A Correlation of

Scott Foresman
Social Studies
Assessment

to the

Ohio
Academic Content
Standards
Grade-Level Indicators
Grades K-6

Pearson
G/SS-49
Scott Foresman Social Studies

This document demonstrates how Scott Foresman Social Studies assessment meets the Ohio Social Studies Academic Content Standards and Grade Level Indicators. The primary correlation references are to the Scott Foresman Social Studies Assessment Book. Assessment options in the Teacher's Edition are cited for additional support.

Scott Foresman is pleased to introduce our Scott Foresman Social Studies, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

Content
Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. Scott Foresman Social Studies content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility
Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation
Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability
Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.
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History Standard
Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

1. Recite the days of the week.

The teacher can adapt these activities for assessment: Teacher’s Edition: Lesson Wrap-Up: Create a Job Chart, 122; Counting the Days, 262

2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.

Assessment Book: Unit 5: pages 18, 19, 20; also: Unit 4: page 14

3. Demonstrate understanding of one’s own personal life history (e.g., birth, toddler and preschool).

Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Lesson Wrap-Up: Seeing My Family, 22; Unit Project: Make a Paper Doll, 50; Assessment Book: Unit 6: pages 21, 22, 24; Unit 5: page 18

Heritage

4. Recognize state and federal holidays and explain their significance.

Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Lesson Wrap-Up page 270; Assessment Book: Unit 5: pages 17, 19, 20

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

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 5: pages 17, 19, 20; Teacher’s Edition: Begin with Songs and Poems, 242–242
People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.

   Assessment Book: Unit 1: pages 3, 4; Unit 2: pages 7, 8; Unit 3: pages 10, 11, 12; Unit 6: pages 21, 22, 23, 24

Diffusion

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

   Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Close and Assess, 95; Assessment Book: Unit 5: pages 17, 19, 20; Unit 6: page 21

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

1. Identify and correctly use terms related to location, direction and distance including
   
   a. up/down

   Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Where Can You Find Things? 31–33; Assessment Book: Unit 2: pages 6, 7, 8

   b. over/under

   Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Where Can You Find Things? 31–33; Assessment Book: Unit 2: pages 6, 7, 8

   c. here/there
Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Where Can You Find Things? 31–33; Assessment Book: Unit 2: pages 6, 7, 8

d. front/back

Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Where Can You Find Things? 31–33; Assessment Book: Unit 2: pages 6, 7, 8

e. behind/in front of

Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Where Can You Find Things? 31–33; Assessment Book: Unit 2: pages 6, 7, 8

2. Recite home address.

Teacher’s Edition: My Name and Address, 26

3. Make models and maps representing real places including the classroom.

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 2: pages 6, 7, 8; Unit 4: pages 15, 16; Teacher’s Edition: Map the Neighborhood, 76; A Simple Map, 209

4. Distinguish between land and water on maps and globes.

Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Close and Assess, 223; Assessment Book: Unit 4: pages 15, 16;

Places and Regions

5. Demonstrate familiarity with the school’s layout.

Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Map the School, 212; Assessment Book: Unit 1: pages 1, 4

6. Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes).

Opportunities to assess this standard can be developed from the following pages: Teacher’s Edition: Shoe Box Homes, 26; Close and Assess, 25; Assessment Book: Unit 1: pages 1, 2; Unit 2: pages 5, 6, 7, 8; Unit 3: page 10
Human Environmental Interaction

7. Identify key natural resources that are used in the students' daily lives.

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 4: pages 15, 16; also see: Unit 3: page 9; Teacher’s Edition:
Close and Assess, 227

Economics Standard
Students use economic reasoning skills and knowledge of major economic concepts,
issues and systems in order to make informed choices as producers, consumers,
savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation

1. Recognize that people have many wants.

Opportunities to assess this standard can be developed from the following pages:
Teacher’s Edition: Close and Assess, 153, 157; Assessment Book: Unit 3: pages 9, 11

2. Explain how people make decisions in order to satisfy their wants.

Opportunities to assess this standard can be developed from the following pages:
Teacher’s Edition: Close and Assess, 137, 141; Assessment Book: Unit 3: pages 9, 10, 11, 12

Production, Distribution and Consumption

3. Identify goods and services.

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 3: pages 9, 10, 11, 12; Teacher’s Edition: Close and Assess, 133, 137

Government Standard
Students use knowledge of the purposes, structures and processes of political systems
at the local, state, national and international levels in order to understand that people
create systems of government as structures of power and authority to provide order,
maintain stability and promote the general welfare.

Role of Government

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

Assessment Book: Unit 1: page 1; Unit 2: pages 5, 7, 8; Unit 3: pages 9, 11
2. Recognize symbols of the United States that represent its democracy and values including
   
a. the national flag;
   
   Assessment Book: Unit 5: page 17; Teacher’s Edition: Stories of Our Symbols. 254; Unit Project, 282

b. the Pledge of Allegiance

   Opportunities to assess this standard can be developed from the following page:
   Assessment Book: Unit 5: page 17; Teacher’s Edition: Close and Assess, 253

Rules and Laws

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

   Assessment Book: Unit 1: page 4

Citizenship Rights and Responsibilities Standard
Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

1. Participate and cooperate in classroom activities.

   Assessment Book: Unit 1: pages 1, 2, 3, 4; Unit 2: pages 5, 6, 7, 8; Unit 3: pages 9, 10, 11, 12; Unit 4: pages 13, 14, 15, 16; Unit 5: pages 17, 18, 19, 20; Unit 6: pages 21, 22, 23, 24

Rights and Responsibilities

2. Take personal responsibility to follow directions and rules.

   Assessment Book: Unit 1: page 4; also see: Unit 2: page 7

3. Demonstrate the ability to make choices and take responsibility for personal actions.

   Assessment Book: Unit 1: page 4; Teacher’s Edition: Close and Assess, 29

4. Discuss the attributes and actions of a good citizen with emphasis on
a. trust

Teachers can develop assessment opportunities based on the following pages:
Assessment Book: Unit 1: pages 1, 4; Unit 2: pages 5, 7, 8; Unit 3: pages 9, 11

b. respect

Teachers can develop assessment opportunities based on the following pages:
Assessment Book: Unit 1: pages 1, 4; Unit 2: pages 5, 7, 8; Unit 3: pages 9, 11

c. honesty

Teachers can develop assessment opportunities based on the following pages:
Assessment Book: Unit 1: pages 1, 4; Unit 2: pages 5, 7, 8; Unit 3: pages 9, 11

d. responsibility

Teachers can develop assessment opportunities based on the following pages:
Assessment Book: Unit 1: pages 1, 4; Unit 2: pages 5, 7, 8; Unit 3: pages 9, 11

e. fairness

Teachers can develop assessment opportunities based on the following pages:
Assessment Book: Unit 1: pages 1, 4; Unit 2: pages 5, 7, 8; Unit 3: pages 9, 11

f. compassion

Teachers can develop assessment opportunities based on the following pages:
Assessment Book: Unit 1: pages 1, 4; Unit 2: pages 5, 7, 8; Unit 3: pages 9, 11

Teacher's Edition: Close and Assess, 83

g. self-control

Teachers can develop assessment opportunities based on the following pages:
Assessment Book: Unit 1: pages 1, 4; Unit 2: pages 5, 7, 8; Unit 3: pages 9, 11;
Teacher's Edition: Close and Assess, 83

Social Studies Skills and Methods Standard
Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information
1. **Listen for information.**

    Assessment Book: Unit 1: pages 1, 2, 3, 4; Unit 2: pages 5, 6, 7, 8; Unit 3: pages 9, 10, 11, 12; Unit 4: pages 13, 14, 15, 16; Unit 5: pages 17, 18, 19, 20; Unit 6: pages 21, 22, 23, 24

**Thinking and Organizing**

2. **Sort objects or pictures according to appropriate criteria.**

    Assessment Book: Unit 1: pages 1, 2, 3; Unit 2: pages 5, 6, 8; Unit 3: pages 9, 11; Unit 4: page 13; Unit 5: pages 17, 19, 20

3. **Compare similarities and differences among objects or pictures.**

    Assessment Book: Unit 1: page 3; Unit 3: page 10; Unit 4: page 13

**Communicating Information**

4. **Communicate information.**

    Assessment Book: Unit 1: pages 1, 2, 3, 4; Unit 2: pages 5, 6, 7, 8; Unit 3: pages 9, 10, 11, 12; Unit 4: pages 13, 14, 15, 16; Unit 5: pages 17, 18, 19, 20; Unit 6: pages 21, 22, 23, 24

**Problem Solving**

5. **Work with others by sharing, taking turns and raising hand to speak.**

    Teacher’s Edition: Close and Assess, 40–41; Assessment Book: Unit 1: page 4; Unit 6: pages 21, 22, 23, 24
History
Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

1. **Recite the months of the year.**

   Opportunities to assess this standard can be developed from the following page:
   Assessment Book: Unit 1: Skills Test page 3; Teacher’s Edition: Close and Assess, 21

2. **Place events from one’s own life in chronological order.**

   Assessment Book: Unit 4: Skills Test page 15

3. **Distinguish among past, present and future.**

   Assessment Book: Unit 3: Skills Test page 11; Unit 4: Skills Test page 15; Unit 5: Content Test page 18; Skills Test page 19

Daily Life

4. **Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.**

   Assessment Book: Unit 1: Skills Test page 4; Unit 5: Content Test page 18; Skills Test pages 19–20; Unit 6: Content Test page 22; Teacher’s Edition: Close and Assess, 149

5. **Compare past and present, near and far, with emphasis on daily life including:**
   a. **the roles of men, women and children**
Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 5: Content Test pages 17–18; Teacher’s Edition: Close and Assess, 13, 149

b. the identification of basic human needs

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 3: Content Test pages 9–10; Unit 5: Content Test page 18; Unit 6: Content Test page 22; Teacher’s Edition: Close and Assess, 149

c. the various ways people meet human needs

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 3: Content Test pages 9–10; Unit 5: Content Test page 18; Teacher’s Edition: Close and Assess, 13, 149

Heritage

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

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 3; Unit 5: Content Test pages 17–18; Skills Test page 20; Teacher’s Edition: Close and Assess, 207, 217

People in Societies Standard
Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

1. Describe similarities and differences in the ways different cultures meet common human needs including:

a. Food

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 3: Content Test page 9; Unit 5: Content Test page 18; Skills Test page 19; Unit 6: Content Test page 22; Skills Test page 23

b. Clothing

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 3: Content Test page 9; Unit 5: Content Test page 18; Skills
c. **Shelter**

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 3: Content Test page 9; Unit 5: Content Test page 18; Skills Test page 19; Unit 6: Content Test page 22; Skills Test page 23; Teacher's Edition: Close and Assess, 49

**d. Language**

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 3: Content Test page 9; Unit 5: Content Test page 18; Skills Test page 19; Unit 6: Content Test page 22; Skills Test page 23; Teacher's Edition: Close and Assess, 65

**e. Artistic expressions**

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 3: Content Test page 9; Unit 5: Content Test page 18; Skills Test page 19; Unit 6: Content Test page 22; Skills Test page 23

**Diffusion**

2. **Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.**

   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 6: Content Test pages 21–22; Skills Test page 23;
   Teacher's Edition: Close and Assess, 191, 261

3. **Describe family and local community customs and traditions.**

   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 1: Skills Test page 4; Unit 6: Content Test pages 21–22;
   Skills Test page 23

4. **Describe life in other countries with emphasis on daily life, including roles of men, women and children.**

   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 1: Skills Test page 4; Unit 6: Content Test pages 21–22;
   Teacher's Edition: Close and Assess, 191, 261
**Geography Standard**

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

**Location**

1. **Identify and correctly use terms related to location, direction and distance including**
   
   a. left/right
   
   Assessment Book: Unit 2: Skills Test page 8; Unit 3: Skills Test page 12; Unit 4: Skills Test page 16
   
   b. near/far
   
   Assessment Book: Unit 2: Skills Test page 8; Unit 3: Skills Test page 12; Unit 4: Skills Test page 16

2. **Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).**

   Opportunities to assess this standard can be developed from the following pages:
   
   Assessment Book: Unit 2: Skills Test page 7; Unit 4: Skills Test page 16; Teacher's Edition: Close and Assess, 55

3. **Identify and use symbols to locate places of significance on maps and globes.**

   Assessment Book: Unit 2: Skills Test pages 7–8; Unit 3: Skills Test page 12; Unit 4: Skills Test page 16; Teacher's Edition: Close and Assess, 55

4. **Locate the local community, state and the United States on maps or globes.**

   Opportunities to assess this standard can be developed from the following pages:
   
   Assessment Book: Unit 2: Skills Test page 8; Unit 3: Skills Test page 12; Unit 4: Skills Test page 16

**Places and Regions**

5. **Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic symbols) of places in the community.**

   Assessment Book: Unit 2: Skills Test pages 7–8; Unit 3: Skills Test page 12; Unit 4: Content Test pages 13–14; Skills Test pages 15–16
6. **Compare areas within the local community to identify similarities.**

   Assessment Book: Unit 2: Skills Test page 7; Teacher’s Edition: Close and Assess, 53

**Human Environmental Interaction**

7. **Describe human adaptations to variations in the physical environment including:**
   
   a. **Food**

   Opportunities to assess this standard can be developed from the following page: 
   Assessment Book: Unit 3: Skills Test page 11; Teacher’s Edition: Close and Assess, 101

   b. **Clothing**

   Assessment Book: Unit 3: Content Test page 9; Teacher’s Edition: Close and Assess, 101

   c. **Shelter**

   Assessment Book: Unit 2: Skills Test pages 7–8; Unit 3: Skills Test page 12; 
   Teacher’s Edition: Close and Assess, 101

   d. **Transportation**

   Assessment Book: Unit 5: Skills Test page 20; Unit 6: Content Test pages 21–22

   e. **Recreation**

   Opportunities to assess this standard can be developed from the following pages: 
   Assessment Book: Unit 2: Skills Test page 8; Unit 4: Skills Test page 15

**Economics Standard**

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

**Scarcity and Resource Allocation**

1. **Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.**
Production, Distribution and Consumption

2. Describe the ways people produce, consume and exchange goods and services in their community.

Assessment Book: Unit 3: Content Test pages 9–10; Skills Test page 11

Markets

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

Opportunities to assess this skill may be found on pages: Assessment Book: Unit 3: Content Test pages 9–10; Teacher’s Edition: Close and Assess, 107

