

Citizenship

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	R	R									10-12 days	1

P.A.S.S. Objective
None

District Objective(s)

Students will:

1. Propose reasons for and justify why laws and rules are needed.
2. Distinguish between appropriate and inappropriate behavior.
3. Discuss the responsibilities, privileges, and limitations that accompany rights.
4. Explain why it is important to respect the rights and property of others.
5. Propose problems that would result without rules, laws, and means of resolving conflicts.
6. Work cooperatively with others.
7. Accept responsibility for group and individual actions.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Making choices 2. Following Rules 3. Respecting Other's Rights 	<p>Chapter 2, Pgs. 79-103</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p style="text-align: center;">MEDIA SERVICES CENTER</p> <p>Videos: <i>Why We Have Laws: Shiver, Gobble and Snore</i> <i>Why We Have Elections: The King of Snork (best way to run a government)</i> <i>Why We Take Care of Property: Planet of Ticklebops</i> <i>Courtesy is Caring (Disney)</i> <i>School Bus Safety and Courtesy</i> <i>Dear Lovey Hart: I Am Desperate (responsibility and decision making)</i> <i>Different Kind of Winning</i> <i>Why We Tell the Truth: No More Squareburgers in...</i></p> <p>Other: List of school rules List of classroom rules</p> <p>HBJ Music Tape-"America the Beautiful" Tape 1-Side A</p>

Instructional Resources	Assessment
<p>HBJ Activity Book, Pgs. 9-16, 30, 78, 99</p> <p>HBJ Reading Support, Pgs. 1-24</p> <p>HBJ Game Time! (Kit), Pgs. 4-5 “Race to the Top”</p> <p>HBJ Music Tape: “America the Beautiful” Tape 1-Side A</p> <p>HBJ Art Activity - See Pg. 49 in Teacher’s Edition “Line to Art”</p>	<p>Posters:</p> <p>Have students create a poster by either drawing or using pictures from newspapers or magazines to illustrate good, responsible behavior.</p>
<p>Suggested Strategies/Activities</p>	

- At the beginning of school have a discussion about what the word *responsibilities* means. Then ask the students to tell about some of their responsibilities at home. List these in one or two words on the chalkboard under the heading *My Responsibilities at Home*. From this discussion, lead them into thinking about how responsibilities at school might be alike or different from those they have at home. List these under the heading *My Responsibilities at School*.

Brainstorm with the class common rules and courtesies at home and school. Organize class into groups to select items that need to be accomplished daily and weekly at school.

- Example:
- Line Leader
 - Greeter
 - Messenger
 - Monitor (Bathrooms)
 - Classroom Maintenance (Chalkboard, Floor, Dusting)

Record these rules on the chalkboard under the appropriate heading *Home* or *School*.

- Discuss and consider forming a Classroom Council.
- Why Do We Need Laws? For this activity use the video, *Why We Have Laws*, which may be obtained from the Media center, at the ASC. Begin the film and stop it after the king makes two laws. Discuss with students the kind of laws the king made and how the people felt about those laws. Continue the film until Shiver, Gobble, and Snore decide they need some laws. Divide the class into three groups, each group representing one of the three characters. Give each group a large sheet of butcher paper and have the groups list laws that the character their group represents would want in the new land. Bring the groups back together and discuss the laws of each group. Complete the film. Discuss why Shiver, Gobble, and Snore needed laws, why societies need laws, and why schools need rules.

Research/Process Skill for Social Studies

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	I	I	I	R	R	M	MM	MM	MM	MM	All Year	1-4

P.A.S.S. Objective

The student will:

- I. Develop and practice the process skills of social studies.
 - A. Demonstrate the ability to utilize research materials, such as encyclopedias, almanacs, atlases, newspapers, photographs, visual images, and computer-based technologies.
 - B. Construct timelines of events in the development of the regions of the United States.
 - C. Identify and give examples of different perspectives and points of view (e.g., in the media, political commercials, advertisements, and literature).

