A Correlation of

★ ★ ★ SCOTT FORESMAN ★ ★ ★
SOCIAL STUDIES

to the

District of Columbia
Public Schools Power Standards
Pre-K – Grade 7

PEARSON
O/SS-17
Introduction

This document is designed to show the strong alignment between the Scott Foresman Social Studies, ©2008 Gold Edition and the District of Columbia Public Schools power standards for Social Studies K- grade 6. The Pre-K alignment is of units 1 and 2 of Opening the World of Learning to the standards provided for Pre-K. This document is consistent with the formats from the District of Columbia Public Schools’ web site for the PreK standards and the power standards for K-6. The references in this document are from the Teacher’s Edition unless otherwise noted. The Teacher’s Edition contains facsimile pages from the Student Edition and the support material.

Scott Foresman Scott Foresman Social Studies, ©2008 Gold Edition

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.

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 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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PEOPLE AND HOW THEY LIVE

PK.1. Children demonstrate a sense of self within the context of family.

*Concepts can be developed from these storybooks:*

**Unit 1**
- *Oonga Boonga*
- *Peter’s Chair*
- *Noisy Nora*
- *Whistle for Willie*
- *Corduroy*

**Unit 2**
- *A Letter to Amy*

*Peter’s Chair:* Children learn how to share the attention of adults with siblings and how to be a big brother or sister.

*Oonga Boonga:* Babies need a lot of care and family members try to help.

*Noisy Nora:* Every child wants loving attention from parents, but when there are several children, attention must be shared.
1. Demonstrate knowledge of personal information (e.g., name, birth date, gender, and phone number). (Points to cubby and says, “There’s my name… Derrick.” Enters block area and says, “I’m a girl, but I can play here, too.”)

**Unit 1:**
Writing My Name, p. 14; Name Matching, p. 16
If Your Name Starts With…, pp. 22
Let’s Clap Our Names, pp. 35
Let’s Clap Our Names, pp. 35
Writing Center, pp. 52
Birth Announcement and Birth Weight, pp. 109
Matching Names with Letter Tiles, pp. 128

2. Identify family members and recognize that families vary. (Points to drawing of family and says, “That’s my mommy, that’s my daddy, that’s my baby sister, and that’s me.” Looks at photos of families and says, “You have lots of people in your family, but there’s just me and my mommy in mine.”)

**Unit 1:**
Writing/Draw and Label Pictures of Family, pp. 17
Blocks/Playing with Family Figures, pp. 52
Developing Children’s Conversation Through Language: Resolving Conflicts, pp. 130

**Unit 2:**
Family Figures, pp. 14
3. Recognize the roles within the home. (Draws a picture of grandmother preparing dinner. While putting away blocks, says: “I have to put away my toys at home before we eat supper.”)

**Unit 1:**
Conversations with Children, pp. 18–19
A Model for Reading *Oonga Boonga*, pp. 20–21
Peter’s Chair, pp. 25–27
Care that Babies Need, pp. 30
Blocks: Playing with Family Figures, pp. 83
Story Discussion, pp. 110

**PK.2. Children develop an understanding of self within the context of community.**

*Concepts can be developed from these storybooks.*

**Matthew and Tilly:** Friends sometimes get angry with each other, but good friends make up.

**The Little Red Hen (Makes a Pizza):** Friends often ask one another for help.

**Peter’s Chair:** Children learn how to share the attention of adults with siblings and how to be a big brother or sister.

**Hooray a Pinata!** Clara, her family, and friend Samson plan a special party in the neighborhood. U2 p. 111-113

**Road Builders:** A road crew works to build a major roadway and follows an approved plan. U2 p. 84

**A Letter to Amy:** Peter is having a birthday party, and he’s already asked all his friends in the neighborhood to come. But Amy is a special friend – so Peter wants to write her a special invitation.

1. Begin to demonstrate respect for others, cooperation, and fairness. (Listens to others during class discussions. Helps classmate sponge the tables after lunch.)

**Unit 1:**
Show Empathy and Understanding, pp. 24
Developing Self-Control: Waiting, p. 74
Social Skills Development: Sharing, p. 78
**Unit 2:**
Friendship Pictures, pp. 15-16
The Little Red Hen Makes a Pizza, pp. 19–22
Social Skills Development: Joining in Play, pp. 25
Conversations with Children: Empathy and Helping Others, p. 56

2. Describe or represent their home and other homes in their neighborhood. (Says, “Lots of people live in my apartment building.” Comments, “The houses on my street are big with bricks on the outside.”)

**Unit 2:**
Family Figures, pp. 14
Blocks, pp. 53

3. Participate in group goals and planning. (Participates in morning meeting and sets activities for the day. Makes plans with other children about what they will do when they go outside.)

**Unit 1:**
Morning Meetings/Self-selected centers, pp. 12, 50, 86, 124
Learning to Regulate Behavior, p. 36

**Unit 2:**
Morning Meetings/Self-selected centers, pp. 12, 52, 88, 130

4. Describe how people affect their environment in ways that are negative (litter and pollution) and positive (recycling and planting trees). (Says, “That paper on our playground makes it yucky. I’ll pick it up.” Asks, “Can we plant some flowers out here so it can be pretty?”)

