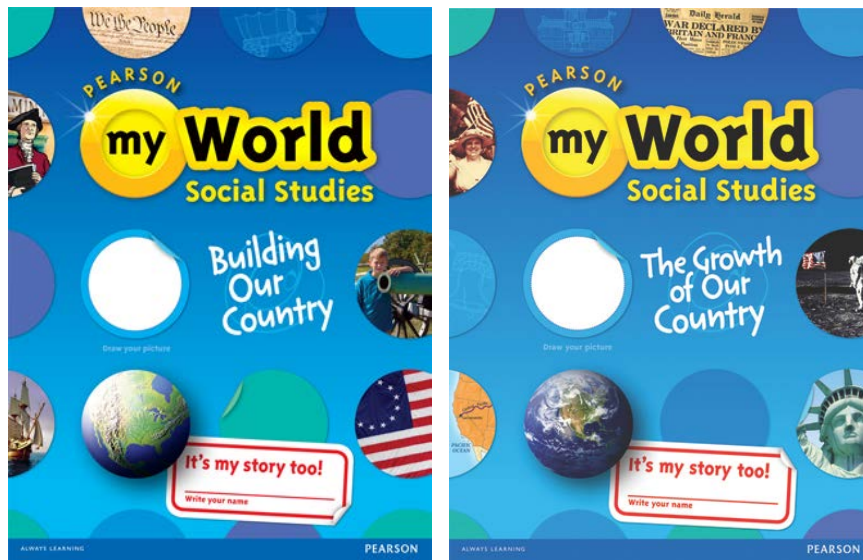


A Correlation of
Pearson
myWorld Social Studies
Building Our Country
The Growth of Our Country
Grade 5, ©2013



To the
College, Career, & Civic Life (C3)
Framework for
Social Studies State Standards

**A Correlation of Pearson myWorld Social Studies, Grade 5, ©2013
Building Our Country, The Growth of Our Country
to the C3 Framework for Social Studies State Standards**

Introduction

This document demonstrates how *myWorld Social Studies* ©2013 meets the C3 Framework for Social Studies State Standards. Correlation page references are to the Student Edition and Teacher's Edition. Alignments are cited at the page level.

Everyone has a story. What's yours?

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

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

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

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

Interactive Student Text

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

Student Materials

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

Teacher Materials

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

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Our Land and Regions	
Location, Place, Human/ Environmental Interaction, Movement, Regions SE: SSH 10-11/TE: SSH 2	D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
Reading Maps SE: SSH 12/TE: SSH 3	D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
Political Maps SE: SSH 13/TE: SSH 3	D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
Physical Maps SE: SSH 14/TE: SSH 4	D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
Elevation Maps SE: SSH 15/TE: SSH 4	D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

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Regions SE: SSH 16/TE: SSH 5	D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
Historical Maps SE: SSH 17/TE: SSH 5	D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
Special-Purpose Maps SE: SSH 18/TE: SSH 6	D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
Current Event Maps SE: SSH 19/TE: SSH 6	D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
Our Market Economy	
Supply and Demand SE: SSH 20-21/TE: SSH 8	D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
The Marketplace SE: SSH 22/TE: SSH 9	D2.Eco.7.3-5. Explain how profits influence sellers in markets.
Scarcity and Opportunity Cost SE: SSH 23/TE: SSH 9	D2.Eco.1.3-5. Compare the benefits and costs of individual choices. D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.
Banks SE: SSH 24/TE: SSH 10	D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.
The Economy Today SE: SSH 25/TE: SSH 10	D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.
Jobs SE: SSH 26/TE: SSH 11	D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

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Technology and Specialization SE: SSH 27/TE: SSH 11	D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.
Participating in Our Government	
What is Government? SE: SSH 28-29/TE: SSH 13	D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
The U.S. Constitution SE: SSH 29-30/TE: SSH 13	D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
The Bill of Rights SE: SSH 29-30/TE: SSH 13-14	D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
Popular Sovereignty SE: SSH 31/TE: SSH 14	D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
Government in Action SE: SSH 32/TE: SSH 15	D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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<p>Politics SE: SSH 33/TE: SSH 15</p>	<p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p>
<p>Being a Good Citizen SE: SSH 34/TE: SSH 16</p>	<p>D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p>
<p>How We Participate in Government SE: SSH 35/TE: SSH 16</p>	<p>D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p>

