unit 1: 2; Unit 3: 1C, 1E, 1; Unit 4: 1; Unit 5: 1, 2</p>	<p>PE: Unit 3: 19</p>	<p>PE: 50-66, 68-69, 70-75, 78-83, 86-91, 113, 147, 194  TE: 50-66, 68-69, 70-75, 78-83, 86-91, 113, 147, 194</p>	<p>PE: 4, 8, 40, 92, 142, 150, 182, 198, 214, 246, 262, 280  TE: 4, 8, 16, 32, 40, 48, 92, 142, 150, 182, 198, 214, 246, 262, 280</p>	<p>PE: 52  TE: 52</p>	<p>PE: 28, 46, 84, 118  TE: 28, 46, 84, 118</p>
<p>e. Demonstrate an understanding that people in different times and places view the world differently.</p>	<p>PE: Unit 3: 32–33</p>	<p>PE: Unit 3: 30–33</p>	<p>PE: 78-83  TE: 78-83</p>	<p>PE: 32  TE: 32</p>	<p>PE: 20  TE: 20</p>	<p>PE: 24, 46, 58, 140, 148, 154, 162, 186, 192, 200, 240, 262  TE: 24, 46, 58, 140, 148, 154, 162, 186, 192, 200, 240, 262</p>

**TIME, CONTINUITY & CHANGE**

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*.  
(continued)

f. Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.			PE: 228-235 TE: 228-235	PE: 120 TE: 120	PE: 156 TE: 156	PE: 70, 96, 102, 310, 314, 326  TE: 24, 28, 40, 58, 64, 70, 96, 102, 110, 258, 310, 314, 326
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**PEOPLE, PLACES & EVENTS**

Social studies programs should include experiences that provide for the *study of people, places, and environments*.

a. Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.	PE: Unit 1: 27; Unit 2: 2-3, 5-9, 11, 15-21, 32-35; Unit 3: 28-29; Unit 4: 20-21, 24-25; Unit 5: 30-31  TE: Unit 1: 8-9; Unit 2: 3-9, 14-19, 20-21; Unit 3: 28-29; Unit 4: 20-21; Unit 5: 30-31	PE: Unit 1: 13-15, 18-19, 21-25, 32-35, 39-41; Unit 2: 2-3, 5, 9-13, 16-25, 27-31, 42-43; Unit 3: 16-17, 25-27; Unit 4: 18, 34-35; Unit 5: 30-31  TE: Unit 1: 3, 12-13, 18-25, 27; Unit 2: 2, 4-14, 16-33, 36-39, 42-43; Unit 3: 16-17, 19-21, 28-29; Unit 4: 18-19, 30-33	PE: 5, 10-15, 18-23, 26-27, 30-31, 42-45, 54-55, 61, 68-69, 72-73, 76-81, 101, 110-111, 138-139, 183, 204-205, 209, 212-213, 225  TE: : 5, 10-15, 18-23, 26-27, 30-31, 42-45, 54-55, 61, 68-69, 72-73, 76-81, 101, 110-111, 138-139, 183, 204-205, 209, 212-213, 225	PE: 16, 70, 78, 84, 166, 174, 230, 262  TE: 16, 70, 78, 84, 166, 174, 230, 262	PE: 60, 78, 82, 148, 292  TE: 60, 78, 82, 148, 292	PE: 162, 170, 234, 240, 262, 276, 284, 292, 300, 310, 314, 320  TE: 162, 170, 234, 240, 262, 276, 284, 292, 300, 310, 314, 320
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**PEOPLE, PLACES & EVENTS**

Social studies programs should include experiences that provide for the *study of people, places, and environments*. (continued)

<p>b. Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.</p>	<p>PE: Unit 1: 8–9, 14; Unit 2: 14, 20–21, 30–31, 32–33, 34–35, 38; Unit 3: 16, 28–29; Unit 4: 20–21; Unit 5: 30–31</p>	<p>PE: Unit 1: 24</p>	<p>PE: 5, 10-11, 18, 20-21, 22, 26-27, 31, 34-35, 41, 42-43, 46, 61, 72, 76-77, 87, 90, 101, 110-111, 115, 138-139, 142, 144, 152-153, 163, 166-167, 176-177, 183-184, 186-187, 198-199, 213, 225, 238, GH4-GH5, GH6-GH7, GH8-GH9, GH10-GH11, GH12-GH13, GH14-GH15, GH16-GH17, GH18-GH19, GH20-GH21, GH22-GH23, GH24-GH25</p>	<p>PE: 70, 84, 166, 174, 230, 262</p>	<p>PE: 52, 78</p>	<p>PE: 40, 90, 96, 216, 234, 240, 262, 292, 320</p>
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Teacher Edition correlations are on the following page.

**PEOPLE, PLACES & EVENTS**Social studies programs should include experiences that provide for the *study of people, places, and environments*. (continued)

b. Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs. <i>(continued)</i>			TE: PE: 5, 10-11, 18, 20-21, 22, 26-27, 31, 34-35, 41, 42-43, 46, 61, 72, 76-77, 87, 90, 101, 110-111, 115, 138-139, 142, 144, 152-153, 163, 166-167, 176-177, 183-184, 186-187, 198-199, 213, 225, 238, GH4-GH5, GH6-GH7, GH8-GH9, GH10-GH11, GH12-GH13, GH14-GH15, GH16-GH17, GH18-GH19, GH20-GH21, GH22-GH23, GH24- GH25	TE: 70, 84, 166, 174, 230, 262	TE: 52, 78	TE: 40, 90, 96, 216, 234, 240, 262, 292, 320
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**PEOPLE, PLACES & EVENTS**

Social studies programs should include experiences that provide for the *study of people, places, and environments*. (continued)

c. Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.	PE: Unit 1: 9, 14, 20, 31; Unit 2: 6, 12, 21, 31, 32, 34, 37; Unit 3: 8, 16, 28, 39; Unit 4: 20, 29; Unit 5: 21, 30, 39	PE: Unit 1: 6, 8, 18–19, 37; Unit 2: 5, 6, 8, 9, 11, 12, 14, 17, 24, 45; Unit 3: 11, 17, 19, 22, 34, 37; Unit 4: 18, 24, 34, 37; Unit 5: 16, 21, 31, 45	PE: 5, 10-11, 18, 20-21, 22, 26-27, 31, 34-35, 41, 42-43, 46, 61, 72, 76-77, 87, 90, 101, 110-111, 115, 138-139, 142, 144, 152-153, 163, 166-167, 176-177, 183-184, 186-187, 198-199, 213, 225, 238, GH4-GH5, GH6-GH7, GH8-GH9, GH10-GH11, GH12-GH13, GH14-GH15, GH16-GH17, GH18-GH19, GH20-GH21, GH22-GH23, GH24- GH25	PE: 70, 166, 198, 230, 246, 262	PE: 20, 40, 52, 60, 72, 118, 130, 148, 152, 170, 216, 244, 258, 274, 306, 324	PE: 40, 90, 96, 148, 162, 200, 216, 228, 234, 284, 292
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**PEOPLE, PLACES & EVENTS**

Social studies programs should include experiences that provide for the *study of people, places, and environments*. (continued)

<p>c. Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. <i>(continued)</i></p>	<p>TE: Unit 1: 8–9; Unit 2: 31, 32, 34; Unit 4: 20; Unit 5: 30</p>	<p>TE: Unit 1: 18, 19; Unit 2: 13, 14, 18, 19, 20, 22; Unit 3: 16; Unit 4: 34; Unit 5: 20, 30, 31</p>	<p>TE: 5, 10-11, 18, 20-21, 22, 26-27, 31, 34-35, 41, 42-43, 46, 61, 72, 76-77, 87, 90, 101, 110-111, 115, 138-139, 142, 144, 152-153, 163, 166-167, 176-177, 183-184, 186-187, 198-199, 213, 225, 238, GH4-GH5, GH6-GH7, GH8-GH9, GH10-GH11, GH12-GH13, GH14-GH15, GH16-GH17, GH18-GH19, GH20-GH21, GH22-GH23, GH24-GH25</p>	<p>TE: 70, 166, 198, 230, 246, 262</p>	<p>TE: 20, 40, 52, 60, 72, 118, 130, 148, 152, 170, 216, 244, 258, 274, 306, 324</p>	<p>TE: 40, 90, 96, 148, 162, 200, 216, 228, 234, 284, 292</p>
<p>d. Estimate distance and calculate scale.</p>		<p>PE: Unit 2: 16–17 TE: Unit 2: 16</p>	<p>PE: 26-27, 44-45, 90, 213 TE: 26-27, 44-45, 90, 213</p>	<p>PE: 141 TE: 24, 141, 166</p>	<p>PE: 52, 72, 118, 170, 216 TE: 52, 72, 118, 170, 216</p>	<p>PE: 96, 148, 162, 200, 216, 228, 234, 284 TE: 96, 148, 162, 200, 216, 228, 234, 284</p>

## PEOPLE, PLACES & EVENTS

Social studies programs should include experiences that provide for the *study of people, places, and environments*. (continued)

e. Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.	PE: Unit 2: 14–21 TE: Unit 2: 15–20	PE: Unit 2: 17, 18–19, 20–21, 22, 24–25 TE: Unit 2: 20, 22	PE: 18-21, 44-45 TE: 18-21, 44-45	PE: 70, 78, 84, 134, 166, 198, 230, 262 TE: 70, 78, 84, 134, 166, 198, 230, 262	PE: 148 TE: 148	PE: 40, 96, 132, 284 TE: 40, 96, 132, 284
f. Describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle.	PE: Unit 2: 23–25 TE: Unit 2: 25	PE: Unit 2: 27, 28–29, 30–31 TE: Unit 2: 28	PE: 24-25, 28-31, 39 TE: 24-25, 28-31, 39	PE: 70, 84, 134, 166, 198, 230, 262 TE: 70, 84, 134, 166, 198, 230, 262	PE: 20 TE: 20	PE: 24, 28, 52, 64, 132, 326 TE: 28, 40, 52, 64, 132, 228, 262, 326
g. Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.	PE: Unit 2: 11; Unit 3: 12 TE: Unit 2: 10; Unit 3: 12	PE: Unit 1: 33	PE: 48 TE: 48	PE: 8, 142, 150, 214, 246 TE: 8, 142, 150, 214, 246	PE: 20, 28, 32, 36, 40, 118 TE: 20, 28, 32, 36, 40, 118	PE: 24, 28, 46, 70, 102, 118, 206, 216 TE: 24, 28, 46, 70, 102, 118, 206, 216
h. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.	PE: Unit 2: 4–5, 6–7, 8–9 TE: Unit 2: 6, 8	PE: Unit 2: 39, 40–41; Unit 3: 6–7 TE: Unit 2: 40	PE: 210, 214-219, 220-227, 228-233 TE: 210, 214-219, 220-227, 228-235	PE: 8, 16, 78, 84, 142, 150, 166, 206, 214, 240, 246, 280 TE: 8, 16, 78, 84, 142, 150, 166, 206, 214, 240, 246, 280	PE: 20, 28, 32, 36, 40, 60, 72, 82, 86, 100, 112, 118, 124, 148, 212, 226, 292, 298, 306, 312 TE: 20, 28, 32, 36, 40, 60, 72, 82, 86, 100, 112, 118, 124, 148, 212, 226, 292, 298, 306, 312	PE: 20, 24, 28, 64, 84, 96, 118, 132, 162, 170, 180, 200, 206, 210, 234, 292, 314, 320 TE: 20, 24, 28, 64, 84, 96, 118, 132, 162, 170, 180, 200, 206, 210, 234, 292, 314, 320

