**Western Hemisphere: Early Ancient Civilizations to Modern Times**

**3rd edition**

by

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**Curricular Alignment to State and National Standards:**

The pragmatic and theoretical frameworks for this text were determined from newer adopted state academic standards, and older national academic standards still existent. Specifically, the latest state standards for Geography, Reading, Economics, Environment and Ecology, and Science and Technology have been incorporated. National standards from the National Geographic Society and the National Council for Social Studies were additional guiding beacons for this text’s content and skills. However, it should be noted that *The Western Hemisphere: Early Ancient Civilizations to Modern Times (EACMT)* is not meant to accommodate all social studies standards.

Standards strongly suggest benchmark and assessment anchors. As of this printing, the premier driving force for assessment in the state of Pennsylvania is the *Pennsylvania System of School Assessment* (PSSA) given at various levels ranging from grades 3-11. The PSSA is a standards-based assessment, but not a norm-referenced instrument. It measures individual student growth and progress and helps to determine the degree to which the curriculum enables students to attain the delineated state standards. Scores are reported as being advanced, proficient, basic, or below basic. The most frequently reported scores are for Reading and Mathematics at grade levels 5, 8, and 11. More information on state results can be obtained by logging onto<http://www.pde.state.pa.us/> Type in assessment anchors at PDE’s website search icon. You also can peruse the state’s 2010 initiative, titled Standards Aligned System (SAS), at http://[www.pdesas.org](http://www.pdesas.org)

The Social Studies in Chapter 4 of the 22 PA code is delineated as Geography along with Civics and Government, Economics, and History. PDE (2003c, p. 2) suggests, “This identification is consistent with citizenship education in Chapter 49 and Chapter 354.”Presented forthwith is a delineation of applicable academic standards encompassed by the text *The Western Hemisphere: EACMT* and its supplemental materials.

**Note**: The action verbs used in the respective grade levels of the State Standards are harmonious with “zooming” up Bloom’s ladder. Hence, students do more analyzing in grade 9 and evaluating in grade 12. However, such behavioral activities can be employed in 5th grade but only to the extent that they are age-appropriate, or as others might say, with varying degrees of difficulty.

***Academic Standards for Geography***

According to the PDE (2003c, p. 2), “Geography is an integrative discipline that enables students to apply geography skills and knowledge to life situations at home, at work and in the community.” The agency expresses that “topics and concepts in geography directly relate to standard statements in Environment and Ecology, Economics, Mathematics, Science and Technology and Civics and Government” (p. 2). Your text authors affirm that many of the Reading standards are encompassed and integrated as well.

In *Academic Standards for Geography*, the PDE (2003c, p. 4) emphatically states:

Basic Geography Literacy [and all other strands of geography] must include local-to-global progression for all students at all grade levels for the standard statements and their descriptors. Basic concepts introduced in lower grade levels must be developed more fully throughout higher grade levels.

The *Academic Standards for Geography* (Pennsylvania Department of Education, 2003c) describe what students should know and be able to do around four organizing themes. They are:

Basic Geography Literacy

The Physical Characteristics of Places and Regions

The Human Characteristics of Places and Regions

The Interactions Between People and Places

In addition, the PDE encourages teachers to weave the Five Fundamental Themes of Geography (National Geographic Society, 1994) into instruction while addressing the *Academic Standards for Geography*. The standards depict what students should know and be able to do whereas the themes provide a “clear conceptual basis for teachers and students in organizing their knowledge” (p. 2). The five themes are presented for review:

**Theme Description**

|  |  |
| --- | --- |
| Location | The absolute and relative position of a place on the Earth’s surface |
| Place | How physical and human characteristics define and distinguish a place |
| Human Environment Interaction | How humans modify and adapt to natural settings |
| Movement | How people, ideas and materials move between and among locations |
| Regions | How an area displays unity in terms of physical and human characteristics |

Presented below is a summary of the Geography standards for grades 3 and 6. For a

more extensive listing, the reader is directed to the Pennsylvania Department of Education’s

webpage at <http://www.pde.state.pa.us> Scroll down to the State Board of Education and from there link to State Academic Standards.

