

Approximate time schedule
 * Days for Skills & Activities
 * days for Tests
 * Days (* weeks)

Social Studies Comprehensive Curriculum Scope & Sequence 2007-2008

Grade 4

First Six Weeks - Map Skills

August 1-September 24, 2007

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
Where on Earth Is the United States?							
12	9	GLE: 5 - Draw, complete, and add features to a map (including such map elements as a title, compass rose, legend, and scale), based on given information (G-1A-E3)	Chapter 1 Lesson 1	Map Skills Resource Pages		3	
5	16	GLE: 13 - Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)	pp. 22-25				
7	29	GLE: 61 - Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)					
Use Latitude and Longitude							
7	5	GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)	pp. 26-27	Map Skills Resource Pages		1	
The Land							
5	16	GLE: 9 - Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)	Chapter 1 Lesson 2	Map Skills Resource Pages		3	
3	3	GLE: 10 - Identify physical processes that change Earth's surface and create physical features suddenly or over time (e.g., what physical processes created the Grand Canyon, the Great Lakes, the Hawaiian Islands) (G-1C-E1)	pp. 28-33				
8	19	GLE: 17 - Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment (G-1D-E3)					
Read an Elevation Map							
8	6	GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)	pp. 34-35	Map Skills Resource Pages		1	

6 10	4 7	<p style="text-align: center;">Tools of Geography</p> <p>GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)</p> <p>GLE: 2 Use a variety of images or other spatial graphics (e.g., aerial photographs, satellite images) to locate major physical and human characteristics (G-1A-E1)</p>	pp. 36-37	Map Skills Resource Pages		1	
4	43	<p style="text-align: center;">Looking At Rivers</p> <p>GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)</p>	Chapter 1 Lesson 3 pp. 38-43	Map Skills Resource Pages		1	
9	7	<p style="text-align: center;">Climate Across the United States</p> <p>GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)</p>	Chapter 1 Lesson 4 pp. 44-48	Map Skills Resource Pages		1	
6 2 1	18 42 79	<p style="text-align: center;">Natural Resources</p> <p>GLE: 12 - Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3)</p> <p>GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)</p> <p>GLE: 36 - Demonstrate that limited resources necessitate choices and decisions (E-1A-E1)</p>	Chapter 1 Lesson 5 pp. 49-53	Map Skills Resource Pages		1	
5 1	44 25	<p style="text-align: center;">Use Tables to Group Information</p> <p>GLE: 19 - Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4)</p> <p>GLE: 53 - Interpret historical information in a map, table, or graph (H-1A-E3)</p>	pp. 54-55	Map Skills Resource Pages		1	

11 15 6 5 1	8 10 18 4 68	<p style="text-align: center;">Regions Around You</p> <p>GLE: 4 – Identify all U.S. states by shapes and position on map (G-1A-E2)</p> <p>GLE:11 – Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)</p> <p>GLE: 12 - Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3)</p> <p>GLE: 15 - Differentiate between countries, states, parishes, and cities (G-1C-E6)</p> <p>GLE: 26 – Identify the purpose and importance of a rule or a law (C-1A-E7)</p>	Chapter 2 Lesson 1 pp. 60-64	Map Skills Resource Pages		1	
3 6 5 3 5 2	14 18 44 88 27 35	<p style="text-align: center;">Other Kinds of Regions</p> <p>GLE: 8 - Explain physical and human developments in a region of the United States since it was first settled, based on given information (G-1B-E3)</p> <p>GLE: 13 - Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)</p> <p>GLE: 39- Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6)</p> <p>GLE: 40 - Define some effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour) (E-1A-E7)</p> <p>GLE: 55 - Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)</p> <p>GLE: 63 - Identify how dance, music, and arts of various cultures around the world reflect the history, daily life, and beliefs of the people (H-1D-E1)</p>	Chapter 2 Lesson 2 pp. 65-69	Map Skills Resource Pages		1	
2	26	<p style="text-align: center;">Use a Land Use and Resource Map</p> <p>GLE: 7 - Identify the best place for human settlement based on a map showing physical characteristics of an area (G-1B-E1)</p>	pp. 70-71	Map Skills Resource Pages		1	

