

**CORRELATED WITH  
AMERICAN CAREERS FOR KIDS**

The page numbers listed refer to pages in the Student ACK!tivity Book.

ENGLISH - LANGUAGE ARTS - Grade 4	
<p><b>Reading (1.2)</b></p> <p>Students apply appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.</p> <ul style="list-style-type: none"> <li>• <b>Students will understand and respond to a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events.</b></li> </ul> <p>Pages 1-4, 5-6, 8, 12, 13, 16, 20-21, 26, 27, 28, 29, 31, 38, 42, 43, 45, 46, 49, 50-51, 53, 54, 56, 60.</p> <ul style="list-style-type: none"> <li>• <b>Students will recognize characteristics and elements of different kinds of works.</b></li> </ul> <p>Pages 12, 13, 20-21, 28, 29, 31, 46, 49, 50-51, 54, 56.</p> <ul style="list-style-type: none"> <li>• <b>Students will utilize text features and organizational patterns to interpret transactive reading materials (informational, practical/workplace, and persuasive).</b></li> </ul> <p>Pages 12, 13, 20-21, 28, 29, 31, 46, 49, 50-51, 54, 56.</p> <ul style="list-style-type: none"> <li>• <b>Students will respond to authors' opinions and details used to support those opinions.</b></li> </ul> <p>Pages 12, 28, 29, 46, 49, 56.</p>	<ul style="list-style-type: none"> <li>• <b>Students will employ reading strategies (e.g., word analysis, re-reading, context clues, pre-reading, raising questions, predicting, drawing conclusions).</b></li> </ul> <p>Pages 1-4, 5-6, 8, 12, 13, 16, 20-21, 26, 27, 28, 29, 31, 38, 42, 43, 45, 46, 49, 50-51, 53, 54, 56, 60.</p> <ul style="list-style-type: none"> <li>• <b>Students will use contextual vocabulary and comprehension strategies to understand text.</b></li> </ul> <p>Pages 1-4, 5-6, 8, 12, 13, 16, 20-21, 26, 27, 28, 29, 31, 38, 42, 43, 45, 46, 49, 50-51, 53, 54, 56, 60.</p> <p><b>Writing (1.11)</b></p> <p>Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive and reflective pieces.</p> <ul style="list-style-type: none"> <li>• <b>Students will respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers.</b></li> </ul> <p>Pages 5-6, 14-15, 16, 20-21, 26, 29, 31, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 56, 57-58, 59, Performance Assessment.</p> <ul style="list-style-type: none"> <li>• <b>Students will use information from technology and other resources to produce writing that develops and supports independent ideas.</b></li> </ul> <p>Pages 16, 20-21, 29, 42, 49, 56, 59.</p>

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<b>ENGLISH - LANGUAGE ARTS - Grade 4</b> <i>(continued)</i>	
<ul style="list-style-type: none"> <li>• <b>Students will write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experiences, reading, listening observing, and/or inquiry.</b>  Pages 5-6, 16, 29, 39-41, 42, 56.</li> <li>• <b>Students will write personal pieces to communicate ideas.</b>  Pages 14-15, 20-21, 22, 23-24, 26, 34, 47-48, 49, Performance Assessment.</li> <li>• <b>Students will identify and apply characteristics of effective writing in producing and discussing their own work, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</b>  Pages 5-6, 14-15, 16, 20-21, 26, 29, 31, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 56, 57-58, 59, Performance Assessment.</li> </ul> <p><b>Speaking/Listening/Observing (1.3, 1.4, 1.12)</b></p> <p>Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences.</p> <ul style="list-style-type: none"> <li>• <b>Students will recognize the purpose and effectiveness of both formal and informal messages.</b>  Pages 14-15, 22, 23-24, 37, 39-41, 43, 44, 45, 52, 57-58.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students will apply listening, speaking, and observing skills to conduct authentic inquiry tasks</b>  Pages 18-19, 22, 26, 27, 29, 39-41, 43, 44, 45, 52, 56-57, 60.</li> </ul> <p><b>Inquiry (1.1)</b></p> <p>Independently and collaboratively, students use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for specific purposes.</p> <ul style="list-style-type: none"> <li>• <b>Students will identify information and resources needed to address student-developed questions.</b>  Pages 12, 13, 20-21, 25, 28, 29, 42, 49, 56, 59.</li> <li>• <b>Students will take notes from research.</b></li> </ul> <p><b>Pages 12, 13, 20-21, 25, 28, 29, 42, 49, 56, 59.</b></p> <ul style="list-style-type: none"> <li>• <b>Students will use technology as a research tool to explore and gather ideas and information for authentic tasks.</b>  Pages 12, 13, 20-21, 28, 29, 31, 43, 46, 49, 50-51, 54, 56, 59.</li> </ul> <p><b>Technology as Communication (1.16)</b></p> <p>Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes.</p> <ul style="list-style-type: none"> <li>• <b>Students will use technology to access ideas and information.</b>  Pages 12, 13, 20-21, 28, 29, 31, 43, 46, 49, 50-51, 54, 56, 59.</li> </ul>