**Unit 2**
Road Builders/Work Friends, p. 84
PK.3. Children begin to notice and acknowledge diversity.

*Concepts can be developed from these storybooks.*

**Hooray a Pinata!**: Friends care about each other’s feelings and try to help each other solve their problems. U2 pp. 111-113

**Hush, a Thai Lullaby**: A mother tells others to “hush;” her baby is sleeping. U2 pp. 36, 46

**Whistle for Willie**: As they grow up, through practice children learn new skills, in which the whole family can take pride. U1 pp. 93-95

1. Begin to identify similarities and differences among people (e.g., gender, race, culture, language, and abilities). (Remarks, “My hair is brown like yours, but yours is curly and mine is straight.” Asks, “Do your glasses help you see better?”)

**Unit 2**
Class Photo Album, p. 54

2. Demonstrate an emerging respect for culture and ethnicity. (Will learn some words of another language. Tastes a snack that a classmate from another culture brings to school.)

**Unit 2:**
Exploring Piñatas, pp. 116
Decorating Our Piñatas, pp. 131

3. Demonstrate emerging awareness and respect for abilities. (Listens to a story about a child with a disability. Includes children with disabilities in play.)

**Unit 1**
Story Discussion/Learning a new skill, p. 95, p. 106
Learning new games, p. 98
Practicing to Learn New Things, p. 141
PK.4. Children develop a basic understanding of economic concepts.

Concepts can be developed from these storybooks:

**Corduroy:** Families have to make decisions about how they spend their money. Children can suggest ideas and work with parents to find solutions to some situations. U1 pp. 114-117

**Road Builders:** A construction crew works together to build a road: different roles, different equipment needed to construct a road. U2, p. 84

**The Little Red Hen (Makes a Pizza):** Friends often ask each other for help. Little Red Hen discovers that she needs a pan and the ingredient to make a pizza, so off she goes to the hardware store, the supermarket, and the delicatessen. U2 pp. 19-22

1. Discuss or dramatize different jobs of people in their community, and demonstrate awareness of their responsibilities. (After studying a picture of a firefighter in a book, comments, “A firefighter came because there was smoke in the kitchen next door.” Pretends to be a doctor and says, “Your baby is sick. I need to give her a shot.”)

**Unit 1:**
- Corduroy/A Model for Reading, pp. 114–117

**Unit 2:**
- Grocery Store Jobs, pp. 76
- Work Friends, pp. 84
- Road Construction Vehicles, pp. 88
2. Demonstrate understanding of beginning concepts of buying, selling, and trading. (Uses play money to buy groceries in dramatic play area. Sets up toy store and asks teacher how to write a for sale sign.)

**Unit 1:**
Corduroy/A Model for Reading, pp. 114–117
Piggy Banks, pp. 153

**Unit 2:**
Dramatic Play, pp. 54
Language and Print Materials, pp. 58
Grocery Stores and Grocery Lists, pp. 63
Finding Things in a Grocery Store, pp. 70
Shopping at the Grocery Store, pp. 89
Dramatic Play, pp. 90
Exploring Signs for Advertising, pp. 102

**TIME, CONTINUITY, AND CHANGE**

PK.5. Children begin to understand how people and things change over time.

*Concepts can be developed from these storybooks:*

*Corduroy*

*The Little Red Hen (Makes a Pizza)*

*A Letter to Amy*

*Dandelion:* Accepting an invitation to a friend’s party—a “come-as-you-are party”

*Whistle for Willie:* Are there things you have learned to do, after trying, that you couldn’t do when you were younger?

*Matthew and Tilly:* After an argument, they didn’t play with each other for a while. Feeling so bad, they decided to play together again.

*Noisy Nora:* Nora leaves home (hides in a closet) and then decides to “return” home.

*Peter’s Chair:* Peter has a change of heart.
Daily Routine:
Start the Day Centers
Morning Meeting
Center Time/Turns List
Story Time: Read 1, Read 2, Read 3, Read 4
Outdoor Play
Songs, Word Play, Letters
Lunch
Small Groups
Let’s Find Out About It/Let’s Talk About It
End the Day Centers

1. Demonstrate understanding that time and the passage of time can be measured. (Looks at the sand timer and says, “Hurry, hurry. Cleanup time is almost over.” Points to clock in dramatic play area and says, “Time to wake up and go to school!”)

**Unit 1:**
Story Time/Corduroy pp. 135–138

**Unit 2:**
Story Time/The Little Red Hen (Makes a Pizza), pp. 19-21
Story Time/A Letter to Amy, pp. 39–41
2. Distinguish the difference between past, present, and future events. (Recalls that yesterday a fire truck came to the school. States, “Tomorrow is my birthday.”)

   **Unit 2:**
   Story Discussion/Dandelion, pp. 99, 107
   Stuffed Animal Invitations. pp. 122, 127

3. Demonstrate awareness of changes over time. (Says, “My grandma used to walk with a cane, now she’s in a wheelchair.” Says, “My mama had to buy me new shoes because my feet keep getting bigger and bigger.”)

   **Unit 1:**
   Story Discussion/Whistle for Willie, pp. 131
   Story Discussion/Matthew and Tilly, p. 123

4. Know and follow the established routines of the day. (Turns over the hourglass with sand to see if he can clean up before the sand empties into the next chamber. Makes statements such as, “This afternoon we’re all going for a walk to the library.”)