		Regions Change and Connect	Chapter 2 Lesson 3	Map Skills Resource Pages		2	
4	88	GLE: 45 - Explain why people engage in voluntary exchange/barter/direct trading (E-1A-E11)					
1	34	GLE: 62 - Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)	pp. 72-77				
7	37	GLE: 65 - Identify and describe inventions that have affected people's lives or altered their view of the world (H-1D-E2)					
		Regions Around the World	Chapter 2 Lesson 4	Map Skills Resource Pages		1	
4	53	GLE: 22 - Explain the role of government and the rights of citizens (C-1A-E3)					
1	59	GLE: 29 - Explain the concept of nation with reference to countries, governments, and peoples (C-1C-E1)	pp. 79-83				
1	59	GLE: 30 - Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) (C-1C-E1)					
3	35	GLE: 64 - Identify significant historical achievements of various cultures of the world (e.g., building of the pyramids, founding of the Olympics) (H-1D-E1)					

Second Six Weeks
September 24-November 5, 2007

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
New England Through the Years							
5	54	GLE: 23 - Identify the three branches of the federal government and describe their major responsibilities (C-1A-E4)	Chapter 3 Lesson 1 pp.100-105	Map Skills Resource Pages		1	
5	54	GLE: 24 - Identify key government positions at the national level, their respective powers, and limits on their powers (C-1A-E5)					
7	62	GLE: 58 - Describe the importance of events and ideas significant to our nation's development (H-1C-E1)					
7	62	GLE: 60 - Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement) (H-1C-E2)					
7	37	GLE: 66 - Identify the chronological order of major scientific or technological advancements (H-1D-E2)					
5	36	GLE: 67 - Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg) (H-1D-E3)					
A New England Town							
2	52	GLE: 20 - Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services (C-1A-E2)	Chapter 3 Lesson 3 pp.112-115	Map Skills Resource Pages		2	
4	53	GLE: 22 - Explain the role of government and the rights of citizens (C-1A-E3)					
5	27	GLE: 55 - Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)					

2	79	<p align="center">Solve a Problem</p> <p>GLE: 37 - Explain the factors, including trade-offs, involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget) (E-1A-E4)</p> <p align="center">Towns and Villages Around the World</p>	pp.116-117	Map Skills Resource Pages		1	
8	15	GLE: 8 - Explain physical and human developments in a region of the United States since it was first settled, based on given information (G-1B-E3)	Chapter 3 Lesson 4			2	
7	18	GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)	pp.118-121				
9	63	GLE: 34 - Discuss civic traits of good citizenship that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits (C-1D-E3) (C-1D-E4)					
3	73	<p align="center">The Middle Atlantic Colonies</p> <p>GLE: 27- Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms) (C-1B-E1)</p>	Chapter 4 Lesson 1	Map Skills Resource Pages		2	
7	45	GLE: 42 - Describe the basic concept of a market (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)	pp.126-132				
6	62	GLE: 51 - Compare how a person today might view an issue or event differently from a person living in an earlier time (H-1A-E2)					
5	27	GLE: 57 - Identify leaders and their influence in the early development of America (H-1C-E1)					
3	61	GLE: 59 - Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1)					
8	6	<p align="center">Use a Road Map and Mileage Table</p> <p>GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)</p>	pp.140-141	Map Skills Resource Pages		1	
1	14	GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)					

12 5 6 5 7	9 16 18 27 29	<p style="text-align: center;">Cities Grow and Change</p> <p>GLE: 4 – Identify all U.S. states by shapes and position on map (G-1A-E2)</p> <p>GLE: 9 - Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)</p> <p>GLE: 13 - Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)</p> <p>GLE: 55 - Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)</p> <p>GLE: 61 - Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)</p>	Chapter 4 Lesson 3 pp.142-147	Map Skills Resource Pages		2	
9 6 15	7 18 10	<p style="text-align: center;">Cities Around the World</p> <p>GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)</p> <p>GLE: 12 - Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3)</p> <p>GLE: 16 - Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)</p>	Chapter 4 Lesson 4 pp.150-155	Map Skills Resource Pages		2	
11 12 1 15	8 9 25 10	<p style="text-align: center;">Settling the Region</p> <p>GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)</p> <p>GLE: 4 - Identify all U.S. states by shapes and position on map (G-1A-E2)</p> <p>GLE: 7 - Identify the best place for human settlement based on a map showing physical characteristics of an area (G-1B-E1)</p> <p>GLE: 11 – Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)</p>	Chapter 5 Lesson 1 pp.170-175	Map Skills Resource Pages		2	