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<b>ENGLISH - LANGUAGE ARTS - Grade 4</b> <i>(continued)</i>	<b>ENGLISH - LANGUAGE ARTS - Grade 5</b>
<ul style="list-style-type: none"> <li>• <b>Students will explore technology as a means of communication.</b></li> </ul> <p>Pages 5-6, 18-19, 29, 43, 54, 56, 60.</p>	<p><b>Grade 5</b></p> <p><b>Reading (1.2)</b></p> <p>Students apply a variety of appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.</p> <ul style="list-style-type: none"> <li>• <b>Students will identify meaning from a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events.</b></li> </ul> <p>Pages 1-4, 5-6, 8, 12, 13, 16, 20-21, 26, 27, 28, 29, 31, 38, 42, 43, 45, 46, 49, 50-51, 53, 54, 56, 60.</p> <ul style="list-style-type: none"> <li>• <b>Students will recognize characteristics and elements of different kinds of literary works.</b></li> </ul> <p>Pages 12, 13, 20-21, 28, 29, 31, 46, 49, 50-51, 54, 56.</p> <ul style="list-style-type: none"> <li>• <b>Students will identify and apply information contained in directions and forms to complete authentic tasks.</b></li> </ul> <p>Pages 1-4, 9, 10-11, 13, 18-19, 26, 27, 29, 35, 36, 38, 39-41, 42, 43, 44, 45, 46, 47-48, 50-51, 52, 54, 56, 57-58, 60.</p> <ul style="list-style-type: none"> <li>• <b>Students will employ reading strategies to locate and apply ideas and information for inquiry projects and other authentic tasks.</b></li> </ul> <p>Pages 12, 13, 20-21, 28, 29, 31, 42, 43, 46, 49, 50-51, 54, 56, 59.</p>

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<b>ENGLISH - LANGUAGE ARTS - Grade 5 (continued)</b>	
<ul style="list-style-type: none"> <li>• <b>Students will respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/contrasting.</b>  Pages 20-21, 28, 29, 31, , 46, 49, 50-51, 56, 59.</li> <li>• <b>Students will use vocabulary and comprehension strategies in context, as well as technology, to understand text.</b>  Pages 1-4, 5-6, 8, 12, 13, 16, 20-21, 26, 27, 28, 29, 31, 38, 42, 43, 45, 46, 49, 50-51, 53, 54, 56, 60.</li> </ul> <p><b>Writing (1.11)</b></p> <p>Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive, and reflective pieces.</p> <ul style="list-style-type: none"> <li>• <b>Students will respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers.</b>  Pages 5-6, 14-15, 16, 20-21, 26, 29, 31, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 56, 57-58, 59, Performance Assessment.</li> <li>• <b>Students will use information from technology and other resources to produce writing that develops independent ideas and contains source citations.</b></li> </ul>	<p>The following pages relate to this objective if a teacher adds an instruction to cite sources: 20-21, 29, 42, 49, 56, 59.</p> <ul style="list-style-type: none"> <li>• <b>Students will write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) which develop ideas for authentic audiences and purposes.</b>  Pages 5-6, 16, 29, 39-41, 42.</li> <li>• <b>Students will write personal pieces, including essays, which reflect on personal experience and make connections to real-world..</b>  Pages 14-15, 20-21, 22, 23-24, 26, 34, 47-48, 49, Performance Assessment.</li> <li>• <b>Students will apply characteristics of effective writing in their own works and recognize them in works of others, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</b>  Pages 5-6, 16, 29, 34, 42, 56, Performance Assessment.</li> </ul> <p><b>Speaking/Listening/Observing (1.3, 1.4, 1.12)</b></p> <p>Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences.</p> <ul style="list-style-type: none"> <li>• <b>Students will adjust communication based on audience, purpose, and situation.</b>  Pages 14-15, 20-21, 23-24, 26, 27, 39-41, 43, 44, 45,</li> </ul>