## PEOPLE, PLACES & EVENTS

Social studies programs should include experiences that provide for the *study of people, places, and environments*. (continued)

i. Explore ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another.	PE: Unit 2: 10–11		PE: 32-34, 36-43 TE: 32-34, 36-43	PE: 70, 134, 166, 198, 230, 262 TE: 70, 134, 166, 198, 230, 262	PE: 20, 360 TE: 20, 360	PE: 20, 28, 96 TE: 20, 28, 96
j. Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.			PE: 23-25, 39 TE: 23-25, 39	PE: 48, 56, 84, 166, 262 TE: 48, 56, 84, 166, 262	PE: 20, 360 TE: 20, 360	PE: 28, 40, 52, 70, 320, 326 TE: 28, 40, 52, 70, 320, 326
k. Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.	PE: Unit 2: 26–27, 28–29 TE: Unit 2: 26, 28–29		PE: 23-25, 39 TE: 23-25, 39	PE: 78, 174 TE: 78, 174	PE: 20, 32, 36, 360 TE: 20, 32, 36, 360	PE: 70, 262, 314, 326 TE: 24, 28, 64, 70, 262, 314, 326

## INDIVIDUAL DEVELOPMENT & IDENTITY

Social studies programs should include experiences that provide for the *study of individual development and identity*.

a. Describe personal changes over time, such as those related to physical development and personal interests.	PE: Unit 1: 4–5, 12–17, 24–25 TE: Unit 1: 4–5, 7, 14, 22, 35–39; Unit 2: 8–9, 10–11; Unit 3: 16–17; Unit 5: 16–17, 18–19	PE: Unit 1: 5–7, 38 TE: Unit 1: 4–5	PE: 222-223, 228-235 TE: 222-223, 228-235	TE: 4		PE: 23 TE: 23, 58
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## INDIVIDUAL DEVELOPMENT & IDENTITY

Social studies programs should include experiences that provide for the study of *individual development and identity*. (continued)

<p>b. Describe personal connections to place especially place as associated with immediate surroundings.</p>	<p>PE: Unit 1: 8–9, 16–17, 18–19, 23 TE: Unit 1: 8, 9</p>	<p>PE: Unit 1: 13, 14–15, 16–17</p>	<p>PE: 35, 38, 44–45, 48, 67, 92–93, 96, 114–115, 140–141, 144, 185, 188–189, 220–222, 227, 228–233, 236–237  TE: 35, 38, 44–45, 48, 67, 92–93, 96, 114–115, 140–141, 144, 185, 188–189, 220–222, 227, 228–233, 236–237</p>	<p>PE: 182, 214, 280 TE: 182, 214, 280</p>	<p>PE: 306 TE: 306</p>	<p>PE: 252, 262, 310 TE: 40, 52, 252, 262, 310</p>
<p>c. Describe the unique features of one’s nuclear and extended families.</p>	<p>PE: Unit 1: 5, 6–7, 11, 12–13, 14–15 TE: Unit 1: 4, 10, 15</p>	<p>PE: Unit 1: 5, 6–7, 28, 30, 31</p>		<p>TE: 78, 150</p>		<p>TE: 58, 118, 310</p>
<p>d. Show how learning and physical development affect behavior.</p>			<p>PE: 220–222 TE: 220–222</p>	<p>PE: 240 TE: 240</p>		<p>PE: 20 TE: 20</p>
<p>e. Identify and describe ways family, groups, and community influence the individual’s daily life and personal choices.</p>	<p>PE: Unit 1: 6–7, 11, 12–13, 14–15 TE: Unit 1: 10, 14, 15</p>	<p>PE: Unit 1: 6–7 TE: Unit 1: 6</p>	<p>PE: 220–222, 228–233 TE: 220–222, 228–233</p>	<p>PE: 56, 150, 182, 214, 246, 280 TE: 56, 150, 182, 214, 246, 280</p>	<p>PE: 118, 280, 332, 352 TE: 118, 280, 332, 352</p>	<p>PE: 34, 58, 64, 90, 140, 180, 186, 192, 206, 210, 276, 292 TE: 34, 58, 64, 90, 140, 180, 186, 192, 206, 210, 276, 292</p>

## INDIVIDUAL DEVELOPMENT & IDENTITY

Social studies programs should include experiences that provide for the study of *individual development and identity*. (continued)

<p>f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.</p>			<p>PE: 35, 48, 67, 92-93, 115, 124-137, 140-141, 144, 188-189, 192, 228-237</p> <p>TE: 35, 48, 67, 92-93, 115, 124-137, 140-141, 144, 188-189, 192, 228-237</p>	<p>PE: 92, 120, 150, 214</p> <p>TE: 4, 48, 92, 106, 120, 150, 214</p>	<p>PE: 306</p> <p>TE: 306</p>	<p>PE: 58, 70</p> <p>TE: 58, 70</p>
<p>g. Analyze a particular event to identify reasons individuals might respond to it in different ways.</p>	<p>PE: Unit 1: 14–15; Unit 3: 32–33, 36–37</p> <p>TE: Unit 1: 14, 15; Unit 3: 32</p>		<p>PE: 222-223, 234-235</p> <p>TE: 222-223, 234-235</p>	<p>PE: 16, 32</p> <p>TE: 16, 32, 40, 48, 174, 240, 246</p>	<p>PE: 152, 244, 250, 298, 312, 360</p> <p>TE: 86, 156, 244, 250, 298, 312, 360</p>	<p>PE: 34, 96, 102, 186, 276, 292, 310</p> <p>TE: 34, 40, 90, 96, 102, 186, 276, 292, 310</p>
<p>h. Work independently and cooperatively to accomplish goals.</p>	<p>PE: Unit 1: 32; Unit 2: 38; Unit 3: 40; Unit 4: 30; Unit 5: 40</p> <p>TE: Unit 1: 32; Unit 2: 38; Unit 3: 40; Unit 4: 30; Unit 5: 40</p>	<p>PE: Unit 1: 38; Unit 2: 46; Unit 3: 38; Unit 4: 38; Unit 5: 46</p> <p>TE: Unit 1: 38; Unit 2: 46; Unit 3: 38; Unit 4: 38; Unit 5: 46</p>	<p>PE: 32-35, 38, 44-45, 48, 67, 92-93, 96, 140-141, 144, 188-189, 192, 228-233, 236-237</p> <p>TE: 32-35, 38, 44-45, 48, 67, 92-93, 96, 140-141, 144, 188-189, 192, 228-233, 236-237</p>	<p>PE: 120, 150, 214</p> <p>TE: 8, 24, 48, 92, 114, 120, 150, 166, 214</p>	<p>TE: 212, 244, 266, 292, 298, 324, 332, 340, 352</p>	<p>TE: 28, 40, 84, 110, 132, 162, 180</p>

## INDIVIDUALS, GROUPS, & INSTITUTIONS

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*.

<p>a. Identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.</p>	<p>PE: Unit 1: 11, 17, 23; Unit 2: 5, 8–9; Unit 3: 25; Unit 4: 2–3  TE: Unit 1: 16, 18; Unit 3: 14–15</p>	<p>PE: Unit 1: 8–11; Unit 3: 12–15, 29–31; Unit 4: 16–17  TE: Unit 1: 4–5, 14; Unit 3: 22–23, 26–27, 30–31; Unit 4: 18–19; Unit 5: 16–17</p>	<p>PE: 8–9, 62–63, 216–217, 228–233  TE: 8–9, 62–63, 216–217, 228–233</p>	<p>PE: 182  TE: 182</p>	<p>PE: 106, 112, 244, 306  TE: 106, 112, 244, 306</p>	<p>PE: 20, 52, 180, 186, 258, 276  TE: 20, 52, 180, 186, 258, 276</p>
<p>b. Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.</p>			<p>PE: 103, 124–131, 132–137, 216–217, 220–227  TE: 103, 124–131, 132–137, 216–217, 220–227</p>	<p>PE: 24, 56, 150, 182, 214, 246  TE: 24, 56, 150, 182, 214, 246</p>	<p>PE: 28, 52, 82, 86, 100, 106, 112, 118, 136, 152, 156, 226, 302, 332, 340, 346  TE: 28, 52, 82, 86, 100, 106, 112, 118, 136, 152, 156, 226, 302, 332, 340, 346</p>	<p>PE: 34, 40, 52, 58, 64, 90, 102, 132, 140, 154, 180, 186, 192, 200, 210, 240, 248, 252, 276, 284, 292, 300, 310  TE: 34, 40, 52, 58, 64, 90, 102, 132, 140, 154, 180, 186, 192, 200, 210, 240, 248, 252, 276, 284, 292, 300, 310</p>
<p>c. Identify examples of institutions and describe the interactions of people with institutions.</p>	<p>PE: Unit 1: 17–19  TE: Unit 1: 18</p>	<p>PE: Unit 1: 8–9  TE: Unit 1: 8</p>	<p>PE: 100–107, 108–114  TE: 100–107, 108–114</p>	<p>PE: 24, 142  TE: 24, 142</p>	<p>PE: 66, 100, 156, 250, 258  TE: 66, 100, 156, 250, 258</p>	<p>PE: 96, 148, 154, 248, 284, 314  TE: 96, 148, 154, 248, 284, 314</p>

## INDIVIDUALS, GROUPS, & INSTITUTIONS

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*.  
(continued)

<p>d. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts.</p>	<p>PE: Unit 3: 32–33, 36–37 TE: Unit 3: 32, 36</p>	<p>PE: Unit 3: 26–27, 29–33 TE: Unit 3: 30, 32</p>		<p>PE: 40, 56 TE: 40, 56</p>	<p>PE: 72, 82, 86, 106, 136, 152, 156, 160, 166, 170, 178, 184, 244, 258, 266, 280, 340, 346, 352 TE: 72, 82, 86, 106, 136, 152, 156, 160, 166, 170, 178, 184, 244, 258, 266, 280, 340, 346, 352</p>	<p>PE: 52, 192, 248, 252, 262, 276, 284, 300, 306, 310, 314 TE: 52, 192, 248, 252, 262, 276, 284, 300, 306, 310, 314</p>
<p>e. Identify and describe examples of tensions between an individual's beliefs and government policies and laws.</p>	<p>PE: Unit 3: 32–33 TE: Unit 3: 32</p>	<p>PE: Unit 5: 40–41, 42–43 TE: Unit 5: 41, 42</p>	<p>PE: 222–223 TE: 222–223</p>	<p>PE: 24, 32, 40, 114, 120 TE: 24, 32, 40, 114, 120</p>	<p>PE: 72, 86, 100, 112, 124, 152, 160, 226, 244, 250, 258, 266, 280, 298, 340 TE: 72, 86, 100, 112, 124, 152, 160, 226, 244, 250, 258, 266, 280, 298, 340</p>	<p>PE: 34, 40, 58, 102, 132, 140, 154, 186, 192, 206, 248, 252, 262, 276, 292, 306, 310 TE: 34, 40, 58, 102, 132, 140, 154, 186, 192, 206, 248, 252, 262, 276, 292, 306, 310</p>
<p>f. Give examples of the role of institutions in furthering both continuity and change.</p>			<p>PE: 103, 124–131, 132–137, 216–217, 220–227 TE: 103, 124–131, 132–137, 216–217, 220–227</p>	<p>PE: 40 TE: 40</p>	<p>PE: 112, 166, 170, 266, 302, 312 TE: 112, 166, 170, 266, 302, 312</p>	<p>PE: 132, 148, 154, 186, 192, 258, 306, 314, 326 TE: 132, 148, 154, 186, 192, 258, 306, 314, 326</p>