6	18	<p align="center">Photographs of the Past</p> <p>GLE: 13 - Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)</p> <p>GLE: 54 - Compare and contrast primary and secondary sources (H-1A-E3)</p> <p>GLE: 62 - Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)</p>	pp.176-177	Map Skills Resource Pages		1	
6	28						
1	34						
3	26	<p align="center">Read a Line Graph</p> <p>GLE: 50 - Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figures life and accomplishments) (H-1A-E1)</p> <p>GLE: 53 - Interpret historical information in a map, table, or graph (H-1A-E3)</p>	pp.178-179	Map Skills Resource Pages		1	
1	25						
15	10	<p align="center">People Use Natural Resources</p> <p>GLE: 16 - Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)</p> <p>GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)</p> <p>GLE: 19 - Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4)</p>	Chapter 5 Lesson 2	Map Skills Resource Pages		2	
4	43			pp.180-185			
5	44						
2	42	<p align="center">Cities Grow and Industries Change</p> <p>GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)</p> <p>GLE: 19 - Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4)</p> <p>GLE: 22 - Explain the role of government and the rights of citizens (C-1A-E3)</p> <p>GLE: 42 - Describe the basic concept of a market (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)</p> <p>GLE: 43 - Identify the roles of banks, governments, businesses, and households in the economy (E-1A-E10)</p> <p>GLE: 63 - Identify how dance, music, and arts of various cultures around the world reflect the history, daily life, and beliefs of the people (H-1D-E1)</p>	Chapter 5 Lesson 3	Map Skills Resource Pages		2	
5	44			pp.186-191			
4	53						
42	45						
9	47						
63	35						

		Settlement and Early Life				
5	16	GLE: 9 - Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)	Chapter 6	Map Skills		2
15	10	GLE:11 – Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)	Lesson 1	Resource Pages		
6	18	GLE: 13 - Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)	pp.200-205			
2	42	GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)				
1	86	GLE: 38 - Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5)				
7	62	GLE: 58 - Describe the importance of events and ideas significant to our nation’s development (H-1C-E1)				
7	62	GLE: 60 - Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement) (H-1C-E2)				
7	37	GLE: 66 - Identify the chronological order of major scientific or technological advancements (H-1D-E2)				

		The Southeast and Gulf States Today	Chapter 6 Lesson 2 pp.206-211	Map Skills Resource Pages		2	
7	5	GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)					
6	18	GLE: 12 - Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3)					
8	19	GLE: 17 - Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment (G-1D-E3)					
4	43	GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)					
1	86	GLE: 38 - Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5)					
7	45	GLE: 42 - Describe the basic concept of a market (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)					

Third Six Weeks
November 5 -December 21, 2007

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
8	6	<p style="text-align: center;">Compare Maps to Different Scales</p> <p>GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)</p> <p>GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)</p> <p>GLE: 5 - Draw, complete, and add features to a map (including such map elements as a title, compass rose, legend, and scale), based on given information (G-1A-E3)</p>	pp.212-213	Map Skills Resource Pages		1	
7	5						
12	9						
11	8	<p style="text-align: center;">Islands and People</p> <p>GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)</p> <p>GLE: 4 – Identify all U.S. states by shapes and position on map (G-1A-E2)</p> <p>GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)</p> <p>GLE: 9 - Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)</p> <p>GLE: 13 - Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)</p> <p>GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)</p> <p>GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)</p> <p>GLE: 36 - Demonstrate that limited resources necessitate choices and decisions (E-1A-E1)</p>	Chapter 6 Lesson 3	Map Skills Resource Pages		2	
12	9			pp.214-216			
9	7						
5	16						
6	18						
2	42						
4	43						
1	79						

5	44	GLE: 39- Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6)					
7	45	GLE: 42 - Describe the basic concept of a market (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)					
Coastal Regions Around the World			Chapter 6 Lesson 4 pp.220-225	Map Skills Resource Pages		1	
7	5	GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)					
9	7	GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)					
5	16	GLE: 9 - Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)					
8	19	GLE: 17- Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment (G-1D-E3)					
3	35	GLE: 64 - Identify significant historical achievements of various cultures of the world (e.g., building of the pyramids, founding of the Olympics) (H-1D-E1)					
Settling the South Central Region			Chapter 7 Lesson 1 pp.230-235	Map Skills Resource Pages		2	
11	8	GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)					
12	9	GLE: 4 – Identify all U.S. states by shapes and position on map (G-1A-E2)					
9	7	GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)					
3	3	GLE: 10 - Identify physical processes that change Earth’s surface and create physical features suddenly or over time (e.g., what physical processes created the Grand Canyon, the Great Lakes, the Hawaiian Islands) (G-1C-E1)					
6	18	GLE: 12 - Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3)					
5	16	GLE: 13 - Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)					
1	59	GLE: 29 - Explain the concept of nation with reference to countries, governments, and peoples (C-1C-E1)					
1	59	GLE: 30 - Identify ways nations interact and why interactions are important (e.g.,					