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government

1. Recognize the role of authority figures in providing for the safety and security of individuals.

Assessment Book: Unit 1: Content Test page 2; Unit 2: Content Test pages 5–6

2. Explain how voting can be used to make group decisions

Opportunities to assess this skill may be found on pages: Assessment Book: Unit 1: Content Test pages 1–2; Skills Test page 4; Unit 2: Content Test page 5. Teacher's Edition: Close and Assess, 221

3. Recognize symbols of the United States that represent its democracy and values including:

   a. the bald eagle

Teachers can develop assessment opportunities with the following pages: Assessment Book: Unit 1: Content Test pages 1–2; Unit 5: Content Test pages 17–18; Teacher's Edition: Close and Assess, 209
b. the White House

Teachers can develop assessment opportunities with the following pages:
Assessment Book: Unit 1: Content Test pages 1–2; Unit 5: Content Test pages 17–18; Teacher's Edition: Close and Assess, 209

c. the Statue of Liberty

Teachers can develop assessment opportunities with the following pages:
Assessment Book: Unit 1: Content Test pages 1–2; Unit 5: Content Test pages 17–18; Teacher's Edition: Close and Assess, 209

d. The national anthem

Teachers can develop assessment opportunities with the following pages:
Assessment Book: Unit 1: Content Test pages 1–2; Unit 5: Content Test pages 17–18; Teacher's Edition: Close and Assess, 225

Rules and Laws

4. Recognize the need for rules in different settings and the need for fairness in such rules.

Assessment Book: Unit 1: Content Test pages 1–2; Skills Test page 4

5. Discuss the consequences of violating rules.

Assessment Book: Unit 1: Content Test pages 1–2; Skills Test page 4

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

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

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 1: Content Test page 2; Skills Test page 4; Unit 3: Skills Test page 11; Teacher's Edition: Close and Assess, 27
Rights and Responsibilities


Assessment Book: Unit 1: Content Test pages 1–2; Skills Test pages 3–4; Unit 2: Content Test pages 5–6; Skills Test pages 7–8; Unit 3: Content Test pages 9–10; Skills Test pages 11–12; Unit 4: Content Test pages 13–14; Skills Test pages 15–16; Unit 5: Content Test pages 17–18; Skills Test pages 19–20; Unit 6: Content Test pages 21–22; Skills Test pages 23–24

3. Demonstrate accountability for actions.

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 3: Skills Test page 11; Unit 4: Content Test page 14; Skills Test page 15; Unit 6: Skills Test page 23; Teacher's Edition: Close and Assess, 27

4. Demonstrate pride in personal accomplishments.

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 3: Skills Test page 11; Unit 4: Content Test page 14; Skills Test page 15; Teacher's Edition: Unit Project, 42, 86, 134

5. Demonstrate citizenship traits including:

a. trustworthiness

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 4: Skills Test page 15; Unit 5: Content Test pages 17–18; Teacher's Edition: Close and Assess, 27

b. fairness

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 4: Skills Test page 15; Unit 5: Content Test pages 17–18; Teacher's Edition: Close and Assess, 27

c. self-control

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 4: Skills Test page 15; Unit 5: Content Test pages 17–18; Teacher's Edition: Close and Assess, 27

d. respect for those in authority

Assessment Book: Unit 1: Content Test page 2; Unit 2: Content Test pages 5–6; Teacher's Edition: Close and Assess, 27
Social Studies Skills and Methods Standard
Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information

1. Obtain information about a topic using a variety of oral and visual sources.


Thinking and Organizing

2. Sequence information.

   Assessment Book: Unit 3: Skills Test page 11; Unit 4: Skills Test page 15; Unit 5: Skills Test page 19; Teacher's Edition: Close and Assess, 93

3. Determine categories for sorting information.

   Assessment Book: Unit 2: Skills Test page 7; Teacher's Edition: Close and Assess, 49

4. Identify main ideas from oral, visual and print sources.

   Assessment Book: Unit 4: Skills Test page 15; Teacher's Edition: Close and Assess, 141

Communicating Information

5. Communicate information orally or visually.

   Assessment Book: Unit 1: Content Test pages 1–2; Skills Test pages 3–4; Unit 2: Content Test pages 5–6; Skills Test pages 7–8; Unit 3: Content Test pages 9–10; Skills Test pages 11–12; Unit 4: Content Test pages 13–14; Skills Test pages 15–16; Unit 5: Content Test pages 17–18; Skills Test pages 19–20; Unit 6: Content Test pages 21–22; Skills Test pages 23–24

Visually:

Problem Solving

6. Display courtesy and respect for others in group settings including
staying on the topic focusing attention on the speaker

a. Staying on the topic

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 1: Content Test page 2; Unit 4: Content Test page 14; Skills Test page 15; Teacher's Edition: Close and Assess, 27; Unit Project, 42, 86, 134

b. Focusing attention on the speaker.

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 1: Content Test page 2; Unit 4: Content Test page 14; Skills Test page 15; Teacher's Edition: Close and Assess, 27; Unit Project, 42, 86, 134
Grade Two

**History**
Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

**Chronology**

1. **Measure calendar time by days, weeks, months and years.**
   
   Assessment Book: Unit 6: Skills Test page 24; Teacher's Edition: Close and Assess, 263

2. **List the days of the week and months of the year in order.**
   
   Assessment Book: Unit 6: Skills Test page 24; Teacher's Edition: Close and Assess, 263

3. **Place a series of related events in chronological order on a time line.**
   
   Assessment Book: Unit 5: Skills Test page 19; Teacher's Edition: Close and Assess, 227, 257

**Daily Life**

4. **Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.**
   
   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 5: Content Test pages 17–18; Skills Test page 19; Unit 6: Content Test page 22. Teacher's Edition: Close and Assess, 205, 207, 209, 213, 219

5. **Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and different from those of today.**
   
   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 5: Content Test pages 17–18; Skills Test page 19. Teacher's Edition: Close and Assess, 139
6. Identify and describe examples of how science and technology have changed the daily lives of people and compare

   a. forms of communication from the past and present

   Opportunities to assess this standard can be developed from the following pages:

   b. forms of transportation from the past and present

   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 3: Content Test pages 9–10; Content Test page 17; Skills Test page 19; Unit 6: Content Test page 21. Teacher's Edition: Close and Assess, 281

Heritage

7. Recognize the importance of individual action and character and explain how they have made a difference in others’ lives with emphasis on the importance of:

   a. social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.)

   Assessment Book: Unit 5: Content Test pages 17–18; Unit 6: Content Test page 22; Teacher's Edition: Close and Assess, 35, 117, 171, 179, 221, 235

   b. explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong)

   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 5: Content Test pages 17–18; Unit 6: Content Test page 21; Skills Test page 24. Teacher's Edition: Close and Assess, 263

People in Societies
Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

1. Describe the cultural practices and products of people on different continents.
Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 5: Content Test pages 17–18; Unit 6: Content Test page 21;
Skills Test page 24; Teacher's Edition: Close and Assess, 261

**Diffusion**

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

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 4: Content Test page 14; Unit 5: Content Test pages 17–18;
Unit 6: Content Test pages 21–22; Skills Test page 24; Teacher's Edition: Close and Assess, 261

3. **Explain how contributions of different cultures within the United States have influenced our common national heritage.**

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 4: Content Test page 14; Unit 5: Content Test pages 17–18;
Unit 6: Content Test pages 21–22; Skills Test page 24; Teacher's Edition: Close and Assess, 261

4. **Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.**

Assessment Book: Unit 5: Content Test pages 17–18; Skills Test page 19; Unit 6:
Content Test pages 21–22; Teacher's Edition: Close and Assess, 35, 117, 171, 179, 221, 235

**Geography Standard**

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

**Location**

1. **Read and interpret a variety of maps.**
2. **Construct a map that includes a map title and key that explains all symbols that are used.**

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 1: Skills Test page 3; Unit 2: Skills Test page 8; Unit 3: Skills Test page 12; Unit 4: Skills Test page 16; Unit 5: Skills Test page 20; Teacher’s Edition: Close and Assess, 21, 61, 125, 185, 215

3. **Name and locate the continents and oceans.**

Opportunities to assess this standard can be developed from the following page:
Assessment Book: Unit 2: Skills Test page 8; Teacher’s Edition: Close and Assess, 39

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**Places and Regions**

4. **Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.**

Assessment Book: Unit 1: Skills Test page 3; Unit 2: Skills Test page 8; also see: Unit 2: Content Test page 5

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**Human Environmental Interaction**

5. **Compare how land is used in urban, suburban and rural environments.**

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 1: Content Test pages 1–2; Teacher’s Edition: Close and Assess, 19

6. **Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.**

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 1: Content Test pages 2, 3; Unit 2: Content Test pages 5–6; Teacher's Edition: Close and Assess, 19, 65
Economics Standard
Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation

1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener or converted to fuel).

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 2: Content Test pages 5–6; Teacher's Edition: Close and Assess, 79

Production, Distribution and Consumption

2. Explain how people are both buyers and sellers of goods and services.

Assessment Book: Unit 3: Content Test pages 9–10; Teacher's Edition: Close and Assess, 107

3. Recognize that most people work in jobs in which they produce a few special goods or services.

Assessment Book: Unit 3: Content Test pages 9–10; Teacher's Edition: Close and Assess, 115

4. Explain why people in different parts of the world earn a living in a variety of ways.

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 3: Content Test pages 9–10; Teacher's Edition: Close and Assess, 115, 123

Markets

5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 3: Content Test page 9; Teacher's Edition: Close and Assess, 129

Government Standard
Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people
create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

**Role of Government**

1. **Identify** leaders such as mayor, governor and president, and explain that they are elected by the people.

   Assessment Book: Unit 4: Content Test pages 13–14; Teacher's Edition: Close and Assess, 157, 163, 169

2. **Explain** how a system of government provides order to a group such as a school or community and why government is necessary including:

   a. **making and enforcing laws**

   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 1: Content Test page 1; Unit 4: Content Test pages 13–14; Teacher's Edition: Close and Assess, 157, 163, 169

   b. **providing leadership**

   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 1: Content Test page 1; Unit 4: Content Test pages 13–14; Teacher's Edition: Close and Assess, 157, 163, 169

   c. **providing services**

   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 1: Content Test page 1; Unit 4: Content Test pages 13–14; Teacher's Edition: Close and Assess, 157, 163, 169

   d. **resolving disputes**

   Opportunities to assess this standard can be developed from the following pages:
   Assessment Book: Unit 1: Content Test page 1; Unit 4: Content Test pages 13–14; Teacher's Edition: Close and Assess, 175

3. **Explain** the importance of landmarks in the United States and the ideals that they represent including:

   a. the Washington Monument
Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 4: Content Test page 13; Unit 6: Content Test pages 21–22;
Teacher’s Edition: Close and Assess, 267

b. the Jefferson Memorial

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 4: Content Test page 13; Unit 6: Content Test pages 21–22;
Teacher’s Edition: Close and Assess, 267

c. the Lincoln Memorial

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 4: Content Test page 13; Unit 6: Content Test pages 21–22;
Teacher’s Edition: Close and Assess, 267

Rules and Laws

4. Explain the purpose of rules in the workplace.

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 1: Content Test pages 1–2; Unit 4: Content Test page 14;
Teacher’s Edition: Close and Assess, 11

5. Predict the consequences of following rules or violating rules in different settings.

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 1: Content Test pages 1–2; Unit 4: Content Test page 14;
Teacher’s Edition: Close and Assess, 11

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

1. Demonstrate skills and explain the benefits of cooperation when working in group settings:

   a. manage conflict peacefully
Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 3: Skills Test page 11; Teacher's Edition: Citizenships Skills, H4, H5

b. display courtesy

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 3: Skills Test page 11; Teacher's Edition: Citizenships Skills, H4, H5

c. respect others

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 3: Skills Test page 11; Teacher's Edition: Citizenships Skills, H4, H5

Rights and Responsibilities

2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 3: Skills Test page 11; Teacher's Edition: Close and Assess, 15, 109

3. Demonstrate citizenship traits including:

a. honesty

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 3: Skills Test page 11; Unit 4: Content Test pages 13–14; Unit 6: Content Test pages 21–22; Teacher's Edition: Citizenships Skills, H4, H5

b. self-assurance

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 3: Skills Test page 11; Unit 4: Content Test pages 13–14; Unit 6: Content Test pages 21–22; Teacher's Edition: Citizenships Skills, H4, H5

c. respect for the rights of others

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 3: Skills Test page 11; Unit 4:
Content Test pages 13–14; Unit 6: Content Test pages 21–22; Teacher's Edition: Citizenships Skills, H4, H5

d. persistence

Opportunities to assess this standard can be developed from the following pages: Unit 1: Skills Test page 4; Unit 3: Skills Test page 11; Unit 4: Content Test pages 13–14; Unit 6: Content Test pages 21–22; Teacher's Edition: Citizenships Skills, H4, H5

e. patriotism

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 1: Skills Test page 4; Unit 3: Skills Test page 11; Unit 4: Content Test pages 13–14; Unit 6: Content Test pages 21–22; Teacher's Edition: Citizenships Skills, H4, H5

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information

1. Obtain information from oral, visual and print sources.

   Assessment Book: Unit 1: Content Test pages 1–2; Skills Test pages 3–4; Unit 2: Content Test pages 5–6; Skills Test pages 7–8; Unit 3: Content Test pages 9–10; Skills Test pages 11–12; Unit 4: Content Test pages 13–14; Skills Test pages 15–16; Unit 5: Content Test pages 17–18; Skills Test pages 19–20; Unit 6: Content Test pages 21–22; Skills Test pages 23–24

2. Identify sources used to gather information

   a. people

      Opportunities to assess this standard can be developed from the following page: Assessment Book: Unit 3: Content Test page 10; Unit 4: Skills Test page 15

   b. printed materials

      Assessment Book: Unit 1: Content Test pages 1–2; Skills Test pages 3–4; Unit 2: Content Test pages 5–6; Skills Test pages 7–8; Unit 3: Content Test pages 9–10; Skills Test pages 11–12; Unit 4: Content Test pages 13–14; Skills Test pages 15–16; Unit 5: Content Test pages 17–18; Skills Test pages 19–20; Unit 6: Content Test pages 21–22; Skills Test pages 23–24
c. electronic sources

Opportunities to assess this standard can be developed from the following page:
Assessment Book: Unit 1: Content Test page 2

**Thinking and Organizing**

3. Predict the next event in a sequence.

   Assessment Book: Unit 3: Skills Test page 11; Teacher's Edition: Close and Assess, 201

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

   Opportunities to assess this standard can be developed from the following page:
   Assessment Book: Unit 4: Content Test page 14

**Communicating Information**

5. Communicate information in writing.

   Assessment Book: Unit 1: Content Test pages 1–2; Skills Test pages 3–4; Unit 2: Content Test pages 5–6; Skills Test pages 7–8; Unit 3: Content Test pages 9–10; Skills Test pages 11–12; Unit 4: Content Test pages 13–14; Skills Test pages 15–16; Unit 5: Content Test pages 17–18; Skills Test pages 19–20; Unit 6: Content Test pages 21–22; Skills Test pages 23–24

**Problem Solving**

7. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

   Assessment Book: Unit 1: Skills Test page 4; Unit 3: Skills Test page 11; Teacher's Edition: Close and Assess, 15, 109
Scott Foresman Social Studies--Communities
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators

Grade Three

History
Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology
1. Define and measure time by years, decades and centuries.
   