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<p>Chapter 1: The First Americans</p>	
<p>myStory Spark, How does the environment shape how we live? SE: 1/TE: 3 myStory Video: Ancient Farmers SE: 1-3/TE: 3-4 Digital Presentations TE: 1, 2</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Ancient American Civilizations SE: 4-9/TE: 6-8 Compare and Contrast SE: 9/TE: 8 Got it? Compare and Contrast and Lesson Assessment SE: 9/TE: 8 Digital Presentations TE: 5</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>
<p>Collaboration and Creativity: Work in Teams SE: 10-11/TE: 10 Try it! Student Learning Objective Activity SE: 11/TE: 10</p>	<p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>

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<p>Lesson 2, Adapting to Different Places SE: 12-17/TE: 12-14 Compare and Contrast SE: 17/TE: 14 Got it? Compare and Contrast and Lesson Assessment SE: 17/TE: 14 Digital Presentations TE: 11</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>
<p>Lesson 3, Native American Cultures SE: 18-25/TE: 16-19 Compare and Contrast SE: 20/TE: 17 Got it? Compare and Contrast and Lesson Assessment SE: 25/TE: 19 Digital Presentations TE: 15</p>	<p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>

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<p>Study Guide, Review and Assessment SE: 26-29/TE: 21-22 myStory Book SE: 29/TE: 22 Digital Presentations, Performance Assessments TE: 20</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>

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<p>Chapter 2: Age of Exploration</p>	
<p>myStory Spark, Why do people explore? SE: 30/TE: 25 myStory Video: Alvar Nunez Cabeza de Vaca SE: 31-33/TE: 25-26 Digital Presentations TE: 23, 24</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Technology Shapes Exploration SE: 34-41/TE: 28-31 Draw Conclusions SE: 35/TE: 28 Got it? Draw Conclusions and Lesson Assessment SE: 41/TE: 31 Digital Presentations TE: 27</p>	<p>D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Graph Skills: Use Timelines SE: 42-43/TE: 33 Try it! Student Learning Objective Activity SE: 43/TE: 33</p>	<p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 2, Explorers for Spain SE: 44-51/TE: 35-38 Main Ideas and Details SE: 45/TE: 35 Compare and Contrast SE: 47/TE: 36 Draw Conclusions SE: 49/TE: 37 Cause and Effect SE: 51/TE: 38 Got it? Draw Conclusions and Lesson Assessment SE: 51/TE: 38 Digital Presentations TE: 34</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, The Columbian Exchange SE: 52-57/TE: 40-42 Cause and Effect SE: 53/TE: 40 Draw Conclusions SE: 57/TE: 42 Got it? Draw Conclusions and Lesson Assessment SE: 57/TE: 42 Digital Presentations TE: 39</p>	<p>D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>

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<p>Study Guide, Review and Assessment SE: 58-61/TE: 44-45 myStory Book SE: 61/TE: 45 Digital Presentations, Performance Assessments TE: 43</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>Chapter 3: Settlements Take Root</p>	
<p>myStory Spark, Why do people leave their homelands? SE: 62/TE: 48 myStory Video: Jamestown Settlement SE: 63-65/TE: 48-49 Digital Presentations TE: 46, 47</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, The Spanish Colonies in the Americas SE: 66-71/TE: 51-53 Categorize SE: 67, 71/TE: 51, 53 Got it? Generalize and Lesson Assessment SE: 71/TE: 53 Digital Presentations TE: 50</p>	<p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.16.3-5. Use evidence to develop a claim about the past. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 2, The English Colonies in Virginia SE: 72-79/TE: 55-58 Categorize SE: 77/TE: 57 Cause and Effect SE: 79/TE: 58 Got it? Compare and Contrast and Lesson Assessment SE: 79/TE: 58 Digital Presentations TE: 54</p>	<p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, Pilgrims and Puritans in New England SE: 80-87/TE: 60-63 Got it? Categorize and Lesson Assessment SE: 87/TE: 63 Digital Presentations TE: 59</p>	<p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Critical Thinking: Make Decisions SE: 88-89/TE: 65 Try it! Student Learning Objective Activity SE: 89/TE: 65</p>	<p>D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>

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<p>Lesson 4, The French and Dutch in North America SE: 90-95/TE: 67-69 Categorize SE: 93/TE: 68 Cause and Effect SE: 95/TE: 69 Got it? Categorize and Lesson Assessment SE: 95/TE: 69 Digital Presentations TE: 66</p>	<p>D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Study Guide, Review and Assessment SE: 96-99/TE: 71-72 myStory Book SE: 99/TE: 72 Digital Presentations, Performance Assessment TE: 70</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p>