**7.1 – Basic Geographic Literacy**

|  |  |
| --- | --- |
| 7.1.3 Grade 3 | 7.1.6 Grade 6 |
| A. Identify geographic tools and their uses.   * Characteristics and purposes of different geographic representations, such as maps, globes, graphs, charts, and diagrams * Geographic representations to display spatial information * Mental maps to describe the human and physical features of the local area   B. Identify and locate places and regions   * Physical features   + Continents   + Oceans   + Rivers and lakes   + Major landforms   + Local community * Human features   + Countries   + States   + Cities * Regions as areas with unifying geographic regions   + Physical regions, such as landform regions, climate regions, and rivers   + Human regions | A. Describe geographic tools and their uses.   * + - Basis on which maps, graphs and diagrams are created     - Geographic representations to display spatial information, such as absolute and relative locations     - Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home country     - Basic spatial elements for depicting the patterns of physical and human features       * Major location, distance, scale       * Map grids       * Alpha-numeric system       * Cardinal and intermediate directions     B. Describe and locate places and regions   * + Coordinate systems such as latitude, longitude and time zones   + Physical features   + Human features     - Provinces     - Countries     - States     - Major human regions     - Major cities     - Counties   + Ways in which different people view places and regions   + Community connections to other places     - Dependence and interdependence     - Access and movement |

**7.2 The Physical Characteristics of Places and Regions**

|  |  |
| --- | --- |
| 7.2.3 Grade 3 | 7.26 Grade 6 |
| A. Identify the physical characteristics of places and regions   * Physical properties   + Landforms, such as plains, plateaus, and mountains   + Bodies of water, such as rivers, lakes, seas, oceans   + Weather and climate   + Vegetation and animals * Earth’s physical systems, such as atmosphere   B. Identify the basic physical processes that affect the physical characteristics of places and regions   * Earth-sun relationships, such as seasons, climate, weather * Extreme physical events, such as earthquakes, tornadoes | A. Describe the physical characteristics of places and regions   * Components of Earth’s physical systems   + Storms   + Tectonic plates   + Biomes * Comparison of the physical characteristics of different places and regions, such as climate, topography * Climate types, such as marine, continental, tropical wet and dry   B. Describe the physical processes that shape patterns on Earth’s surface   * Earth-sun relationships such as equinoxes and solstices, and reasons they occur and their relationship to latitude * Climate influences, such as elevation, latitude, nearby ocean currents * Climate change * Plate tectonics |

**7.3 The Human Characteristics of Places and Regions**

|  |  |
| --- | --- |
| 7.3.3. Grade 3 | 7.3.6. Grade 6 |
| A. Identify the human characteristics of places and regions by their population characteristics   * The number and distribution of people in the local community * Human movement in the local community   B. Identify the human characteristics of places and regions by their cultural characteristics   * Components of culture in the local community * Ethnicity of people in the local community, such as language, religions, customs   C. Identify the human characteristics of places and regions by their settlement   * Types of settlements * Factors that affect where people settle   D. Identify the human characteristics of places and regions by their economic activities   * Location factors in the spatial distribution of economic activities, such as market, transportation, workers, materials   + Producers of consumer products and services   + Products of farms and factories at the local and regional level * spatial distribution of resources   + Non-renewable resources   + Renewable resources   + Flow resources   E. Identify the human characteristics of places and regions by their political activities   * Types of Political Units * Political Units in the local area | A. Describe the human characteristics of places and regions by their population characteristics   * Spatial distribution, size, density and demographic characteristics * Causes of human movement   B. Describe the human characteristics of places and regions by their cultural characteristics   * Ethnicity of people, such as language, religions, customs * Spatial arrangements of cultures based on customs, religions   C. Describe the human characteristics of places and regions by their settlement   * Current and past settlement patterns * Factors that affect the growth and decline of settlements, such as immigrations, transportation development, natural resources, site and situation   D. Describe the human characteristics of places and regions by their economic activities   * Spatial distribution of economic activities, such as agriculture, forestry, mining, manufacturing, services * Factors that influence the location and spatial distribution of economic activities, such as modes of transportation used to move people, goods and materials * Spatial distribution of resources and their relationship to population distribution   + Historical settlement patterns and natural resource use   + Natural resource-based industries   E. Describe the human characteristics of places and regions by their political activities   * Spatial pattern of political units * Functions of political units |