   Assessment Book: Unit 4 Chapter 8 Skills Test: Item 5; Unit 4 Unit Test Skills Test: Item 5; Teacher's Edition: Close and Assess (Think and Apply), 249

2. Place local historical events in sequential order on a time line.

   Assessment Book: Unit 4 Chapter 8 Skills Test: Item 5; Unit 4 Unit Test Skills Test: Item 5; Teacher's Edition: Close and Assess (Think and Apply), 249

Growth
4. Describe changes in the community over time including changes in:
   a. businesses

   The following items can be adapted to reference the local community: Assessment Book: Unit 1 Chapter 2 Content Test: Item 10, 12; Unit 1 Unit Test Skills Test: Item 3

   b. architecture

   The following items can be adapted to reference the local community: Teacher's Edition: Close and Assess, 45, 155

   c. physical features

   Unit 3 Unit Test Content Test: Item 5; Teacher's Edition: Close and Assess, 173, 181, 189

   d. employment
The following items can be adapted to reference the local community: Teacher's Edition: Close and Assess, 311

e. education

The following items can be adapted to reference the local community: Teacher's Edition: Education, 385

f. transportation

The following items can be adapted to reference the local community: Teacher's Edition: Close and Assess, 247; Assessment Book: Unit 1 Chapter 1 Content Test: Item 14; Unit 3 Chapter 5 Content Test: Items 2, 3, 12, 13; Unit 3 Unit Test Content Test: Item 12; Unit 4 Chapter 8 Content Test: Items 2, 4, 5, 6; Unit 4 Unit Test Content Test: Item 8; Skills Test: Item 2; Unit 6 Chapter 12 Content Test: Item 5

g. technology

Teacher's Edition: Close and Assess, 249, 263, 269; Assessment Book: Unit 4 Chapter 8 Content Test: Items 8, 12, 13; Skills Test: Items 3, 4; Unit 4 Unit Test Content Test: Item 10

h. religion

The following items can be adapted to reference the local community: Teacher's Edition: Family Celebrations, 106–107; Close and Assess, 109; Assessment Book: Unit 1 Chapter 1 Content Test: Item 13; Unit 1 Unit Test Skills Test: Item 3

i. recreation

The following items can be adapted to reference the local community: Assessment Book: Unit 1 Chapter 2 Content Test: Items 4, 5; Unit 1 Unit Test Content Test: Item 12

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:

a. artistic expression
Assessment Book: Unit 2 Chapter 3 Skills Test: Item 2; The following items can be adapted to reference the local community: Unit 1 Chapter 1 Content Test: Item 11; Skills Test: Item 1; Unit 1 Chapter 2 Skills Test: Item 1; Unit 1 Unit Test Content Test: Item 8; Unit 2 Chapter 3 Content Test: Items 6

b. religion

Assessment Book: Unit 2 Chapter 3 Skills Test: Item 2; Teacher's Edition: Family Celebrations, 106–107; Close and Assess, 109; The following items can be adapted to reference the local community: Unit 1 Chapter 1 Content Test: Item 11, 13; Skills Test: Item 1; Unit 1 Chapter 2 Skills Test: Item 1; Unit 1 Unit Test Content Test: Item 8; Unit 2 Chapter 4 Content Test: Items 1–4, 8

c. language

Assessment Book: Unit 2 Chapter 3 Skills Test: Item 2, 3; Teacher's Edition: and Assess, 109; The following items can be adapted to reference the local community: Unit 1 Chapter 1 Content Test: Item 11; Skills Test: Item 1; Unit 1 Chapter 2 Skills Test: Item 1; Unit 1 Unit Test Content Test: Item 8; Unit 2 Chapter 4 Content Test: Items 5, 8; Unit 2 Unit Test Content Test: Item 3

d. food

Assessment Book: Unit 2 Chapter 3 Skills Test: Item 2, 3; Teacher's Edition: and Assess, 109; The following items can be adapted to reference the local community: Unit 1 Chapter 1 Content Test: Item 11; Skills Test: Item 1; Unit 1 Chapter 2 Skills Test: Item 1; Unit 1 Unit Test Content Test: Item 8

2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.

Assessment Book: Unit 2 Chapter 3 Skills Test: Item 2; Unit 2 Chapter 4 Skills Test: Item 4; Teacher's Edition: and Assess, 109; The following items can be adapted to reference the local community: Unit 1 Chapter 2 Content Test: Items 11, 13, 14, 15; Skills Test: Item 3; Unit 2 Chapter 3 Content Test: Item 5; Unit 2 Chapter 4 Content Test: Item 6; Unit 2 Unit Test Content Test: Items 1, 11; Skills Test: Items 2, 3

Interaction

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

The following items can be adapted to reference the local community: Assessment Book: Unit 1 Chapter 1 Content Test: Items 2, 6, 9, 10; Skills Test: Items 3, 5; Unit 1 Unit Test Content Test: Items 3, 7, 9, 13–15; Unit 2 Chapter 3 Content Test: Items 3,
Geography Standard
Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

1. **Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.**

   Assessment Book: Unit 2 Chapter 3 Skills Test: Item 5; Unit 2 Chapter 4 Skills Test: Item 5; Unit 2 Chapter 4 Skills Test: Items 4, 5; Unit 4 Chapter 7 Skills Test: Item 5; Unit 4 Unit Test Skills Test: Item 4; Unit 6 Chapter 12 Skills Test: Item 5

2. **Use a compass rose and cardinal directions to describe the relative location of places.**

   Assessment Book: Unit 2 Chapter 4 Skills Test: Item 4; Unit 4 Unit Test Skills Test: Item 4; Unit 6 Chapter 12 Skills Test: Item 5

3. **Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.**

   Assessment Book: Unit 1 Chapter 1 Skills Test: Item 5; Unit 2 Chapter 4 Skills Test: Item 5

4. **Use a number/letter grid system to locate physical and human features on a map.**

   Assessment Book: Unit 6 Chapter 12 Skills Test: Item 5; Teacher's Edition: Close and Assess, 223, 289

5. **Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.**

   Assessment Book: Unit 2 Chapter 4 Skills Test: Item 5; Teacher's Edition: Close and Assess, 389

Places and Regions

6. **Identify and describe the landforms and climate, vegetation, population and**
economic characteristics of the local community.

The following items can be adapted to reference the local community: Assessment Book: Unit 1 Chapter 1 Skills Test: Item 2; Unit 1 Unit Test Skills Test: Item 1; Unit 3 Chapter 5 Skills Test: Items 2, 3 The following items can be adapted to reference the local community: Unit 1 Chapter 1 Content Test: Items 3, 6, 7, 8; Skills Test: Item 2; Unit 1 Chapter 2 Content Test: Items 1, 2, 7; Unit 1 Unit Test Content Test: Items 2, 11; Unit 3 Chapter 5 Content Test: Items 1, 2, 6, 10; Unit 3 Unit Test Content Test: Item 4; Skills Test: Items 1, 2

Human Environmental Interaction

7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.

The following items can be adapted to reference the local community: Assessment Book: Unit 1 Chapter 1 Skills Test: Item 2; Unit 1 Unit Test Skills Test: Item 1; Unit 3 Chapter 5 Skills Test: Item 2; Unit 3 Chapter 5 Skills Test: Item 4; The following items can be adapted to reference the local community: Unit 1 Chapter 1 Content Test: Items 3, 6, 7, 8; Skills Test: Items 4; Unit 1 Chapter 2 Content Test: Items 1, 2, 4, 6, 8, 10; Skills Test: Item 4; Unit 1 Unit Test Content Test: Items 2, 11, 13; Skills Test: Item 2; Unit 3 Chapter 5 Content Test: Items 3, 5, 9, 12, 13; Unit 3 Chapter 5 Content Test: Items 4–6, 9, 10, 14; Unit 3 Unit Test Content Test: Items 2, 5, 9; Skills Test: Items 2

Movement

8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

The following items can be adapted to reference the local community: Assessment Book: Unit 1 Chapter 2 Content Test: Item 7; Skills Test: Item 5; Unit 1 Unit Test Content Test: Item 8; Unit 3 Chapter 5 Skills Test: Item 1; Unit 3 Chapter 5 Content Test: Items 2, 3, 12, 13; Unit 4 Chapter 8 Content Test: Items 2, 4, 5, 6; Unit 4 Unit Test Content Test: Item 8; Skills Test: Item 2; Unit 5 Chapter 10 Content Test: Item 13

Economics Standard
Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation
1. Define opportunity cost and give an example of the opportunity cost of a personal decision.

Assessment Book: Unit 3 Unit Test Skills Test: Item 3; Unit 5 Chapter 9 Content Test: Items 6, 7, 8, 9; Skills Test: Item 1; Unit 5 Chapter 10 Content Test: Item 7; Skills Test: Item 2; Unit 5 Unit Test Content Test: Items 3, 4; Skills Test: Item 1

Production, Distribution and Consumption

2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.

Assessment Book: Unit 5 Chapter 9 Content Test: Items 11, 12; Unit 5 Unit Test Content Test: Item 5

3. Categorize economic activities as examples of production or consumption.

Assessment Book: Unit 3 Chapter 5 Content Test: Item 8; Unit 3 Unit Test Content Test: Item 10; Unit 5 Chapter 9 Content Test: Item 11; Unit 5 Unit Test Content Test: Item 5

4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.

Assessment Book: Unit 3 Chapter 5 Content Test: Item 8; Unit 3 Unit Test Content Test: Items 10, 13; Unit 5 Unit Test Content Test: Items 7, 11

Markets

5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.

Assessment Book: Unit 5 Chapter 9 Content Test: Items 1, 2, 15; Skills Test: Item 4; Unit 5 Unit Test Content Test: Item 1

6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.

Assessment Book: Unit 3 Unit Test Content Test: Item 13; Unit 5 Chapter 9 Content Test: Items 10, 14; Skills Test: Item 5; Unit 5 Chapter 10 Content Test: Item 8

7. Identify examples of economic competition in the local community.

Opportunities to assess this standard can be developed from the following pages: Assessment Book: Unit 5 Unit Test Skills Test: Item 2; Teacher's Edition: Close and Assess, 311
Government Standard
Students use knowledge of the purposes, structures and processes of political systems 
at the local, state, national and international levels in order to understand that people 
create systems of government as structures of power and authority to provide order, 
maintain stability and promote the general welfare.

Role of Government

1. Explain the major functions of local government including

   a. promoting order and security

      The following items can be adapted to reference the local community: Assessment 
      Book: Unit 6 Chapter 11 Content Test: Item 1: Teacher's Edition: Close and Assess, 
      401

   b. making laws

      The following items can be adapted to reference the local community: Assessment 
      Book: Unit 2 Unit Test Content Test: Item 2; Unit 6 Chapter 11 Content Test: Item 1; 
      Unit 6 Chapter 12 Content Test: Items 8, 10, 12: Teacher's Edition: Close and 
      Assess, 401

   c. settling disputes

      The following selection can be adapted to reference the local community: Teacher's 
      Edition: Close and Assess, 401

   d. providing public services

      The following items can be adapted to reference the local community: Assessment 
      Book: Unit 6 Chapter 11 Content Test: Item 1; Unit 6 Chapter 12 Content Test: Items 
      1–4; Skills Test: Item 1: Teacher's Edition: Close and Assess, 387, 401

   e. protecting the rights of individuals

      The following items can be adapted to reference the local community: Assessment 
      Book: Unit 6 Chapter 11 Content Test: Item 9; Teacher's Edition: Close and Assess, 
      371

2. Explain the structure of local governments and identify local leaders 
   (e.g., township trustees, county commissioners, city council members or 
   mayor).
3. **Identify the location of local government buildings and explain the functions of government that are carried out there.**

Teacher’s can adapt the side-note questions to assess this skill. Teacher’s Edition: 291

4. **Identify goods and services provided by local government, why people need them and the source of funding (taxation).**

Assessment Book: Unit 6 Chapter 12 Content Test: Items 1–5; Skills Test: Items 1

5. **Define power and authority.**

Assessment Book: Unit 2 Chapter 4 Content Test: Item 12; Unit 6 Chapter 11 Content Test: Item 11; Skills Test: Item 4; Unit 6 Chapter 12 Content Test: Items 8, 10

6. **Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).**

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 6 Chapter 11 Content Test: Item 6; Unit 6 Chapter 12 Content Test: Item 11

**Citizenship Rights and Responsibilities Standard**

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

**Participation**

1. Describe how people help to make the community a better place in which to live including:

   a. **working to preserve the environment**

      Assessment Book: Unit 3 Chapter 5 Content Test: Item 13; Unit 3 Chapter 5 Content Test: Item 10; Unit 3 Unit Test Content Test: Item 11; Unit 6 Chapter 11 Skills Test: Item 5; Unit 6 Chapter 12 Content Test: Item 13; Teacher’s Edition: Close and Assess, 379; Citizenship, H2, H3

   b. **helping the homeless**
Assessment Book: Unit 6 Chapter 11 Content Test: Item 15; Skills Test: Item 5; Unit 6 Chapter 12 Content Test: Item 13; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

c. **restoring houses in low-income areas**

Assessment Book: Unit 6 Chapter 11 Content Test: Item 15; Skills Test: Item 5; Unit 6 Chapter 12 Content Test: Item 13; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

d. **supporting education**

Assessment Book: Unit 6 Chapter 11 Content Test: Item 15; Skills Test: Item 5; Unit 6 Chapter 12 Content Test: Item 13; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

e. **planning community events**

Assessment Book: Unit 6 Chapter 11 Content Test: Item 15; Skills Test: Item 5; Unit 6 Chapter 12 Content Test: Item 13; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

f. **starting a business**

Assessment Book: Unit 6 Chapter 11 Skills Test: Item 5; Unit 6 Chapter 12 Content Test: Item 13; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