District Objective(s)

Students will:

Same as PASS

SAT9 CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
<p>For Each Unit Taught Use:</p> <ol style="list-style-type: none"> 1. Primary and Secondary Sources 2. Characters, Settings and Events from Literature 3. Timelines 4. Geographic Information 5. Writing, Speaking 6. Discussion, Debate 	
	Instructional Resources
	<p><u>Web Sites</u></p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>

Atlas and Map Skills

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter

			I	R	R	M	MM						30 days	1
P.A.S.S. Objective The student will: II. Analyze the regions of the United States from a spatial perspective. <ol style="list-style-type: none"> Interpret geographic information using primary and secondary sources, atlases, charts, graphs, and visual images. Identify, use and interpret basic political, physical, and thematic maps and globes. 														
District Objective(s) Students will: <ol style="list-style-type: none"> Describe places in terms of their absolute (exact) and relative location (location in relationship to other places). Use cardinal and intermediate directions to show how to reach specific points and show directions on road and transportation maps. Identify the use of a compass rose. Explain the purpose of map keys and symbols on a map. Identify land and water forms, (e.g., oceans, lakes, river systems, continents, islands, mountains). Locate the equator, Northern Hemisphere, and South Hemisphere, North and South poles. Use latitude and longitude to measure distance, determine direction, and locate points on maps and globes. 														
<input checked="" type="checkbox"/> SAT9 <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP												Textbook Rating 1		
Topics							Textbook Correlation							
Map-Globe Skills Terms <ol style="list-style-type: none"> Continent (Pg. 31) Globe (Pg. 29) Cardinal Direction (Pg. 33) Compass Rose (Pg. 33) Intermediate Direction (Pg. 33) Equator (Pg. 29) Latitude (Pg. 110) Longitude (Pg. 111) Prime Meridian (Pg. 29) Map Symbols (Pg. 32-33) Map Key or Legend (Pg. 32-33) Scale (Pg. 33) Grid (Pg. 34) Elevation (Pg. 58) 							Chapter 1, Pgs. 40-78 Atlas - A1 to A17 Globes and Maps 29-34 Nystrom - <i>Exploring our Country, Lessons 1-4, and 23</i>							
							Instructional Resources							
							MEDIA SERVICES CENTER <u>Videos:</u> <i>Alphabet of Lands and Waters</i> <i>Continents of the World</i> <i>Latitude, Longitude, Time Zones</i> <i>Directions: Map Skills for Beginners</i> <i>Maps: Map Skills for Beginners</i> <i>Globes: Map Skills for Beginners</i> <i>From Here to There</i> <u>Kits:</u> Map and Globe Skills Learning Module Finding Our Way with Maps and Globes <u>Other:</u> Hands on Geography by Cram or Nystrom Maps Globes Atlas							
Instructional Resources							Suggested Strategies/Activities							

Web Sites

www.hprtec.org

www.historylink.com

www.historychannel.com

www.lessonplanspage.com

www.maps101.com

www.historynet.com

<http://geography.miningco.com>

www.americanhistory.about.com

www.historylink101.com

www.harcourtschool.com

1. Construct 3-D Map of an imaginary country or play-dough showing land forms, map key, and map scale. Use 8 x 10 sheet of construction paper. Name country. Send recipe of play-dough home. Paint with tempera.
2. Play-dough or 3-D map of original country showing landforms, bodies of water, compass rose, scale, capital.
3. See HBJ Game Time! Book (Kit) for games for the unit - Pgs. 3-5 "Race to the Top"
4. HBJ Reading Support - Pgs. 1-12
5. HBJ Activity Book - Pages 2, 3, 6

Assessments

1. Teacher-Made Activity Sheets
2. Activity Sheets for Atlas - Nystrom
3. Teacher-Made Tests - Chapters 1-2 (No Unit Test)
4. Completion of 3-D Map

Northeast Region

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
				I	R		M						40 days	2

P.A.S.S. Objective

The student will:

- II. Analyze the regions of the United States from a spatial perspective.
 - C. Construct and use maps of the regions of the United States, the continents, and the world to demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape, using appropriate geographic vocabulary, tools, and technologies.
 - D. Locate on a map and identify the states, their capitals, and major metropolitan centers of the United States by region.
- III. Examine the unique and common features of the physical systems of the regions of the United States.
 - A. Identify the major landforms and bodies of water of the United States.
 - B. Compare and contrast the vegetation, climate, and spatial distribution of natural resources of the regions.
 - C. Analyze how the major physical features were formed and continue to change.
- IV. Describe the human systems identified with the major regions of the United States, including human interaction with the environment.
 - A. Compare and contrast the human characteristics of early and contemporary human settlements in the regions of the United States.
 - B. Explain how people are influenced by, adapt to and alter their environment, including agricultural efforts, housing, occupations, industries, transportation, and communication.
 - C. Describe how people attempt to resolve geographic challenges.
 - D. Describe the development of economic specialization in each region of the United States, including examples of interdependence among regions and connections to global trade.