   **Unit 1:**
   Learning to Regulate Behavior, pp. 36
   Weekly Planner/Consistent daily routine, pp. 10-11

   **Unit 2**
   Discussing Rules, pp. 148, 152

5. Track and talk about changes that take place in their families. (Tells the class about the new baby in the family. Says, “I was once a baby, but now I’m a big girl and I go to school.”)

   **Unit 1**
   Story Discussion/Noisy Nora, p. 99
   Story Discussion/Peter’s Chair, pp. 27, 39
GEOGRAPHY

PK.6. Children begin to understand basic geographic concepts.

1. Identify geographic features of their immediate surroundings (e.g., rivers, hills, wetlands, and streams). (Creates a river using sand and water and says, “This river is just like the one we go over near my house.” Says, “I get tired running up this hill.”)

   
   Road Builders U2 p. 84
   Over in the Meadow U1 p.p. 76, 118
   Hush! A Thai Lullaby U2 pp. 46, 79
   Whistle for Willie U1 pp. 103-106

2. Begin to learn personal geographic information (e.g., street address, neighborhood, city, and country). (Dials toy phone and says, “Quick, doctor, come to 2331, 45th Place, NE. My baby is sick.” Comments, “I live in Washington, DC.”)

   A Letter to Amy U2 pp. 39-41
   Making Party Invitations/Addressing Envelopes for Invitations U2 pp. 92-93
   Learning About the Care Babies Need U1 p. 30

3. Demonstrate understanding that maps are tools to help us find where we are and where we are going. (Scribbles a map and uses it on the playground to find a buried treasure. Plays with maps and refers to one on a pretend trip.)

   Whistle for Willie/Drawing with Chalk, U1 p.125
   Road Builders U2 p. 84
   Road Construction Site U2 p. 88
   Building and Playing with Roads U2 p. 130
4. Demonstrate understanding of how people, things, and ideas move from one place to another. (Comments, “I rode the Metro to school today.” Shares, “The mailman brought me a present from my Grandma. She lives far, far away.”)

A Letter to Amy/Mailing a letter in a postal box U2 pp.33-35
The Little Red Hen (Makes a Pizza)/Shopping/Cooking U2 pp. 26-29
Hooray a Pinata!/Moving about a city-shopping, visiting, preparing, celebrating U2 p. p. 145
Road Builders U2 p. 84
Dandelion/About the Town–barber shop, tailor, flower shop, friend’s house U2 pp.1-3-107
Corduroy/Department Store/Up, down the escalator U1 pp. 135-138

CIVIC VALUES AND HISTORICAL THINKING

PK.7. Children begin to learn the basic civic and democratic principles.

Concepts can be developed from these storybooks:

The Little Red Hen (Makes a Pizza)
Dandelion
Hooray a Pinata!
Matthew and Tilly
A Letter to Amy

Peter writes an invitation and puts the letter in a mailbox.
1. Demonstrate appropriate social interactions that include sharing, compromise, and respect for others. (Participates in group activities. Shares toys with classmates.)

**Unit 1:**
- Blocks, pp. 13
- Dramatic Play, pp. 14
- Learning to Regulate Behavior, pp. 36
- Empathy and Helping Others/Center Time, pp. 56
- Developing Self-Control
- Waiting, pp. 74
- Social Skills Development
- Sharing, pp. 78
- Resolving Conflicts/Model for Conversation, pp. 130

**Unit 2:**
- Social Skills Development, pp. 110

2. Make choices and decisions. (Chooses which center he will work in. Participates in creating classroom rules.)

**Unit 1 & Unit 2**
- Morning Meeting – daily routine
- Center Time – daily routine
- Start the Day Centers – daily routine
- End–the–Day Centers – daily routine
- Managing Centers, p. 47
3. Demonstrate an understanding of rules and the purposes they serve. (Cautions others on the slide, “Go down feet first or you’ll get hurt.” Says, “I put my name on the sign-up sheet to get a turn at the computer.”)

Unit 1:
- Regulating Behavior/Mealtime/A Model for Conversation, pp. 42
- Developing Self-Control
- Turns List, pp. 102

Unit 2:
- Social Skills Development
- Why We Need Rules, pp. 148
- Discussing Rules for the Piñata Party, pp. 152

4. Identify symbols and practices identified with the United States. (Recognizes the American flag. Says, “I saw the president on TV he was visiting a school in Washington, DC.”)

Story Discussion/U.S. Mail, pp. 39-41
**GRADE OVERVIEW:** Students explore their own location in space throughout their kindergarten year. First they locate themselves in space by learning basic directions and then in time by examining the calendar. Their study of time leads to their examination of America’s celebrations and holidays as well as its fictional or historical characters, myths, and stories that have developed over time. Students consider the values and purposes that have sprung from that history, and they finish their year by examining the role of work as a crucial element of human life.