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<p>Chapter 4: Life in the Colonies</p>	
<p>myStory Spark, What does it take to build a new society? SE: 100/TE: 75 myStory Video: Benjamin Franklin SE: 101-103/TE: 75-76 Digital Presentations TE: 73, 74</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, New England, Middle, and Southern Colonies SE: 104-111/TE: 78-81 Main Ideas and Details SE: 107/TE: 79 Got it? Main Ideas and Details and Lesson Assessment SE: 111/TE: 81 Digital Presentations TE: 77</p>	<p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 2, Daily Life in the Colonies SE: 112-119/TE: 83-86 Main Ideas and Details SE: 114/TE: 84 Got it? Main Ideas and Details and Lesson Assessment SE: 119/TE: 86 Digital Presentations TE: 82</p>	<p>D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, Slavery in the Colonies SE: 120-127/TE: 88-91 Main Ideas and Details SE: 121, 126/TE: 88, 91 Got it? Main Idea and Details and Lesson Assessment SE: 127/TE: 91 Digital Presentations TE: 87</p>	<p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Critical Thinking: Compare Viewpoints SE: 128-129/TE: 93 Try it! Student Learning Objective Activity SE: 129/TE: 93</p>	<p>D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p> <p>D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.</p> <p>D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.</p> <p>D2.His.10.3-5. Compare information provided by different historical sources about the past.</p> <p>D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.</p> <p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 4, The French and Indian War SE: 130-135/TE: 95-97 Main Ideas and Details SE: 131/TE: 95 Got it? Main Ideas and Details and Lesson Assessment SE: 135/TE: 97 Digital Presentations TE: 94</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Study Guide, Review and Assessment SE: 136-139/TE: 99-100 myStory Book SE: 139/TE: 100 Digital Presentations, Performance Assessment TE: 98</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>
<p>Chapter 5: The American Revolution</p>	

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<p>myStory Spark, What is worth fighting for? SE: 140/TE: 103 myStory Video: Samuel Adams SE: 141-143/TE: 103-104 Digital Presentations TE: 101</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Tensions With Britain SE: 144-149/TE: 106-108 Cause and Effect SE: 145, 148/TE: 106, 108 Got it? Cause and Effect SE: 149/TE: 108 Digital Presentations TE: 105</p>	<p>D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Critical Thinking: Use Primary Sources SE: 150-151/TE: 110 Try it! Student Learning Objective Activity SE: 151/TE: 110</p>	<p>D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.10.3-5. Compare information provided by different historical sources about the past. D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself. D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p>

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<p>Lesson 2, The Colonists Rebel SE: 152-159/TE: 112-115 Cause and Effect SE: 157/TE: 114 Got it? Draw Conclusions and Lesson Assessment SE: 159/TE: 115 Digital Presentations TE: 111</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, Declaring Independence SE: 160-165/TE: 117-119 Got it? Summarize and Lesson Assessment SE: 165/TE: 119 Digital Presentations TE: 116</p>	<p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created. D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 4, On the Battlefield and at Home SE: 166-173/TE: 121-124 Got it? Cause and Effect and Lesson Assessment SE: 173/TE: 124 Digital Presentations TE: 120</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 5, Winning Independence SE: 174-179/TE: 126-128 Cause and Effect SE: 176/TE: 127 Categorize SE: 178/TE: 128 Got it? Draw Conclusions and Lesson Assessment SE: 179/TE: 128 Digital Presentations TE: 125</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Study Guide, Review and Assessment SE: 180-183/TE: 130-131 myStory Book SE: 183/TE: 131 Digital Presentations, Performance Assessments TE: 129</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.16.3-5. Use evidence to develop a claim about the past. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>
<p>Chapter 6: A New Nation</p>	
<p>myStory Spark, What is the purpose of government? SE: 184/TE: 134 myStory Video: Capitol Visitor Center SE: 185-187/TE: 134-135 Digital Presentations TE: 132, 133</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Articles of Confederation SE: 188-193/TE: 137-139 Summarize SE: 189/TE: 137 Got it? Summarize and Lesson Assessment SE: 193/TE: 139 Digital Presentations TE: 136</p>	<p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment. D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Media and Technology: Search for Information on the Internet SE: 194-195/TE: 141 Try it! Student Learning Objective Activity SE: 195/TE: 141</p>	<p>D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 2, Creating the Constitution SE: 196-203/TE: 143-146 Got it? Compare and Contrast and Lesson Assessment SE: 203/TE: 146 Digital Presentations TE: 142</p>	<p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, The Bill of Rights SE: 204-209/TE: 148-150 Summarize SE: 208/TE: 150 Got it? Summarize and Lesson Assessment SE: 209/TE: 150 Digital Presentations TE: 147</p>	<p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 4, Key Concepts of the Constitution SE: 210-217/TE: 152-155 Summarize SE: 211/TE: 152 Got it? Summarize and Lesson Assessment SE: 217/TE: 155 Digital Presentations TE: 151</p>	<p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Study Guide, Review and Assessment SE: 218-221/TE: 157-158 myStory Book SE: 221/TE: 158 Digital Presentations, Performance Assessment TE: 156</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.</p>