District Objective(s)

Students will:

Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
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Topics	Textbook Correlation
1. Physical Features: <ul style="list-style-type: none"> a. Land forms - Appalachian Mts. b. Bodies of Water - Atlantic Ocean, Connecticut, Hudson & Lawrence Rivers, Champlain, Erie, & Ontario Lakes, Erie Canal & Chesapeake Bay 	Chapter 3, Unit 1 and Unit 2, Pgs. 131-189 (HBJ) <i>Exploring our Country Atlas - Nystrom - L. 27, 36, p. 48-49</i>
2. Climate 3. Industries: <ul style="list-style-type: none"> a. Iron b. Steel 	Instructional Resources
4. Farming: dairy, potato, cranberry, orchards, vineyards, poultry, truck farming, blueberries 5. Natural Resources: fish, water, timber, stone, minerals 6. States, capitals and major cities: New England, Middle Atlantic 7. Cultural and Ethnic Groups: Ellis Island-Immigrants	Hands on Map Program - Cram The Daily Oklahoman USA Today
Instructional Resources	Suggested Strategies/Activities

<p>Web Sites</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.harcourtschool.com</p>	<ol style="list-style-type: none"> 1. See HBJ Game Time! (Kit), Pgs. 6-9 - “Grab Bag Game” 2. Use newspapers to find events happening in the cities/states of this region. Locate on map and discuss. 3. Music tape- “Erie Canal” Tape 1- Side B, Pgs. 37-38 HBJ Activity Book 4. Map Activities for Each Region: <ol style="list-style-type: none"> 1. Enlarge Region Map as large as possible. Print on white construction paper. Label and color each state. Then cut apart for puzzle. Store in zip-loc bags for practice. 2. Print Region Maps on regular copy paper. Color with map pencils <u>only</u>. Label each state and capital and major rivers and oceans. 5. Map Book - Pgs. 110-113 6. Flash cards for regions (1 set for each student) made from different colors of construction paper - 3 x 5 size. 7. Foods Around the Region - Serve Blueberry Muffins-Potato Cakes-Cranberry Bread 8. HBJ Activity Book, Pgs. 24-39 9. HBJ Art Activity - Teacher’s Edition, Pg. 178 “Link to Art”
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Assessment

1. Activity Book Sheets
2. Teacher-Made Tests
3. HBJ Assessment Program, Chapters 3-5 (Unit 1 and Unit 2 Test Optional)

Southeast Region

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
				I	R		M						20 days	3

P.A.S.S. Objective

The student will:

- II. Analyze the regions of the United States from a spatial perspective.
 - C. Construct and use maps of the regions of the United States, the continents, and the world to demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape, using appropriate geographic vocabulary, tools, and technologies.
 - D. Locate on a map and identify the states, their capitals, and major metropolitan centers of the United States by region.
- III. Examine the unique and common features of the physical systems of the regions of the United States.
 - A. Identify the major landforms and bodies of water of the United States.
 - B. Compare and contrast the vegetation, climate, and spatial distribution of natural resources of the regions.
 - C. Analyze how the major physical features were formed and continue to change.
- IV. Describe the human systems identified with the major regions of the United States, including human interaction with the environment.
 - A. Compare and contrast the human characteristics of early and contemporary human settlements in the regions of the United States.
 - B. Explain how people are influenced by, adapt to and alter their environment, including agricultural efforts, housing, occupations, industries, transportation, and communication.
 - C. Describe how people attempt to resolve geographic challenges.
 - D. Describe the development of economic specialization in each region of the United States, including examples of interdependence among regions and connections to global trade.