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<tr>
<td>Unit 1: Where in the World?</td>
<td>K.1.2. Demonstrate familiarity with what a map is and what a globe is. (G)</td>
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<td>SE/TE: Big Book 2, Lesson 2, pp. 74–75; Big Book 4, Lesson 7, pp. 210–211; Big Book 4, Lesson 8, pp. 214–215; Big Book 4, Lesson 9, pp. 218–219; Big Book 4, Lesson 10, pp. 222–223</td>
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<td>TE: pp. 76 (Lesson Wrap-Up); pp. 212 (Lesson Wrap-Up); pp. 212 (Lesson Wrap-Up); pp. 216 (Lesson Wrap-Up); pp. 220 (Meeting Individual Needs); pp. 224 (Meeting Individual Needs, Literature)</td>
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<td>Unit 2: Before and After</td>
<td>K.3.2. Locate events on a calendar, including birthdays, holidays, cultural events, and school events.</td>
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| 3rd Advisory                | **Unit 3: Why Do We Tell the Stories That We Do?**  
  K.4. Students identify and describe the events or people celebrated during U.S. national holidays and why Americans celebrate them (e.g., DC Emancipation Day, Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents Day, Thanksgiving Day, and Flag Day). (P)  
  SE/TE: Big Book 5, Lesson 4, pp. 264–265; Big Book 5, Lesson 4, pp. 268–269  
  TE: p. 266 (Lesson Wrap-Up); pp. 270 (Meeting Individual Needs, Literature)  
  K.6.1. Distinguish between fictional characters and real people in the school, the community, the nation, or internationally who are or were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, or courageousness). (P, S)  
  (Lesson Wrap-Up); pp. 270 (Meeting Individual Needs, Literature); |
| 4th Advisory                | **Unit 4: Cash, Check, or Credit?**  
  K.7.2. Tell why people work. (E)  
  SE/TE: Big Book 2, Lesson 2, pp. 86–87; Big Book 3, Lesson 2, pp. 124–125 (What do you want to be?); Big Book 3, Lesson 3, pp. 128–129 (How have jobs changed?)  
  TE: pp. 88 (Lesson Wrap-Up); pp. 126 (Lesson Wrap-Up); TR7 |
GRADE OVERVIEW: Students begin at home in Washington, DC, and place their city alongside other cities on the globe. They turn from the capital city to examine American symbols. Students consider how or why certain values, celebrations, songs, and people are distinctly American, as well as how those pieces contribute to the development of American culture. Students consider the office of the president and how that leader ideally represents and executes the development of American society. They complete 1st grade exploring the various Native American societies, traditions, and histories that preceded the creation of the United States as we know it today.

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<td>Unit 1: Beyond MapQuest</td>
<td>1.1.3. Locate Washington, DC, on a map. (G)</td>
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<td>1.1.4. Label the continents, oceans, and major mountain ranges on a map. (G)</td>
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<td>SE/TE: H20–H21 (Globe only—no labels)</td>
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<td>SE/TE: (Map presentation only—students do not label) 76–77, 106–107, 154–155, 174–175, 264–265, R10–R11</td>
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<td>Unit 2: What Symbolizes “America”?</td>
<td>1.2.2. State the meaning of U.S. national symbols, such as the American flag, bald eagle, White House, and Statue of Liberty. (P)</td>
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<td>TE: 211a (Meeting Individual Needs, Writing/Vocabulary)</td>
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<td>1.2.4. Describe the meaning of words associated with civic values, such as fairness, responsibility, and rules. (P)</td>
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<td>TE: 27a (Lesson Wrap-Up)</td>
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<td>3rd Advisory Unit 3: Happy Birthday, Mr. President</td>
<td>1.3. Students identify the current president of the United States, describe what presidents do, and explain that they are elected by the people. (P) SE/TE: 215, 216–217 (Abraham Lincoln), 218–221</td>
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<td>4th Advisory Unit 4: Mayas, Incas, and Aztecs, Oh My!</td>
<td>1.4.1. Identify how their locations and climate affected their economies and trade systems. (G, E) Native American groups only: TE/SE pp. 190–193</td>
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GRADE OVERVIEW: Second grade opens with students examining their own classroom rules as a foundation for considering the development of law and order and the responsibilities of citizenship. Next, students explore the organization of their community and its many cultural traditions. This leads to a deeper investigation into their own families, in terms of their origins, rules, and traditions. They evaluate how certain past and present citizens’ lives have or have not exemplified those traditions. Finally, students discuss how numerous cultures have come together to make one national community.

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<td>2.3.1. Explain the development and consequences of school and classroom rules. (P) This content is not represented in the program.&lt;br&gt;2.3.3. Understand how the United States makes laws, determines whether laws have been violated, and the consequences for such laws. (P) SE/TE: 154–157, 160–163, 166–169, 176–177</td>
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<td>2nd Advisory&lt;br&gt;Unit 2: Rights, Responsibilities, and Everything In Between</td>
<td>2.2.3. Define the meaning of words associated with good citizenship (e.g., politeness, achievement, courage, honesty, and reliability). (P) SE/TE: pp. E12–E13, H2–H3, H4–H5 The following represents people who exemplify good citizenship and give meanings to the above words: SE/TE 12–13, 88–89, 110–111, 158–159 TE: pp. 111a (Being a Good Citizen)</td>
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<td>Unit 3: Latitudes, Longitudes, and Where We Come From</td>
<td>2.1.2. Locate the continents, regions, or countries from which students, parents, guardians, grandparents, or other relatives or ancestors came to Washington, DC. (G) SE/TE: 36–39, 40–41, 250–253 2.1.3. Identify the location and significance of well-known sites, events, or landmarks in different countries and regions from which Washington, DC, students’ families hail. (G) SE/TE: pp. 30–33, 182 SE/TE: pp. 256–259 (Holidays—Events); 264–267 (U.S. Landmarks); 270–271 (Landmarks Around the World) TE: p. 35a (U.S. Capital)</td>
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<td>Unit 5: Give Me Your Tired, Your Poor, Your Huddled Masses …</td>
<td>2.5.3. Explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry (e pluribus unum). (P, S) SE/TE: pp. 16–19</td>
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<td>Unit 6: From Anasazi to Zuni</td>
<td>2.6.1. Explain the differences between native groups in different parts of North America. (S) SE/TE: pp. 202–205, TE: pp. 209a (Meeting Individual Needs)</td>
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Grade 3 - *Communities and Learning about your State*, including Workbook