2. **Demonstrate effective citizenship traits including**

a. **civility**

Assessment Book: Unit 6 Unit Test Skills Test: Item 2; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

b. **respect for the rights and dignity of each person**

Assessment Book: Unit 2 Chapter 4 Content Test: Item 12; Unit 2 Chapter 4 Content Test: Item 13; Unit 6 Chapter 11 Content Test: Items 10, 11; Skills Test: Item 4; Unit 6 Unit Test Skills Test: Item 2; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

c. **volunteerism**

Assessment Book: Unit 6 Chapter 11 Content Test: Item 15; Unit 6 Unit Test Skills; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3 Test: Item 2
d. compromise

Assessment Book: Unit 6 Unit Test Skills Test: Item 2; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

e. compassion

Assessment Book: Unit 6 Chapter 11 Content Test: Item 15; Unit 6 Unit Test Skills Test: Item 2; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

f. persistence in achieving goals

Assessment Book: Unit 2 Chapter 4 Content Test: Item 12; Unit 6 Chapter 11 Content Test: Item 15; Unit 6 Unit Test Skills Test: Item 2; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

g. civic-mindedness

Assessment Book: Unit 6 Chapter 11 Content Test: Item 15; Unit 6 Unit Test Skills Test: Item 2; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

Rights and Responsibilities

3. Describe the responsibilities of citizenship with emphasis on

a. voting

Assessment Book: Unit 2 Chapter 4 Content Test: Item 7; Unit 6 Chapter 11 Content Test: Items 12, 14; Unit 6 Chapter 12 Content Test: Item 7; Unit 6 Unit Test Content Test: Items 8, 13; Skills Test: Item 2; Teacher's Edition: Close and Assess, 395

b. obeying laws

Assessment Book: Unit 6 Chapter 11 Content Test: Items 12, 13; Unit 6 Unit Test Content Test: Items 7, 8; Skills Test: Item 2; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3

c. respecting the rights of others

Assessment Book: Unit 2 Chapter 4 Content Test: Items 12, 13, 14; Unit 2 Chapter 4 Content Test: Item 13; Unit 6 Chapter 11 Content Test: Item 10, 11, 12; Unit 6 Unit Test Content Test: Items 8; Skills Test: Item 2; Teacher's Edition: Close and Assess, 379; Citizenship, H2, H3
d. being informed about current issues

Assessment Book: Unit 6 Chapter 11 Content Test: Item 12; Unit 6 Unit Test
Content Test: Items 8; Skills Test: Item 2; Teacher's Edition: Close and Assess, 379;
Citizenship, H2, H3

e. paying taxes

Unit 6 Chapter 11 Content Test: Item 12; Unit 6 Chapter 12 Content Test: Item 6;
Skills Test: Item 2; Unit 6 Unit Test Content Test: Items 8; Skills Test: Item 2;
Teacher's Edition: Close and Assess, 387

Social Studies Skills and Methods Standard
Students collect, organize, evaluate and synthesize information from multiple sources in
order to draw logical conclusions. Students communicate this information using
appropriate social studies terminology in oral, written or multimedia form and apply what
they have learned to societal issues in simulated or real-world settings.

Obtaining Information

1. Obtain information about local issues from a variety of sources including:

a. maps

Assessment Book: Unit 2 Chapter 3 Skills Test: Item 5; Unit 2 Chapter 4 Skills Test:
Item 5; Unit 2 Chapter 4 Skills Test: Items 4, 5; Unit 4 Chapter 7 Skills Test: Item 5;
Unit 4 Unit Test Skills Test: Item 4; Unit 6 Chapter 12 Skills Test: Item 5

b. photos

Opportunities to assess this objective: 3, 46-47, 54, 66-67, 82-83, 85, 94, 132,
135, 199h, 200-201, 283, 351, TR53

c. oral histories

Opportunities to assess this objective: 16-17, 85, 132, TR53

d. newspapers

Teacher's can adapt the following lesson to assess this objective: Teacher's Edition:
Use the Library, 212–213

e. letters
Teacher’s can adapt the following lesson to assess this objective: Teacher’s Edition: Close and Assess, 265

f. artifacts

Opportunities to assess this objective: 30-31, 112-113, 148-149, 202-203, 209, 219, 244, 261

g. documents

Teacher’s can adapt the following lesson to assess this objective: Teacher's Edition: Use the Library, 212–213

2. Locate information using various parts of a source including:

a. the table of contents

Teacher’s can adapt the following lesson to assess this objective: Teacher's Edition: Use the Library, 212–213

b. title page

Teacher’s can adapt the following lesson to assess this objective: Teacher's Edition: Use the Library, 212–213

c. illustrations

Opportunities to assess this objective: H6, 51, 80, 174, 233, 245, 320, 269, 212-213

d. keyword searches

Teacher’s can adapt the following lesson to assess this objective: Teacher's Edition: Use the Library, 212–213

Thinking and Organizing

3. Identify possible cause and effect relationships.

Teacher's Edition: Close and Assess, 205; Assessment Book: Unit 1: Chapter 2 Skills Test: Item 5; Unit 1 Unit Test Skills Test: Item 2; Unit 2 Unit Test Skills Test: Item 3; Unit 4 Chapter 7 Skills Test: Item 39; Unit 4 Unit Test Skills Test: Item 3

4. Read and interpret pictographs, bar graphs and charts.

Assessment Book: Unit 3 Chapter 5 Skills Test: Item 5; Unit 3 Unit Test Skills Test: Item 5
Communicating Information

5. Communicate information using pictographs and bar graphs.

   Assessment Book: Unit 3 Chapter 5 Skills Test: Item 5; Unit 3 Unit Test Skills Test: Item 5

Problem Solving

6. Use a problem-solving/decision-making process which includes

   a. identifying a problem

   Assessment Book: Unit 1 Skills Test: Item 4; Unit 3 Chapter 5 Skills Test: Item 1; Teacher's Edition: Close and Assess, 271

   b. gathering information

   Assessment Book: Unit 1 Skills Test: Item 4; Unit 3 Chapter 5 Skills Test: Item 1; Teacher's Edition: Close and Assess, 271

   c. listing and considering options

   Assessment Book: Unit 1 Skills Test: Item 4; Unit 3 Chapter 5 Skills Test: Item 1; Teacher's Edition: Close and Assess, 271

   d. considering advantages and disadvantages of options

   Assessment Book: Unit 1 Skills Test: Item 4; Unit 3 Chapter 5 Skills Test: Item 1; Teacher's Edition: Close and Assess, 271

   e. choosing and implementing a solution

   Assessment Book: Unit 1 Skills Test: Item 4; Unit 3 Chapter 5 Skills Test: Item 1; Teacher's Edition: Close and Assess, 271
History
Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

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

   Assessment Book: Unit 2 Chapter 4 Skills Test: Item 4; Unit 2 Unit Test Skills Test: Item 5; Teacher's Edition: Close and Assess, 95

Settlement
2. Describe the earliest settlements in Ohio including those of prehistoric peoples.

   Assessment Book: Unit 2 Chapter 3 Content Test: Items 1–9, 11–17, 19, 20; Skills Test: Items 1–4; Unit 2 Chapter 4 Content Test: Items 1, 9, 12; Unit 2 Unit Test Content Test: Items 1–6, 8–9; Skills Test Items 1, 2

3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.

   Assessment Book: Unit 2 Chapter 4 Content Test: Items 10, 18, 19; Unit 3 Chapter 5 Content Test: Items 2—3, 8–13, 20; Skills Test Item: 3; Unit 3 Unit Test Content Test: Item 6

Growth
4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.

   Assessment Book: Unit 3 Chapter 5 Content Test: Items 4–7, 14–19; Skills Test Item: 1; Unit 3 Unit Test Content Test: Items 1–5, 7–9, 11–13; Skills Test: Items 1, 2; Unit 4 Chapter 7 Content Test: Items 16, 18, 19; Skills Test: Items 2, 3, 5; Unit 4 Unit Test Content Test: Item 10; Skills Test: Item 1
5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio’s economic and political status in the United States.

Assessment Book: Unit 3 Chapter 5 Content Test: Items 1–10; Skills Test: Items 1–3; Unit 3 Unit Test Content Test: Items 14–16; Unit 5 Chapter 9 Content Test: Items 5, 6

6. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.

Assessment Book: Unit 5 Chapter 10 Content Test: Items 1–5; Skills Test: Items 1, 2

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

1. Describe the cultural practices and products of various groups who have settled in Ohio over time:

   a. the Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and late Prehistoric Indians (Fort Ancient)

      Assessment Book: Unit 2 Chapter 3 Content Test: Items 3–8, 9, 11; Skills Test Items 1, 2; Unit 2 Unit Test Content Test: Items 1–6; Skills Test Item 1

   b. historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware)

      Assessment Book: Unit 2 Chapter 3 Content Test: Items 12–18; Skills Test: Items 3, 4; Unit 2 Unit Test Content Test: Items 8–11

   c. European immigrants

      Assessment Book: Unit 2 Chapter 3 Content Test: Items 18, 19, 20; Unit 2 Chapter 4 Content Test: Items 1–19; Skills Test: Item 1; Unit 2 Unit Test Content Test: Items 12, 13, 25, 26; Skills Test Item 3; Unit 4 Chapter 7 Content Test: Items 1–3; Skills Test: Item 1; Unit 4 Unit Test Content Test: Items 1, 2; Unit 5 Chapter 9 Content Test: Items 13, 14; Unit 5 Unit Test Content Test: Item 6; Unit 6 Chapter 11 Skills Test: Item 1; Unit 6 Unit Test Content Test: Items 1–3

   d. Amish and Appalachian populations
Assessment Book: Unit 4 Chapter 7 Content Test: Item 4; Unit 5 Chapter 10 Content Test: Item 12

e. **African-Americans**

Assessment Book: Unit 4 Chapter 7 Content Test: Items 6–13, 15, 16, 20; Skills Test: Item 3; Unit 4 Chapter 8 Skills Test: Item 2; Unit 4 Unit Test Content Test: Items 6, 7, 8, 9; Skills Test: Items 2, 4; Unit 4 Unit Test Skills Test: Item 2; Unit 5 Chapter 9 Content Test: Item 12; Unit 5 Chapter 10 Content Test: Item 18; Unit 6 Chapter 11 Content Test: Items 1–5; Unit 6 Unit Test Content Test: Item 4, 7, 8

f. **recent immigrants from Africa, Asia and Latin America**

Assessment Book: Unit 6 Chapter 11 Content Test: Items 9, 16, 17; Skills Test: Item 2

**Interaction**

2. **Describe the impact of the expansion of European settlements on American Indians in Ohio.**

Assessment Book: Unit 2 Chapter 3 Content Test: Items 18, 19, 20; Skills Test: Item 3; Unit 2 Chapter 4 Content Test: Items 6, 9, 10–13, 17, 18, 19; Skills Test: Items 1, 3, 4; Unit 2 Unit Test Content Test: Items 11, 12, 14, 16, 17, 19; Skills Test: Items 3, 4; Unit 3 Chapter 5 Skills Test: Item 3

3. **Explain the reasons people came to Ohio including**

   a. **opportunities in agriculture, mining and manufacturing**

Assessment Book: Unit 2 Chapter 4 Content Test: Item 1; Unit 4 Chapter 7 Skills Test: Item 1; Unit 5 Chapter 9 Content Test: Item 11; Unit 5 Unit Test Content Test: Item 5; Unit 6 Chapter 11 Content Test: Items 16, 17, 18; Skills Test: Item 2; Unit 6 Unit Test Content Test: Items 7, 8

   b. **family ties**

Assessment Book: Unit 2 Chapter 4 Content Test: Item 1; Unit 4 Chapter 7 Skills Test: Item 1; Unit 5 Unit Test Content Test: Item 5; Unit 6 Chapter 11 Content Test: Items 16, 17, 18; Skills Test: Item 2; Unit 6 Unit Test Content Test: Items 7, 8

   c. **freedom from political and religious oppression**

Assessment Book: Unit 2 Chapter 4 Content Test: Item 1; Unit 4 Chapter 7 Content Test: Item 2; Skills Test: Item 1; Unit 4 Unit Test Content Test: Item 1; Unit 5 Chapter 9 Content Test: Item 13; Unit 5 Unit Test Content Test: Item 5; Unit 6
Geography Standard
Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

1. Use a linear scale to measure the distance between places on a map.

   Assessment Book: Unit 3 Chapter 6 Skills Test: Items 4, 5

2. Use cardinal and intermediate directions to describe the relative location of places.

   Assessment Book: Unit 5 Chapter 10 Skills Test: Item 5; Unit 5 Unit Test Skills Test: Items 4, 5

3. Describe the location of Ohio relative to other states and countries.

   Assessment Book: Unit 1 Chapter 1 Content Test: Items 1, 2, 3, 4, 5; Skills Test: Items 1; Unit 1 Unit Test: Content Test: Items 1, 2, 3; Skills Test: Items 1

4. Use maps to identify the location of major physical and human features of Ohio including:

   a. Lake Erie

      The following maps can be used to assess this skill: Teacher’s Edition: H12–H15, 17, 20, 23

   b. Rivers

      The following maps can be used to assess this skill: Teacher’s Edition: H12–H15, 17, 20, 23

   c. Plains

      The following maps can be used to assess this skill: Teacher’s Edition: H12–H15, 17, 20, 23

   d. the Appalachian Plateau

      The following maps can be used to assess this skill: Teacher’s Edition: H12–H15, 17, 20, 23
e. bordering states

The following maps can be used to assess this skill: Teacher's Edition: H12–H15, 17, 20, 23

f. the capital city

The following maps can be used to assess this skill: Teacher's Edition: H12–H15, 17, 20, 23

g. other major cities

The following maps can be used to assess this skill: Teacher's Edition: H12–H15, 17, 20, 23

Places and Regions

5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.

Assessment Book: Unit 1 Chapter 1 Content Test: Items 5–8, 10, 11, 15–20; Skills Test: Items 1, 3; Unit 1 Unit Test: Content Test: Items 4, 5, 8, 9

6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.

Assessment Book: Unit 1 Chapter 1 Content Test: Items 6, 7, 9, 11, 15, 16, 17; Skills Test: Item 4; Chapter 2 Content Test: Items 2, 4, 5, 9, 13, 16, 17, 18, 19; Skills Test: Item 1; Unit 1 Unit Test: Content Test: Item 8

7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.