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<b>ENGLISH - LANGUAGE ARTS - Grade 5</b> <i>(continued)</i>	
<p>52, 57-58, 60.</p> <ul style="list-style-type: none"> <li>• <b>Students will apply listening, speaking, and observing skills to conduct and to respond to authentic inquiry tasks.</b></li> </ul> <p>Pages 18-19, 22, 26, 27, 29, 39-41, 43, 44, 45, 52, 56-57, 60.</p> <p><b>Inquiry (1.1)</b></p> <p>Independently and collaboratively, students use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for specific purposes.</p> <ul style="list-style-type: none"> <li>• <b>Students will develop questions to obtain ideas and information for authentic tasks.</b></li> </ul> <p>Pages 5-6, 12, 13, 20-21, 28, 29, 42, 46, 49, 56, 59.</p> <ul style="list-style-type: none"> <li>• <b>Students will identify types of resources for a variety of tasks and select resources appropriate for specific tasks.</b></li> </ul> <p>Pages 5-6, 12, 13, 20-21, 28, 29, 42, 46, 49, 56, 59.</p> <ul style="list-style-type: none"> <li>• <b>Students will explore research tools to gather ideas and information for a variety of authentic tasks.</b></li> </ul> <p>Pages 12, 13, 20-21, 29, 42, 46, 54, 56, 59.</p> <ul style="list-style-type: none"> <li>• <b>Students will identify sources by title and author in written and oral products.</b></li> </ul> <p>The following pages relate to this objective if a teacher adds an instruction to cite sources: 12, 13, 20-21, 29, 42, 46, 54, 56, 59.</p>	<p><b>Technology as Communication (1.16)</b></p> <p>Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes.</p> <ul style="list-style-type: none"> <li>• <b>Students will use technology to access ideas and information.</b></li> </ul> <p>Pages 12, 13, 20-21, 28, 29, 31, 43, 46, 49, 50-51, 54, 56, 59.</p> <ul style="list-style-type: none"> <li>• <b>Students will explore technology as a means of communication.</b></li> </ul> <p>Pages 5-6, 18-19, 29, 43, 54, 56, 60.</p>

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<b>MATHEMATICS - GRADE 4</b>	
<p><b>Numbers, Integers &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>• <b>Students will read, write, and model whole numbers from 0 to 1,000,000, developing place value for hundred thousands and millions.</b>  Pages 17, 36, 42, 43, 53, 56.</li> <li>• <b>Students will order and compare numbers to 1,000,000.</b>  Pages 36, 56.</li> <li>• <b>Students will understand the relative magnitude of whole numbers to 1,000,000.</b>  Pages 43, 53.</li> </ul> <p><b>Fractions &amp; Decimals</b></p> <ul style="list-style-type: none"> <li>• <b>Students will explore appropriate estimation procedures.</b>  Pages 13, 35, 36, 42, 43, 53, 56.</li> </ul> <p><b>Number Computation</b></p> <ul style="list-style-type: none"> <li>• <b>Students will understand and apply computational procedures for adding, subtracting, multiplying, and dividing whole numbers using memorized basic facts.</b>  Pages 17, 18-19, 27, 43, 52, 53, 56, 60.</li> <li>• <b>Students will add and subtract fractions with common denominators using manipulatives and/or diagrams.</b>  Page 52.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students will add, subtract, multiply, and divide whole numbers.</b>  Pages 17, 27, 43, 53, 56, 60.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• <b>Students will analyze structures of geometric figures (e.g., points, rays, lines, segments, perpendicular lines, parallel lines, angles).</b>  Pages 9, 10-11, 12, 13, 28, 42, 44.</li> <li>• <b>Students will investigate geometric relationship (e.g., similarity, congruence) through manipulatives and drawings.</b>  Pages 9, 10-11, 12, 13, 28, 42, 43.</li> <li>• <b>Students will compare and explore non-standard units for measuring angles.</b>  Pages 13, 28, 39-41, 42, 43, 44.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• <b>Students will relate time to days, weeks, months, and years.</b>  Pages 31, 46, 54.</li> <li>• <b>Students will add and subtract time.</b>  Pages 18-19.</li> </ul>