**GRADE OVERVIEW:** Students explore Washington, DC, from many perspectives in 3rd grade. They first explore the histories and geography of DC neighborhoods. Students then proceed to a deeper consideration of the need for government and how governments are organized according to certain communities' values, ideals, and needs. They consider how governments operate and execute their responsibilities through taxation, the promotion of trade, and securing the general economic development of communities from the local to the national level. Students complete their year analyzing how DC functions both as an American city and the capital city.

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<td>3.1.3. Identify and locate major monuments and historical sites in and around Washington, DC (e.g., the Jefferson and Lincoln memorials, Smithsonian museums, Library of Congress, White House, Capitol, Washington Monument, National Archives, Arlington National Cemetery, African American Civil War Museum, Anacostia Museum, Vietnam Veterans Memorial, Iwo Jima Memorial, Frederick Douglass House, Mary McCleod Bethune House, Wilson Building, and Mount Vernon). (G, P)</td>
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<td>SE/TE: E16, 120, 369, 372–373</td>
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<td><strong>2nd Advisory</strong></td>
<td><strong>Unit 2: Take Me to Your Leader</strong></td>
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<td></td>
<td>3.2.2. Explain why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (P)</td>
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<td>3.2.3. Identify the different ways people in a community can influence their local government (e.g., by voting, running for office, testifying at hearings, or participating in meetings).</td>
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<td><strong>3rd Advisory</strong></td>
<td><strong>Unit 3: Your Tax Dollars at Work</strong></td>
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<td>3.3.2. Explain what a tax is and the purposes for taxes, and with the help of their teachers and parents, provide examples of different kinds of taxes (e.g., property, sales, income taxes). (E) SE/TE: 362–363, 387</td>
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<tr>
<td><strong>4th Advisory</strong></td>
<td><strong>Unit 4: Washington, DC: Nation's Capital</strong></td>
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<td>3.4.3. Understand the unique nature of Washington, DC, as the nation's capital, a multicultural urban city, and the jurisdiction that provides the state and local government for its residents. (P, S) SE/TE: 353 Workbook: 36, 37, 40</td>
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<td>3.4.2. Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18th, 19th, and 20th centuries. (H, P, S) Workbook: 39, 42</td>
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GRADE OVERVIEW: Fourth grade students explore different features of settlement, including various cultures and conflicts. They trace settlements of nomadic tribes from Asia through South America, and then they focus on the indigenous peoples of North America and their economic, social, and political development before European colonists arrived. After exploring the differing European interests and goals in the “founding” of the original colonies in America, students examine growing competition and cooperation between colonists, their ancestral countries, and American Indian nations. They evaluate the suffering caused by warfare and rival interests and the growing national dependence on slave labor, and they complete the year by tracing those influences upon the War for Independence, the Declaration of Independence, and the new nation’s Constitution.

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<th>UNIT</th>
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<tr>
<td>Unit 1: The True “Discovery” of America</td>
<td>4.2.1. Identify how geography and climate influenced the way various nations lived and</td>
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<td>adjusted to the natural environment, including locations of villages, the distinct</td>
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<td>structures that they built, and how they obtained food, clothing, tools, and utensils.</td>
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<td>(G)</td>
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<td>1st Advisory</td>
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<tr>
<td>Unit 2: Staking Claim</td>
<td>4.3.3. Locate the North, Central, Caribbean, and South American land claimed by</td>
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<td>European countries. (G)</td>
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<td>SE/TE: 147, 148, 166, 177, 234, 242, 250</td>
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<td>4.3.5. Identify the entrepreneurial characteristics of early explorers (e.g.,</td>
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<td>Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments</td>
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<td>that made sea exploration by latitude and longitude possible, including the exchange</td>
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<td>of technology and ideas with Asia and Africa. (G, E)</td>
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## Scott Foresman Social Studies - District of Columbia Public Schools Power Standards