4	26	treaties, diplomacy) (C-1C-E1) GLE: 56 - Identify and describe major early explorers and explorations in North America (H-1C-E1)					
6	62	GLE: 57 - Identify leaders and their influence in the early development of America (H-1C-E1)					
7	62	GLE: 58 - Describe the importance of events and ideas significant to our nation's development (H-1C-E1)					
2	35	GLE: 63 – Identify how dance, music, and arts of various cultures around the world reflect the history, daily life, and beliefs of the people (H-1D-E1)					
12	9	A Diverse Economy GLE: 5 - Draw, complete, and add features to a map (including such map elements as a title, compass rose, legend, and scale), based on given information (G-1A-E3)	Chapter 7 Lesson 2	Map Skills Resource Pages		2	
2	42	GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)	pp.236-241				
4	43	GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)					
5	44	GLE: 19 - Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4)					
9	47	GLE: 41 – Describe the benefits of increasing one's skill/knowledge and various ways to do so (E-1A-E8)					
1	25	GLE: 53 - Interpret historical information in a map, table, or graph (H-1A-E3)					
7	37	GLE: 66 - Identify the chronological order of major scientific or technological advancements (H-1D-E2)					
1	59	Resolve a Conflict GLE: 29 - Explain the concept of nation with reference to countries, governments, and peoples (C-1C-E1)	pp.247	Map Skills Resource Pages		1	
1	59	GLE: 30 - Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) (C-1C-E1)					
2	59	GLE: 31 - Identify the United Nations and its role in international peace keeping (C-1D-E1)					

		Oil Resources Around the World	Chapter 7 Lesson 4 pp.248-251	Map Skills Resource Pages		
7	18	GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)				
4	43	GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)				
1	59	GLE: 30 - Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) (C-1C-E1)				
7	45	GLE: 42 - Describe the basic concept of a market (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)				
1	25	GLE: 53 - Interpret historical information in a map, table, or graph (H-1A-E3)				
		The Old Northwest	Chapter 8 Lesson 1 pp.268-273	Map Skills Resource Pages	2	
8	6	GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)				
11	8	GLE: 4 – Identify all U.S. states by shapes and position on map (G-1A-E2)				
9	7	GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)				
3	14	GLE: 8 - Explain physical and human developments in a region of the United States since it was first settled, based on given information (G-1B-E3)				
15	10	GLE: 16 - Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)				
7	29	GLE: 50 - Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figures life and accomplishments) (H-1A-E1)				
1	25	GLE: 53 - Interpret historical information in a map, table, or graph (H-1A-E3)				
5	27	GLE: 55 - Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)				
4	26	GLE: 56 - Identify and describe major early explorers and explorations in North America (H-1C-E1)				
7	62	GLE: 58 - Describe the importance of events and ideas significant to our nation’s development (H-1C-E1)				

		Life in the Great Lakes Region	Chapter 8 Lesson 2	Map Skills Resource Pages		2	
6	4	GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)					
8	15	GLE: 8 - Explain physical and human developments in a region of the United States since it was first settled, based on given information (G-1B-E3)	pp.276-280				
15	10	GLE: 16 - Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)					
4	43	GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)					
1	86	GLE: 38 - Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5)					
5	44	GLE: 39 - Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6)					
9	47	GLE: 46 – Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1)					
8	45	GLE: 47 – Explain how a rise or fall in prices affects personal, family, and government budgets (E-1B-E2)					
7	37	GLE: 65 - Identify and describe inventions that have affected people’s lives or altered their view of the world (H-1D-E2)					
		River Transportation	Chapter 8 Lesson 3	Map Skills Resource Pages		2	
11	8	GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)	pp.281-285				
9	7	GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)					
15	10	GLE: 16 - Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)					
5	36	GLE: 67 - Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg) (H-1D-E3)					