District Objective(s)

Students will:

Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
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Topics	Textbook Correlation
1. Physical Features: <ul style="list-style-type: none"> a. Land forms: Appalachian Mts., Gulf & Atlantic Coastal Plains, Piedmont Plateau-Fall Line b. Bodies of Water: Atlantic Ocean, Gulf of Mexico, Tennessee, Ohio, and Mississippi Rivers 	Unit 3, Chapter 6-7 <i>Exploring our Country Atlas - Nystrom</i> lesson 34-35, p. 62-65
	Instructional Resources
2. Climate 3. Industries: fishing, lumber, steel, textile, petrochemical 4. Farming: sugarcane, rice, tobacco, citrus, cotton, peanuts 5. Mining: iron ore, coal, and limestone 6. States, capitals, and major cities 7. Cultural and Ethnic Groups <ul style="list-style-type: none"> a. Native Americans b. Cajun and Creoles c. Africans 	The Daily Oklahoman USA Today HBJ Music Tape-Unit 3

Instructional Resources	Suggested Strategies/Activities
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Assessment	
<ol style="list-style-type: none"> 1. Activity Book Sheets, Pgs. 40-55 2. Teacher-Made Activity Sheets/Tests 3. Completion of Map Work 4. HBJ Assessment Program - Chapters 6 & 7 Tests - Unit 3 Test 	
The Middle West	

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
				I	R		M						20 days	3

P.A.S.S. Objective

The student will:

- II. Analyze the regions of the United States from a spatial perspective.
 - C. Construct and use maps of the regions of the United States, the continents, and the world to demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape, using appropriate geographic vocabulary, tools, and technologies.
 - D. Locate on a map and identify the states, their capitals, and major metropolitan centers of the United States by region.
- III. Examine the unique and common features of the physical systems of the regions of the United States.
 - A. Identify the major landforms and bodies of water of the United States.
 - B. Compare and contrast the vegetation, climate, and spatial distribution of natural resources of the regions.
 - C. Analyze how the major physical features were formed and continue to change.
- IV. Describe the human systems identified with the major regions of the United States, including human interaction with the environment.
 - A. Compare and contrast the human characteristics of early and contemporary human settlements in the regions of the United States.
 - B. Explain how people are influenced by, adapt to and alter their environment, including agricultural efforts, housing, occupations, industries, transportation, and communication.
 - C. Describe how people attempt to resolve geographic challenges.
 - D. Describe the development of economic specialization in each region of the United States, including examples of interdependence among regions and connections to global trade.

District Objective(s)

Students will:
Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating	1
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Topics	Textbook Correlation
1. Physical Features: <ul style="list-style-type: none"> a. Land forms: Central Plains, Great Plains, Interior Plains, and Black Hills b. Bodies of Water: The Great Lakes - Superior, Huron, and Michigan Lakes, Mississippi, Missouri, and Ohio Rivers 2. Climate 3. Industries: Meat packing, canneries, flour mills 4. Farming: Wheat, corn, dairy, cattle, soybeans 5. Natural Resources: Iron ore, lead, and zinc 6. States, capitals and major cities Great Lakes States/Plains States 7. Cultural and Ethnic Groups <ul style="list-style-type: none"> a. Native Americans b. European Immigrants 	Chapters 8-9, Unit 4 <i>Exploring our Country Atlas - Nystrom</i> lesson 31-32, p. 56-59
	Instructional Resources
	The Daily Oklahoman USA Today HBJ Music - Unit 4 Tape

Instructional Resources	Suggested Strategies/Activities
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<p>Web Sites</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.harcourtschool.com</p>	<ol style="list-style-type: none"> 1. See HBJ Game Time! (Kit), Unit 4, Pgs. 12-15 2. Flash cards and Puzzle Map for Region (See NE Region) 3. HBJ Reading Support (Kit), Unit 4, Pgs. 37-48 4. Newspaper Search (See NE Region) 5. HBJ Map Book, Pgs. 117-120 (Map activities as detailed on NE Region) 6. HBJ Activity Book, Pgs. 56-71 7. Foods Around the Region- Serve Cheese Sampler/Cereals/Bread/Popcorn 8. HBJ Music: “The Edmund Fitzgerald”, Pg. 30 9. HBJ Art Activity - Pg. 293 HBJ Teacher’s Edition
<p>Assessment</p>	
<ol style="list-style-type: none"> 1. Activity Book Sheets, Pgs. 56-71 2. Teacher-Made Activity Sheets/Tests 3. Completion of Map Work 4. HBJ Assessment Program - Chapters 8 & 9 Tests - Unit 4 Test 5. Teacher Observation - Group Work 	
<p>Southwest Region</p>	

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
				I	R		M						20 days	4

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- II. Analyze the regions of the United States from a spatial perspective.
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 - D. Locate on a map and identify the states, their capitals, and major metropolitan centers of the United States by region.
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 - A. Identify the major landforms and bodies of water of the United States.
 - B. Compare and contrast the vegetation, climate, and spatial distribution of natural resources of the regions.
 - C. Analyze how the major physical features were formed and continue to change.
- IV. Describe the human systems identified with the major regions of the United States, including human interaction with the environment.
 - A. Compare and contrast the human characteristics of early and contemporary human settlements in the regions of the United States.
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 - D. Describe the development of economic specialization in each region of the United States, including examples of interdependence among regions and connections to global trade.