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<tr>
<th>UNIT</th>
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</table>
| **Unit 3: Buying and Bartering**           | 4.5.1. Describe the economic activities within and among Native American cultures prior to contact with Europeans.  (G, E)  
SE/TE: 57, 67                                                                                                                                                                                                                                                                                                                                                       |
| **Unit 4: Cooperation, Conflict, and Competition** | 4.6.1. Describe the competition between European nations for control of North America.  (G)  
4.6.4. Explain the cooperation that existed between the colonists and Native Americans during the 1600s and 1700s (e.g., fur trade, military alliances, treaties, and cultural interchanges). (G, P)  
SE/TE: 171  
4.6.8. Explain the role of broken treaties and massacres and the factors that led to the Native Americans' defeat, including the resistance of Native American nations to encroachment and assimilation. (P, M, S)  
SE/TE: 251                                                                                                                                                                                                                                                                                                                                                         |
| **Unit 5: The 13 Colonies**                | 4.7.1. Locate and identify the first 13 colonies and explain how their location and natural environment influenced their development.  (G)  
4.7.4. Understand the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.  (P)  
This content is not represented in the program.  
4.7.5. Contrast these democratic ideals and practices with the presence of enslavement in all colonies and the attempts by Africans in the Virginia, Pennsylvania, and New England colonies to petition for freedom.  (P)  
SE/TE: 224–227                                                                                                                                                                                                                                                                                                                                                     |
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| Unit 6: We Hold These Truths To Be Self-Evident ... | 4.8.2. Explain how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, and Coercive Acts). (P, R, E)  
SE/TE: 268–273, 276–282  
4.8.4. Identify the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. (P)  
SE/TE: 296–300 |
| Unit 7: Yankee Doodle Comes to Town ... | 4.9.1. Locate and identify the major military battles, campaigns, and turning points of the Revolutionary War. (G, M)  
4.9.6. Explain how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. (P, S)  
This content is not represented in the program. |
| Unit 8: We the People ... | 4.10.1. Describe the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the Bill of Rights. (P)  
GRADE OVERVIEW: Fifth grade students leap from the U.S. Constitution to the modern era, analyzing the vast number of conflicts that emerged from the highly rapid growth of the new United States. Students examine the territorial expansion of the country and its corresponding political wars and cultural clashes. In particular, they examine how the growth of the country’s economy caused political and moral divisions over slavery, moral, and social law; the use and distribution of technology; and the open–door policy to immigrant cultures. Students examine how these early social fractures influenced U.S. involvement in World Wars I and II, and they explore how those international conflicts in turn influenced America’s later challenges with racism, classicism, sexism, technological developments, and the changing nature of the American family.

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| Unit 1: Traveling to Territories | 5.1.4. Name the states and territories that existed in 1850 and their locations and major geographical features (e.g., mountain ranges, principal rivers, and dominant plant regions). (G)  
SE/TE: 35 (Map of territories in 1848)  
5.1.1. Describe the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, and steamboats). (G, S)  
SE/TE: 136–137 |
| 1st. Advisory                 |                                                                                                                                                    |
| Unit 2: From Fields to Factories | 5.2.1. Explain the expansion of the plantation system and slavery as the demand for cotton production grew. (G, S, E)  
This content is not represented in the program.  
5.2.4. Explain the emerging urbanization in the North. (G)  
This content is not represented in the program. |
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| Unit 3: Shame of the Nation | 5.3.1. Describe how Southern colonists slowly altered their attitudes toward Africans, increasingly viewing them as permanent servants or slaves; the harsh conditions of the Middle Passage; the responses of slave families to their condition; and the ongoing struggle between proponents and opponents of slavery. (S) SE/TE: 48–49; 56–57, 58–59, 60–63  
5.4. Students identify prominent people and movements for social justice in the United States, including:  
1. Dorothea Dix and her quest for prison reform and help for the mentally ill. (P, S) This content is not represented in the program.  
2. Paul Cuffe, Martin Delany and the idea of emigration among African Americans. (P, S) This content is not represented in the program.  
3. Horace Mann and public education. (P, S) This content is not represented in the program.  
4. Denmark Vesey, Nat Turner, and Gabriel Prosser and their resistance to enslavement. This content is not represented in the program.  
5. Prudence Crandall and education for free African Americans. (P, S) This content is not represented in the program.  
7. Frederick Douglass, the Grimke sisters, and William Lloyd Garrison and the abolition of slavery. (P, S) SE/TE: 35 (Frederick Douglass) |
### Unit 1: Advisory

#### (continued)

8. José Martí, Francisco Gonzalo (Pachín) Marín, and Sotero Figueroa and the independence of Cuba and Puerto Rico from Spain. (P, S) This content is not represented in the program.

**Other:**
SE/TE: 65 (Harriet Tubman), 71–73 (Lincoln), 108 (Reconstruction under Congress), 194, 198–199, 237, 238, 239

### Unit 2: Advisory

#### Unit 4: The Uncivil Civil War

5.5.2. Explain the role of abolitionists, including reformers Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, Martin Delany, and John Brown. (P, S)
SE/TE: 36, 70

5.5.4. Identify Union and Confederate States at the outbreak of the Civil War, Yankees and Rebels (Blue and Gray), and the role of African American troops in the war. (G, P)
SE/TE: 76–77, 91

#### Unit 5: Free at Last?

5.6.4. Describe the 13th, 14th, and 15th amendments, as well as African American political and economic progress. (P, E)
SE/TE: 107, 109

#### Unit 6: Progress in the Progressive Era

5.7.8. List important technological and scientific advances. (E, I)
SE/TE: (Includes inventions from the late 1800s through the early 1900s) 166–173, 219–221, 299, 302, 308–309

5.7.5. Describe the United States as the land of opportunity versus a growing sense of protectionism and nativism. (P, S)
SE/TE: 185, 188–189