Assessment Book: Unit 1 Chapter 2 Content Test: Items 1, 3, 5, 12, 14, 15, 16, 17; Unit 1 Unit Test: Content Test: Items 11, 13, 14, 16, 18, 19, 20; Skills Test: Item 3; Unit 3 Unit Test Content Test: Items 17, 18; Unit 5 Chapter 9 Content Test: Items 3, 9, 10; Skills Test: Items 1, 2; Unit 5 Unit Test Content Test: Items 1, 2, 3

Human Environmental Interaction

8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.
9. Identify ways that people have affected the physical environment of Ohio including:

   a. use of wetlands

   Assessment Book: Unit 1 Chapter 2 Content Test: Item 11; Skills Test: Item 1

   b. use of forests

   Assessment Book: Unit 1 Chapter 2 Content Test: Items 9, 10, 18, 20; Skills Test: Item 1

   c. building farms, towns and transportation systems

   Assessment Book: Unit 1 Chapter 2 Content Test: Item 19; Unit 3 Chapter 5 Content Test: Items 4–8; Skills Test: Item 1; Unit 5 Unit Test Content Test: Items 4, 7, 8

   d. using fertilizers, herbicides and pesticides

   Teachers can use the following lesson to create assessment options: Teacher's Edition: Using Our Resources, 38–42.

   e. building dams

   Teachers can use the following lesson to create assessment options: Teacher's Edition: Using Our Resources, 38–42.

**Movement**

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

   Teachers can use the following lesson to create assessment options: Teacher's Edition: Maps, 9, 29, 61, 81, 113, 137, 169, 187, 221, 241, 273, 291

**Economics Standard**

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

**Scarcity and Resource Allocation**

1. Identify the productive resources needed to produce a good or service and
suggest opportunity costs for the resources involved.

Assessment Book: Unit 3 Chapter 5 Content Test: Items 11, 13, 14, 17, 19, 20; Skills Test Item 3; Unit 3 Unit Test Content Test: Items 17, 18, 19; Skills Test: Item 3; Unit 4 Chapter 8 Content Test: Items 13, 14, 17; Unit 4 Unit Test Content Test: Items 18, 19; Unit 5 Chapter 9 Content Test: Items 2, 3, 4, 7, 9; Skills Test: Items 1, 2, 3; Unit 5 Unit Test Content Test: Items 1, 4; Unit 6 Unit Test Skills Test: Items 1, 2

2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.

Assessment Book: Unit 3 Chapter 5 Skills Test: Items 1, 2, 3; Unit 3 Unit Test Content Test: Items 18, 20; Unit 4 Unit Test Content Test: Item 19; Unit 5 Chapter 9 Content Test: Items 1, 3, 4, 8, 9; Skills Test: Items 1, 2, 3; Unit 5 Unit Test Content Test: Item 1; Unit 6 Unit Test Skills Test: Item 2

Production, Distribution and Consumption

3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.

Assessment Book: Unit 3 Chapter 5 Content Test: Item 16; Unit 4 Chapter 8 Content Test: Item 16; Unit 5 Chapter 9 Content Test: Items 4, 8; Skills Test: Item 4

Markets

4. Explain ways in which individuals and households obtain and use income.

Assessment Book: Unit 5 Chapter 9 Content Test: Item 20

5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.

Assessment Book: Unit 3 Chapter 5 Content Test: Items 12, 14, 18, 20; Unit 3 Unit Test Content Test: Item 20; Skills Test: Item 3; Unit 4 Chapter 8 Content Test: Items 14, 15, 18; Unit 4 Unit Test Content Test: Item 18; Unit 5 Chapter 9 Content Test: Item 10; Skills Test: Items 1, 3; Unit 5 Chapter 10 Content Test: Items 10, 17; Unit 5 Unit Test Content Test: Items 2, 3, 19; Skills Test: Item 1; Unit 6 Unit Test Skills Test: Item 2

6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.

Assessment Book: Unit 3 Chapter 5 Skills Test: Item 1; Unit 4 Chapter 8 Content Test: Item 15; Unit 5 Chapter 10 Content Test: Item 10; Unit 6 Unit Test Skills Test: Item 2
Government Standard
Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government

1. Explain major responsibilities of each of the three branches of government in Ohio
   
a. the legislative branch, headed by the General Assembly, makes state laws

   Assessment Book: Unit 4 Unit Test Content Test: Items 3, 5; Unit 6 Chapter 12
   Content Test: Items 6, 7, 8, 9, 10; Skills Test: Item 3; Unit 6 Unit Test Content Test: Item 14

   b. the executive branch, headed by the governor, carries out and enforces laws made by the General Assembly

   Assessment Book: Unit 6 Chapter 12 Content Test: Items 6, 10; Skills Test: Item 3

   c. the judicial branch, headed by the Ohio Supreme Court, interprets and applies the law

   Assessment Book: Unit 6 Chapter 12 Content Test: Items 6, 12; Skills Test: Item 3;
   Unit 6 Unit Test Content Test: Item 15

2. Explain why elections are used to select leaders and decide issues.

   Assessment Book: Unit 6 Chapter 12 Skills Test: Items 13, 14; Skills Test: Item 4;
   Unit 6 Unit Test Content Test: Item 16

Rules and Laws

3. Explain the purpose of a democratic constitution
   
a. to provide a framework for a government

   Assessment Book: Unit 6 Chapter 12 Content Test: Items 1, 2; Skills Test: Items 1, 2

   b. to limit the power of government

   Assessment Book: Unit 6 Chapter 12 Content Test: Items 1, 2; Skills Test: Items 1, 2;
   Unit 6 Unit Test Content Test: Item 12
c. to define the authority of elected officials

Assessment Book: Unit 6 Chapter 12 Content Test: Items 1, 2, 8; Skills Test: Items 1, 2

4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

Assessment Book: Unit 6 Chapter 12 Content Test: Items 3, 4, 5, 8, 9, 10; Skills Test: Item 2; Unit 6 Unit Test Content Test: Item 13

Citizenship Rights and Responsibilities Standard
Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

1. Describe the ways in which citizens can promote the common good and influence their government including:

   a. voting

      Assessment Book: Unit 6 Chapter 12 Content Test: Items 14, 17, 20; Skills Test: Item 4; Unit 6 Unit Test Content Test: Items 18, 20

   b. communicating with officials

      Assessment Book: Unit 6 Chapter 12 Content Test: Items 17, 19; Unit 6 Unit Test Content Test: Items 18, 20

   c. participating in civic and service organizations

      Assessment Book: Unit 6 Chapter 12 Content Test: Items 17, 18; Unit 6 Unit Test Content Test: Items 18, 19, 20

   d. performing voluntary service

      Assessment Book: Unit 6 Chapter 12 Content Test: Items 17, 20; Unit 6 Unit Test Content Test: Items 18, 20; Skills Test: Item 3

Rights and Responsibilities

2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law...
and respecting the rights of others) are important.

Assessment Book: Unit 6 Chapter 12 Content Test: Items 15, 18, 19, 20; Unit 6 Unit Test Content Test: Items 18, 19

4. **Explain the importance of leadership and public service.**

Assessment Book: Unit 6 Chapter 12 Content Test: Items 18, 20; Unit 6 Unit Test Content Test: Items 19, 20

5. **Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.**

Assessment Book: Unit 6 Chapter 12 Content Test: Items 18, 20

**Social Studies Skills and Methods Standard**

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

**Obtaining Information**

1. **Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic**

   a. **atlases**

   Teachers can use the following lesson to create assessment options: Teacher's Edition: Maps, 9, 29, 61, 81, 113, 137, 169, 187, 221, 241, 273, 291

   b. **encyclopedias**

   Teachers can use the following lesson to create assessment options: Teacher's Edition: Using Information Sources, 195–196

   c. **dictionaries**

   Teachers can use the following lesson to create assessment options: Teacher's Edition: Use and Index and a Glossary, 36–37; Using Information Sources, 195–196

   d. **newspapers**

   Teachers can use the following lesson to create assessment options: Teacher's Edition: Using Information Sources, 195–196
e. multimedia/electronic sources

Unit 5 Unit Test Skills Test: Item 5; Teacher's Edition: Using Information Sources, 195–196

2. Use a glossary and index to locate information.

Assessment Book: Unit 1 Chapter 2 Test Skills Test: Items 8; Unit 1 Unit Test Skills Test: Items 5; Teacher's Edition: Use and Index and a Glossary, 36–37

3. Use primary and secondary sources to answer questions about Ohio history.

Unit 4 Unit Test Skills Test: Item 48; Teacher's Edition: Use Primary and Secondary Sources, 195–196

4. Describe how archaeologists and historians study and interpret the past.

Teacher's Edition: Close and Assess, 77

Thinking and Organizing

5. Identify main ideas and supporting details from factual information.

Teacher's Edition: Close and Assess, 7; Assessment Book: Unit 1 Unit Test Skills Test: Item 3; Unit 3 Chapter 6 Skills Test: Item 2; Unit 3 Unit Test Skills Test: Item 3; Unit 4 Chapter 8 Skills Test: Item 2; Unit 4 Unit Test Skills Test: Item 1

6. Distinguish between fact and opinion.

Assessment Book: Unit 2 Chapter 3 Test Skills Test: Item 5; Teacher's Edition: Close and Assess, 70

7. Read and interpret pictographs, bar graphs, line graphs and tables.

Unit 3 Chapter 5 Skills Test: Item 5; Unit 3 Unit Test Skills Test: Item 4, 5; Teacher's Edition: Close and Assess, 133

8. Formulate a question to focus research.

Unit 6 Test Chapter 11 Skills Test: Item 5; Unit 6 Chapter 12 Skills Test: Item 5; Unit 6 Unit Test Skills Test: Item 5; Teacher’s Edition: Close and Assess, 306

Communicating Information
9. Communicate relevant information in a written report including the acknowledgement of sources.

Unit 6 Test Chapter 11 Skills Test: Item 5; Unit 6 Chapter 12 Skills Test: Item 5; Unit 6 Unit Test Skills Test: Item 5; Teacher's Edition: Close and Assess, 306

**Problem Solving**

10. Use a problem-solving/decision-making process which includes

a. identifying a problem

Assessment Book: Unit 4 Chapter 7 Skills Test: Item 5; Teacher's Edition: Close and Assess, 175

b. gathering information

Assessment Book: Unit 4 Chapter 7 Skills Test: Item 5; Teacher's Edition: Close and Assess, 175

c. listing and considering options

Assessment Book: Unit 4 Chapter 7 Skills Test: Item 5; Teacher's Edition: Close and Assess, 175

d. considering advantages and disadvantages of options

Assessment Book: Unit 4 Chapter 7 Skills Test: Item 5; Teacher's Edition: Close and Assess, 175

e. choosing and implementing a solution

Assessment Book: Unit 4 Chapter 7 Skills Test: Item 5; Teacher's Edition: Close and Assess, 175

f. developing criteria for judging its effectiveness

Assessment Book: Unit 4 Chapter 7 Skills Test: Item 5; Teacher's Edition: Close and Assess, 175
Scott Foresman Social Studies—The United States to the Ohio Social Studies Academic Content Standards Grade-Level Indicators

Grade Five

History
Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

1. Create time lines and identify possible relationships between events.

   Assessment Book: Unit 1 Chapter 3 Skills Test: Item 7; Unit 1 Unit Test Skills Test: Item 7; Teacher's Edition: Close and Assess, 117

Settlement

2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.

   Assessment Book: Unit 1 Chapter 1 Content Test: Items 1–17; Skills Test: Items 1–4, 6; Unit 1 Chapter 2 Content Test: Items 1–10, 12, 13, 15–18; Skills Test: Items 1–7; Unit 1 Unit Test Content Test: Items 1, 3, 4, 8, 9, 11–13; Skills Test: Item 3

3. Explain why European countries explored and colonized North America.

   Assessment Book: Unit 1 Chapter 3 Content Test: Item 15; Unit 2 Chapter 4 Content Test: Items 1–14; Skills Test: Items 1, 2, 6; Unit 2 Chapter 5 Content Test: Items 6–13, 16, 17; Skills Test: Items 1–4, 7, 8; Unit 2 Unit Test Content Test: Items 1–3, 5, 7–8, 10–16; Skills Test: Items 3, 5; Unit 3 Chapter 7 Content Test: Items 1–3, 5, 7–9, 11; Skills Test: Item 1; Unit 3 Unit Test Content Test: Item 10; Skills Test: Items 6, 7

4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.

   Assessment Book: Overview Unit Content Test: Item 3; Unit 2 Chapter 4 Content Test: Items 11, 12, 14; Skills Test: Items 5, 6; Unit 2 Chapter 5 Content Test: Items 1–5, 15; Skills Test: Items 2, 5, 6; Unit 2 Unit Test Content Test: Items 5, 8, 15; Skills Test: Item 2; Unit 3 Chapter 6 Content Test: Items 3, 8; Skills Test: Item 4;
Unit 3 Chapter 7 Content Test: Items 4, 13, 15, 16; Skills Test: Item 5; Unit 3 Unit Test Content Test: Items 11, 12

5. **Explain how the United States became independent from Great Britain.**

Assessment Book: Overview Unit Content Test: Item 2; Unit 4 Chapter 8 Content Test: Items 1–17; Skills Test: Items 1–8; Unit 4 Chapter 9 Content Test: Items 1–3, 7–17; –1, 2, 4–8; Unit 4 Unit Test Content Test: Items 1–17; Skills Test: Items 1–8

**Growth**

6. **Explain the impact of settlement, industrialization and transportation on the expansion of the United States.**

**Settlement:**

Assessment Book: Unit 5 Chapter 10 Content Test: Items 4–6; Skills Test: Items 2, 3; Unit 5 Chapter 11 Content Test: Items 7–15, 17; Skills Test: Item 4; Unit 5 Unit Test Content Test: Items 3, 13–16; Skills Test: Item 5; Unit 6 Chapter 12 Content Test: Items 1–2, 5–12; Skills Test: Items 1, 5, 6; Unit 6 Chapter 13 Content Test: Items 1–17; Skills Test: Items 1–8; Unit 6 Unit Test Content Test: Items 1, 4, 5–17; Skills Test: Item 4–5; Unit 7 Chapter 14 Content Test: Items 2, 10, 11, 13; Skills Test: Item 5; Unit 7 Unit Test Content Test: Item 5; Skills Test: Item 1; Unit 8 Chapter 16 Content Test: Items 1–7, 10–12, 14–16; Skills Test: Item 3, 5, 6; Unit 8 Chapter 17 Content Test: Items 1–7, 13–17; Skills Test: Items 7, 8; Unit 8 Unit Test Content Test: Items 2–5, 8, 10, 11, 16, 17; Skills Test: Items 1, 2, 5; Unit 9 Chapter 18 Content Test: Item 10; Skills Test: Item 5

**People in Societies Standard**

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

**Cultures**

1. **Compare the cultural practices and products of diverse groups in North America including artistic expressions:**

   a. **artistic expressions**

   Assessment Book: Unit 1 Chapter 1 Skills Test: Item 6; Teacher's Edition: Chapter 2 Review, 98–99

   b. **religion**

   Assessment Book: Unit 2 Chapter 5 Content Test: Item 16; Skills Test: Items 6, 7; Unit 2 Unit Test Content Test: Item 17; Skills Test: Items 4, 5; Teacher's Edition: Chapter 2 Review, 98–99
c. language

Opportunities to assess this standard can be developed from the following pages:
Assessment Book: Unit 3 Chapter 6 Skills Test: Item 5; Unit 3 Unit Test Content Test: Item 5; Teacher's Edition: Chapter 2 Review, 98–99

d. food

Assessment Book: Unit 1 Chapter 1 Content Test: Items 3, 6, 12; Skills Test: Item 2; Unit 1 Chapter 2 Content Test: Items 2, 3, 7; Unit 1 Unit Test Skills Test: Item 4; Unit 3 Chapter 6 Content Test: Item 13; Unit 3 Unit Test Content Test: Items 3, 4, 6; Teacher's Edition: Chapter 2 Review, 98–99

e. clothing

Assessment Book: Unit 1 Chapter 2 Content Test: Items 2, 7; Teacher's Edition: Chapter 2 Review, 98–99

f. shelter

Assessment Book: Unit 1 Chapter 1 Content Test: Items 4, 7, 8; Unit 1 Chapter 2 Content Test: Item 12; Skills Test: Items 2, 3, 5; Unit 3 Chapter 6 Content Test: Item 7; Unit 3 Unit Test Content Test: Item 3; Teacher's Edition: Chapter 2 Review, 98–99

Interaction

2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.