		Make a Thoughtful Decision	p.291	Map Skills Resource Pages		1	
1	79	GLE: 36 - Demonstrate that limited resources necessitate choices and decisions (E-1A-E1)					
2	79	GLE: 37 - Explain the factors, including trade-offs, involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget) (E-1A-E4)					
		Early Days on the Interior Plains	Chapter 9 Lesson 1	Map Skills Resource Pages		2	
8	6	GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)					
3	14	GLE: 8 - Explain physical and human developments in a region of the United States since it was first settled, based on given information (G-1B-E3)	pp.296-301				
5	16	GLE: 9 - Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)					
15	10	GLE: 16 - Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)					
7	29	GLE: 50 - Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figures life and accomplishments) (H-1A-E1)					
1	25	GLE: 53 - Interpret historical information in a map, table, or graph (H-1A-E3)					
5	27	GLE: 55 - Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)					
7	62	GLE: 58 - Describe the importance of events and ideas significant to our nation's development (H-1C-E1)					
7	29	GLE: 61 - Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)					
1	34	GLE: 62 - Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)					

		Farming and Ranching on the Plains	Chapter 9 Lesson 2	Map Skills Resource Pages		2	
8	6	GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)	pp.304-309				
9	7	GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)					
3	14	GLE: 8 - Explain physical and human developments in a region of the United States since it was first settled, based on given information (G-1B-E3)					
5	16	GLE: 9 - Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)					
15	10	GLE:11 – Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)					
2	42	GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)					
15	10	GLE: 16 - Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)					
1	25	GLE: 53 - Interpret historical information in a map, table, or graph (H-1A-E3)					
6	28	GLE: 54 - Compare and contrast primary and secondary sources (H-1A-E3)					
7	62	GLE: 58 - Describe the importance of events and ideas significant to our nation’s development (H-1C-E)					
		A Mail Order Catalog	pp.310-311	Map Skills Resource Pages		1	
7	45	GLE: 42 - Describe the basic concept of a market (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)					
6	28	GLE: 54 - Compare and contrast primary and secondary sources (H-1A-E3)					
5	36	GLE: 67 - Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg) (H-1D-E3)					

		Read a Double-Bar Graph	pp.312-313	Map Skills Resource Pages		1	
8	15	GLE: 8 - Explain physical and human developments in a region of the United States since it was first settled, based on given information (G-1B-E3)					
5	16	GLE: 9 - Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)					
15	10	GLE: 11 – Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)					
2	42	GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)					
		*Note: GLE(s) may not be covered sufficiently in textbook. Use supplementary materials.					

Fourth Six Weeks
January 7-February 20, 2008

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
		The Plains States Today	Chapter 9	Map Skills		2	
6	4	GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)	Lesson 3	Resource Pages			
2	42	GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)	pp.314-319				
4	43	GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)					
5	44	GLE: 19 - Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4)					
1	79	GLE: 36 - Demonstrate that limited resources necessitate choices and decisions (E-1A-E1)					
2	79	GLE: 37 - Explain the factors, including trade-offs, involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget) (E-1A-E4)					
5	44	GLE: 39 - Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6)					
7	45	GLE: 42 - Describe the basic concept of a market (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)					
9	47	GLE: 46 – Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1)					
8	45	GLE: 47 – Explain how a rise or fall in prices affects personal, family, and government budgets (E-1B-E2)					
1	34	GLE: 62 - Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)					

6	4	<p style="text-align: center;">The Mountain States Today</p> <p>GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)</p> <p>GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)</p> <p>GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)</p> <p>GLE: 7 - Identify the best place for human settlement based on a map showing physical characteristics of an area (G-1B-E1)</p> <p>GLE: 8 - Explain physical and human developments in a region of the United States since it was first settled, based on given information (G-1B-E3)</p> <p>GLE: 11 – Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)</p> <p>GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)</p> <p>GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)</p>	Chapter 10 Lesson 2	Map Skills Resource Pages		2		
11	8			pp.350-355				
9	7							
2	26							
3	14							
15	10							
2	42							
4	43							
4	88	<p style="text-align: center;">Mountains Around the World</p> <p>GLE: 45 - Explain why people engage in voluntary exchange/bartering/direct trading (E-1A-E11)</p>	Chapter 10 Lesson 3	Map Skills Resource Pages		1		
			pp.356-361					
10	7	<p style="text-align: center;">A Plan of Government</p> <p>GLE: 2 Use a variety of images or other spatial graphics (e.g., aerial photographs, satellite images) to locate major physical and human characteristics (G-1A-E1)</p> <p>GLE: 20 - Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services (C-1A-E2)</p> <p>GLE: 21 – Distinguish between limited government and unlimited government (C-1A-E2)</p>	Chapter 14 Lesson 1	Map Skills Resource Pages		2		
2	52			pp.466-471				
4	53							