5.7.7. Identify major goals of the Progressive Era (e.g., attacking racial discrimination, child labor, big business, and alcohol use). (P, S)
SE/TE: 176–182, 192–197, 262–267
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| Unit 7: “Walk Softly, and Carry a Big Stick”       | 5.8.1. Analyze the Open Door Policy and U.S. expansion into Asia. (P)  
This content is not represented in the program.  
5.8.3. Explain the Cuban-Spanish-American War and interventions in Mexico, Central America, and the Caribbean. (P, M)  
SE/TE: 253–255  
5.8.5. Identify the reasons for American entry into World War I. (P, M)  
SE/TE: 272–276                                                                                                                                                   |
| Unit 8: From Reconstruction to Renaissance         | 5.9.2. Describe the emergence of the black “intelligentsia” during the Harlem Renaissance (e.g., “U” Street Corridor in Washington, DC; various poets, artists, musicians, and scholars). (S, I)  
SE/TE: 314                                                                                                                                                      |
| Unit 9: “The Only Thing We Have to Fear Is Fear Itself” | 5.10.1. Describe the stock market crash of 1929. (E)  
SE/TE: 320–323  
5.10.4. Identify and explain the New Deal programs under FDR. (P)  
SE/TE: 328–331                                                                                                                                                  |
| Unit 10: World War II                              | 5.11.1. Describe fascism in Germany and Italy, including Nazism and attacks on Jews, gypsies, and others. (P, S)  
5.11.4. Explain the German surrender and European division of Germany. (G, M, P)  
SE/TE: 360, 389                                                                                                                                                  |
| Unit 11: Spaces and Places in the United States    | 5.12.3. Locate and identify major geographic regions in the United States (e.g., Northeast, Southeast, and Southwest) and how regional differences in climate, types of farming, populations, and sources of labor shape their economies and societies. (G, E)  
SE/TE: 3473                                                                                                                                                      |
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<tr>
<td>Unit 12: The Times, They Are A-Changin’</td>
<td>5.13.3. Trace the economic growth and declining poverty. (S, E)</td>
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<td>SE/TE: 394–398, 400–401</td>
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<td>Unit 13: I Have a Dream</td>
<td>5.14.3. Identify key leaders in the struggle to extend equal rights to all Americans through the decades (e.g., Mary McLeod Bethune, Ella Jo Baker, César Chávez, Frederick Douglass, Rodolfo “Corky” Gonzales, Charles Houston, Martin Luther King Jr., Thurgood Marshall, Carlos Montes, Baker Motley, Rosa Parks, Malcolm X, Eleanor Roosevelt, Reies López Tijerina). (P)</td>
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<td>5.15. Students describe some of the major economic and social trends of the late 20th century.</td>
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<td>SE/TE: 488–494</td>
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<td>5.16. Students identify major waves of immigration and demographic changes in U.S. history and describe the diverse nature of American people and their contributions to American culture.</td>
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<td>SE/TE: 184–190, 222–225, 227 (Map), 235</td>
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Grade Six - The World

GRADE OVERVIEW: Students seek to understand human social development from a wider array of perspectives in 6th grade. In particular, they study maps and examine how physical geography or climate has affected human migration. They examine the social development of various societies by studying aspects such as health concerns, religion and belief systems, languages, and varying notions of trade. Students advance to examine the globalization of the planet because of the power and politics of emerging market economies, urbanization and its technological dependence, and finally the revolutions in communication and transportation. Students complete the year by evaluating the physical resources of the planet and the growing concern for the sustainable use and distribution of those resources for the future survival of a planet’s peoples.

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<tr>
<td>1st Advisory</td>
<td>Unit 1: A Geographer's Tools</td>
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<td></td>
<td>6.1.2. Explain that maps contain spatial elements of point, line, area, and volume. SE/TE: H12–H13, H14 (Latitude and longitude), 166–167, 194</td>
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<td>6.1.4. Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains. SE/TE: (Maps) 101, 124, 163, 247, 277, 362, 608, 610, 638, 639</td>
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<td>6.1.8. Ask geographic questions and obtain answers from a variety of sources, such as books, atlases, and other written materials; statistical source material; fieldwork and interviews; remote sensing; word processing; and GIS. Reach conclusions and give oral, written, graphic, and cartographic expression to conclusions. SE/TE: 364–365 TE: (Meeting Individual Needs) 27, 79, 325</td>
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| 1st Advisory, Unit 2: Spatial Sense | 6.2.1. Name and locate the world's continents, major bodies of water, major mountain ranges, major river systems, major countries, and major cities. SE/TE: 347, 393, R1–R21 (Maps)  
6.2.3. Explain that the concept of “region” has been devised by people as a way of categorizing, interpreting, and ordering complex information about Earth. This content is not represented in the program. |
6.3.5. Map the distribution patterns of the world’s major religions, and identify architectural features associated with each. SE/TE: 41–42 (ziggurats), 137–138, 142, 296, 332, 436  
6.3.8. Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. SE/TE: 26–29, 50, 86–87, 172, 219–221, 335, 354, 430–435 |
| 3rd Advisory, Unit 4: Big Cities, Open Country | 6.4.1. Describe the worldwide trend toward urbanization, and graph this trend. This content is not represented in the program.  
6.4.6. Explain the meaning of the word infrastructure, and analyze its relationship to a country’s level of development. This content is not represented in the program. |
### 4th Advisory