Assessment Book: Unit 8 Unit Test Content Test: Item 9

3. Describe the experiences of African-Americans under the institution of slavery.

Assessment Book: Unit 2 Chapter 4 Content Test: Item 13; Unit 3 Chapter 6 Content Test: Items 14–17; Unit 3 Chapter 6 Skills Test: Items 7, 8; Unit 3 Unit Test Content Test: Items 7, 8, 9; Skills Test: Items 1, 2, 4; Unit 6 Chapter 12 Skills Test: Item 4; Unit 7 Chapter 14 Content Test: Items 3–8; Skills Test: Items 3–4; Unit 7 Unit Test Content Test: Items 3, 4, 6

4. Describe the waves of immigration to North America and the areas from which people came in each wave.

Assessment Book: Unit 8 Chapter 16 Content Test: Item 9; Unit 8 Unit Test Content Test: Item 13

5. Compare reasons for immigration to North America with the reality
immigrants experienced upon arrival.

Assessment Book: Unit 8 Chapter 16 Content Test: Item 9; Unit 8 Unit Test Content Test: Item 13

**Geography Standard**
Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

**Location**

1. **Use coordinates of latitude and longitude to determine the absolute location of points in North America.**

   Assessment Book: Unit 2 Chapter 4 Skills Test: Item 7; Unit 2 Unit Test Skills Test: Item 6; Teacher's Edition: Close and Assess, 141

2. **Use maps to identify the location of:**
   
   a. **the three largest countries of North America**

   Assessment Book: Unit 9 Chapter 19 Skills Test: Item 6; Unit 9 Unit Test Skills Test: Item 6; Teacher's Edition: Western Hemisphere, 678–685

   b. **the 50 states of the United States**

   Assessment Book: Overview Unit Skills Test: Item 7; Unit 8 Unit Test Skills Test: Item 6; Teacher's Edition: Atlas, R10–R11, R12–R13

   c. **the Rocky and Appalachian mountain systems**

   Assessment Book: Overview Unit Skills Test: Item 7; Unit 8 Unit Test Skills Test: Item 6; Teacher's Edition: Atlas, R10–R11, R12–R13

   d. **the Mississippi, Rio Grande and St. Lawrence rivers**

   Assessment Book: Overview Unit Skills Test: Item 7; Unit 8 Unit Test Skills Test: Item 6; Teacher's Edition: Atlas, R10–R11, R12–R13

   e. **the Great Lakes**

   Assessment Book: Overview Unit Skills Test: Item 7; Unit 8 Unit Test Skills Test: Item 6; Teacher's Edition: Atlas, R10–R11, R12–R13
Places and Regions

3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.

   Assessment Book: Overview Unit Content Test: Items 11, 13, 14, 15, 16; Skills Test: Item 5; Unit 1 Unit Test Content Test: Items 2, 10; Unit 2 Chapter 5 Content Test: Item 14; Skills Test: Items 8; Unit 9 Chapter 19 Skills Test: Item 6; Unit 9 Unit Test Skills Test: Item 6

4. Explain how climate is influenced by:
   a. earth-sun relationships

   Assessment Book: Overview Unit Content Test: Items 13; Skills Test: Item 5; Opportunities to address this objective: Teacher's Edition: Map Handbook, H12–H13

   b. landforms

   Assessment Book: Overview Unit Content Test: Items 13; Skills Test: Item 5; Opportunities to address this objective: Teacher's Edition: Map Handbook, H12–H13

   c. vegetation

   Assessment Book: Overview Unit Content Test: Items 13; Skills Test: Item 5; Opportunities to address this objective: Teacher's Edition: Map Handbook, H12–H13

5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.

   Assessment Book: Unit 5 Chapter 11 Skills Test: Item 6; Unit 7 Chapter 14 Skills Test: Item 6; Unit 7 Unit Test Skills Test: Item 6; Unit 8 Unit Test Skills Test: Item 5

6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:
   a. forests

   Assessment Book: Overview Unit Content Test: Items 15, 16

   b. fertile soil

   Assessment Book: Overview Unit Content Test: Items 15, 16

   c. oil

   Assessment Book: Overview Unit Content Test: Items 15, 16
d. coal

Assessment Book: Overview Unit Content Test: Items 15, 16

e. running water

For related information see: Assessment Book: Overview Unit Content Test: Items 15, 16

7. **Analyze reasons for conflict and cooperation among regions of North America including:**

a. trade

Assessment Book: Overview Unit Content Test: Item 14; Unit 5 Chapter 11 Content Test: Items 13, 14

b. environmental issues

Assessment Book: Overview Unit Content Test: Item 17

c. immigration

Assessment Book: Unit 3 Chapter 7 Content Test: Item 12

*Human Environmental Interaction*

8. **Explain how the characteristics of different physical environments affect human activities in North America.**

    Assessment Book: Unit 1 Unit Test Content Test: Items 3, 4, 8, 9; Unit 2 Chapter 5 Content Test: Item 5; Unit 2 Unit Test Content Test: Item 13; Unit 3 Chapter 7 Content Test: Item 10; Skills Test: Item 4; Unit 8 Chapter 16 Content Test: Items 8, 9; Skills Test: Items 3, 6; Unit 9 Unit Test Content Test: Item 2

9. **Analyze the positive and negative consequences of human changes to the physical environment including:**

a. Great Lakes navigation

    Teacher’s can develop assessment options with the following lessons: Teacher’s Edition: Land and Regions, 24–30; Resources and the Environment, 34–38

b. highway systems

    Assessment Book: Overview Unit Content Test: Item 13
c. irrigation

Assessment Book: Overview Unit Content Test: Item 13; Unit 8 Chapter 16 Content Test: Item 13

d. mining

Teacher's can develop assessment options with the following lessons: Teacher's Edition: Land and Regions, 24–30; Resources and the Environment, 34–38

e. introduction of new species

Teacher’s can develop assessment options with the following lessons: Teacher’s Edition: Land and Regions, 24–30; Resources and the Environment, 34–38

Movement

10. Use or construct maps of colonization and exploration to explain European influence in North America.

Teacher’s can develop assessment options with the following maps: Teacher’s Edition: Maps, 137, 140–141, 147, 148, 166, 177

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation

1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.

Assessment Book: Unit 8 Chapter 17 Content Test: Item 10

2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce and for whom to produce.

Assessment Book: Overview Unit Content Test: Items 8, 10; Unit 6 Unit Test Content Test: Item 4; Unit 8 Chapter 17 Content Test: Items 3, 6, 10, 11, 12; Skills Test: Item 6; Unit 8 Unit Test Content Test: Item 15

Production, Distribution and Consumption

3. Explain how education, specialization, capital goods and the division of labor
affect productive capacity.

Assessment Book: Unit 8 Chapter 17 Content Test: Items 10, 11, 12; Skills Test: Item 1; Unit 8 Unit Test Skills Test: Item 4

**Markets**

4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.

Assessment Book: Overview Unit Skills Test: Item 4; also see: Unit 1 Chapter 3 Content Test: Item 7; Unit 3 Chapter 6 Content Test: Item 5; Unit 7 Chapter 14 Skills Test: Item 1

5. Explain the general relationship between supply, demand and price in a competitive market.

Assessment Book: Overview Unit Content Test: Item 9; Unit 8 Chapter 17 Content Test: Items 3, 5; Unit 8 Unit Test Skills Test: Item 4

6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality and better customer service.

Assessment Book: Unit 6 Chapter 12 Content Test: Item 10

7. Explain why competition among consumers/buyers results in higher product prices.

   Teachers can develop assessment options with the following lesson: Teacher’s Edition: Free Enterprise, 18–22

**Government Standard**

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

**Role of Government**

1. Explain major responsibilities of each of the three branches of the United States government:

   a. the legislative branch, headed by Congress, passes laws
Teachers can develop assessment options with the following lessons: Teacher's Edition: Government by the People, 14–17; Debate in Philadelphia, 344–351

b. the executive branch, headed by the president, carries out and enforces the laws made by Congress

Teachers can develop assessment options with the following lessons: Teacher's Edition: Government by the People, 14–17; Debate in Philadelphia, 344–351

c. the judicial branch, headed by the Supreme Court, interprets and applies the law

Teachers can develop assessment options with the following lessons: Teacher's Edition: Government by the People, 14–17; Debate in Philadelphia, 344–351

2. Explain the essential characteristics of American democracy including:

a. the people are the source of the government’s authority

Assessment Book: Overview Unit Content Test: Item 7

b. all citizens have the right and responsibility to vote and influence the decisions of the government

Assessment Book: Unit 6 Chapter 12 Skills Test: Item 2; Unit 9 Chapter 18 Content Test: Item 8; Skills Test: Item 4

c. the government is run directly by the people or through elected representatives

Teachers can develop assessment options with the following lessons: Teacher's Edition: Government by the People, 14–17

d. the powers of government are limited by law

Teachers can develop assessment options with the following lessons: Teacher's Edition: Government by the People, 14–17

e. basic rights of individuals are guaranteed by the Constitution

Assessment Book: Overview Unit Content Test: Item 7; Unit 5 Chapter 10 Content Test: Item 11; Skills Test: Item 7; Unit 9 Chapter 18 Content Test: Item 8; Skills Test: Item 4; Unit 9 Chapter 19 Content Test: Item 6; Skills Test: Item 3

Rules and Laws

3. Explain the significance of the Declaration of Independence and the United

Grade Five
States Constitution.

Assessment Book: Overview Unit Content Test: Item 7; Unit 4 Chapter 9 Content Test: Items 4, 5, 6; Skills Test: Item 3; Unit 5 Chapter 10 Content Test: Item 11; Skills Test: Item 7; Unit 9 Chapter 18 Content Test: Item 8; Skills Test: Item 4; Unit 9 Chapter 19 Content Test: Item 6; Skills Test: Item 3

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

1. Explain how an individual acquires United States citizenship
   a. birth
   Teachers can develop assessment options with the following lesson: Teacher's Edition: Citizenship, E12–E13, 16
   b. naturalization
   Teachers can develop assessment options with the following lesson: Teacher's Edition: Citizenship, E12–E13, 17

Rights and Responsibilities

2. Explain the obligations of upholding the United States Constitution including:
   a. obeying laws
   Assessment Book: Overview Unit Skills Test: Item 3
   b. paying taxes
   Assessment Book: Overview Unit Skills Test: Item 3
   c. serving on juries
   Assessment Book: Overview Unit Skills Test: Item 3
   d. registering for selective service
   Assessment Book: Overview Unit Skills Test: Item 3

3. Explain the significance of the rights that are protected by the First
Amendment including:

a. freedom of religion
Assessment Book: Overview Unit Skills Test: Item 3

b. freedom of speech
Assessment Book: Overview Unit Skills Test: Item 3

c. freedom of the press
Assessment Book: Overview Unit Skills Test: Item 3

d. right of petition and assembly
Assessment Book: Overview Unit Skills Test: Item 3

Social Studies Skills and Methods Standard
Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information

1. Obtain information from a variety of print and electronic sources and analyze its reliability including:

   a. accuracy of facts
   Teacher's Edition: Close and Assess, 585

   b. credentials of the source
   Teacher's Edition: Close and Assess, 585

2. Locate information in a variety of sources using key words, related articles and cross-references.
   Teacher's Edition: Close and Assess, 87, 209, 285, 357, 585, 607

3. Differentiate between primary and secondary sources.
   Teacher's Edition: Close and Assess, 585, 285, 607
Thinking and Organizing

4. Read information critically in order to identify:
   a. the author
      Teacher's Edition: Close and Assess, 585
   b. the author's perspective
      Teacher's Edition: Close and Assess, 585
   c. the purpose
      Teacher's Edition: Close and Assess, 585

3. Compare points of agreement and disagreement among sources.
   Teacher's Edition: Close and Assess, 285, 585

4. Draw inferences from relevant information.
   Teacher's Edition: Close and Assess, 335; Assessment Book: Unit 1 Chapter 2 Skills Test: Item 2; Unit 2 Chapter 5 Skills Test: Item 6; Unit 3 Chapter 6 Skills Test: Item 3; Unit 3 Chapter 7 Skills Test: Item 3; Unit 4 Chapter 8 Skills Test: Item 2; Unit 6 Chapter 13 Skills Test: Item 5; Unit 7 Chapter 14 Skills Test: Item 5; Unit 8 Chapter 16 Skills Test: Item 3

5. Organize key ideas by taking notes that paraphrase or summarize.
   Teachers can develop assessment options with the following lesson: Teacher's Edition: Gather and Report Information, 356–357

Communicating Information

6. Communicate research findings using line graphs and tables.
   Assessment Book: Overview Unit Skills Test: Item 6; Unit 1 Chapter 1 Skills Test: Item 7; Unit 1 Unit Test Skills Test: Item 6

Problem Solving

7. Use a problem-solving/decision-making process which includes:
   a. identifying a problem
Teachers can use the following points for assessing the problem solving process:
Teacher's Edition: pages H2-H3, 7, 19, 59, 81, 87, 111, 136, 151, 159, 169, 177, 182, 205, 368, 382, 384, 412, 466, 494, 497, 503, 614, 641, 651

b. gathering information

Teachers can use the following points for assessing the problem solving process:
Teacher's Edition: pages H3, 7, 19, 59, 81, 87, 145, 151, 159, 169, 177, 182, 205, 368, 412, 413, 440, 466, 497, 503, 614, 641, 651

c. listing and considering options

Teachers can use the following points for assessing the problem solving process:
Teacher's Edition: pages H3, 19, 81, 87, 111, 159, 177, 255, 412, 413, 423, 466, 471, 503

d. considering advantages and disadvantages of options

Teachers can use the following points for assessing the problem solving process:
Teacher's Edition: pages H3, 19, 81, 87, 159, 177, 412, 413, 466, 503

e. choosing and implementing a solution

Teachers can use the following points for assessing the problem solving process:
Teacher's Edition: pages H3, 19, 80, 81, 87, 145, 159, 177, 412, 466, 503, 505

f. developing criteria for judging its effectiveness

Teachers can use the following points for assessing the problem solving process:
Teacher's Edition: pages H3, 19, 81, 87, 136, 159, 177, 412, 466, 503

g. evaluating the effectiveness of the solution

Teachers can use the following points for assessing the problem solving process:
Teacher's Edition: pages H3, 19, 81, 87, 136, 159, 177, 412, 466, 503
History
Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.