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<b>MATHEMATICS - GRADE 4</b> <i>(continued)</i>	
<ul style="list-style-type: none"><li>• <b>Students will read and record temperatures to the nearest degree.</b>  Page 36.</li><li>• <b>Students will measure and find area and perimeter of a rectangle.</b>  Pages 9, 10-11, 12, 13, 42.</li></ul> <p><b>Algebraic Ideas</b></p> <ul style="list-style-type: none"><li>• <b>Students will compare and contrast number patterns.</b>  Pages 17, 20-21, 26, 27, 42, 43, 52, 53, 56, 60.</li><li>• <b>Students will explore variables and solve equations using variables.</b>  Pages 17, 26, 27, 43, 52, 53, 56.</li><li>• <b>Students will graph points on a number line.</b>  Page 46.</li><li>• <b>Students will represent and describe relationships through the use of variables, ordered pairs, lists in tables, plots on graphs, and patterns.</b>  Pages 26, 27, 31, 35, 36, 46, 54, 56.</li></ul> <p><b>Probability &amp; Statistics</b></p> <ul style="list-style-type: none"><li>• <b>Students will choose appropriate means to collect and represent data.</b></li></ul>	<p>Pages 1-4, 26, 27, 44, 54.</p> <ul style="list-style-type: none"><li>• <b>Students will pose questions, collect, organize, and display data.</b>  Pages 26, 27, 44, 54.</li><li>• <b>Students will draw conclusions based on data.</b>  Pages 18-19, 26, 44.</li></ul>

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MATHEMATICS - GRADE 5	
<p><b>Numbers, Integers &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>• <b>Students will explore appropriate estimation procedures.</b></li> </ul> <p>Pages 13, 35, 36, 42, 43, 53, 56.</p> <p><b>Fractions &amp; Decimals</b></p> <ul style="list-style-type: none"> <li>• <b>Students will compare and apply the relative sizes of common and mixed fractions.</b></li> </ul> <p>Pages 35, 52.</p> <p><b>Number Computation</b></p> <ul style="list-style-type: none"> <li>• <b>Students will add and subtract simple fractions with common denominators using manipulatives or symbolic notation.</b></li> </ul> <p>Page 52.</p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• <b>Students will identify and model basic two-and three-dimensional shapes by appearance and in different orientations (i.e., turn models different ways).</b></li> </ul> <p>Pages 10-11, 12, 13, 28, 42, 43, 45, 50-51.</p> <ul style="list-style-type: none"> <li>• <b>Students will measure and construct angles to the nearest degree.</b></li> </ul> <p>Pages 12, 13, 28, 42, 44.</p>	<ul style="list-style-type: none"> <li>• <b>Students will classify angles as acute, obtuse, or right.</b></li> </ul> <p>Page 44.</p> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• <b>Students will determine area and perimeter of triangles and rectangles.</b></li> </ul> <p>Pages 9, 10-11, 13, 42.</p> <p><b>Algebraic Ideas</b></p> <ul style="list-style-type: none"> <li>• <b>Students will create, recognize, extend, find, and write rules for number patterns.</b></li> </ul> <p>Pages 26, 43, 52, 53.</p> <ul style="list-style-type: none"> <li>• <b>Students will explore variables and solve equations using variables.</b></li> </ul> <p>Pages 17, 26, 27, 43, 52, 53, 56.</p> <p><b>Probability &amp; Statistics</b></p> <ul style="list-style-type: none"> <li>• <b>Students will pose questions; collect, organize, display data; and choose an appropriate way to collect and represent data.</b></li> </ul> <p>Pages 26, 27, 44, 54.</p> <ul style="list-style-type: none"> <li>• <b>Students will make predictions.</b></li> </ul> <p>Pages 1-4.</p>