**INDIVIDUALS, GROUPS, & INSTITUTIONS**

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*.  
(continued)

g. Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.			PE: 100-107, 108-114  TE: 100-107, 108-114	PE: 48, 114, 120  TE: 48, 114, 120	PE: 86, 106, 112, 166, 170, 184  TE: 86, 106, 112, 166, 170, 184	PE: 132, 210, 252, 262, 276, 292, 326  TE: 132, 210, 252, 262, 276, 292, 326
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**POWER, AUTHORITY, & GOVERNANCE**

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*.

a. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer groups, and school class.	PE: Unit 1: 18–19; Unit 4: 8–9; Unit 5: 16–17, 34–35, 36–37  TE: Unit 1: 30, 33–39; Unit 2: 5; Unit 3: 32–33; Unit 4: 2–3, 8–9, 20–21, 26–27; Unit 5: 22–25, 28–29, 32–33, 34–35, 36–37	PE: Unit 3: 19–21, 32–33; Unit 4: 15; Unit 5: 2–3, 5–9, 11–17, 19–21, 25–29, 33–35, 40–41, 42–43  TE: Unit 1: 8–13, 16–17, 30–31, 36–37; Unit 3: 6–7, 12–15, 24–25; Unit 4: 26–27; Unit 5: 2–15, 19, 22–29, 32–35	PE: 62–67, 82–83, 158–159, 196–199, 206–208, 214–219, 220–225, 232–233, 235  TE: 62–67, 82–83, 158–159, 196–199, 206–208, 214–219, 220–225, 232–233, 235	PE: 24, 56, 106, 114, 120  TE: 24, 56, 106, 114, 120	PE: 72, 100, 124, 136, 280, 302, 340, 352, 360  TE: 72, 100, 124, 136, 280, 302, 340, 352, 360	PE: 64, 90, 206, 210, 248, 276, 306  TE: 64, 90, 206, 210, 248, 276, 306
b. Explain the purpose of government.	PE: Unit 3: 31; Unit 5: 5–7, 9, 10–11, 13, 14–15  TE: 10, 14	PE: Unit 5: 5, 6–7, 8–9, 11, 12–13, 14–15  TE: 8, 12, 14	PE: 196-205, 206-211, 214-219, 224-226, 231-235  TE: 196-205, 206-211, 214-219, 224-226, 231-235	PE: 24, 106, 114  TE: 24, 106, 114	PE: 136, 196, 204  TE: 136, 196, 204	PE: 34, 96  TE: 34, 58, 90, 96, 320

**POWER, AUTHORITY, & GOVERNANCE**

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance.* (continued)

<p>c. Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict.</p>	<p>PE: Unit 5: 22–23, 25, 26–27, 28–29  TE: Unit 5: 22, 26, 28</p>	<p>PE: Unit 5: 12–13, 14–15  TE: Unit 5: 12, 14</p>	<p>PE: 196-197, 216-217, 222-223  TE: 196-197, 216-217, 222-223</p>	<p>PE: 24, 32, 40, 48, 106, 114, 120  TE: 24, 32, 40, 48, 106, 114, 120</p>	<p>PE: 82, 100, 106, 130, 136, 156, 160, 166, 184, 196, 204, 226, 232, 250, 258, 274, 280, 298, 302, 312, 360  TE: 82, 100, 106, 130, 136, 156, 160, 166, 184, 196, 204, 226, 232, 250, 258, 274, 280, 298, 302, 312, 360</p>	<p>PE: 64, 70, 90, 96, 110, 118, 148, 210, 240, 248, 252, 262, 276, 284, 292, 300, 306, 314, 326  TE: 64, 70, 90, 96, 110, 118, 148, 210, 240, 248, 252, 262, 276, 284, 292, 300, 306, 314, 326</p>
<p>d. Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security.</p>			<p>PE: 196-197, 216-217, 222-223  TE: 196-197, 216-217, 222-223</p>	<p>PE: 24, 32, 114, 120  TE: 24, 32, 114, 120</p>	<p>PE: 82, 106, 130, 152, 160, 166, 184, 196, 250, 266, 324, 332, 340, 346, 360  TE: 82, 106, 130, 152, 160, 166, 184, 196, 250, 266, 324, 332, 340, 346, 360</p>	<p>PE: 34, 64, 70, 96, 140, 186, 284, 292, 300, 306, 314, 326  TE: 34, 64, 70, 96, 140, 186, 284, 292, 300, 306, 314, 326</p>
<p>e. Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.</p>	<p>PE: Unit 5: 25, 26–27, 28–29  TE: Unit 5: 26, 28</p>	<p>PE: Unit 5: 19, 20–21, 25, 26–27, 33, 34–35  TE: Unit 5: 26, 28</p>	<p>PE: 196-205, 206-211, 214-219, 224-226, 231-235  TE: 196-205, 206-211, 214-219, 224-226, 231-235</p>	<p>PE: 106, 114  TE: 106, 114</p>	<p>PE: 196, 204  TE: 196, 204</p>	<p>TE: 96, 320</p>

**POWER, AUTHORITY, & GOVERNANCE**

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance.* (continued)

<p>f. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.</p>			<p>PE: 196-197, 216-217, 222-223  TE: 196-197, 216-217, 222-223</p>	<p>PE: 32, 48  TE: 32, 48</p>	<p>PE: 66, 72, 82, 100, 130, 148, 152, 160, 166, 178, 196, 212, 216, 226, 232, 250, 258, 298, 324, 340, 346, 352, 360  TE: 66, 72, 82, 100, 130, 148, 152, 160, 166, 178, 196, 212, 216, 226, 232, 250, 258, 298, 324, 340, 346, 352, 360</p>	<p>PE: 34, 64, 96, 102, 148, 186, 192, 206, 210, 216, 248, 252, 276, 306, 310, 320, 326  TE: 34, 64, 96, 102, 148, 186, 192, 206, 210, 216, 248, 252, 276, 306, 310, 320, 326</p>
<p>g. Explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.</p>		<p>PE: Unit 4: 10–11  TE: Unit 4: 10</p>	<p>PE: 16-17, 86-93 145E-145F, 146-147, 172-179, 180-187  TE: 16-17, 86-93 145E-145F, 146-147, 172-179, 180-187</p>	<p>PE: 32, 56  TE: 32, 56</p>	<p>PE: 66, 258, 302  TE: 66, 258, 302</p>	<p>PE: 58, 262, 326  TE: 58, 262, 326</p>
<p>h. Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.</p>	<p>PE: Unit 4: 8–9; Unit 5: 16–17  TE: Unit 4: 8, 9; Unit 5: 16, 17</p>	<p>PE: Unit 1: 10–11; Unit 4: 26–27  TE: Unit 1: 10, 11; Unit 4: 26, 27</p>	<p>PE: 196-197, 216-217, 222-223  TE: 196-197, 216-217, 222-223</p>	<p>PE: 120  TE: 120</p>	<p>PE: 72, 100, 106, 152, 184, 244, 250, 274, 298, 324, 340, 346  TE: 72, 100, 106, 152, 184, 244, 250, 274, 298, 324, 340, 346</p>	<p>PE: 240, 252, 292, 306  TE: 240, 252, 292, 306</p>

**PRODUCTION, DISTRIBUTION, & CONSUMPTION**

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services* .

<p>a. Give examples that show how scarcity and choice govern our economic decisions.</p>	<p>PE: Unit 4: 5–7, 11–13, 15–19, 30–38  TE: Unit 4: 4–5, 14–19, 22–23</p>	<p>PE: Unit 3: 26–27; Unit 4: 2–3, 5–9, 13–15, 18–19, 21–27, 29–33  TE: Unit 4: 2–17, 20–25, 28–33</p>	<p>PE: 16-17, 34-43, 48, 86-91 174-175</p>	<p>PE: 92, 98, 142, 174  TE: 92, 98, 142, 174</p>	<p>PE: 130, 170, 222, 244, 302, 332  TE: 130, 170, 222, 244, 302, 332</p>	<p>PE: 24, 84, 162, 170, 258  TE: 24, 84, 162, 170, 258</p>
<p>b. Distinguish between needs and wants.</p>	<p>PE: Unit 4: 11, 12–13</p>	<p>PE: Unit 4: 5</p>	<p>PE: 192, 216-217  TE: 192, 216-217</p>	<p>PE: 98  TE: 98</p>	<p>PE: 204  TE: 204</p>	<p>PE: 20, 24, 28  TE: 20, 24, 28</p>
<p>c. Identify examples of private and public goods and services.</p>	<p>PE: Unit 4: 16-17  TE: Unit 4: 16</p>	<p>PE: Unit 4: 13, 14–15, 21, 22–23</p>	<p>PE: 172-179, 180-189  TE: 172-179, 180-189</p>	<p>PE: 98  TE: 98</p>	<p>PE: 204  TE: 204</p>	<p>PE: 28, 70, 216, 258, 276, 292  TE: 28, 70, 216, 258, 276, 292</p>
<p>d. Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.</p>			<p>PE: 198-199, 206-210, 214-217  TE: 198-199, 206-210, 214-217</p>	<p>PE: 92, 98, 142, 206, 272  TE: 92, 98, 142, 206, 272</p>	<p>PE: 78  TE: 78</p>	<p>PE: 24, 170, 180, 258  TE: 24, 170, 180, 258</p>

## PRODUCTION, DISTRIBUTION, & CONSUMPTION

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services* . (continued)

e. Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.	PE: Unit 4: 15, 16–17, 23 TE: Unit 4: 16	PE: Unit 4: 14–15, 21, 22–23, 29 TE: Unit 4: 14, 22, 30	PE: 198-199, 206-210, 214-217 TE: 198-199, 206-210, 214-217	PE: 92, 98 TE: 92, 98	PE: 204, 222 TE: 204, 222	PE: 24, 46, 258 TE: 24, 46, 258
f. Describe the influence of incentives, values, traditions, and habits on economic decisions.	PE: Unit 4: 6, 12–13, 15 TE: Unit 4: 6, 12	PE: Unit 4: 6–7, 8–9	PE: 148-155, 156-163 TE: 148-155, 156-163	PE: 8, 16, 40, 48, 78, 92, 142, 150, 174, 206, 240 TE: 8, 16, 40, 48, 70, 78, 92, 98, 142, 150, 166, 174, 206, 230, 240	PE: 52, 60, 82, 106, 124, 130, 222, 232, 244, 292, 312, 332, 352 TE: 52, 60, 82, 106, 112, 124, 130, 222, 232, 244, 292, 312, 332, 352	PE: 24, 28, 46, 102, 110, 132, 140, 162, 170, 186, 200, 206, 240, 262, 262, 258, 276, 292, 300, 306, 314 TE: 24, 10, 110, 118, 132, 162, 170, 186, 200, 206, 240, 262, 258, 276, 292, 300, 306, 314
g. Explain and demonstrate the role of money in everyday life.	PE: Unit 4: 5, 6–7, 12–13, 15	PE: Unit 4: 13, 14–15	PE: 159-163 TE: 159-163	PE: 92, 98 TE: 92, 98		PE: 28, 46, 102, 154, 186 TE: 24, 46, 70, 102, 186
h. Describe the relationship of price to supply and demand.			PE: 168-169, 174 TE: 168-169, 174	PE: 92, 174 TE: 92, 174	PE: 82, 130, 156, 222, 302 TE: 82, 130, 156, 222, 302	PE: 162, 170 TE: 162, 170