   Assessment Book: Unit 1 Chapter 1 Skills Test: Item 8; Skills Test: Item 7; Unit 7 Chapter 18 Skills Test: Item 6; Unit 7 Unit Test: Skills Test: Item 6

2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.

   Assessment Book: Unit 1 Chapter 1 Content Test: Items 4, 6; Skills Test: Item 3; Unit 1 Unit Test: Content Test: Item 3; Skills Test: Item 2; Unit 2 Chapter 5 Content Test: Item 5; Unit 3 Chapter 6 Content Test: Item 9; Unit 3 Chapter 6 Content Test: Item 10; Unit 3 Chapter 7 Skills Test: Item 3; Unit 5 Chapter 11 Skills Test: Item 2; Unit 5 Unit Test: Content Test: Items 3, 14; Unit 6 Chapter 16 Skills Test: Item 1

Early Civilizations

3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including

   a. hunting and gathering

      Assessment Book: Unit 1 Chapter 1 Content Test: Item 5

   b. tool making

      Assessment Book: Unit 1 Chapter 1 Content Test: Items 3, 7, 9; Unit 1 Unit Test: Content Test: Items 2, 4

   c. use of fire
Teachers can use the following lesson to develop assessment options: Teacher’s Edition: Early Gathers and Hunters, 10–16

d. domestication of plants and animals

Assessment Book: Unit 1 Chapter 1 Content Test: Items 8, 10, 11; Skills Test: Items 4, 5; Unit 1 Unit Test: Content Test: Items 5, 6

e. organizing societies

Assessment Book: Unit 1 Chapter 1 Content Test: Items 12

f. governance

Assessment Book: Unit 1 Chapter 1 Skills Test: Item 6; Unit 1 Chapter 2 Skills Test: Item 3

4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:

a. location

Assessment Book: Unit 1 Chapter 2 Content Test: Items 1, 3; Unit 1 Unit Test: Content Test: Item 10; Unit 2 Chapter 3 Content Test: Item 3; Unit 2 Chapter 4 Content Test: Item 1; Unit 2 Chapter 4 Skills Test: Items 1, 2; Unit 2 Unit Test: Content Test: Items 2, 5, 11

b. government

Assessment Book: Unit 1 Chapter 2 Content Test: Items 9–12; Skills Test: Items 3–8; Unit 1 Unit Test: Content Test: Items 12, 14; Skills Test: Items 4, 5, 6; Unit 2 Chapter 3 Content Test: Items 7, 12, 16; Skills Test: Items 1, 6; Unit 2 Chapter 4 Content Test: Items 10; Skills Test: Items 4, 5; Unit 2 Chapter 5 Content Test: Item 9; Skills Test: Item 3; Unit 2 Unit Test: Content Test: Item 3

c. religion

Assessment Book: Unit 1 Chapter 2 Content Test: Items 5, 13, 15; Unit 1 Unit Test: Content Test: Item 16; Unit 2 Chapter 3 Content Test: Items 8, 15; Unit 2 Chapter 3 Skills Test: Item 2; Unit 2 Chapter 4 Content Test: Items 13, 14, 16; Unit 2 Unit Test: Content Test: Item 10
d. agriculture

Unit 1 Chapter 2 Content Test: Items 2, 4; Skills Test: Items 1, 2; Unit 1 Unit Test: Content Test: Item 11; Unit 2 Chapter 3 Content Test: Items 6, 14;

e. cultural and scientific contributions

Assessment Book: Unit 1 Chapter 2 Content Test: Items 6–8, 16–17; Skills Test: Item 4; Unit 1 Unit Test: Content Test: Items 13, 15, 17; Unit 2 Chapter 3 Content Test: Items 5, 9, 11; Unit 2 Chapter 4 Content Test: Items 8, 12; Skills Test: Item 3; Unit 2 Chapter 5 Content Test: Items 6, 7; Skills Test: Item 4; Unit 2 Unit Test: Content Test: Items 8, 9, 13; Skills Test: Items 1–3

The First Global Age

7. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:

a. location

Assessment Book: Unit 3 Chapter 6 Content Test: Items 1, 2, 13; Skills Test: Item 1; Unit 3 Chapter 7 Content Test: Items 6, 9, 14; Unit 3 Chapter 8 Content Test: Items 12, 15; Skills Test: Item 6; Unit 3 Unit Test: Content Test: Item 2; Skills Test: Item 4

b. government

Assessment Book: Unit 3 Chapter 6 Content Test: Items 7, 16; Skills Test: Item 4; Unit 3 Chapter 7 Content Test: Items 15, 16; Skills Test: Items 4, 5; Unit 3 Chapter 8 Content Test: Item 5

c. religion

Assessment Book: Unit 3 Chapter 6 Skills Test: Item 2; Unit 3 Chapter 7 Content Test: Item 13

d. agriculture

Assessment Book: Unit 1 Chapter 1 Content Test: Item 16; Unit 3 Chapter 6 Content Test: Item 3; Unit 3 Chapter 8 Content Test: Item 8
e. cultural and scientific contributions

Assessment Book: Unit 1 Chapter 1 Skills Test: Item 2; Unit 3 Chapter 6 Content Test: Items 8, 11; Skills Test: Items 3, 5; Unit 3 Chapter 7 Content Test: Items 7, 8, 10, 11, 17, 18; Skills Test: Items 2, 6; Unit 3 Chapter 8 Content Test: Item 7; Skills Test: Item 5; Unit 3 Unit Test: Content Test: Items 3, 9, 11

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

1. Compare the cultural practices and products of the societies studied including:

a. class structure

Assessment Book: Unit 4 Unit Test: Content Test: Items 4; Unit 2 Chapter 3 Skills Test: Items 3; Unit 2 Chapter 5 Content Test: Item 12; Unit 3 Chapter 6 Content Test: Item 6; Skills Test: Item 6; Unit 4 Chapter 9 Content Test: Item 7; Unit 4 Unit Test: Content Test: Item 11; Unit 5 Chapter 14 Content Test: Items 10, 11; Unit 6 Chapter 16 Content Test: Item 6

b. gender roles

Assessment Book: Unit 2 Chapter 3 Skills Test: Item 4; Unit 4 Chapter 9 Content Test: Item 8; Unit 4 Unit Test: Skills Test: Item 2; Unit 7 Unit Test: Skills Test: Items 3; Unit 8 Chapter 22 Content Test: Item 9; Skills Test: Item 4

c. beliefs

Assessment Book: Unit 2 Chapter 4 Content Test: Item 15; Skills Test: Item 6; Unit 2 Chapter 5 Content Test: Item 8; Unit 4 Chapter 9 Content Test: Item 6; Unit 4 Unit Test: Content Test: Item 3; Skills Test: Item 3

d. customs and traditions

Assessment Book: Unit 1 Chapter 1 Content Test: Items 13; Unit 1 Unit Test: Content Test: Items 7, 8; Unit 3 Chapter 6 Content Test: Items 12; Unit 3 Chapter 8 Content Test: Items 6, 9, 11, 14, 17, 18; Skills Test: Items 3; Unit 3 Unit Test: Content Test: Items 12–14; Unit 3 Unit Test: Skills Test: Items 1; Unit 4 Chapter 9 Content Test: Items 4, 10, 16; Unit 4 Unit Test: Content Test: Item 6; Unit 5 Chapter 12 Content Test: Item 6; Unit 5 Chapter 13 Skills Test: Item 5
2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:

   a. Buddhism

      Assessment Book: Unit 2 Chapter 5 Content Test: Items 14–17; Unit 2 Chapter 5 Content Test: Items 15; Unit 2 Chapter 5 Content Test: Items 16; Unit 2 Chapter 5 Content Test: Items 17; Skills Test: Items 7, 8; Unit 2 Chapter 5 Skills Test: Items 8; Unit 2 Unit Test: Skills Test: Items 4

   b. Christianity

      Assessment Book: Unit 4 Chapter 10 Content Test: Items 11–14; Unit 4 Chapter 10 Skills Test: Items 5–6; Unit 4 Unit Test: Content Test: Items 13–14; Unit 5 Chapter 11 Content Test: Items 7–9; Unit 5 Chapter 13 Skills Test: Items 6; Unit 5 Chapter 14 Content Test: Items 15; Unit 5 Unit Test: Skills Test: Item 1; Unit 6 Chapter 15 Content Test: Item 7; Skills Test: Items 3; Unit 6 Unit Test: Content Test: Item 2

   c. Judaism

      Assessment Book: Unit 1 Chapter 2 Content Test: Items 13–15; Skills Test: Item 7

   d. Hinduism

      Unit 2 Chapter 5 Content Test: Items 10, 11, 13; Skills Test: Items 5, 6; Unit 2 Unit Test: Content Test: Item 14

   e. Islam

      Assessment Book: Unit 5 Chapter 11 Content Test: Items 10, 11, 12, 13, 15; Skills Test: Items 3; Unit 5 Chapter 13 Content Test: Items 9; Unit 5 Unit Test: Content Test: Items 4, 5; Skills Test: Items 2; Unit 8 Chapter 23 Content Test: Items 4

Interaction

3. Explain factors that foster conflict or cooperation among countries

   a. Language

      Assessment Book: Unit 5 Chapter 13 Skills Test: Items 2; Unit 6 Chapter 15 Content Test: Items 5

   b. Religion

      Assessment Book: Unit 4 Chapter 10 Content Test: Items 16; Unit 5 Chapter 11 Content Test: Items 16; Skills Test: Items 4; Unit 5 Chapter 12 Content Test: Items
c. types of government

Unit 4 Chapter 10 Skills Test: Items 3, 4; Unit 5 Chapter 12 Content Test: Items 4; Skills Test: Items 2, 6; Unit 6 Chapter 17 Content Test: Items 13, 16; Skills Test: Items 6; Unit 6 Unit Test: Content Test: Items 16; Skills Test: Items 2; Unit 7 Chapter 20 Content Test: Items 1, 2, 3, 6, 13, 1–17; Skills Test: Items 2, 6; Unit 7 Unit Test: Content Test: Items 15; Unit 8 Chapter 21 Content Test: Items 1; Skills Test: Items 1, 4;

d. historic relationships

Assessment Book: Unit 2 Unit Test: Content Test: Items 4, 12; Unit 3 Chapter 6 Content Test: Items 15; Unit 3 Unit Test: Content Test: Items 5; Unit 4 Chapter 9 Content Test: Items 9; Unit 5 Chapter 11 Content Test: Items 1; Unit 6 Chapter 17 Content Test: Items 2, 11; Unit 6 Unit Test: Content Test: Items 12, 13; Unit 8 Chapter 21 Content Test: Items 2; Unit 8 Chapter 22 Content Test: Item 7

e. economic interests

Assessment Book: Unit 5 Chapter 12 Content Test: Items 9; Unit 6 Chapter 15 Content Test: Items 15, 16, 17, 18; Skills Test: Items 4, 6; Unit 6 Chapter 17 Content Test: Items 6; Skills Test: Items 3, 4; Unit 6 Unit Test: Content Test: Items 3, 14

Geography Standard
Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.