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<b>SCIENCE - GRADE 4</b>	
<p><b>Scientific Inquiry</b></p> <p><b>Scientific Ways of Thinking and Working</b></p> <ul style="list-style-type: none"> <li>• <b>Students will ask simple scientific questions that can be answered through observations combined with scientific information.</b></li> </ul> <p>Pages 12, 18-19, 20-21, 26, 29, 36, 44, 54.</p> <ul style="list-style-type: none"> <li>• <b>Students will use simple equipment (e.g., plant lights), tools (e.g., rulers, thermometers), skills (e.g., describing), technology (e.g., electronic media), and mathematics in scientific investigations.</b></li> </ul> <p>Pages 18-19, 26, 36, 44.</p> <ul style="list-style-type: none"> <li>• <b>Students will use evidence (e.g., descriptions) from simple scientific investigations and scientific knowledge to develop reasonable explanations.</b></li> </ul> <p>Pages 12, 18-19, 20-21, 26, 29, 36, 44, 54.</p> <ul style="list-style-type: none"> <li>• <b>Students will design and conduct different kinds of simple scientific investigations.</b></li> </ul> <p>Pages 18-19, 26, 44.</p> <ul style="list-style-type: none"> <li>• <b>Students will communicate (e.g., graph, write) designs, procedures, and results of scientific investigations.</b></li> </ul> <p>Pages 18-19, 26, 36, 44.</p>	<p><b>Conceptual Understandings</b></p> <p><b>Patterns, Systems, Scale and Models, Constancy, and Change Over Time</b></p> <p><b>Light, Heat, Electricity, and Magnetism</b></p> <ul style="list-style-type: none"> <li>• <b>Students will understand that light travels in a straight line until it strikes an object. Light can be reflected, refracted, or absorbed by objects.</b></li> </ul> <p>Pages 43-44.</p> <p><b>Earth/Space Science</b></p> <p><b>Changes in the Earth and Sky</b></p> <ul style="list-style-type: none"> <li>• <b>Students will understand that weather changes from day to day and over the seasons. Weather can be described by observing and measuring temperature, wind direction and speed, and precipitation.</b></li> </ul> <p>Page 54.</p> <p><b>Life Science</b></p> <p><b>Characteristics of Organisms</b></p> <ul style="list-style-type: none"> <li>• <b>Students will understand that organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met.</b></li> </ul> <p>Pages 12, 28, 49, 53, 56.</p> <ul style="list-style-type: none"> <li>• <b>Students will understand that organisms have different structures that serve different functions. These</b></li> </ul>

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<b>SCIENCE - GRADE 4</b> <i>(continued)</i>	<b>SCIENCE - GRADE 5</b>
<p style="text-align: center;"><b>structures are used to sort organisms into groups.</b></p> <p style="text-align: center;">Pages 12, 28, 43, 49, 50-51, 53, 55, 56.</p> <p><b>Organisms and Their Environments</b></p> <ul style="list-style-type: none"> <li>• <b>Students will understand that organisms' patterns of behavior are related to the nature of organisms' environments. There are many different environments (e.g., deserts, rain forests) on Earth that support different types of organisms.</b></li> </ul> <p style="text-align: center;">Pages 12, 43, 49, 53, 56.</p> <p><b>Applications/Connections</b></p> <p><b>Patterns, Systems, Scale and Models, Constancy, and Change Over Time</b></p> <ul style="list-style-type: none"> <li>• <b>Students will examine the role science plays in everyday life.</b></li> </ul> <p style="text-align: center;">Pages 12, 18-19, 20-21, 28, 29, 36, 43, 44, 45, 53, 54, 55, 56.</p>	<p><b>Scientific Inquiry</b></p> <p><b>Scientific Ways of Thinking and Working</b></p> <ul style="list-style-type: none"> <li>• <b>Students will identify questions that can be answered through scientific investigations combined with scientific information.</b></li> </ul> <p style="text-align: center;">Pages 12, 18-19, 26, 29, 36, 44, 54.</p> <ul style="list-style-type: none"> <li>• <b>Students will use appropriate equipment (e.g., watches), tools (e.g., rain gauges), techniques (e.g., classifying), technology (e.g., calculators), and mathematics in scientific investigations.</b></li> </ul> <p style="text-align: center;">Pages 18-19, 26, 36, 44.</p> <ul style="list-style-type: none"> <li>• <b>Students will use evidence (e.g., classifications), logic, and scientific knowledge to develop scientific explanations.</b></li> </ul> <p style="text-align: center;">Pages 12, 18-19, 20-21, 26, 29, 36, 44, 54.</p> <ul style="list-style-type: none"> <li>• <b>Students will design and conduct different kinds of scientific investigations to answer different kinds of questions.</b></li> </ul> <p style="text-align: center;">Pages 18-19, 26, 44.</p> <ul style="list-style-type: none"> <li>• <b>Students will communicate (e.g., draw, speak) designs, procedures, and results of scientific investigations.</b></li> </ul> <p style="text-align: center;">Pages 18-19, 26, 36, 44.</p>