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<p>Chapter 7 The Young Nation Grows</p>	
<p>myStory Spark, How do leaders shape a nation? SE: 222/TE: 161 myStory Video: The Lewis and Clark Expedition SE: 223-225/TE: 161-162 Digital Presentations TE: 159, 160</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Washington Takes Office SE: 226-231/TE: 164-166 Generalize SE: 228/TE: 165 Got it? Generalize and Lesson Assessment SE: 231/TE: 166 Digital Presentations TE: 163</p>	<p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Eco.9.3-5. Describe the role of other financial institutions in an economy. D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Media and Technology: Evaluate Websites SE: 232-233/TE: 168 Try it! Student Learning Objective Activity SE: 233/TE: 168</p>	<p>D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 2, Jefferson and the Louisiana Purchase SE: 234-239/TE: 170-172 Generalize SE: 236/TE: 171 Got it? Sequence and Lesson Assessment SE: 239/TE: 172 Digital Presentations TE: 169</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.10.3-5. Compare information provided by different historical sources about the past. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, The War of 1812 SE: 240-245/TE: 174-176 Generalize SE: 242/TE: 175 Generalize SE: 245/TE: 176 Got it? Cause and Effect and Lesson Assessment SE: 245/TE: 176 Digital Presentations TE: 173</p>	<p>D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 4, Native Americans and the Trail of Tears SE: 246-251/TE: 178-180 Generalize SE: 246/TE: 178 Got it? Generalize and Lesson Assessment SE: 251/TE: 180 Digital Presentations TE: 177</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 5, Women and African Americans Fight for Freedom SE: 252-257/TE: 182-184 Generalize SE: 253/TE: 182 Make Inferences SE: 255/TE: 183 Got it? Generalize and Lesson Assessment SE: 257/TE: 184 Digital Presentations TE: 181</p>	<p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>

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<p>Study Guide, Review and Assessment SE: 258-261/TE: 186-187 myStory Book SE: 261/TE: 187 Digital Presentations, Performance Assessment TE: 185</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.10.3-5. Compare information provided by different historical sources about the past. D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>

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<p>Chapter 8: Moving West</p>	
<p>myStory Spark, What are the costs and benefits of growth? SE: 262/TE: 190 myStory Video: Narcissa Whitman SE: 263-265/TE: 190-191 Digital Presentations TE: 188, 189</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.10.3-5. Compare information provided by different historical sources about the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Inventions, Roads, and Railroads SE: 266-273/TE: 193-196 Fact and Opinion SE: 268/TE: 194 Got it? Cause and Effect and Lesson Assessment SE: 273/TE: 196 Digital Presentations TE: 192</p>	<p>D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Collaboration and Creativity: Give an Effective Presentation SE: 274-275/TE: 198 Try it! Student Learning Objective Activity SE: 275/TE: 198</p>	<p>D2.His.17.3-5. Summarize the central claim in a secondary work of history. D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>

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<p>Lesson 2, The Lone Star State SE: 276-283/TE: 200-203 Cause and Effect SE: 276/TE: 200 Got it? Fact and Opinion and Lesson Assessment SE: 283/TE: 203 Digital Presentations TE: 199</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, Trails to the West SE: 284-291/TE: 205-208 Fact and Opinion SE: 289/TE: 207 Got it? Compare and Contrast and Lesson Assessment SE: 291/TE: 208 Digital Presentations TE: 204</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 4, The California Gold Rush SE: 292-297/TE: 210-212 Got it? Fact and Opinion and Lesson Assessment SE: 297/TE: 212 Digital Presentations TE: 209</p>	<p>D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</p>