**PRODUCTION, DISTRIBUTION, & CONSUMPTION**

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services* . (continued)

i. Use economic concepts such as supply, demand, and price to help explain events in the community and nation.			PE: 168-169, 174 TE: 168-169, 174	PE: 24, 78, 174 TE: 24, 78, 174	PE: 52, 82, 130, 170, 244, 302, 332 TE: 52, 82, 130, 170, 244, 302, 332	PE: 24, 84, 162, 170, 258, 326 TE: 24, 84, 162, 170, 258, 326
j. Apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.			PE: 227-235 TE: 227-235	PE: 78 TE: 78		PE: 326 TE: 326

**SCIENCE, TECHNOLOGY, & SOCIETY**

Social studies programs should include experiences that provide for the study of *relationships among science, technology, and society*.

a. Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.	PE: Unit 2: 12–13; Unit 4: 26–27  TE: Unit 2: 13; Unit 3: 4, 6–7, 25; Unit 4: 22–23, 27	PE: Unit 1: 34–35; Unit 3: 6–7, 8–9; Unit 4: 10–11  TE: Unit 1: 34–35; Unit 2: 34–35; Unit 3: 8–9, 32–33; Unit 4: 2–3, 10–11	PE: 16–17, 34–43, 48, 86–91, 172– 179  TE: 16–17, 34–43, 48, 86–91, 172– 179	PE: 40, 56, 206, 280  TE: 40, 56, 206, 280	PE: 222, 292, 302, 324, 346  TE: 222, 292, 302, 324, 346	PE: 28, 46, 140, 228, 234, 258, 326  TE: 28, 46, 140, 228, 234, 258, 326
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## SCIENCE, TECHNOLOGY, & SOCIETY

Social studies programs should include experiences that provide for the study of *relationships among science, technology, and society*.  
(continued)

<p>b. Identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses.</p>		<p>PE: Unit 2: 39, 40 TE: Unit 2: 40</p>	<p>PE: 28-35, 36-45 TE: 28-35, 36-45</p>	<p>PE: 32, 56, 134, 142, 174, 206, 240, 272, 280 TE: 32, 56, 134, 142, 174, 206, 240, 272, 280</p>	<p>PE: 292, 360 TE: 292, 360</p>	<p>PE: 200, 258 TE: 200, 258</p>
<p>c. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment.</p>	<p>PE: Unit 2: 26–27 TE: Unit 2: 26</p>	<p>PE: Unit 2: 34–35</p>	<p>PE: 28-35, 36-45, 228-233 TE: 28-35, 36-45, 228-233</p>	<p>PE: 240 TE: 240</p>	<p>PE: 332, 340, 360 TE: 332, 340, 360</p>	<p>PE: 192, 228 TE: 192, 228</p>
<p>d. Identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies.</p>		<p>TE: Unit 2: 34</p>	<p>PE: 229, 233 TE: 229, 233</p>	<p>PE: 78 TE: 78</p>		<p>PE: 306, 326 TE: 306, 326</p>
<p>e. Suggest ways to monitor science and technology in order to protect the physical environmental, individual rights, and the common good.</p>		<p>TE: Unit 2: 36</p>	<p>PE: 40-41 TE: 40-41</p>	<p>PE: 174 TE: 174</p>	<p>PE: 360 TE: 360</p>	<p>PE: 70, 306, 326 TE: 70, 306, 326</p>

## GLOBAL CONNECTIONS

Social studies programs should include experiences that provide for the study of *global connections and independence*.

<p>a. Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.</p>	<p>PE: Unit 1: 3, 28, 29; Unit 4: 24–25; Unit 5: 16–17  TE: Unit 4: 22–23</p>	<p>TE: Unit 3: 28–29</p>	<p>PE: 140–141, 144, 172–173, 178–183, 186–187  TE: 140–141, 144, 172–173, 178–183, 186–187</p>	<p>PE:16  TE:16</p>	<p>PE: 124  TE: 124</p>	<p>PE: 40, 102, 110, 118, 140, 192, 210, 310  TE: 40, 102, 110, 118, 140, 192, 210, 310</p>
<p>b. Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.</p>	<p>PE: Unit 5: 16–17  TE: Unit 5: 16, 17</p>	<p>PE: Unit 5: 6–7</p>	<p>PE: 140–141, 144, 172–173, 178–183, 186–187, 223  TE: 140–141, 144, 172–173, 178–183, 186–187, 223</p>		<p>PE: 78, 130, 136, 160, 166, 178, 216, 226, 232, 312, 324, 332, 340, 346, 352, 360  TE: 78, 130, 136, 160, 166, 178, 216, 226, 232, 312, 324, 332, 340, 346, 352, 360</p>	<p>PE: 28, 34, 52, 90, 96, 102, 110, 140, 148, 154, 186, 192, 216, 240, 248, 252, 262, 276, 284, 300, 306, 320  TE: 28, 34, 52, 90, 96, 102, 110, 140, 148, 154, 186, 192, 216, 240, 248, 252, 262, 276, 284, 300, 306, 320</p>
<p>c. Examine the effects of changing technologies on the global community.</p>			<p>PE: 32-35, 36-39  TE: 32-35, 36-39</p>	<p>PE: 8, 16, 24, 48, 114  TE: 8, 16, 24, 48, 114</p>	<p>PE: 52, 324, 346  TE: 52, 324, 346</p>	<p>PE: 228, 234, 276, 306, 326  TE: 228, 234, 276, 306, 326</p>
<p>d. Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollutions and endangered species.</p>		<p>PE: Unit 2: 41  TE: Unit 2: 40</p>	<p>PE: 28-35, 36-45  TE: 28-35, 36-45</p>	<p>PE: 56  TE: 56</p>	<p>PE: 360  TE: 360</p>	<p>PE: 70, 326  TE: 70, 326</p>



## GLOBAL CONNECTIONS

Social studies programs should include experiences that provide for the study of *global connections and independence*. (continued)

<p>e. Examine the effects of changing technologies on the global community....examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.</p>			<p>PE: 28-35, 36-45 TE: 28-35, 36-45</p>	<p>PE: 24, 32, 56 TE: 24, 32, 56</p>	<p>PE: 130, 216, 312, 324, 360 TE: 130, 216, 312, 324, 360</p>	<p>PE: 240, 262, 320 TE: 240, 262, 320</p>
<p>f. Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.</p>				<p>PE: 114 TE: 114</p>	<p>PE: 124, 212 TE: 124, 212</p>	<p>PE: 262, 284, 310, 320, 326 TE: 262, 284, 310, 320, 326</p>

## CIVIC IDEALS & PRACTICES

Social studies programs should include experiences that provide for the study of the *ideals, principles, and practices of citizenship in a democratic republic*.

<p>a. Identify key ideals of the United States' democratic republican form of government, such as individual human dignity; liberty; justice; equality; and the rule of law; and discuss their application in specific situations.</p>	<p>PE: Unit 3: 34–37; Unit 5: 2–3, 5–7, 9–11, 13–15, 19–23, 25–29 TE: Unit 5: 2–3, 8–9, 12–15, 18–19</p>	<p>PE: Unit 1: 16–17; Unit 3: 34–35; Unit 5: 37 TE: Unit 2: 40–41; Unit 3: 34–35; Unit 5: 22–23, 36–41</p>	<p>PE: 8–9, 115, 128–129, 196–197, 200–203, 208–211, 220–225, 227–236 TE: 8–9, 115, 128–129, 196–197, 200–203, 208–211, 220–225, 227–236</p>	<p>PE: 24, 40, 120 TE: 24, 40, 120</p>	<p>PE: 136, 196, 204, 274, 280 TE: 136, 196, 204, 274, 280</p>	<p>PE: 90, 106, 140, 248 TE: 90, 96, 102, 140, 248</p>
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## CIVIC IDEALS & PRACTICES

Social studies programs should include experiences that provide for the study of the *ideals, principles, and practices of citizenship in a democratic republic.* (continued)

b. Identify examples of rights and responsibilities of citizens.	PE: Unit 5: 10–11, 13, 14–15, 22–23 TE: Unit 5: 22	PE: Unit 5: 8–9 TE: Unit 5: 8	PE: 196-197, 202, 220-224 TE: 196-197, 202, 220-224	PE: 114, 120 TE: 114, 120	PE: 28, 118, 204, 280, 352 TE: 28, 118, 204, 280, 352	PE: 96 TE: 96
c. Locate, access, organize, and apply information about an issue of public concern from multiple points of view.			PE: 227 TE: 227	PE: 166 TE: 24, 48, 56, 78, 106, 166, 174		PE: 70, 300, 310 TE: 24, 70, 300, 310
d. Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.			PE: 227 TE: 227	PE: 48, 56, 120, 150, 214, 272 TE: 24, 40, 48, 56, 106, 114, 120, 150, 174, 182, 214, 272	PE: 86, 136, 196, 280, 352 TE: 86, 136, 170, 196, 280, 352	PE: 70, 96, 102, 140, 248 TE: 70, 96, 102, 140, 248
e. Explain actions citizens can take to influence public policy decisions.	PE: Unit 5: 22–23 TE: Unit 5: 22	PE: Unit 5: 8–9 TE: Unit 5: 8	PE: 194, 197, 222, 233-235 TE: 194, 197, 222, 233-235	PE: 114, 120 TE: 114, 120	PE: 352 TE: 352	PE: 96 TE: 96
f. Recognize that a variety of formal and informal factors influence and shape public policy.			PE: 194, 222, 230, 233-235 TE: 194, 222, 230, 233-235	PE: 24, 40, 106, 114, 120 TE: 24, 40, 106, 114, 120	PE: 118, 196, 204, 216, 352 TE: 118, 196, 204, 216, 352	PE: 90, 102, 314 TE: 90, 102, 314

**CIVIC IDEALS & PRACTICES**

Social studies programs should include experiences that provide for the study of the *ideals, principles, and practices of citizenship in a democratic republic.* (continued)

<p>g. Examine the influence of public opinion on personal decision-making and government policy on public issues.</p>			<p>PE: 194,197, 222, 233-235  TE: 194,197, 222, 233-235</p>	<p>PE: 24  TE: 24</p>	<p>PE: 156, 216, 250, 274, 306, 312, 352  TE: 156, 216, 250, 274, 306, 312, 352</p>	<p>PE: 70, 154, 186, 192, 248, 252, 276, 306, 320  TE: 70, 154, 186, 192, 248, 252, 276, 306, 320</p>
<p>h. Explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.</p>			<p>PE: 227  TE: 227</p>	<p>PE: 40 TE: 40</p>	<p>PE: 196, 226 TE: 196, 226</p>	<p>PE: 96, 240, 248, 252 TE: 58, 96, 240, 248, 252</p>
<p>i. Describe how public policies are used to address issues of public concern.</p>	<p>PE: Unit 5: 14–15 TE: Unit 5: 14</p>	<p>PE: Unit 5: 35 TE: Unit 5: 34</p>	<p>TE: 205, 208, 210, 218</p>	<p>PE: 106, 120 TE: 106, 120</p>	<p>PE: 274, 226 TE: 274, 226</p>	<p>PE: 216, 240, 252, 276, 300, 306  TE: 58, 70, 216, 240, 252, 276, 300, 306</p>
<p>j. Recognize and interpret how the “common good” can be strengthened through various forms of citizen action.</p>	<p>PE: Unit 5: 19 TE: Unit 5: 18</p>	<p>PE: Unit 5: 40–41, 42–43 TE: Unit 5: 41, 42</p>	<p>PE: 222-223 TE: 222-223</p>	<p>PE: 120 TE: 120</p>	<p>PE: 340 TE: 340</p>	<p>PE: 326 TE: 326</p>