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<p><b>SCIENCE - GRADE 5</b> <i>(continued)</i></p>	
<p><b>Conceptual Understandings</b></p> <p><b>Patterns, Systems, Scale and Models, Constancy, and Change Over Time</b></p> <p><b>Earth/Space Science</b></p> <p><b>Structure of the Earth System</b></p> <ul style="list-style-type: none"> <li>• <b>Students will explore the characteristics of the atmosphere and how the water cycle affects the atmosphere, clouds, weather, and climate.</b></li> </ul> <p>Page 54.</p> <p><b>Life Science</b></p> <ul style="list-style-type: none"> <li>• <b>Students will recognize the relationship between structure and function at all levels of organization (e.g., organ systems, whole organisms, ecosystems).</b></li> </ul> <p>Pages 12, 28, 43, 50-51, 55, 56.</p> <p><b>Applications/Connections</b></p> <p><b>Patterns, Systems, Scale and Models, Constancy, and Change Over Time</b></p> <ul style="list-style-type: none"> <li>• <b>Students will examine the role of science in explaining and predicting natural events (e.g., floods, earthquakes, volcanoes).</b></li> </ul> <p>Pages 20-21, 54.</p> <ul style="list-style-type: none"> <li>• <b>Students will demonstrate the role science plays in everyday life and explore different careers in science.</b></li> </ul>	<p>Pages 12, 13, 18-19, 20-21, 25, 28, 29, 36, 42, 43, 44, 45, 46, 49, 50-51, 53, 54, 55, 56, 59.</p> <ul style="list-style-type: none"> <li>• <b>Students will recognize how science is used to understand changes in populations, issues related to resources, and changes in environments.</b></li> </ul> <p>Pages 12, 13, 20-21, 45, 53, 55.</p>

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<b>SOCIAL SCIENCE - GRADE 4</b>	
<p><b>Historical Perspective</b></p> <ul style="list-style-type: none"> <li>• <b>Students will develop a chronological understanding of Kentucky's early development as a territory and state.</b>  Page 13.</li> <li>• <b>Students will explore different perspectives and interpretations of Kentucky history by using primary and secondary sources, artifacts, and time lines.</b>  Pages 13, 31, 42, 46.</li> <li>• <b>Students will understand different groups throughout Kentucky's history and their reasons for exploring and/or settling in Kentucky.</b>  Page 13.</li> <li>• <b>Students will recognize how lifestyles and conditions have changed over time in Kentucky.</b>  Pages 13, 46.</li> <li>• <b>Students will understand that specific symbols, slogans, buildings, and monuments represent ideas and events in Kentucky's history.</b>  Page 42.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <b>Students will understand that all places on Earth have an absolute and relative location.</b>  Pages 13, 20-21, 49, 56.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students will recognize the five themes of geography (location, place, regions, movement, and relationships within places) and use them to analyze geographic issues and problems in Kentucky and regions of the United States.</b>  Pages 13, 20-21, 49, 56.</li> <li>• <b>Students will use various representations of the Earth (e.g., maps, globes, mental maps) to find and explain human and physical geographic features in Kentucky and regions of the United States.</b>  Pages 13, 20-21, 49, 56.</li> <li>• <b>Students will understand how humans have interacted with the physical environment to meet their needs in Kentucky and regions in the United States.</b>  Page 13.</li> <li>• <b>Students will recognize how the physical environment, especially in the past, limited and promoted human settlement and activities in Kentucky.</b>  Page 13.</li> <li>• <b>Students will develop mental maps of the United States and its regions.</b>  Pages 20-21, 49, 56.</li> <li>• <b>Students will recognize unique places in regions of the United States.</b>  Pages 20-21, 49, 56.</li> </ul>