District Objective(s)

Students will:

Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
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Topics	Textbook Correlation
1. Physical Features: <ul style="list-style-type: none"> a. Land forms: Grand Canyon, Great Plains, Gulf Coastal Plains, Painted Desert, Colorado Plateau, Rocky Mountains b. Bodies of Water: Gulf of Mexico, Red, Rio Grande, and Colorado Rivers 2. Climate 3. Industries: Petroleum 4. Farming: Cotton, rice, citrus fruits, vegetables 5. Natural Resources: oil, water, turquoise, silver, copper, uranium 6. Cultures: Native American, Spanish, Anglo 7. States, capitals, and major cities	Chapters 10-11, Unit 5 <i>Exploring our Country Atlas - Nystrom lesson 29 & 33, p. 52, 53, 60, 61</i>
	Instructional Resources
	The Daily Oklahoman USA Today Oklahoma Land Run Activities (Media Resources) HBJ Music Tape-Unit 5

Instructional Resources	Suggested Strategies/Activities
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<p>Web Sites</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.harcourtschool.com</p>	<ol style="list-style-type: none"> 1. Newspaper Search (See NE Region) 2. Map Work-Puzzle (See NE Region) 3. Flash cards (See NE Region) 4. HBJ Game Time!! (Kit), Pgs. 16-19 5. Reading Support, Pgs. 49-60-Unit 5 6. Living History Report (Famous Oklahomans) - Oklahoma 7. Map Book, Pgs. 121-122 8. HBJ Activity Book, Pgs. 72-87 9. HBJ Music Audio Cassette-"Mexican Hat Dance", Pg. 375-Unit 5 10. Foods Around the Region-Serve Chips & Salsa/Fry Bread 11. Art Activity, Pg. 377-HBJ Teacher's Edition
<p>Assessment</p>	
<ol style="list-style-type: none"> 1. HBJ Activity Book Sheets, Pgs. 72-87 2. Teacher-Made Tests 3. Completion of Map Work 4. HBJ Assessment Program - Chapters 10 & 11 Tests - Unit 5 Test 	
<p>The West - Mountain States</p>	

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
				I	R		M						10 days	4

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District Objective(s)

Students will:
Same as PASS

SAT9 CRT EOI AP Textbook Rating **1**

Topics	Textbook Correlation
1. Physical Features: <ul style="list-style-type: none"> a. Land forms: Rocky Mts., Sierra Nevada Mts., Great Basin b. Bodies of Water: Great Salt Lake, Missouri, Snake, and Colorado Rivers 	Chapter 12, Unit 6 <i>Exploring our Country Atlas - Nystrom</i> lesson 30, p. 54-55
2. Climate 3. Industries: Lumber and petroleum 4. Farming: Wheat, potatoes, and sugar beets 5. Ranching: Cattle and sheep 6. Mining: Metals and minerals 7. Natural Resources: Silver, copper, gold, uranium, lead, zinc, and oil shale 8. States, capitals, and major cities 9. National Parks	Instructional Resources
	The Daily Oklahoman USA Today

Instructional Resources	Suggested Strategies/Activities
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<p>Web Sites</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.harcourtschool.com</p>	<ol style="list-style-type: none"> 1. Flash cards/Puzzle (See NE Region) 2. Map Activities (See NE Region) 3. Newspaper Search (See NE Region) 4. Reading Support - Old Faithful Erupts Again, Pgs. 61-64 - Unit 6 5. Map Book, HBJ, Pgs. 123-124 6. Activity Book, Pgs. 88-94 7. Music - "I've Been Working on the Railroad" 8. Food Around the Region - Serve Trail Mix/Jerky 9. Art Activity - See Pg. 403 in HBJ Teacher's Edition 10. HBJ Game Time! (Kit), Pg. 20 (Use at end of Unit after Chapter 13)
<p>Assessment</p>	
<ol style="list-style-type: none"> 1. HBJ Activity Book Sheets, Pgs. 88-94 2. Completion of Map Work 3. HBJ Assessment Program - Chapter 12 Test 4. Teacher-Made Tests 5. Teacher Observation - Group Work 	
<p>Pacific West - Pacific Coast and Islands</p>	