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<p>Study Guide, Review and Assessment SE: 298-301/TE: 214-215 myStory Book SE: 301/TE: 215 Digital Presentations, Performance Assessment TE: 213</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</p>
<p>Chapter 9: Civil War and Reconstruction</p>	
<p>myStory Spark, What is worth fighting for? SE: 302/TE: 218 myStory Video: Battlefield Gettysburg National SE: 303-305/TE: 218-219 Digital Presentations TE: 216, 217</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Struggles Over Slavery SE: 306-313/TE: 221-224 Generalize SE: 307/TE: 221 Sequence SE: 311/TE: 223 Got it? Cause and Effect and Lesson Assessment SE: 313/TE: 224 Digital Presentations TE: 220</p>	<p>D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>(Continued) Lesson 1, Struggles Over Slavery SE: 306-313/TE: 221-224 Generalize SE: 307/TE: 221 Sequence SE: 311/TE: 223 Got it? Cause and Effect and Lesson Assessment SE: 313/TE: 224 Digital Presentations TE: 220</p>	<p>(Continued) D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Graph Skills: Read Circle Graphs SE: 314-315/TE: 226 Try it! Student Learning Objective Activity SE: 315/TE: 226</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p>
<p>Lesson 2, The War Begins SE: 316-321/TE: 228-230 Sequence SE: 317/TE: 228 Compare and Contrast SE: 318/TE: 229 Got it? Main Idea and Details and Lesson Assessment SE: 321/TE: 230 Digital Presentations TE: 227</p>	<p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, Life During the Civil War SE: 322-329/TE: 232-235 Got it? Sequence and Lesson Assessment SE: 329/TE: 235 Digital Presentations TE: 231</p>	<p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 4, The War Ends SE: 330-337/TE: 237-240 Summarize SE: 331/TE: 237 Got it? Main Idea and Details and Lesson Assessment SE: 337/TE: 240 Digital Presentations TE: 236</p>	<p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p> <p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p> <p>D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p> <p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 5, Reconstruction SE: 338-343/TE: 242-244 Summarize SE: 341/TE: 243 Got it? Sequence and Lesson Assessment SE: 343/TE: 244 Digital Presentations TE: 241</p>	<p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Study Guide, Review and Assessment SE: 344-347/TE: 246-247 myStory Book SE: 347/TE: 247 Digital Presentations, Performance Assessment TE: 245</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>The Declaration of Independence SE: R1-R26 / TE: R1-R14</p>	<p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p> <p>D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p> <p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p>

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<p>Chapter 10: Expanding West and Overseas</p>	
<p>myStory Spark, How did different groups experience the growth of the nation? SE: 348/TE: 250 myStory Video: Homestead National Monument SE: 349-351/TE: 250-251 Digital Presentations TE: 248, 249</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Railroads, Miners, and Ranchers SE: 352-357/TE: 253-255 Compare and Contrast SE: 353/TE: 253 Cause and Effect SE: 357/TE: 255 Got it? Compare and Contrast and Lesson Assessment SE: 357/TE: 255 Digital Presentations TE: 252</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Graph Skills: Compare Line and Bar Graphs SE: 358-359/TE: 257 Try it! Student Learning Objective Activity SE: 359/TE: 257</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Lesson 2, Sodbusters and Homesteaders SE: 360-365/TE: 259-261 Compare and Contrast SE: 361/TE: 259 Got it?, Make Generalizations and Lesson Assessment SE: 365/TE: 261 Digital Presentations TE: 258</p>	<p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, Native Americans Struggle to Survive SE: 366-373/TE: 263-266 Compare and Contrast SE: 371/TE: 265 Got it? Cause and Effect and Lesson Assessment SE: 373/TE: 266 Digital Presentations TE: 262</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 4, Expanding Overseas SE: 374-379/TE: 268-270 Compare and Contrast SE: 374/TE: 268 Got it? Cause and Effect and Lesson Assessment SE: 379/TE: 270 Digital Presentations TE: 267</p>	<p>D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Study Guide, Review and Assessment SE: 380-383/TE: 272-273 myStory Book SE: 383/TE: 273 Digital Presentations, Performance Assessment TE: 271</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>Chapter 11: Industry and Immigration</p>	
<p>myStory Spark, What are the costs and benefits of growth? SE: 384/TE: 276 myStory Video: Ellis Island SE: 385-387/TE: 276-277 Digital Presentations TE: 274, 275</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Inventors and Inventions SE: 388-395/TE: 279-282 Draw Conclusions SE: 388, 392/TE: 279, 281 Got it? Summarize and Lesson Assessment SE: 395/TE: 282 Digital Presentations TE: 278</p>	<p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes. D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Critical Thinking: Predict Consequences SE: 396-397/TE: 284 Try it! Student Learning Objective Activity SE: 397/TE: 284</p>	<p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 2, The Impact of Big Business SE: 398-403/TE: 286-288 Draw Conclusions SE: 403/TE: 288 Got it? Draw Conclusions and Lesson Assessment SE: 403/TE: 288 Digital Presentations TE: 285</p>	<p>D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade. D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes. D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, Immigration SE: 404-411/TE: 290-293 Got it? Summarize and Lesson Assessment SE: 411/TE: 293 Digital Presentations TE: 289</p>	<p>D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>