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<b>SOCIAL SCIENCE - GRADE 4</b> <i>(continued)</i>	
<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• <b>Students will understand the basic economic problem of scarcity (imbalance between unlimited wants and limited resources) and recognize how people have addressed the problem through decision making.</b>  Pages 17, 20-21, 22, 32-33, 37, 55, 60.</li> <li>• <b>Students will understand that producers create goods and services and consumers make economic decisions and choices.</b>  Pages 17, 20-21, 22, 37, 49, 56.</li> <li>• <b>Students will understand economic concepts (e.g., markets, goods and services, supply and demand, scarcity, opportunity cost, money as a means of exchange, profits) and use them appropriately in context to explain conditions or events in Kentucky history and regions of the United States.</b>  Pages 20-21, 56, 60.</li> <li>• <b>Students will recognize that economic systems are created to deal with the problem of scarcity.</b>  Pages 22, 60.</li> </ul> <p><b>Government and Civics</b></p> <ul style="list-style-type: none"> <li>• <b>Students will understand that individuals have rights and responsibilities that change when people assume different roles in different groups.</b>  Pages 14-15, 16, 23-24, 32-33, 37, 47-48, 57-58, 60.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students will recognize that, in a democratic society, individuals need to participate in government and civic affairs.</b>  Pages 14-15, 23-24, 22-23, 34, 37, 38.</li> </ul> <p><b>Culture and Society</b></p> <ul style="list-style-type: none"> <li>• <b>Students will understand similarities and differences in the ways groups and cultures within Kentucky and regions of the United States address similar needs and concerns.</b>  Pages 12, 22, 31, 37, 53, 55, 59, 60.</li> <li>• <b>Students will understand how social institutions in Kentucky's past and regions of the United States respond to human needs, structure society, and influence behavior.</b>  Pages 31, 37, 38, 42, 59.</li> <li>• <b>Students will recognize how tensions and conflict can develop between and among individuals, groups, and institutions.</b>  Pages 12, 14-15, 23-24, 32-33, 37, 39-41, 55, 57.</li> <li>• <b>Students will analyze strategies and ways to achieve conflict resolution.</b>  Pages 1-4, 14-15, 23-24, 32-33, 34, 37, 38, 39-41, 57-58.</li> </ul>

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<b>SOCIAL SCIENCE - GRADE 5</b>	
<p><b>Historical Perspective</b></p> <ul style="list-style-type: none"> <li>• <b>Students will explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of the history of the United States using a variety of tools (e.g., primary and secondary sources, data, artifacts).</b></li> </ul> <p>Pages 13, 31, 42, 46.</p> <ul style="list-style-type: none"> <li>• <b>Students will develop a chronological understanding of the history of the United States and recognize cause-and-effect relationships and multiple causation.</b></li> </ul> <p>Pages 31, 46.</p> <ul style="list-style-type: none"> <li>• <b>Students will trace change over time in the history of the United States and identify reasons for change.</b></li> </ul> <p>Pages 31, 46.</p> <ul style="list-style-type: none"> <li>• <b>Students will examine the historical contributions of individuals and groups.</b></li> </ul> <p>Pages 42, 46.</p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <b>Students will use a variety of tools to obtain and present geographic information (e.g., landforms, natural resources, natural disasters) about the United States and its close neighbors (i.e., Canada, Mexico).</b></li> </ul> <p>Pages 20-21.</p>	<ul style="list-style-type: none"> <li>• <b>Students will develop mental maps of the United States.</b></li> </ul> <p>Pages 20-21, 49, 56.</p> <ul style="list-style-type: none"> <li>• <b>Students will recognize unique places in the United States.</b></li> </ul> <p>Pages 13, 20-21.</p> <ul style="list-style-type: none"> <li>• <b>Students will examine how the history of the United States was influenced by its physical environment.</b></li> </ul> <p>Page 13.</p> <ul style="list-style-type: none"> <li>• <b>Students will understand human settlement patterns in the United States and how they were related to the physical environment.</b></li> </ul> <p>Page 13.</p> <ul style="list-style-type: none"> <li>• <b>Students will understand how the people of the United States have used technology to modify the environment to meet their needs.</b></li> </ul> <p>Pages 13, 46.</p> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• <b>Students will recognize the impact of economic factors (e.g., security, growth, desire for profits) on decisions made by individuals, businesses, and governments in the United States.</b></li> </ul> <p>Pages 20-21, 22, 60.</p>

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<b>SOCIAL SCIENCE - GRADE 5</b> <i>(continued)</i>	
<p><b>Government and Civics</b></p> <ul style="list-style-type: none"><li>• <b>Students will understand that, in a democratic society, citizens have rights and responsibilities.</b></li></ul> <p>Pages 14-15, 32-33, 37, 47-48, 57-58.</p> <ul style="list-style-type: none"><li>• <b>Students will explore the rights and responsibilities of citizens in real-life situations.</b></li></ul> <p>Pages 14-15, 32-33, 37, 47-48, 57-58.</p>	