## National Geography Standards

### THE WORLD IN SPATIAL TERMS

Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

*The geographically informed person knows and understands:*

<p>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.</p>	<p>PE: Unit 1: 8–9; Unit 2: 20–21</p>	<p>PE: Unit 1: 18–19; Unit 2: 17</p>	<p>PE: 5, 10-11, 18, 20-21, 22, 26-27, 31, 34-35, 41, 42-43, 46, 61, 72, 76-77, 87, 90, 101, 110-111, 115, 138-139, 142, 144, 152-153, 163, 166-167, 176-177, 183-184, 186-187, 198-199, 213, 225, 238, GH4-GH5, GH6-GH7, GH8-GH9, GH10-GH11, GH12-GH13, GH14-GH15, GH16-GH17, GH18-GH19, GH20-GH21, GH22-GH23, GH24- GH25</p>	<p>PE: 84</p>	<p>PE: 32, 60, 72, 78, 178, 212, 216, 258, 274, 340</p>	<p>PE: 186, 200, 252, 276, 300, 314, 320</p>
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Teacher Edition correlations are on the following page.

## THE WORLD IN SPATIAL TERMS

Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.  
*The geographically informed person knows and understands:* (continued)

<p>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. <i>(continued)</i></p>	<p>TE: Unit 1: 8–9, 41; Unit 2: 2; Unit 3: 23; Unit 4: 20–21</p>	<p>TE: Unit 1: 18–19; Unit 2: 4, 7–11; Unit 4: 34–35; Unit 5: 30–31</p>	<p>TE: 5, 10-11, 18, 20-21, 22, 26-27, 31, 34-35, 41, 42-43, 46, 61, 72, 76-77, 87, 90, 101, 110-111, 115, 138-139, 142, 144, 152-153, 163, 166-167, 176-177, 183-184, 186-187, 198-199, 213, 225, 238, GH4-GH5, GH6-GH7, GH8-GH9, GH10-GH11, GH12-GH13, GH14-GH15, GH16-GH17, GH18-GH19, GH20-GH21, GH22-GH23, GH24-GH25</p>	<p>TE: 84</p>	<p>TE: 32, 60, 72, 78, 178, 212, 216, 258, 274, 340</p>	<p>TE: 186, 200, 252, 276, 300, 314, 320</p>
<p>2. How to use mental maps to organize information about people, places, and environments in a spatial context.</p>			<p>PE: 5, 10-11, 18, 20-21, 22, 26-27, 31, 34-35, 41, 42-43, 46, 61, 72, 76-77, 87, 90, 101, 110-111, 115, 138-139, 142, 144, 152-153, 163, 166-167, 176-177, 183-184, 186-187, 198-199, 213, 225, 238</p>	<p>PE: 32 TE: 32</p>	<p>PE: 60, 72, 244, 250, 274</p>	<p>PE: 64, 90, 200, 228, 234, 300, 310</p>

Teacher Edition correlations are on the following page.

## THE WORLD IN SPATIAL TERMS

Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.  
*The geographically informed person knows and understands:* (continued)

<p>2. How to use mental maps to organize information about people, places, and environments in a spatial context. <i>(continued)</i></p>			<p>TE: 5, 10-11, 18, 20-21, 22, 26-27, 31, 34-35, 41, 42-43, 46, 61, 72, 76-77, 87, 90, 101, 110-111, 115, 138-139, 142, 144, 152-153, 163, 166-167, 176-177, 183-184, 186-187, 198-199, 213, 225, 238</p>	<p>TE: 32</p>	<p>TE: 60, 72, 244, 250, 274</p>	<p>TE: 64, 90, 200, 228, 234, 300, 310</p>
<p>3. How to analyze the spatial organization of people, places, and environments on Earth's surface.</p>	<p>PE: Unit 2: 5, 6-7, 8-9  TE: Unit 2: 6</p>	<p>PE: Unit 2: 9, 10-11, 12-13, 14-15  TE: Unit 2: 10, 13, 14</p>	<p>PE: 5, 10-11, 18, 20-21, 22, 26-27, 31, 34-35, 41, 42-43, 46, 61, 72, 76-77, 87, 90, 101, 110-111, 115, 138-139, 142, 144, 152-153, 163, 166-167, 176-177, 183-184, 186-187, 198-199, 213, 225, 238</p> <p>TE: 5, 10-11, 18, 20-21, 22, 26-27, 31, 34-35, 41, 42-43, 46, 61, 72, 76-77, 87, 90, 101, 110-111, 115, 138-139, 142, 144, 152-153, 163, 166-167, 176-177, 183-184, 186-187, 198-199, 213, 225, 238</p>	<p>PE: 142  TE: 142</p>	<p>PE: 36  TE: 36</p>	<p>PE: 240  TE: 240</p>

## PLACES AND REGIONS

The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions. *The geographically informed person knows and understands:*

<p>1. The physical and human characteristics of places.</p>	<p>PE: Unit 2: 23, 26–27, 34–35  TE: Unit 2: 2, 30, 32–33, 34</p>	<p>PE: Unit 1: 13, 14–15; Unit 2: 6–7, 12–13, 24–25  TE: Unit 2: 10–11, 16–17</p>	<p>PE: 4- 5, 12-17, 20–21  TE: 4- 5, 12-17, 20–21</p>	<p>PE: 8, 40, 78, 272 TE: 8, 40, 78, 272</p>	<p>PE: 28, 52, 66, 112, 170, 292, 346, 352  TE: 28, 52, 66, 112, 170, 292, 346, 352</p>	<p>PE: 58, 70, 84, 110, 118, 140, 154, 170, 216, 306, 314, 320  TE: 58, 70, 84, 110, 118, 140, 154, 170, 216, 306, 314, 320</p>
<p>2. That people create regions to interpret Earth’s complexity.</p>			<p>PE: 20-21  TE: 20-21</p>	<p>PE: 272  TE: 272</p>	<p>PE: 160  TE: 160</p>	<p>PE: 132, 162, 262  TE: 132, 162, 262</p>
<p>3. How culture and experience influence people’s perceptions of places and regions.</p>			<p>PE: 103-107, 108-114, 124-131, 132-137  TE: 103-107, 108-114, 124-131, 132-137</p>	<p>PE: 150, 280  TE: 150, 280</p>	<p>PE: 184, 340  TE: 184, 340</p>	<p>PE: 192, 200, 206, 240, 262  TE: 192, 200, 206, 240, 262</p>

## PHYSICAL SYSTEMS

Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems. *The geographically informed person knows and understands:*

1. The physical processes that shape the patterns of Earth's surface.	PE: Unit 2: 18–19 TE: Unit 2: 18–19	PE: Unit 2: 17, 24–25 TE: Unit 2: 16–17	PE: 18–21 TE: 18–21	PE: 134, 166, 198, 230, 262 TE: 134, 166, 198, 230, 262	PE: 20 TE: 20	PE: 64 TE: 40, 52, 64
2. The characteristics and spatial distribution of ecosystems on Earth's surface.			PE: 40–43 TE: 40–43	PE: 70, 84, 134, 166, 198, 230, 262 TE: 70, 84, 134, 166, 198, 230, 262		PE: 132, 234 TE: 132, 234

## HUMAN SYSTEMS

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of earth's surface, and humans compete for control of Earth's surface. *The geographically informed person knows and understands:*

1. The characteristics, distribution, and migration of human populations on Earth's surface.	PE: Unit 2: 5, 31–35; Unit 3: 19 TE: Unit 3: 34–35	PE: Unit 2: 12–13, 14–15; Unit 5: 38–39 TE: Unit 4: 22–23	PE: 54–59, 70–75, 78–83, 84–85, 100–107, 108–114 TE: 54–59, 70–75, 78–83, 84–85, 100–107, 108–114	PE: 8, 16, 32, 40, 70, 120, 246, 280 TE: 8, 16, 32, 40, 70, 120, 246, 280	PE: 32, 52, 60, 72, 78, 82, 86, 100, 112, 118, 136, 148, 222, 226, 232, 250, 258, 280, 292, 306, 312, 332 TE: 32, 52, 60, 72, 78, 82, 86, 100, 112, 118, 136, 148, 222, 226, 232, 250, 258, 280, 292, 306, 312, 332	PE: 20, 40, 64, 70, 90, 110, 118, 140, 170, 180, 200, 234 TE: 20, 40, 64, 70, 90, 110, 118, 140, 170, 180, 200, 234
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## HUMAN SYSTEMS

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of earth's surface, and humans compete for control of Earth's surface. *The geographically informed person knows and understands:* (continued)

<p>2. The characteristics, distribution, and complexity of Earth's cultural mosaics.</p>				<p>PE: 114, 150, 182, 214, 246, 280</p> <p>TE: 114, 150, 182, 214, 246, 280</p>	<p>PE: 20, 28, 36, 100, 106, 124, 136, 292, 332, 352, 360</p> <p>TE: 20, 28, 36, 100, 106, 124, 136, 292, 332, 352, 360</p>	<p>PE: 20, 28, 40, 46, 58, 70, 84, 102, 110, 118, 132, 140, 148, 154, 162, 192, 206, 210, 216, 292, 306</p> <p>TE: 20, 28, 40, 46, 58, 70, 84, 102, 110, 118, 132, 140, 148, 154, 162, 192, 206, 210, 216, 292, 306</p>
<p>3. The patterns and networks of economic interdependence on Earth's surface.</p>			<p>PE: 178-179, 182-185</p> <p>TE: 178-179, 182-185</p>	<p>PE: 8, 70, 78, 98, 134, 142, 198, 206, 272</p> <p>TE: 8, 70, 78, 98, 134, 142, 198, 206, 272</p>	<p>PE: 40, 170, 222</p> <p>TE: 40, 170, 222</p>	<p>PE: 24, 162, 292, 326</p> <p>TE: 24, 162, 292, 326</p>
<p>4. The processes, patterns, and functions of human settlement.</p>	<p>PE: Unit 3: 34–35</p> <p>TE: Unit 3: 34</p>	<p>PE: Unit 5: 38–39</p> <p>TE: Unit 5: 38</p>	<p>PE: 54–59, 70–75, 78–83, 84–85, 100–107, 108–114</p> <p>TE: 54–59, 70–75, 78–83, 84–85, 100–107, 108–114</p>	<p>PE: 32, 92, 98, 106, 114, 120, 142, 182, 214</p> <p>TE: 32, 92, 98, 106, 114, 120, 142, 182, 214</p>	<p>PE: 40, 118, 124, 136, 142, 160, 166, 196, 204, 216, 280, 306, 324, 332</p> <p>TE: 40, 118, 124, 136, 142, 160, 166, 196, 204, 216, 280, 306, 324, 332</p>	<p>PE: 28, 34, 46, 84, 96, 102, 148, 154, 180, 186, 206, 210, 240, 248, 276, 284</p> <p>TE: 28, 34, 46, 84, 96, 102, 148, 154, 180, 186, 206, 210, 240, 248, 276, 284</p>