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- II. Analyze the regions of the United States from a spatial perspective.
 - C. Construct and use maps of the regions of the United States, the continents, and the world to demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape, using appropriate geographic vocabulary, tools, and technologies.
 - D. Locate on a map and identify the states, their capitals, and major metropolitan centers of the United States by region.
- III. Examine the unique and common features of the physical systems of the regions of the United States.
 - A. Identify the major landforms and bodies of water of the United States.
 - B. Compare and contrast the vegetation, climate, and spatial distribution of natural resources of the regions.
 - C. Analyze how the major physical features were formed and continue to change.
- IV. Describe the human systems identified with the major regions of the United States, including human interaction with the environment.
 - A. Compare and contrast the human characteristics of early and contemporary human settlements in the regions of the United States.
 - B. Explain how people are influenced by, adapt to and alter their environment, including agricultural efforts, housing, occupations, industries, transportation, and communication.
 - C. Describe how people attempt to resolve geographic challenges.
 - D. Describe the development of economic specialization in each region of the United States, including examples of interdependence among regions and connections to global trade.

District Objective(s)

Students will:
Same as PASS

SAT9 CRT EOI AP Textbook Rating **1**

Topics	Textbook Correlation
1. Physical Features: <ul style="list-style-type: none"> a. Land forms: Coast Range and Cascade Mts., islands and volcanoes b. Bodies of Water: Pacific Ocean, Gulf of Alaska, and Columbia River 2. Climate 3. Industries: Aircraft, water craft, food processing, silicon chips, fishing, lumbering 4. Farming: Vegetables, fruits, cotton, oats, hay, barley, sugar cane 5. Natural Resources: Gold, oil, forest 6. States, capitals, and major cities	Chapter 13 <i>Exploring our Country Atlas - Nystrom lesson 28, p. 50-51</i>
	Instructional Resources
	The Daily Oklahoman USA Today HBJ Music Tape-3B
Instructional Resources	Suggested Strategies/Activities

Web Sites

www.hprtec.org

www.historylink.com

www.historychannel.com

www.lessonplanspage.com

www.maps101.com

www.historynet.com

<http://geography.miningco.com>

www.americanhistory.about.com

www.historylink101.com

www.harcourtschool.com

1. Reading Support, Pgs. 65-72-Unit 6
2. Flash cards/Puzzle (See NE Region)
3. Newspaper Search (See NE Region)
4. HBJ Activity Book, Pgs. 95-101
5. HBJ Game Time! (Kit), Pg. 20
6. Map Activities (See NE Region)
7. Map Book, Pgs. 125-126
8. Music: HBJ Audio Cassette "Aloha-Oe", Tape 3B
9. Foods Around the Region- Serve Pineapple/Bananas
10. Art Activity- See Pg. 433 in the HBJ Teacher's Edition

Assessment

1. Activity Book Sheets, Pgs. 95-101
2. Completion of Map Work
3. HBJ Assessment Program - Chapter 13 Test - Unit 6 Test
4. Teacher-Made Tests
5. Teacher Observation - Group Work

Oklahoma

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
			I	R						M				

P.A.S.S. Objective

The Student will:

- VI. Demonstrate an understanding of the unique features which contributed to the settlement of Oklahoma.
 - A. Identify major historical individuals, entrepreneurs, and groups, and describe their major contributions.
 - G. Describe major events of Oklahoma’s past, such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil.
 - H. Analyze the use of Oklahoma’s natural resources by early visitors and settlers.
 - I. Identify state and local governing bodies that make laws and carry out laws, with an emphasis on civic participation.
 - J. Develop an understanding of and an appreciation for the cultural diversity of his or her community by examining the historical and contemporary racial, ethnic, and cultural groups of the area.

District Objective(s)

Students will:

Same as PASS

SAT9 CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
1. Settlements by Native Americans 2. Cattle Drives 3. Land Runs 4. Statehood 5. Discovery of Oil	
6. Use of Natural Resources: salt, bison, oil, coal, timber and sod	Instructional Resources
7. Sequoyah 8. Boomers 9. Sooners 10. Will Rogers 11. Maria Tallchief 12. Robert S. Kerr 13. Clara Luper 14. Jim Thorpe	