   Assessment Book: Unit 2 Chapter 3 Skills Test: Item 8; Unit 2 Unit Test: Skills Test: Item 5; Unit 4 Chapter 9 Skills Test: Item 7; Unit 4 Unit Test: Skills Test: Item 7; Unit 5 Chapter 14 Skills Test: Item 7; Unit 5 Unit Test: Skills Test: Item 6

2. Use coordinates of latitude and longitude to locate points on a world map.

   Assessment Book: Unit 3 Chapter 7 Skills Test: Item 7; Unit 3 Unit Test: Skills Test: Item 6
Places and Regions

3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:

a. agriculture

Assessment Book: Unit 2 Chapter 5 Content Test: Items 3, 4; Unit 4 Unit Test: Content Test: Item 10; Unit 5 Chapter 11 Content Test: Item 3; Skills Test: Items 1; Unit 5 Chapter 14 Content Test: Item 2, 12; Unit 7 Chapter 19 Content Test: Item 6; Skills Test: Item 1

b. mining

Teachers can develop assessment options with the following pages: Teacher’s Edition: 108, 129, 163, 171, 192, 369, 375-376, 476, 487

c. fishing

Assessment Book: Unit 3 Unit Test: Content Test: Items 8

d. manufacturing

Assessment Book: Unit 5 Chapter 12 Skills Test: Item 4; Unit 6 Chapter 16 Content Test: Items 11–13, 15; Skills Test: Items 5–7; Unit 6 Unit Test: Content Test: Items 10, 11; Unit 6 Unit Test: Skills Test: Item 3; Unit 7 Chapter 19 Skills Test: Item 5

4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

Assessment Book: Unit 2 Unit Test: Skills Test: Item 6; Unit 3 Chapter 6 Skills Test: Item 7; Unit 3 Unit Test: Skills Test: Item 5; Unit 6 Chapter 17 Skills Test: Item 7; Unit 7 Chapter 19 Skills Test: Item 8; Unit 8 Chapter 22 Skills Test: Item 8; Unit 8 Chapter 23 Skills Test: Item 7; Unit 8 Unit Test: Skills Test: Item 7

Human Environmental Interaction

5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:

a. bodies of water

Assessment Book: Unit 2 Chapter 3 Content Test: Items 1, 2, 4; Unit 2 Chapter 4 Content Test: Items 2–4; Unit 2 Unit Test: Content Test: Items 1, 6, 7; Unit 3
Chapter 6 Content Test: Item 4; Unit 3 Chapter 7 Content Test: Item 3; Unit 3 Unit Test: Content Test: Items 4, 6; Unit 4 Chapter 9 Content Test: Items 1, 2; Unit 4 Chapter 10 Content Test: Item 2; Skills Test: Item 1; Unit 4 Unit Test: Content Test: Item 2; Unit 5 Chapter 13 Content Test: Item 4; Unit 5 Chapter 14 Content Test: Item 3; Skills Test: Items 1; Unit 5 Unit Test: Content Test: Item 13

b. landforms

Assessment Book: Unit 1 Chapter 1 Content Test: Item 15; Unit 2 Chapter 3 Content Test: Item 13; Unit 2 Chapter 4 Content Test: Items 5, 6; Unit 2 Chapter 5 Content Test: Items 1, 2; Skills Test: Item 1; Unit 3 Chapter 7 Content Test: Items 1, 2, 4, 5; Unit 3 Chapter 7 Skills Test: Item 1; Unit 3 Chapter 8 Content Test: Items 1, 2, 4; Unit 3 Unit Test: Content Test: Items 1, 7, 10; Unit 3 Unit Test: Skills Test: Items 2, 3; Unit 4 Chapter 9 Skills Test: Item 1; Unit 4 Unit Test: Content Test: Item 1; Unit 5 Chapter 12 Content Test: Item 1; Unit 5 Chapter 13 Content Test: Item 3; Unit 5 Chapter 14 Content Test: Item 1; Unit 5 Unit Test: Content Test: Item 6; Unit 6 Chapter 15 Content Test: Item 10

c. climates

Assessment Book: Unit 1 Chapter 1 Content Test: Item 14; Unit 1 Unit Test: Content Test: Item 9; Unit 2 Chapter 4 Skills Test: Item 7; Unit 2 Chapter 5 Skills Test: Item 2; Unit 3 Chapter 8 Content Test: Item 3; Unit 3 Chapter 8 Skills Test: Items 1, 4; Unit 4 Unit Test: Skills Test: Item 1; Unit 5 Chapter 11 Content Test: Item 2; Unit 5 Chapter 13 Content Test: Item 2; Skills Test: Item 1; Unit 5 Chapter 14 Content Test: Item 5

d. vegetation

Assessment Book: Unit 5 Chapter 13 Content Test: Item 1

e. weathering

Teachers can develop assessment options with the following pages: Teacher's Edition: 125, 302, 337, 447

f. seismic activity

Teachers can develop assessment options with the following pages: Teacher's Edition: 123, 163, 280-281

6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:

a. urbanization
Assessment Book: Unit 5 Chapter 11 Skills Test: Item 6; Unit 5 Unit Test: Skills Test: Item 5; Unit 6 Chapter 16 Content Test: Item 14; Unit 8 Chapter 23 Content Test: Item 1; Skills Test: Item 1; Unit 8 Unit Test: Content Test: Item 11

b. desertification

Assessment Book: Unit 8 Chapter 23 Content Test: Item 8

c. deforestation

Assessment Book: Unit 5 Chapter 14 Content Test: Item 4

7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including

a. dam building

Assessment Book: Unit 4 Chapter 10 Content Test: Item 3; Unit 4 Unit Test: Content Test: Item 12

b. energy production/usage

Assessment Book: Unit 8 Chapter 23 Content Test: Items 5, 10–14; Skills Test: Items 3, 5; Unit 8 Unit Test: Content Test: Items 13–16; Skills Test: Item 5

c. agriculture

Assessment Book: Unit 5 Chapter 12 Content Test: Item 11; Unit 6 Chapter 15 Skills Test: Item 7; Unit 6 Chapter 16 Content Test: Item 1; Unit 6 Chapter 17 Content Test: Items 3, 4; Unit 6 Unit Test: Content Test: Item 6

d. urban growth

Teachers can develop assessment options with the following pages: Teacher's Edition: 343, 476-477, 655-657

Movement

8. Explain push and pull factors that cause people to migrate from place to place including:

a. oppression/freedom

Teachers can develop assessment options with the following pages: Teacher's Edition: 447, 453, 656
b. poverty/economic opportunity

Assessment Book: Unit 6 Chapter 15 Content Test: Items 8, 11; Unit 6 Unit Test: Content Test: Item 5

c. cultural ties

Assessment Book: Unit 5 Chapter 13 Content Test: Item 6

d. political conflicts

Assessment Book: Unit 5 Chapter 14 Skills Test: Item 4

e. environmental factors

Assessment Book: Unit 5 Unit Test: Content Test: Item 11

9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

Assessment Book: Unit 5 Chapter 11 Content Test: Item 5; Unit 5 Chapter 12 Content Test: Items 17, 18; Unit 5 Chapter 12 Content Test: Items 18; Unit 5 Chapter 13 Content Test: Item 12; Skills Test: Item 3; Unit 5 Unit Test: Content Test: Item 2; Unit 6 Chapter 15 Content Test: Item 14; Skills Test: Item 5; Unit 6 Unit Test: Content Test: Item 4; Unit 8 Chapter 22 Content Test: Items 1, 4, 5; Skills Test: Item 1

Economics Standard
Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation

1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.

   Assessment Book: Unit 2 Chapter 3 Skills Test: Item 5; Unit 5 Chapter 13 Content Test: Item 8; Unit 6 Chapter 15 Skills Test: Item 1

2. Explain that most decisions involve trade-offs and give examples.

   Teachers can develop assessment options with the following pages: Teacher's Edition: 475, 476, 477, 480, 481, 543
Markets

3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.

   Assessment Book: Unit 2 Chapter 3 Content Test: Item 10; Unit 4 Chapter 9 Content Test: Item 3; Unit 5 Chapter 13 Skills Test: Item 4; Unit 6 Chapter 15 Content Test: Items 12, 13;

4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.

   Assessment Book: Unit 2 Chapter 4 Content Test: Item 7; Unit 5 Chapter 13 Content Test: Item 7, 11, 13; Unit 5 Chapter 14 Content Test: Item 16; Unit 5 Unit Test: Content Test: Item 12

5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.

   Assessment Book: Unit 5 Chapter 14 Content Test: Item 13

Government and the Economy

6. Distinguish between goods and services typically produced by the private sector and the public sector.

   Assessment Book: Unit 6 Chapter 16 Content Test: Item 10

Government Standard
Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government

1. Explain reasons for the creation of governments such as:

   a. protecting lives, liberty and property

   Assessment Book: Unit 2 Chapter 4 Content Test: Item 9; Unit 4 Chapter 10 Content Test: Items 7–10; Unit 8 Chapter 22 Content Test: Item 14
b. providing services that individuals cannot provide for themselves

Assessment Book: Unit 5 Chapter 14 Skills Test: Item 2; Unit 8 Chapter 23 Content Test: Item 7

2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.

Teachers can develop assessment options with the following: Teacher's Edition: H18-H20, 489, 494, 501, 503, 504-505, 610, 612, 617, 622, -623, 626-627, R4-R19, R20-R28; Assessment Book: Unit 6 Chapter 17 Content Test: Item 12; Unit 7 Chapter 18 Content Test: Item 3

3. Explain the ways that countries interact with each other including:

a. diplomacy

Assessment Book: Unit 4 Chapter 9 Content Test: Item 11; Unit 7 Chapter 18 Content Test: Item 5; Unit 7 Chapter 19 Content Test: Item 5; Skills Test: Item 3; Unit 7 Chapter 20 Skills Test: Item 8; Unit 8 Unit Test: Content Test: Item 3

b. treaties

Assessment Book: Unit 7 Chapter 18 Content Test: Items 15, 16; Skills Test: Item 4; Unit 7 Unit Test: Content Test: Item 6; Unit 8 Chapter 21 Content Test: Item 11

c. international meetings and exchanges, e.g., United Nations

Assessment Book: Unit 7 Chapter 19 Content Test: Items 15, 16; Skills Test: Item 7; Unit 7 Chapter 20 Content Test: Item 4; Skills Test: Item 1; Unit 7 Unit Test: Content Test: Items 1, 12, 14; Unit 8 Chapter 21 Content Test: Item 7; Unit 8 Chapter 22 Skills Test: Items 2, 3; Unit 8 Unit Test: Content Test: Item 7; Skills Test: Item 3

d. military conflict

Assessment Book: Unit 4 Chapter 9 Content Test: Items 12–14; Skills Test: Item 5; Unit 4 Chapter 10 Content Test: Items 15, 17; Skills Test: Item 7; Unit 4 Unit Test: Content Test: Items 5, 15, 17; Unit 5 Chapter 11 Content Test: Item 14; Unit 5 Chapter 12 Content Test: Item 2; Unit 5 Chapter 13 Content Test: Item 16; Unit 5 Chapter 14 Content Test: Item 14; Unit 6 Chapter 16 Content Test: Item 9; Skills Test: Item 4; Unit 6 Chapter 17 Content Test: Items 1, 9, 14; Unit 6 Unit Test: Skills Test: Items 4, 5; Unit 7 Chapter 18 Content Test: Items 1–9; Skills Test: Items 1–3; Unit 7 Chapter 19 Content Test: Items 7–11; Unit 7 Chapter 20 Skills Test: Item 5;
Systems of Government

4. Describe the defining characteristics of democracies, monarchies and dictatorships.

Assessment Book: Unit 4 Chapter 9 Skills Test: Items 2, 3; Unit 4 Chapter 10 Content Test: Item 4; Unit 4 Unit Test: Content Test: Item 16; Skills Test: Item 5; Unit 5 Chapter 11 Content Test: Item 6; Unit 5 Chapter 12 Content Test: Items 3, 8, 10, 12; Skills Test: Items 1, 3; Unit 5 Chapter 13 Content Test: Item 17; Unit 5 Chapter 14 Content Test: Items 6, 8, 9; Skills Test: Items 3, 5; Unit 5 Unit Test: Content Test: Items 7, 8, 9; Unit 6 Chapter 16 Content Test: Item 7; Unit 6 Chapter 17 Content Test: Items 5, 8, 10; Unit 7 Chapter 19 Content Test: Items 2–4; Skills Test: Items 2, 4; Unit 8 Chapter 22 Skills Test: Item 5; Unit 8 Unit Test: Content Test: Item 9

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.

Assessment Book: Unit 4 Chapter 10 Content Test: Item 5; Unit 4 Unit Test: Skills Test: Item 6; Unit 6 Chapter 16 Content Test: Items 5, 17; Skills Test: Items 2, 3; Unit 6 Unit Test: Content Test: Items 7, 9; Unit 7 Chapter 20 Content Test: Item 9; Unit 7 Chapter 20 Skills Test: Items 4, 7; Unit 8 Chapter 21 Content Test: Item 5

Rights and Responsibilities

2. Compare the rights and responsibilities of citizens living under various systems of government.

Assessment Book: Unit 6 Chapter 16 Content Test: Items 3, 8; Unit 8 Chapter 21 Content Test: Items 3, 4; Skills Test: Item 2; Unit 8 Chapter 22 Content Test: Item 10; Unit 8 Unit Test: Content Test: Item 2

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using
appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information

1. *Use multiple sources to obtain information and define essential vocabulary for a research project including*

   a. almanacs

   Teachers can develop assessment options with the following lessons: Teacher's Edition: Close and Assess, 145, 281, 365, 387, 451, 473

   b. gazetteers

   Teachers can develop assessment options with the following lessons: Teacher's Edition: Close and Assess, 145, 281, 365, 387, 451, 473

   c. trade books

   Teachers can develop assessment options with the following lessons: Teacher's Edition: Close and Assess, 145, 281, 365, 387, 451, 473

   d. periodicals

   Teachers can develop assessment options with the following lessons: Teacher's Edition: Close and Assess, 145, 281, 365, 387, 451, 473

   e. video tapes

   Teachers can develop assessment options with the following lessons: Teacher's Edition: Close and Assess, 145, 281, 365, 387, 451, 473

   f. electronic sources

   Teachers can develop assessment options with the following lessons: Teacher's Edition: Close and Assess, 145, 281, 365, 387, 451, 473

Thinking and Organizing

2. *Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.*

   Teachers can develop assessment options with the following lesson: Teacher's Edition: Close and Assess, 281
3. Organize information using outlines and graphic organizers.

   Teachers can develop assessment options with the following lesson: Teacher’s Edition: Close and Assess, 105, 341, 491, 563

4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

   Teacher's Edition: Close and Assess, 105, 341, 491, 563, 635; Assessment Book: Unit 2 Unit Test Skills Test: Item 6; Unit 5 Chapter 11 Skills Test: Item 6

**Communicating Information**

5. Complete a research project that includes a bibliography.

   Teachers can use the following lesson for assessing the problem solving process: Teacher's Edition: Gather and Report Information, 144–145; 364–365; Using Primary and Secondary Sources, 280–281

6. Communicate a position on a topic orally or in writing and support the position with evidence.

   Assessment Book: Unit 1 Unit Test Skills Test: Items 1–6; Unit 2 Unit Test Skills Test: Items 1–4; Unit 3 Unit Test Skills Test: Items 1–4; Unit 4 Unit Test Skills Test: Items 1–6; Unit 5 Unit Test Skills Test: Items 1–4; Unit 6 Unit Test Skills Test: Items 1–5; Unit 7 Unit Test Skills Test: Items 1–5; Unit 8 Unit Test Skills Test: Items 1–6

**Problem Solving**

8. Work effectively to achieve group goals:

   a. *engage in active listening*

      Teachers can use the following lesson for assessing the problem solving process: Teacher's Edition: Solve Complex Problems, 574–575

   b. *provide feedback in a constructive manner*

      Teachers can use the following lesson for assessing the problem solving process: Teacher's Edition: Solve Complex Problems, 574–575

   c. *help establish group goals*

      Teachers can use the following lesson for assessing the problem solving process: Teacher's Edition: Solve Complex Problems, 574–575
d. *take various roles within the group*

Teachers can use the following lesson for assessing the problem solving process:
Teacher's Edition: Solve Complex Problems, 574–575

e. *recognize contributions of others*

Teachers can use the following lesson for assessing the problem solving process:
Teacher's Edition: Solve Complex Problems, 574–575