## HUMAN SYSTEMS

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of earth's surface, and humans compete for control of Earth's surface. *The geographically informed person knows and understands:* (continued)

<p>5. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.</p>			<p>PE: 140–141, 144, 172–173, 178–183, 186–187, 223</p> <p>TE: 140–141, 144, 172–173, 178–183, 186–187, 223</p>	<p>PE: 16, 32, 40, 98, 106, 182, 214, 246</p>	<p>PE: 40, 52, 66, 86, 100, 106, 112, 118, 124, 152, 160, 166, 170, 178, 184, 196, 226, 232, 244, 250, 258, 266, 274, 280, 298, 306, 312, 324, 340, 346, 352, 360</p>	<p>PE: 34, 90, 96, 102, 140, 148, 154, 180, 186, 192, 240, 248, 252, 276, 284, 292, 300, 310, 314, 320, 326</p>
<p>5. How the forces of cooperation and conflict among people influence the division and control of Earth's surface. (continued)</p>			<p>PE: 140–141, 144, 172–173, 178–183, 186–187, 223</p> <p>TE: 140–141, 144, 172–173, 178–183, 186–187, 223</p>	<p>TE: 16, 32, 40, 98, 106, 182, 214, 246</p>	<p>TE: 40, 52, 66, 86, 100, 106, 112, 118, 124, 152, 160, 166, 170, 178, 184, 196, 226, 232, 244, 250, 258, 266, 274, 280, 298, 306, 312, 324, 340, 346, 352, 360</p>	<p>TE: 34, 90, 96, 102, 140, 148, 154, 180, 186, 192, 240, 248, 252, 276, 284, 292, 300, 310, 314, 320, 326</p>

## ENVIRONMENT AND SOCIETY

The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes. *The geographically informed person knows and understands:*

<p>1. How human actions modify the physical environment.</p>	<p>PE: Unit 2: 11, 18–19</p> <p>TE: Unit 2: 4, 23, 24–25</p>	<p>PE: Unit 2: 39, 40–41</p> <p>TE: Unit 2: 25, 39, 42</p>	<p>PE: 20–21, 29, 86–89, 145E–145F, 174–175, 227, 228–235</p> <p>TE: 20–21, 29, 86–89, 145E–145F, 174–175, 227, 228–235</p>	<p>PE: 134</p> <p>TE: 134</p>	<p>PE: 324, 360</p> <p>TE: 324, 360</p>	<p>PE: 326</p> <p>TE: 326</p>
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## ENVIRONMENT AND SOCIETY

The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes. *The geographically informed person knows and understands:* (continued)

2. How physical systems affect human systems.	PE: Unit 3: 12–13 TE: Unit 3: 12		PE: 52-55 TE: 52-55	PE: 78, 230, 240, 272 TE: 78, 230, 240, 272	PE: 178, 302 TE: 178, 302	PE: 28, 40, 64, 70, 96, 228, 258, 326 TE: 28, 40, 64, 70, 96, 228, 258, 326
3. The changes that occur in the meaning, use, distribution, and importance of resources.			PE: 28-35 TE: 28-35	PE: 142, 206, 240 TE: 142, 206, 240	PE: 82, 86, 244, 302, 332 TE: 82, 86, 244, 302, 332	PE: 262 TE: 262

## THE USES OF GEOGRAPHY

Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be. *The geographically informed person knows and understands:*

1. How to apply geography to interpret the past.	PE: Unit 2: 15, 16–17 TE: Unit 1: 9, 22; Unit 2: 10; Unit 5: 2	TE: Unit 1: 18, 22; Unit 2: 13, 18, 20, 22, 25; Unit 4: 30, 34; Unit 5: 31	PE: 18, 20-21, 44–45, 61, 166–167, 176–177 TE: 18, 20-21, 44–45, 61, 166–167, 176–177	PE: 8, 70, 134, 198, 206, 230, 262 TE: 8, 24, 32, 70, 78, 134, 150, 166, 198, 230, 262	PE: 20 TE: 20	PE: 110 TE: 110
2. How to apply geography to interpret the present and plan for the future.			PE: 32-34 TE: 32-34	PE: 166 TE: 166		PE: 70, 262, 326 TE: 40, 95, 262, 326

## Map and Globe Skills

### Map and Globe Skills: Symbols, Scales, and Globe Skills

Use a Map Key	PE: Unit 4: 20–21, 29	PE: Unit 2: 5				
Use a Map Scale		PE: Unit 3: 16–17, 37	PE: 26-27 TE: 11, 26-27			
Compare Maps at Different Scales				PE: 141, 158	PE: 221	

### Map and Globe Skills: Direction

Use Intermediate Directions	PE: Unit 5: 30–31, 39		PE: 10-11, 46 TE: 10-11, 46			
Use a Compass Rose		PE: Unit 5: 30–31, 45	PE: 10, 11 TE: 10, 11			
Follow Routes on a Map		PE: Unit 4: 34–35, 37				

### Map and Globe Skills: Location

Use Addresses	PE: Unit 1: 8–9, 31	PE: Unit 2: 6				
Use Latitude and Longitude			PE: 138-139, 142 TE: 138-139, 142	PE: 112	PE: 59, 94	
Understand Hemispheres			PE: 76-77 TE: 76-77			

### Map and Globe Skills: Working with Maps

Use Globes and Maps	PE: Unit 2: 20–21, 37	PE: Unit 1: 19, 37; Unit 2: 9, 11, 12–13, 17, 37; Unit 3: 17, 19, 37; Unit 4: 34, 37; Unit 5: 31, 45	PE: 10-11, 26-27 TE: 10-11, 26-27			
Use a Historical Map	PE: Unit 3: 28–29, 39		PE: GH13 TE: GH13		PE: 123, 142	PE: 29, 41, 66, 75, 91, 95, 104, 106, 126, 142, 150, 155, 156, 164
Use Grid Maps		PE: Unit 1: 18–19, 37	PE: 138-139, GH13 TE: 138-139, GH13			
Use Landform Maps		PE: Unit 2: 24–25, 45	PE: 20-21, GH11, GH16-GH17, GH21, GH23 TE: 20-21, GH11, GH16-GH17, GH21, GH23			
Use Road Maps			PE: 212-213, 238 TE: 212-213, 238	PE: 270, 286		

**Map and Globe Skills: Working with Maps (continued)**

Use Elevation Maps				PE: 77		
Use Special Purpose Maps				PE: 238, 254		
Use a Battle Map					PE: 177, 190	
Use Cartograms					PE: 311, 318	PE: 299, 334
Use Time Zone Maps					PE: 331, 366	PE: 239, 270
Use Projection Maps						PE: 221, 222
Use Topographical Maps						PE: 45, 53, 78, 114, 124, 133
Use Resource Distribution Maps						PE: 22, 111, 142, 155, 169, 174

## Chart and Graph Skills

Use a Diagram	PE: Unit 2: 12	PE: Unit 5: 21				PE: 27, 49, 93, 98, 167
Use a Calendar	PE: Unit 1: 20	PE: Unit 1: 8				
Use Picture Graphs	PE: Unit 5: 21					PE: 291
Use Flow Charts	PE: Unit 4: 12–13	PE: Unit 2: 14–15	PE: 204-205 TE: 204-205			PE: 205
Use Time Lines	PE: Unit 3: 8–9	PE: Unit 1: 6–7 Unit 3: 22–23	PE: 68-69 TE: 68-69	PE: 6, 62	PE: 27, 46	PE: 23
Use Bar Graphs		PE: Unit 4: 18	PE: 84-85, 94 TE: 84-85, 94			PE: 101
Use Line Graphs			PE: 170-171, 190 TE: 170-171, 190	PE: 105, 126		
Use Circle Graphs				PE: 173, 190		
Use a Climograph					PE: 249, 286	PE: 233
Compare Line and Bar Graphs				PE: 205, 222		PE: 153
Compare Line and Circle Graphs					PE: 77	

## Reading Skills

Retell	PE : Unit 1: 4, 7 10, 13, 16, 21, 22, 25, 26, 29					
Classify/Categorize	PE: Unit 2: 4, 9, 10, 13, 14, 19, 22, 27, 30, 35					
Sequence Events	PE: Unit 4: 4, 7, 10, 13, 14, 19, 22, 27	PE: Unit 4: 4, 11, 12, 19, 20, 25, 28, 33	PE: 52, 60, 70, 78, 86, R4  TE: 52, 60, 70, 78, 86, R4	PE: 8, 16, 24, 32, 40, 48, 56, R2		PE: 41
Compare and Contrast	PE: Unit 3: 4, 9, 10, 15, 18, 23, 24, 27, 30, 37	PE: Unit 3: 4, 9, 10, 15, 18, 23, 24, 27, 28, 33	PE: 196, 26, 214, 220, 228, R10  TE: 196, 26, 214, 220, 228, R10	PE: 70, 78, 84, 92, 98, 106, 114, 120, R4	PE: 20, 28, 32, 36, 40, R2, R3	PE: 44, 155, 167
Main Idea and Details	PE: Unit 5: 4, 7, 8, 11, 12, 15, 18, 23, 24, 29, 32, 37	PE: Unit 1: 4, 9, 12, 17, 20, 25, 26, 31, 32, 35	PE: 4, 12, 18, 28, 36, R2  TE: 4, 12, 18, 28, 36, R2	PE: 134, 142, 150, R6	PE: 148, 152, 156, 160, 166, 170, 178, 184, R8, R9	PE: 1



## Reading Skills (continued)

Summarize		PE: Unit 2: 4, 7, 8, 15, 16, 23, 26, 31, 32, 35, 38, 43	PE: 100, 108, 116, 124, 132, R6  TE: 100, 108, 116, 124, 132, R6	PE: 166, 174, 182, R8	PE: 292, 298, 302, 306, 312, R14, R15	PE: 57, 67, 77, 129, 132, 133, 135, 137, 139, 140, 141, 148, 145, 147, 148, 149, 151, 152, 154, 157, 159, 161, 162, 163, 165, 170, 171, 173, R6, R7
Cause and Effect		PE: Unit 5: 4, 9, 10, 15, 18, 23, 24, 29, 32, 35, 36, 43	PE: 148, 156, 164, 172, 180, R8  TE: 148, 156, 164, 172, 180, R8	PE: 230, 240, 246, R12	PE: 52, 60, 66, 72, 78, 82, 86, R4, R5	PE: 17, 20, 21, 22, 25, 27, 29, 31, 33, 35, 39, 43, 46, 47, 49, 51, 52, 53, 53, 57, 59, 61, 63, 64, 65, 69, 71, 73, 75, 77, 100, 103, 113, 121, 125, 147, 165, 167, 273, 334, R2, R3
Make Generalizations				PE: 262, 272, 280, R14	PE: 100, 106, 112, 118, 124, 130, 136, R6, R7	
Drawing Conclusions				PE: 198, 206, 214, R10	PE: 196, 204, 212, 216, 222, 226, 232, R10, R11	PE: 11, 152, 177, 180, 186, 192, 200, 206, 210, 216, 222, R8, R9