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<p>Study Guide, Review and Assessment SE: 412-415/TE: 295-296 myStory Book SE: 415/TE: 296 Digital Presentations, Performance Assessment TE: 294</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade. D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>Chapter 12: Struggle for Reform</p>	
<p>myStory Spark, When does change become necessary? SE: 416/TE: 299 myStory Video: Susan B. Anthony SE: 417-419/TE: 299-300 Digital Presentations TE: 297, 298</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, The Progressive Era SE: 420-427/TE: 302-305 Summarize SE: 425/TE: 304 Got it? Cause and Effect and Lesson Assessment SE: 427/TE: 305 Digital Presentations TE: 301</p>	<p>D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>

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<p>Critical Thinking: Solve Problems SE: 428-429/TE: 307 Try it! Student Learning Objective Activity SE: 429/TE: 307</p>	<p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>

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<p>Lesson 2, Unequal Opportunities for African Americans SE: 430-435/TE: 309-311 Summarize SE: 430/TE: 309 Got it? Cause and Effect and Lesson Assessment SE: 435/TE: 311 Digital Presentations TE: 308</p>	<p>D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>

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<p>Lesson 3, The Fight for Women's Rights SE: 436-441/TE: 313-315 Got it? Summarize and Lesson Assessment SE: 441/TE: 315 Digital Presentations TE: 312</p>	<p>D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.</p> <p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p> <p>D2.Civ.13.3-5. Explain how policies are developed to address public problems.</p> <p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p> <p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p> <p>D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p> <p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>

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<p>Study Guide, Review and Assessment SE: 442-445/TE: 317-318 myStory Book SE: 445/TE: 318 Digital Presentations, Performance Assessment TE: 316</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>Chapter 13: Good Times and Hardships</p>	
<p>myStory Spark, How do people respond to good times and bad? SE: 446/TE: 321 myStory Video: Zora Neale Hurston SE: 447-449/TE: 321-322 Digital Presentations TE: 319, 320</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, World War I SE: 450-457/TE: 324-327 Cause and Effect SE: 451/TE: 324 Compare and Contrast SE: 456/TE: 327 Got it? Cause and Effect and Lesson Assessment SE: 457/TE: 327 Digital Presentations TE: 323</p>	<p>D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 2, The Roaring Twenties SE: 458-465/TE: 329-332 Cause and Effect SE: 465/TE: 332 Got it? Cause and Effect and Lesson Assessment SE: 465/TE: 332 Digital Presentations TE: 328</p>	<p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself. D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, The Great Depression SE: 466-473/TE: 334-337 Cause and Effect SE: 467, 470/TE: 334, 336 Got it? Draw Conclusions and Lesson Assessment SE: 473/TE: 337 Digital Presentations TE: 333</p>	<p>D2.Eco.9.3-5. Describe the role of other financial institutions in an economy. D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration. D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Collaboration and Creativity: Generate New Ideas SE: 474-475/TE: 339 Try it! Student Learning Objective Activity SE: 475/TE: 339</p>	<p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>