5	54	GLE: 23 – Identify the three branches of federal government and describe their major responsibilities (C-1A-E4)					
5	54	GLE: 24 - Identify key government positions at the national level, their respective powers, and limits on their powers (C-1A-E5)					
6	74	GLE: 32 - Identify the means by which individuals become U.S. citizens (C-1D-E1)					
7	75	GLE: 33 - Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)					
9	63	GLE: 34 - Discuss civic traits of good citizenship that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits (C-1D-E3) (C-1D-E4)					
5	27	GLE: 51 - Compare how a person today might view an issue or event differently from a person living in an earlier time (H-1A-E2)					
6	28	GLE: 54 - Compare and contrast primary and secondary sources (H-1A-E3)					
6	62	GLE: 57 - Identify leaders and their influence in the early development of America (H-1C-E1)					
3	61	GLE: 59 - Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1)					
		The United States Capitol					
5	54	GLE: 24 - Identify key government positions at the national level, their respective powers, and limits on their powers (C-1A-E5)	pp.472-473	Map Skills Resource Pages		1	
6	28	GLE: 54 - Compare and contrast primary and secondary sources (H-1A-E3)					
		Read a Flow Chart					
5	54	GLE: 23 – Identify the three branches of federal government and describe their major responsibilities (C-1A-E4)	pp.474-475	Map Skills Resource Pages		1	

		Levels of Government				
2	52	GLE: 20 - Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services (C-1A-E2)	Chapter 14 Lesson 2	Map Skills Resource Pages		2
6	55	GLE:25 – Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels (C-1A-E6)	pp.476-481			
7	75	GLE: 33 - Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)				
7	82	GLE: 44- Identify the relationship between money, writing checks, and credit cards (E-1A-E11)				
4	88	GLE: 45 – Explain why people engage in voluntary exchange/barter/direct trading (E-1A-E11)				
3	53	GLE: 49 – Define tax and explain how government pays for goods and services through taxes and fees (E-1A-E4)				
		United States Citizenship				
1	59	GLE: 29 - Explain the concept of nation with reference to countries, governments, and peoples (C-1C-E1)	Chapter 14 Lesson 3	Map Skills Resource Pages		1
7	75	GLE: 33 - Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)	pp.482-487			
9	63	GLE: 34 - Discuss civic traits of good citizenship that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits (C-1D-E3) (C-1D-E4)				
9	63	GLE: 35 – Identify a national issue and describe how good citizenship can help solve the problem (C-15-E5)				
5	27	GLE: 51 - Compare how a person today might view an issue or event differently from a person living in an earlier time (H-1A-E2)				
6	28	GLE: 52 – Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the “I Have a Dream” speech) (H1A-E2)				
5	27	GLE: 55 - Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)				

7	62	GLE: 58 - Describe the importance of events and ideas significant to our nation's development (H-1C-E)					
3	61	GLE: 59 - Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1)					
8	6	The United States and the World GLE: 1 Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)	Chapter 14 Lesson 4	Map Skills Resource Pages		1	
7	5	GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)	pp.488-491				
1	59	GLE: 30 - Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) (C-1C-E1)					
6	28	GLE: 52 – Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the “I Have a Dream” speech) (H1A-E2)					
7	62	GLE: 58 - Describe the importance of events and ideas significant to our nation's development (H-1C-E)					
11	8	Heading to the Pacific GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)	Chapter 12 Lesson 1			2	
12	9	GLE: 4 – Identify all U.S. states by shapes and position on map (G-1A-E2)	pp.390-395				
8	15	GLE: 8 - Explain physical and human developments in a region of the United States since it was first settled, based on given information (G-1B-E3)					
15	10	GLE: 11 – Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)					
6	18	GLE: 12 - Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3)					
5	16	GLE: 13 - Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)					
7	18	GLE: 14 - Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)					