## Reading Skills (continued)

Make Inferences					PE: 324, 332, 340, 346, 352, 360, R16, R17	PE: 7, 9, 13, 37, 225, 228, 234, 240, 248, 252, 262, 270, R10, R11
Make Judgments						PE: 276, 284, 292, 300, 306, 310, 314, 320, 326, 334, R12, R13
Fact and Opinion					PE: 244, 250, 258, 266, 274, 280, R12, R13	PE: 81, 84, 85, 87, 89, 90, 91, 93, 94, 96, 97, 99, 100, 102, 103, 107, 109, 110, 111, 115, 117, 118, 119, 123, 125, R4, R5

## Writing Skills

Descriptive	PE Unit 1: 9, 32; Unit 2: 21; Unit 3: 40; Unit 4: 21, 30	PE: Unit 1: 19, 38; Unit 2, 25, 46; Unit 3, 17; Unit 4, 35, 38; Unit 5, 31	PE: 67, 74, 96, 105, 131, 137, 153, 158, 203, 218, 240 TE: 67, 74, 96, 105, 131, 137, 153, 158, 203, 218, 240	PE: 96, 123, 145, 187, 249	PE: 38, 48, 96, 144, 217, 228, 343, 354	PE: 16, 80, 107, 157, 176, 214, 232, 245, 261, 266, 331
Narrative	PE: Unit 3: 29; Unit 5: 31	PE: Unit 4: 38	PE: 66, 75, 129, 144 TE: 66, 75, 129, 144	PE: 64, 192, 221	PE: 30, 91, 103	PE: 242, 269
Persuasive		PE: Unit 3: 38	PE: 17, 35, 115, 163, 169, 211, 227, 235 TE: 17, 35, 115, 163, 169, 211, 227, 235	PE: 219	PE: 75, 139, 140, 207, 339, 368	PE: 56, 105, 117, 128, 219, 224, 272, 325
Expository			PE: 9, 22, 25, 34, 41, 43, 48, 54, 59, 83, 91, 107, 114, 123, 155, 162, 178, 179, 187, 192, 202, 219, 226  TE: 9, 22, 25, 34, 41, 43, 48, 54, 59, 83, 91, 107, 114, 123, 155, 162, 178, 179, 187, 192, 202, 219, 226	PE: 15, 23, 31, 39, 47, 55, 61, 76, 83, 91, 97, 104, 111, 119, 125, 128, 140, 149, 156, 157, 160, 172, 181, 185, 189, 202, 204, 211, 213, 224, 236, 237, 245, 253, 256, 269, 277, 279, 283, 285, 288	PE: 16, 26, 31, 35, 39, 45, 58, 65, 71, 76, 81, 85, 93, 105, 111, 117, 122, 129, 135, 141, 151, 155, 159, 165, 169, 176, 183, 189, 192, 203, 205, 211, 215, 220, 225, 231, 237, 240, 248, 257, 265, 271, 273, 279, 282, 285, 288, 297, 301, 305, 310, 317, 320, 330, 345, 351, 359, 365	PE: 22, 27, 33, 37, 39, 44, 51, 57, 63, 69, 77, 89, 100, 108, 125, 139, 147, 152, 161, 165, 168, 173, 184, 191, 199, 209, 215, 220, 238, 251, 257, 283, 290, 298, 305, 309, 313, 319, 333, 336

## Standards for the English Language Arts

<p>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction classic and contemporary works.</p>	<p>PE: Unit 1: 8-9, 11, 12-13, 17, 23, 33-39; TE: Unit 1: 2; Unit 2: 2; Unit 3: 2; Unit 4: 2; Unit 5: 2</p>	<p>PE: Unit 2: 33; Unit 3: 41; Unit 4: 21; Unit 5: 7  TE: Unit 2: 2; Unit 3: 2; Unit 4: 2; Unit 5: 2</p>	<p>PE: 65, 66, 118, 119, 123, 198, 209  TE: 1, 50, 98, 119, 146, 194</p>	<p>TE: 1C –1F, 65C – 65F, 129C–129F, 161C–161F, 193C–193F, 225C–225F, 257C–257F</p>	<p>PE: 36, 32, 40, 72, 100, 136, 170, 204, 226, 352  TE: 36, 32, 40, 72, 78, 100, 136, 124, 160, 170, 212, 204, 222, 226, 276, 298, 324, 352</p>	<p>TE: 17C–17F, 40, 81C–81F, 129C–129F, 177C–177F, 225C–225F, 273C–273F</p>
<p>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p>	<p>TE: Unit 1: 2; Unit 2: 2; Unit 3: 2; Unit 4: 2; Unit 5: 2</p>	<p>TE: Unit 2: 2; Unit 3: 2; Unit 4: 2; Unit 5: 2</p>	<p>PE: 65, 66, 118, 119, 123, 198, 209  TE: 1, 50, 98, 118, 119, 146, 194</p>	<p>PE: 56  TE: 56</p>	<p>PE: 32, 36, 312  TE: 32, 36, 52, 78, 160, 212, 222, 276, 298</p>	<p>PE: 34, 102, 206, 210  TE: 34, 102</p>

## Standards for the English Language Arts

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., soundletter correspondence, sentence structure, context, graphics).

PE: Unit 1: 8-9, 11, 12-13, 17, 21, 25, 27, 29; Unit 2: 5, 8-9, 11, 13, 23, 26-27, 31, 35; Unit 3: 5, 9, 19, 21, 23, 27, 31, 35; Unit 4: 5, 7, 10, 13, 14, 19, 20-21, 27, 30, 31-38; Unit 5: 4, 7, 8, 11, 12, 15, 18, 23, 24, 29, 30-31, 32, 37

TE: Unit 1: 6, 7, 11, 12-13, 14-15, 17, 19, 21, 23, 24-25, 27, 28-29, 32; Unit 2: 5, 7, 9, 11, 12, 13, 15, 16, 17, 19, 23, 25, 27, 28-29, 31, 35; Unit 3: 5, 7, 9, 11, 13, 19, 20, 21, 23, 25, 26, 31, 32-33, 35, 37; Unit 4: 5, 6-7, 11, 15, 16, 17, 19, 23, 25, 27; Unit 5: 5, 6-7, 10-11, 13, 14-15, 19, 21, 23, 25, 27, 29, 33, 35, 37

PE: Unit 1: 5, 13, 17, 20, 25, 27, 31, 33, 35; Unit 2: 7, 8, 15, 17, 23, 27, 31, 33, 35, 39, 43; Unit 3: 5, 9, 11, 15, 17, 19, 25, 27, 29, 33; Unit 4: 5, 11, 13, 19, 21, 25, 29, 33, 35; Unit 5: 5, 9, 11, 15, 19, 23, 29, 31, 33, 35, 37, 43

TE: Unit 1: 4, 5, 7, 8, 9, 10, 11, 13, 15, 17, 23, 25, 27, 29, 31, 33, 34-35; Unit 2: 2, 5, 6, 7, 11, 15, 17, 21, 25, 29, 31, 33, 35, 37, 39, 41; Unit 3: 5, 7, 9, 11, 13, 15, 17, 20, 21, 23, 27, 29, 31; Unit 4: 5, 7, 13, 15, 19, 21, 23, 25, 27, 29, 31, 33; Unit 5: 2, 5, 7, 9, 11, 13, 15, 17, 19, 20, 21, 25, 27, 33, 34, 39

PE: 1, 4, 9, 12, 17, 18, 25, 28, 34, 36, 43, 49, 52, 59, 60, 66, 70, 75, 78, 83, 91, 100, 107, 108, 114, 116, 123, 124, 131, 132, 137, 148, 155, 162, 164, 169, 172, 179, 180, 187, 196, 203, 209, 211, 214, 216-217, 219, 226, 235

TE: 5, 6, 7, 9, 13, 15, 17, 19, 20, 21, 22, 23, 25, 29, 31, 34, 37, 39, 41, 43, 53, 55, 57, 59, 61, 63, 65, 66, 71, 73, 75, 79, 81, 83, 87, 89, 91, 101, 103, 107, 109, 111, 114, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 149, 151, 155, 157, 159, 162, 165, 167, 169, 173, 175, 177, 179, 181, 183, 187, 197, 199, 201, 203, 207, 209, 211, 215, 217, 219, 221, 223, 226, 229, 231, 235

PE: 40, 70, 78, 84, 92, 98, 106, 120, 134, 142, 150, 166, 182, 198, 206, 214, 230, 240, 246, 262, 280

TE: 24, 70, 78, 92, 98, 106, 114, 120, 134, 142, 150, 166, 182, 198, 206, 214, 230, 240, 246, 262, 280

PE: 20, 28, 32, 36, 52, 60, 66, 72, 78, 82, 100, 112, 118, 124, 130, 136, 152, 160, 166, 170, 178, 196, 204, 212, 216, 226, 232, 244, 250, 258, 266, 274, 292, 298, 302, 324, 332, 340, 346, 352, 360

TE: 20, 36, 52, 60, 66, 72, 78, 82, 100, 112, 118, 124, 130, 136, 148, 152, 160, 166, 170, 178, 196, 204, 216, 226, 232, 244, 250, 258, 266, 274, 292, 302, 324, 332, 340, 346, 352, 360

PE: 20, 28, 34, 40, 46, 58, 64, 70, 84, 90, 96, 132, 148, 154, 162, 186, 192, 200, 206, 210, 216, 228, 234, 240, 248, 258, 262, 276, 284, 300, 306, 310, 314, 320

TE: 20, 28, 34, 40, 58, 70, 84, 90, 96, 132, 148, 154, 162, 186, 192, 200, 206, 210, 216, 228, 234, 240, 248, 258, 262, 276, 284, 300, 306, 310

## Standards for the English Language Arts

<p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>PE: Unit 2: 20-21 TE: Unit 1: 9; Unit 3: 29</p>		<p>TE: 6, 7, 15, 21, 23, 31, 35, 38, 39, 41, 42, 44, 45, 48, 55, 57, 63, 65, 67, 73, 81, 89, 96, 104, 111, 118, 120, 127, 129, 135, 141, 144, 159, 167, 171, 175, 177, 183, 185, 186, 192, 201, 209, 240</p>	<p>PE: 84, 98, 114, 134, 142, 150, 166, 174, 230, 246  TE: 8, 16, 32, 48, 56, 70, 78, 92, 98, 106, 114, 134, 166, 174, 230, 240</p>	<p>PE: 40, 86, 222, 250, 266, 274, 280, 292, 306, 312, 340, 346  TE: 32, 36, 78, 222, 250, 258, 274, 280, 306, 312, 346</p>	<p>PE: 24, 40, 46 TE: 24, 132, 154, 162</p>
<p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>	<p>PE: Unit 3: 29; Unit 4: 21, 30; Unit 5: 30-31</p>	<p>PE: Unit 2: 25; Unit 3: 17; Unit 4: 35; Unit 5: 31;</p>	<p>PE: 9, 17, 25, 34, 35, 43, 48, 59, 66, 67, 75, 83, 91, 107, 114, 115, 123, 129, 131, 137, 144, 155, 158, 162, 163, 169, 178, 179, 187, 192, 203, 211, 219, 226, 227, 235, 240</p>	<p>PE: 48, 114, 142, 206, 246</p>	<p>PE: 86, 178, 222, 226, 232, 266, 280, 306, 312, 332</p>	<p>PE: 90, 192, 284, 292, 300</p>

Teacher Edition correlations are on the following page.