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<p>Lesson 4, The New Deal SE: 476-481/TE: 341-343 Cause and Effect SE: 479/TE: 342 Got it? Cause and Effect and Lesson Assessment SE: 481/TE: 343 Digital Presentations TE: 340</p>	<p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p> <p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p> <p>D2.Civ.13.3-5. Explain how policies are developed to address public problems.</p> <p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p> <p>D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p> <p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p> <p>D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>(Continued) Lesson 4, The New Deal SE: 476-481/TE: 341-343 Cause and Effect SE: 479/TE: 342 Got it? Cause and Effect and Lesson Assessment SE: 481/TE: 343 Digital Presentations TE: 340</p>	<p>(Continued) D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Study Guide, Review and Assessment SE: 482-485/TE: 345-346 myStory Book SE: 485/TE: 346 Digital Presentations, Performance Assessment TE: 344</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>Chapter 14: World War II</p>	
<p>myStory Spark, What is worth fighting for? SE: 486/TE: 349 myStory Video: World War II SE: 487-489/TE: 349-350 Digital Presentations TE: 347, 348</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, World War II Begins SE: 490-497/TE: 352-355 Sequence SE: 493/TE: 353 Got it? Sequence and Lesson Assessment SE: 497/TE: 355 Digital Presentations TE: 351</p>	<p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p> <p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p> <p>D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p> <p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Media and Technology: Analyze Historical Visuals SE: 498-499/TE: 357 Try it! Student Learning Objective Activity SE: 499/TE: 357</p>	<p>D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself. D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Lesson 2, World War II at Home SE: 500-505/TE: 359-361 Sequence SE: 505/TE: 361 Got it? Cause and Effect and Lesson Assessment SE: 505/TE: 361 Digital Presentations TE: 358</p>	<p>D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, World War II in Europe SE: 506-513/TE: 363-366 Sequence SE: 509/TE: 364 Got it? Sequence and Lesson Assessment SE: 513/TE: 366 Digital Presentations TE: 362</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 4, The Holocaust SE: 514-519/TE: 368-370 Got it? Generalize and Lesson Assessment SE: 519/TE: 370 Digital Presentations TE: 367</p>	<p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 5, World War II in the Pacific SE: 520-527/TE: 372-375 Sequence SE: 523/TE: 373 Got it? Cause and Effect and Lesson Assessment SE: 527/TE: 375 Digital Presentations TE: 371</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Study Guide, Review and Assessment SE: 528-531/TE: 377-378 myStory Book SE: 531/TE: 378 Digital Presentations, Performance Assessment TE: 376</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>Chapter 15: The Cold War</p>	
<p>myStory Spark, What are the responsibilities of power? SE: 532/TE: 381 myStory Video: Ronald Reagan SE: 533-535/TE: 381-382 Digital Presentations TE: 379, 380</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, A Divided World SE: 536-543/TE: 384-387 Sequence SE: 537/TE: 384 Fact and Opinion SE: 540/TE: 386 Got it? Sequence and Lesson Assessment SE: 543/TE: 387 Digital Presentations TE: 383</p>	<p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Critical Thinking: Recognize Bias SE: 544-545/TE: 389 Try it? Student Learning Objective Activity SE: 545/TE: 389</p>	<p>D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 2, The Superpowers Compete SE: 546-551/TE: 391-393 Fact and Opinion SE: 547/TE: 391 Got it? Draw Conclusions and Lesson Assessment SE: 551/TE: 39 Digital Presentations TE: 390</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, Cold War Conflicts SE: 552-557/TE: 395-397 Fact and Opinion SE: 555/TE: 396 Got it? Fact and Opinion and Lesson Assessment SE: 557/TE: 397 Digital Presentations TE: 394</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</p>

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<p>Lesson 4, The End of the Cold War SE: 558-565/TE: 399-402 Fact and Opinion SE: 562, 564/TE: 401, 402 Got it? Compare and Contrast and Lesson Assessment SE: 565/TE: 402 Digital Presentations TE: 398</p>	<p>D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Study Guide, Review and Assessment SE: 566-569/TE: 404-405 myStory Book SE: 569/TE: 405 Digital Presentations, Performance Assessment TE: 403</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</p>

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<p>Chapter 16: America Changes</p>	
<p>myStory Spark, When does change become necessary? SE: 570/TE: 408 myStory Video: National Voting Rights Museum SE: 571-573/TE: 408-409 Digital Presentations TE: 406, 407</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Postwar America SE: 574-581/TE: 411-414 Main Idea and Details SE: 577/TE: 412 Got it? Main Idea and Details and Lesson Assessment SE: 817/TE: 414 Digital Presentations TE: 410</p>	<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Collaboration and Creativity: Make a Difference SE: 582-583/TE: 416 Try it! Student Learning Objective Activity SE: 583/TE: 416</p>	<p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>