4	43	GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)					
7	29	GLE: 50 - Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figures life and accomplishments) (H-1A-E1)					
5	27	GLE: 51 - Compare how a person today might view an issue or event differently from a person living in an earlier time (H-1A-E2)					
5	27	GLE: 55 - Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)					
7	62	GLE: 58 - Describe the importance of events and ideas significant to our nation's development (H-1C-E)					
7	29	GLE: 61 - Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)					
7	37	GLE: 65 - Identify and describe inventions that have affected people's lives or altered their view of the world (H-1D-E2)					
5	36	GLE: 67 - Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg) (H-1D-E3)					
5	27	The Telegraph GLE: 51 - Compare how a person today might view an issue or event differently from a person living in an earlier time (H-1A-E2)	pp.396-397			1	
6	28	GLE: 54 - Compare and contrast primary and secondary sources (H-1A-E3)					
7	37	GLE: 65 - Identify and describe inventions that have affected people's lives or altered their view of the world (H-1D-E2)					

Land and Climate in the Pacific Coast States			Chapter 12 Lesson 2			2	
7	5	GLE: 3 - Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)	pp.400-404				
9	7	GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)					
3	14	GLE: 8 - Explain physical and human developments in a region of the United States since it was first settled, based on given information (G-1B-E3)					
5	44	GLE: 9 - Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)					
3	3	GLE: 10 - Identify physical processes that change Earth’s surface and create physical features suddenly or over time (e.g., what physical processes created the Grand Canyon, the Great Lakes, the Hawaiian Islands) (G-1C-E1)					
15	10	GLE: 16 - Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)					
8	19	GLE: 17- Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment (G-1D-E3)					
Act as a Responsible Citizen			p.411			1	
7	75	GLE: 33 - Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)					
9	63	GLE: 34 - Discuss civic traits of good citizenship that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits (C-1D-E3) (C-1D-E4)					
9	63	GLE: 35 – Identify a national issue and describe how good citizenship can help solve the problem (C-15-E5)					

Fifth Six Weeks
February 21- April 10, 2008

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
10	7	The United States Economy GLE: 2 Use a variety of images or other spatial graphics (e.g., aerial photographs, satellite images) to locate major physical and human characteristics (G-1A-E1)	Chapter 13 Lesson 3			2	
2	52	GLE: 20 - Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services (C-1A-E2)	Pp454-459				
4	53	GLE: 21 – Distinguish between limited government and unlimited government (C-1A-E2)					
1	86	GLE: 38 - Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5)					
5	44	GLE: 39 - Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6)					
3	88	GLE: 40 - Define some effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour) (E-1A-E7)					
8	45	GLE: 43 - Identify the roles of banks, governments, businesses, and households in the economy (E-1A-E10)					
7	42	GLE: 44 - Identify the relationship between money, writing checks, and credit cards (E-1A-E11)					
4	88	GLE: 45 - Explain why people engage in voluntary exchange/ bartering /direct trading (E-1A-E11)					
9	47	GLE: 46 – Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1)					
9	47	GLE: 48 – Identify the terms profit and risk and give examples of risk that businesses take to make a profit (E-1B-E3)					

7	29	GLE: 50 - Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figures life and accomplishments) (H-1A-E1)				
1	25	GLE: 53 - Interpret historical information in a map, table, or graph (H-1A-E3)				
7	37	GLE: 66 - Identify the chronological order of major scientific or technological advancements (H-1D-E2)				
		Make Economic Choices				
1	79	GLE: 36 - Demonstrate that limited resources necessitate choices and decisions (E-1A-E1)	pp.460-461			1
2	79	GLE: 37 - Explain the factors, including trade-offs, involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget) (E-1A-E4)				
7	82	GLE: 44 - Identify the relationship between money, writing checks, and credit cards (E-1A-E11)				
		Louisiana Unit (Louisiana Connection)				
12	9	GLE: 4 – Identify all U.S. states by shapes and position on map (G-1A-E2)	pp.499-514A			5
9	7	GLE: 6 – Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)				
4	43	GLE: 18 - Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)				
5	74	GLE : 28 – Explain the similarities between the Louisiana and U.S. Constitutions (C-1B-E1)				
9	63	GLE: 35 – Identify a national issue and describe how good citizenship can help solve the problem (C-15-E5)				
		LEAP Practice March 3-7, 2008				5
		LEAP Test March 10-14, 2008				5

		LEAP Test Make-Up March 17-20				1 weeks	
		EASTER & SPRING BREAK March 21 - March 31, 2008				6 days	
		*Note: GLE(s) may not be covered sufficiently in textbook. Use supplementary materials.					