## Standards for the English Language Arts

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. (continued)

TE: Unit 1: 6, 7, 9, 12, 15, 19, 24, 28, 32, 38, 40; Unit 2: 7, 12, 17, 21, 25; Unit 3: 7, 9, 13, 16-17, 21, 23, 26, 29, 33; Unit 4: 6, 8, 9, 12, 13, 16, 17, 19, 21, 25, 30; Unit 5: 6-7, 10-11, 14-15, 21, 27, 28, 31, 35

TE: Unit 1: 7, 8, 15, 19, 23, 29, 34-35; Unit 2: 11, 13, 21, 25, 27, 29, 41, 42; Unit 3: 7, 13, 17, 21, 23, 27, 34; Unit 4: 7, 15, 17, 23, 27, 31; Unit 5: 7, 13, 14, 21, 27, 31, 34, 39, 42

TE: 6, 7, 9, 15, 17, 21, 22, 23, 25, 30, 31, 34, 35, 38, 39, 41, 42, 43, 44, 54, 55, 57, 59, 63, 65, 66, 73, 74, 75, 81, 83, 89, 91, 99, 102, 103, 104, 105, 107, 111, 112, 113, 114, 118, 119, 120, 121, 123, 127, 129, 130, 131, 135, 137, 139, 151, 153, 155, 159, 162, 163, 167, 169, 175, 177, 178, 179, 183, 185, 186, 187, 199, 201, 203, 209, 211, 217, 218, 219, 223, 225, 226, 227, 231, 232, 234, 235, 236

TE: 40, 48, 56, 70, 78, 92, 114, 120, 206, 240, 246

TE: 32, 72, 82, 118, 152, 178, 222, 280, 306, 312, 332

TE: 70, 192, 262, 284, 292

## Standards for the English Language Arts

<p>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>	<p>TE: Unit 1: 6, 12, 19, 24, 28; Unit 2: 7, 12, 17, 25, 33; Unit 3: 7, 13, 21, 26; Unit 4: 6, 12, 17, 25; Unit 5: 6, 10, 14, 21, 27</p>	<p>PE: Unit 4: 5, 13, 21, 29, 38; Unit 5: 5, 11, 19, 25, 33, 46</p> <p>TE: Unit 1: 5, 13, 21, 27, 33, 38; Unit 2: 6, 9, 17, 27, 33, 39, 46; Unit 3: 5, 11, 19, 25, 29, 38</p>	<p>PE: 9, 17, 25, 34, 43, 48, 59, 66, 75, 83, 91, 96, 107, 114, 123, 131, 137, 144, 155, 162, 169, 179, 187, 192, 203, 211, 219, 226, 235, 240</p> <p>TE: 7, 9, 15, 17, 21, 23, 25, 31, 34, 39, 41, 43, 48W, 55, 56, 59, 63, 65, 66, 73, 75, 81, 83, 89, 91, 96W, 103, 107, 111, 114, 119, 121, 123, 127, 129, 131, 135, 137, 144W, 151, 155, 160, 162, 167, 169, 175, 177, 179, 183, 187, 192W, 203, 209, 211, 217, 219, 223, 226, 235, 240W</p>	<p>PE: 16, 84</p> <p>TE: 32, 120</p>	<p>PE: 40, 86</p> <p>TE: 196, 250</p>	<p>TE: 28, 46, 84, 102, 118, 140, 170, 180, 200, 276, 320</p>
<p>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p>			<p>PE: 44-45, 48, 67, 92-93, 96, 115, 129, 140-141, 144, 163, 188-189, 192, 227, 236-237, 240</p>	<p>PE: 8, 24, 32, 40, 48, 56, 134, 174, 198, 214, 262, 280</p>	<p>PE: 40, 100, 112, 136, 204, 244, 258, 298, 302</p>	<p>PE: 20, 24, 28, 96, 110, 118, 228, 258, 276</p>

Teacher Edition correlations are on the following page.



## Standards for the English Language Arts

<p>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. <i>(continued)</i></p>	<p>TE: Unit 1: 8, 14, 20, 32; Unit 3: 6, 8, 20, 32</p>	<p>TE: Unit 1: 10, 17, 18, 32; Unit 2: 22, 26, 34; Unit 3: 13, 14; Unit 4: 6, 10, 24; Unit 5: 14, 17, 26</p>	<p>TE: 3, 8, 30, 32, 42, 44-45, 48, 67, 88, 90, 92-93, 96, 104, 112, 113, 115, 126, 129, 138, 140-141, 147, 161, 163, 166, 222, 227, 236-237, 240</p>	<p>TE: 134, 166, 174, 198, 214, 262</p>	<p>TE: 40, 52, 100, 112, 136, 196, 204, 212, 244, 258, 298</p>	<p>TE: 20, 24, 96, 110, 118, 206, 216, 228, 276, 326</p>
<p>8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p>	<p>TE: Unit 2: 8; Unit 3: 20, 32</p>	<p>TE: Unit 1: 10, 37; Unit 2: 13, 36, 45; Unit 3: 12, 35, 37; Unit 4: 32, 37, 45</p>	<p>PE: 1, 49, 97, 145, 193  TE: 1, 3, 32, 46, 51, 64, 76, 82, 85, 90, 94, 97, 106, 110, 142, 145, 147, 166, 176, 186, 188, 189, 193, 195, 213, 238</p>	<p>TE: 32, 48</p>	<p>PE: 52  TE: 52, 72, 82, 86, 152, 212, 244, 258, 266, 302, 306, 332, 340, 352</p>	<p>TE: 320</p>
<p>9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p>	<p>PE: Unit 1: 28</p>		<p>PE: 98-114  TE: 98-114</p>	<p>PE: 182, 214 TE: 182, 214</p>	<p>PE: 106, 148, 352  TE: 28, 106, 148, 266, 352</p>	<p>PE: 58, 64, 70, 102, 186, 216, 234, 262, 326  TE: 46, 58, 64, 102, 186, 206, 234, 310</p>

## Standards for the English Language Arts

<p>10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</p>	<p>TE: Unit 1: 6, 15, 19, 24; Unit 2: 7, 17, 25, 29, 33; Unit 3: 7, 13, 17, 21, 26, 33; Unit 4: 6, 12, 17, 25; Unit 5: 10, 17, 21, 27, 35</p>	<p>TE: Unit 1: 7, 11, 15, 23, 29, 34; Unit 2: 6, 11, 19, 29, 37, 41; Unit 3: 7, 13, 21, 26, 31, 35; Unit 4: 7, 15, 23, 27, 31; Unit 5: 7, 13, 17, 21, 27, 39</p>	<p>TE: 7, 15, 21, 31, 39, 55, 63, 73, 81, 89, 103, 111, 119, 127, 135, 151, 159, 167, 175, 183, 199, 209, 217, 223, 231</p>	<p>TE: 8, 16, 24, 32, 40, 48, 56, 70, 78, 84, 98, 106, 134, 142, 150, 174, 182, 198, 206, 214, 230, 246, 262, 272, 280</p>	<p>TE: 20, 40, 52, 60, 66, 86, 100, 106, 112, 124, 130, 136, 160, 170, 178, 184, 196, 204, 216, 226, 232, 244, 250, 258, 266, 280, 292, 306, 312, 324, 332, 340, 346, 352, 360</p>	<p>PE: 326 TE: 28, 34, 40, 46, 58, 64, 70, 84, 90, 96, 102, 110, 118, 132, 140, 148, 154, 162, 180, 186, 192, 200, 210, 228, 234, 240, 248, 252, 258, 262, 276, 284, 292, 300, 314, 320</p>
<p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p>TE: Unit 1: 6, 15; Unit 2: 21; Unit 3: 16, 35, 36; Unit 4: 9, 16; Unit 5: 26</p>	<p>TE: Unit 1: 8, 11, 14, 30; Unit 2: 3, 42; Unit 3: 14, 20; Unit 4: 9, 26; Unit 5: 14, 38, 42</p>	<p>PE: 44-45, 48, 67, 92-93, 96, 129, 140-141, 144, 153, 188-189, 192, 218, 227, 236-237, 240  TE: 3, 6, 8, 16, 20, 27, 30, 33, 35, 38, 42, 44, 45, 48, 54, 56, 58, 67, 68, 69, 88, 92-93, 96, 99, 102, 104, 105, 110, 112, 113, 115, 118, 120, 122, 126, 128, 130, 134, 136, 140-141, 144, 147, 152-153, 158, 163, 176, 184, 186, 188-189, 192, 200, 201, 202, 210, 218, 222, 224, 225, 227, 230, 232, 234, 236-237, 240</p>	<p>PE: 198, 272  TE: 84, 272</p>	<p>PE: 106, 130, 156, 170, 324  TE: 40, 86, 106, 156, 170, 302, 324</p>	<p>PE: 118, 140, 180, 192, 252, 292, 326  TE: 118, 140, 180, 192, 252, 262, 292</p>

## Standards for the English Language Arts

<p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>	<p>TE: Unit 1: 6, 8, 9, 12, 14, 15, 18, 19, 24, 28, 32, 33, 34; Unit 2: 7, 12, 17, 21, 25, 28, 29, 33, 38; Unit 3: 6, 7, 13, 16, 17, 21, 26, 28, 29, 32, 33, 35, 40; Unit 4: 6, 8, 9, 12, 16, 17, 21, 25, 26, 30; Unit 5: 3, 6, 10, 14, 16, 20, 21, 26, 27, 31, 35, 40</p>	<p>TE: Unit 1: 7, 8, 10, 11, 14, 15, 16, 18, 23, 24, 29, 30, 34, 38, 38W; Unit 2: 3, 6, 11, 21, 29, 34, 37, 41, 42, 46, 46W; Unit 3: 6, 7, 13, 14, 20, 21, 22, 26, 31, 32, 34, 38, 38W; Unit 4: 6, 7, 9, 15, 18, 23, 26, 27, 31, 35, 38, 38W; Unit 5: 7, 8, 13, 14, 16, 21, 27, 34, 38, 39, 42, 46, 46W</p>	<p>PE: 9, 17, 25, 34, 43, 48, 59, 66, 75, 83, 91, 96, 107, 114, 123, 131, 137, 144, 155, 162, 169, 179, 187, 192, 203, 211, 219, 226, 235, 240</p> <p>TE: 6, 7, 9, 15, 17, 21, 23, 25, 31, 34, 35, 38, 39, 41, 43, 44, 45, 48, 57, 59, 66, 67, 75, 83, 91, 96, 102, 104, 107, 114, 118, 120, 123, 126, 131, 137, 141, 144, 166, 171, 179, 185, 187, 192, 201, 203, 211, 219, 226, 235, 240</p>	<p>PE: 70, 78, 92, 106, 120, 230, 240, 272</p> <p>TE: 98, 142, 150, 182, 230, 246, 262, 272, 280</p>	<p>PE: 20, 28, 32, 36, 52, 60, 66, 72, 78, 82, 118, 124, 160, 184, 196, 204, 212, 216, 226, 352</p> <p>TE: 20, 28, 60, 72, 118, 124, 156, 160, 166, 184, 204, 216, 226, 274, 292, 298, 340, 352</p>	<p>PE: 84, 102, 110, 118, 132, 140, 148, 154, 162, 180, 200, 240, 314, 320</p> <p>TE: 28, 84, 102, 110, 118, 132, 140, 148, 154, 162, 180, 200, 210, 240, 306, 314</p>
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