**7.4 The Interaction Between People and Places**

|  |  |
| --- | --- |
| 7.4.3 Grade 3 | 7.4.6 Grade 6 |
| A. Identify the impacts of physical systems on people   * How people depend on, adjust to and modify physical systems on a local scale * Ways in which natural hazards affect human activities   B. Identify the impacts of people on physical systems   * Effects of energy use * Ways human change local ecosystem | 1. Describe the impacts of physical systems on people    * How people depend on, adjust to and modify physical systems on a regional scale    * Ways in which people adjust to life in hazard-prone areas   B. Describe the impacts of people on physical systems   * Changing spatial patterns on Earth’s surface that result from human activities * Ways humans adjust their impact on the habitat |

***Academic Standards for Economics***

According the Pennsylvania Department of Education (2003b), “Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange and consumption of goods and services” (p. 1). The standards are meant to provide focus and direction in learning how economic activity affects the forces of daily living. *The Western Hemisphere: EACMT* text is not meant to encompass all economic standards. The following standards represent those that are covered within the text.

The *Academic Standards for Economics* (Pennsylvania Department of Education, 2003b) describe what students should know and be able to do around five organizing themes. They are:

6.1 Economic Systems

6.2 Markets and the Functions of Governments

6.3 Scarcity and Choice

6.4 Economic Interdependence

6.5 Work and Earnings

Presented below is a summary of the Economics standards for grades 3 and 6. For a more extensive listing, the reader is directed to the Pennsylvania’s Department of Education webpage at <http://www.pde.state.pa.us> Scroll down to the State Board of Education and from there link to State Academic Standards.

**6.1 Economic Systems**

|  |  |
| --- | --- |
| 6.1.3 Grade 3 | 6.1.6 Grade 6 |
| B. Describe alternative methods for allocating goods and services  C. Identify local economic activities | A. Describe and identify characteristics of market systems  B. Explain the three basic questions that all economic systems attempt to answer.  What goods and services should be produced? How will goods and services be produced? Who will consume goods and services?  C. Define measures of economic activity . . . |

**6.2 Markets and the Function of Governments**

|  |  |
| --- | --- |
| 6.2.3 Grade 3 | 6.2.6 Grade 6 |
| A. Define and identify goods, services, consumers and producers  C. Identify and compare means of payment, such as barter, money  I. Identify goods and services produced by government, such as postal service | A. Describe market transactions in terms of goods, services, consumers and producers  D. Define economic institutions  I. Identify and describe public goods |

**6.3 Scarcity and Choice**

|  |  |
| --- | --- |
| 6.3.3 Grade 3 | 6.3.6 Grade 6 |
| A. Define scarcity and limited resources  B. Identify and define wants of different people  C. Identify and define natural, human and capital resources | B. Explain how scarcity influences choices and behaviors  D. Explain how limited resources and unlimited wants cause scarcity  I. Describe the natural, human and capital resources used to produce a specific good or service |

**6.4 Economic Interdependence**

|  |  |
| --- | --- |
| 6.4.3 Grade 3 | 6.4.6 Grade 6 |
| B. Explain why people trade  C. Explain why goods, services and resources come from all over the nation and world  D. Identify local resources, such as natural and human  F. Explain why some products are produced locally while others are not  G. Identify local geographic patterns of economic activities | B. Explain how specialization leads to more trade between people and nations  C. Identify and define imports, exports, regional and international trade  D. Explain how the location of resources, transportation and communication networks and technology have affected economic patterns  G. Describe geographic patterns of economic activities |

**6.5 Work and Earnings**

|  |  |
| --- | --- |
| 6.5.3 Grade 3 | 6.5.6 Grade 6 |
| A. Explain why people work to get goods and services  B. Identify different occupations  C. Describe businesses that provide goods and businesses that provide services | A. Recognize that the availability of goods and services is the result of work by members of the society  C. Compare the number of employees at different businesses |

***Academic Standards for Science and Technology***

Presented below is a summary of the Science and Technology (PDE, 2002b) standards for grades 3 and 6. For a more extensive listing, the reader is directed to the Pennsylvania’s Department of Education webpage at <http://www.pde.state.pa.us> Scroll down to the State Board of Education and from there link to State Academic Standards.