Sixth Six Weeks
April 16-May18, 2006

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
Unit 9		Producers and Consumers					
5	81	GLE: 43 - Identify the roles of banks, governments, businesses, and households in the economy (E-1A-E10)	See CC pg.84	Map of the community, art supplies	Informal Assessment	2	
6	82	GLE: 44 - Identify the relationship between money, writing checks, and credit cards (E-1A-E11)	See CC pg. 84	Credit cards, credit applications	Formal Assessment	2	
7	82	GLE: 44 - Identify the relationship between money, writing checks, and credit cards (E-1A-E11)	See CC pg. 84	Sample checks for each student, Resources: See CC pg. 84	Formal Assessment	2	
Unit 10		Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5)	Pg. 68-69	Chart paper, copy of a flow	Informal Assessment	2	
2	87	GLE: 40 - Define some effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour) (E-1A-E7) GLE: 41 - Describe the benefits of increasing one's skill/knowledge and various ways to do so (E-1A-E8)	See CC pg. 91	Chart paper, guest speakers to discuss their careers & training required, careers center, concept map, research materials, internet	Specific Assessment See CC pg. 90	2-3	
3	88	GLE: 40 - Define some effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour) (E-1A-E7)	See CC Pg. 91	Poster boards, computer, listening guide	Specific Assessment See CC pg. 90	2-3	

		GLE: 41 - Describe the benefits of increasing one's skill/knowledge and various ways to do so (E-1A-E8)		for each student			
4	88	GLE: 45 - Explain why people engage in voluntary exchange/barter/direct trading (E-1A-E11)	Pg. 119, 423	Research materials, internet, items that can be used for bartering, pictures of markets or bazaars	Specific Assessment See CC pg. 90	2-3	
5	89	GLE: 46 - Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1)	See CC pg. 91	Play money, items to bid on	Informal Assessment	2	
6	89	GLE: 48 - Identify the terms <i>profit</i> and <i>risk</i> and give examples of risks that businesses take to make a profit (E-1B-E3)	See CC pg. 91	Guest speaker- Business people from the community, Resources: See CC pg. 91	Informal Assessment	1	
		*Note: GLE(s) may not be covered sufficiently in textbook. Use supplementary materials.					

**Monroe City Schools
Social Studies Curriculum Timeline
Fourth Grade 2007-2008**

Week of	Chapters
Aug. 13-17	Chapter 1 (Lessons:1-5)
Aug. 20-24	
Aug. 27-Aug. 31	
Sept. 3-7	
Sept. 10-14	Chapter 2 (Lessons: 3-4)
Sept. 17-21	
Sept. 24-Sept. 28	Chapter 3 (Lessons: 1-4)
Oct. 1-5	Chapter 4 (Lessons 1, 3-4)
Oct. 8-12	
Oct. 15-19	Chapter 5 (Lessons: 1-3)
Oct. 22- Oct. 26	
Oct. 29-Nov. 2	Chapter 6 (Lessons: 1-4)
Nov. 5-9	
Nov. 12-16	Chapter 7 (Lessons: 1,2, 4)
Nov. 19-23	Thanksgivings Holiday
Nov. 26-30	Chapter 7 (Lessons: 4) & Chapter 8 (Lessons:1-3)
Dec. 3-7	
Dec. 10-14	Make a Thoughtful Decision & Chapter 9 (Lessons: 1-2)
Dec. 17-21	
Dec. 24- Jan. 4	Christmas Holiday
Jan. 7-11	LEAP Practice Testing
Jan. 14-18	Chapter 9 (Lesson 3) & Chapter 10 (Lessons: 2-3)
Jan. 21-25	Chapter 14 (Lesson 1-2,4)
Jan. 28-Feb. 1	
Feb. 4-8	Chapter 12 (Lessons:1,2)

Feb. 11-15	Acts as a Responsible Citizen & Chapter 13 (Lessons: 1-2)
Feb. 18-22	Chapter 13 (Lesson 3) & Make Economic Choices
Feb. 25-Feb. 29	Louisiana Connections
March 3-7	LEAP Practice
March 10-14	LEAP TEST
March 17-20	
March 24-28	Spring Break and Easter Holiday
March 31-April 4	
April 7-11	
April 14-18	
April 21-25	
April 28-May 2	
May 5-9	
May 12-16	
May 19-21	