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<p>Lesson 2, Civil Rights SE: 584-591/TE: 418-421 Main Idea and Details SE: 586/TE: 419 Got it? Sequence and Lesson Assessment SE: 591/TE: 421 Digital Presentations TE: 417</p>	<p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, From the Great Society to Reagan SE: 592-599/TE: 423-426 Got it? Compare and Contrast and Lesson Assessment SE: 599/TE: 426 Digital Presentations TE: 422</p>	<p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.</p> <p>D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p> <p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p> <p>D2.Civ.13.3-5. Explain how policies are developed to address public problems.</p> <p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p> <p>D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.</p> <p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p> <p>D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p> <p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Study Guide, Review and Assessment SE: 600-603/TE: 428-329 myStory Book SE: 603/TE: 429 Digital Presentations, Performance Assessment TE: 427</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>Chapter 17: Americans Today</p>	
<p>myStory Spark, What goals should we set for our nation? SE: 604/TE: 432 myStory Video: Yo-Yo Ma SE: 605-607/TE: 432-433 Digital Presentations TE: 430, 431</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>

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<p>Lesson 1, Trials at Home and Abroad SE: 608-613/TE: 435-437 Generalize SE: 613/TE: 437 Got it? Generalize and Lesson Assessment SE: 613/TE: 437 Digital Presentations TE: 434</p>	<p>D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>
<p>Media and Technology: Analyze Media Content SE: 614-615/TE: 439 Try it! Student Assessment Learning Activity SE: 615/TE: 439</p>	<p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p>

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<p>Lesson 2, Threats to Peace and Prosperity SE: 616-621/TE: 441-443 Generalize SE: 621/TE: 443 Got it? Generalize and Lesson Assessment SE: 621/TE: 443 Digital Presentations TE: 440</p>	<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Lesson 3, Meeting Today's Challenges SE: 622-629/TE: 445-448 Got it? Generalize and Lesson Assessment SE: 629/TE: 448 Digital Presentations TE: 444</p>	<p>D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations. D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions. D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history. D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>

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<p>Study Guide, Review and Assessment SE: 630-633/TE: 450-451 myStory Book SE: 633/TE: 451 Digital Presentations, Performance Assessment TE: 449</p>	<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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C3 Framework for Social Studies State Standards Dimensions

Developing Questions & PLANNING INQUIRIES

Dimension 1, Constructing Compelling Questions

BY THE END OF GRADE 5*

INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND...

D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).

D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

Dimension 1, Constructing Supporting Questions

INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...

D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.

Dimension 1, Determining Helpful Sources

INDIVIDUALLY AND WITH OTHERS, STUDENTS ...

D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions

Applying Disciplinary Concepts & TOOLS

CIVICS

Dimension 2, Civic and Political Institutions

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.

D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Dimension 2, Participation and Deliberation

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.

D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.

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D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

Dimension 2, Processes, Rules, and Laws

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.

D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.

D2.Civ.13.3-5. Explain how policies are developed to address public problems.

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

ECONOMICS

Dimension 2, Economic Decision Making

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Eco.1.3-5. Compare the benefits and costs of individual choices.

D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

Dimension 2, Exchange and Markets

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.

D2.Eco.5.3-5. Explain the role of money in making exchange easier.

D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.

D2.Eco.7.3-5. Explain how profits influence sellers in markets.

D2.Eco.8.3-5. Identify examples of external benefits and costs.

D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.

Dimension 2, The National Economy

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Eco.10.3-5. Explain what interest rates are.

D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.

D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides.

D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.

Dimension 2, The Global Economy

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.

D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

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GEOGRAPHY

Dimension 2, Geographic Representations

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

Dimension 2, Human-Environment Interaction

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Dimension 2, Human Population: Spatial Patterns and Movements

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Dimension 2, Global Interconnections

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.

D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.

HISTORY

Dimension 2, Change, Continuity, and Context

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

D2.His.2.3-5. Compare life in specific historical time periods to life today.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

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Dimension 2, Perspectives

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.

D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.

Dimension 2, Historical Sources and Evidence

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.

D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Dimension 2, Causation and Argumentation

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.His.14.3-5. Explain probable causes and effects of events and developments.

Begins in grades 6–8

D2.His.16.3-5. Use evidence to develop a claim about the past.

D2.His.17.3-5. Summarize the central claim in a secondary work of history.

Evaluating Sources & USING EVIDENCE

Dimension 3, Gathering and Evaluating Sources

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.

Dimension 3, Developing Claims and Using Evidence

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

D3.4.3-5. Use evidence to develop claims in response to compelling questions.

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Communicating Conclusions & Taking INFORMED ACTION

Dimension 4, Communicating Conclusions

INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Dimension 4, Critiquing Conclusions

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D4.4.3-5. Critique arguments.

D4.5.3-5. Critique explanations.

Dimension 4, Taking Informed Action

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.