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| Unit 5: Reasons for the Seasons          | 6.5.2. Categorize elements of the natural environment as belonging to one of the four components of Earth’s physical systems: atmosphere, lithosphere, biosphere, or hydrosphere.  
This content is not represented in the program.  
6.5.6. Integrate understandings concerning the physical processes that shape Earth’s surface and result in existing landforms: plate tectonics, mountain building, erosion, and deposition.  
This content is not represented in the program. |
| Unit 6: Earth’s Great Power              | 6.6.2. Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires.  
This content is not represented in the program.  
6.6.5. Analyze world patterns of resource distribution and utilization, and explain the consequences of use of renewable and nonrenewable resources.  
SE/TE: 630–633, 664–667 |
Grade Seven - The World

GRADE OVERVIEW: Students in 7th grade use their 6th grade perspectives to examine the evolution of specific cultures. They first consider the technological development of Homo sapiens and how agriculture promoted the formation of more complex societies. Students “tour” the world and identify crucial cultural contributions, from Indian religious literature to Chinese philosophy and writing, and from Mesoamerican empires to the Hebrew development of a modern religious self. They examine the Greek and Roman Empires’ traditions of politics, law, art, and civic duty, and they evaluate the origins of modern languages. They complete their year by evaluating the major Christian and Buddhist religious influences that would later shape trade, politics, and ideals for social growth.

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| Unit 1: From Cave Paintings to Civilizations | 7.1.2. Locate human communities that populated the major regions of the world, and identify how humans adapted to a variety of environments. (G)  
SE/TE: 12, 14–16, 49, 58, 78–81, 93, 132 |
| Unit 2: Settling Down, Building Up | 7.3.1. Locate and describe the major river systems and the physical settings that supported permanent settlement and early civilizations. (G)  
7.3.2. Trace the development of agricultural techniques (e.g., plant cultivation, domestication of animals) that permitted the production of economic surplus and the emergence of cities as centers of culture and power. (G, E)  
SE/TE: 18–22, 36–39  
7.3.4. Understand the significance of Hammurabi’s Code and the basic principle of justice contained within the code. (P)  
SE/TE: 50 |
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| Unit 3: Indus Valley Civilizations Begin | 7.4.2. Identify the origins of Indus or Harappan civilization in the Indus Valley, and describe how the major river system and the physical setting supported the rise of the civilization. (G)  
SE/TE: 125–126, 129  
7.4.3. Describe the Vedic hymns and the beginnings of what would later become Hinduism. (R)  
SE/TE: 136–138 |
| Unit 4: Fertile Valleys of China | 7.5.2. Describe the importance of the fertile valleys of the Huang He River to the location of early Chinese agricultural societies. (G)  
SE/TE: 100–102  
7.5.4. Describe the government in the Shang Dynasty, the development of social hierarchy and religious institutions, and Zhou political expansion. (P, S, R)  
SE/TE: 108–109 |
| Unit 5: The Olmecs, the Mother Culture of Mesoamerica | 7.6.2. Explain its complex society that is governed by kings and priests with impressive ceremonial centers and artworks. (P, I)  
SE/TE: 168–170 |
| Unit 6: Ancient Israel and the Struggle for the Promised Land | 7.7.2. Describe the settlements and movements of Hebrew peoples, including the exodus and their movement to and from Egypt, and the significance of the exodus to the Jewish and other peoples. (G)  
SE/TE: 57  
7.7.3. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God; emphasis on individual worth; personal responsibility; the rule of law; observance of law; practice of the concepts of righteousness and justice; and importance of study. (P, R)  
SE/TE: 55–56 |
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| Unit 7: Ancient Greece: From Tyranny to Democracy | 7.8.2. Describe the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. (G, E)  
SE/TE: 246–249  

7.8.3. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles’ Funeral Oration). (P)  
This content is not represented in the program.  

7.8.4. Explain the democratic political concepts developed in ancient Greece (i.e., the polis, or city-state; civic participation and voting rights; legislative bodies; constitution writing; and rule of law). (P)  
SE/TE: 255  

7.8.9. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. (P, S)  
SE/TE: 266–269  

7.8.10. Identify key Greek figures in the arts and sciences (e.g., Hypatia, Hippocrates, Homer, Socrates, Sophocles, Plato, Pythagoras, Aristotle, Euclid, Euripides, and Thucydides). (I)  
SE/TE: 253, 262, 265, 270–271 |
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| Unit 8: “There Was a Dream That Was Rome …” | 7.9.2. Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. (P) SE/TE: 276–279, 282–283  
7.9.4. Describe the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. (P) SE/TE: 286, 289  
7.9.6. Explain the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, Resurrection, and Salvation). (R) SE/TE: 294–296 |
| Unit 9: Conflict and Change on the Indian Subcontinent | 7.10.2. Explain the growth of the Mauryan Empire in the context of rivalries among Indian states. (G, P) SE/TE: 133  
7.10.3. Describe the story and teachings of the Buddha. SE/TE: 140–143 |
| Unit 10: Ancient China: From Warring States to One Empire | 7.11.1. Explain China’s reunification under the Qin Dynasty after the disunification of the warring states period. (P, M) SE/TE: 110, 113  
7.11.5. Describe the foreign trade through the Silk Roads and the sea. (G, E) SE/TE: 99, 112, 408–409 |