**3.5 Earth Sciences**

|  |  |
| --- | --- |
| 3.5.4 Grade 4 | 3.5.7 Grade 7 |
| A. Know basic landforms and identify various earth structures  B. Know types and uses of earth materials  C. Know basic weather elements   * Identify weather patterns from data charts * Explain how the different seasons affect . . . daily human life   D. Recognize the earth’s different water resources   * Identify and describe types of fresh water bodies * Recognize other resources available from water | A. Describe earth features and processes   * Describe the processes involved in the creation of geologic features * Distinguish between examples of rapid surface changes   B. Recognize earth resources and how they affect everyday life   * Identify and locate significant earth resources * Explain the value and uses of different earth resources * Compare the locations of human settlements as related to available resources   C. Describe basic elements of meteorology   * Explain weather forecasts by interpreting weather data and symbols * Explain the oceans’ impact on local weather and the climate of a region * Identify . . . global wind patterns and how they relate to the weather patterns in different regions . . . .   D. Explain the behavior and impact of the earth’s water systems   * Distinguish fresh from salt water * Identify ocean and shoreline features, such as bays, inlets |

**3.7 Technological Devices**

|  |  |
| --- | --- |
| 3.7.4 Grade 4 | 3.7.7 Grade 7 |
| A. Explore the use of basic tools, simple materials and techniques to safely solve problems  B. Select appropriate instruments to study materials | A. Describe the safe and appropriate use of tools, materials and techniques to answer questions and solve problems  B. Use appropriate instruments and apparatus to study materials |

**3.8 Science, Technology and Human Endeavors**

|  |  |
| --- | --- |
| 3.8.4 Grade 4 | 3.8.7 Grade 7 |
| A. Know that people select, create and use science and technology and that they are limited by social and physical restraint  B. Know how human ingenuity and technological resources satisfy specific human needs and improve the quality of life   * Identify and distinguish between human needs and improving the quality of life * Identify and distinguish between natural and human-made resources * Describe a technological invention and the resources that were used to develop it   C. Know the pros and cons of possible solutions to scientific and technological problems in society   * Compare the positive and negative expected and unexpected impacts of technological change * Identify and discuss examples of technological change in the community that have both positive and negative impacts | A. Explain how sciences and technologies are limited in their effects and influence on society  B. Explain how human ingenuity and technological resources satisfy specific human needs and improve the quality of life   * Identify interrelationships between systems and resources * Identify and describe the resources necessary to solve a selected problem in a community and improve the quality of life * Identify and explain specific examples of how agricultural science has met human needs and has improved the quality of life   C. Identify the pros and cons of applying technological and scientific solutions to address problems and the effect upon society   * Describe the positive and negative expected and unexpected effects of specific technological developments * Describe ways technology extends and enhances human abilities |

***Academic Standards for Environment and Ecology***

Reflecting the spirit of Pennsylvania’s constitution, PDE (2002a, p. 3) declares, “Environment and ecology examines the world with respect to the economic, cultural, political, and social structure as well as natural processes and systems. . .. The 21st century will demand a more sophisticated citizen capable of making sound decisions that will impact our natural systems forever.” In addition, the agency pronounces, “The study of Environment and Ecology will allow students to be active participants and problem solvers in real issues that affect them, their homes, schools and communities” (p. 3).

Presented below is a summary of the Environment and Ecology standards for grades 4 and 7 encompassed (in varying degrees) in *The Western Hemisphere: EACMT*. For a more extensive listing, the reader is directed to the Pennsylvania’s Department of Education webpage at <http://www.pde.state.pa.us> Scroll down to the State Board of Education and from there link to State Academic Standards.

**4.1 Watersheds and Wetlands**

|  |  |
| --- | --- |
| 4.1.4 Grade 4 | 4.1.7 Grade 7 |
| A. Identify various types of water environments  D. Identify a wetland | A. Explain the role of the water cycle within a watershed  B. Understand the role of the watershed  C. Explain and describe characteristics of a wetland |

**4.2 Renewable and Nonrenewable Resources**

|  |  |
| --- | --- |
| 4.2.4 Grade 4 | 4.2.7 Grade 7 |
| B. Identify products derived from natural resources   * Identify products made from trees * Identify sources of manmade products   C. Know that some natural resources have limited life   * Identify renewable and nonrenewable resources used in the local community * Identify various means of conserving natural resources | A. Know that raw materials come from natural resources  B. Examine the renewability of resources   * Identify renewable resources and describe their uses * Identify nonrenewable resources and describe their uses   C. Explain natural resource distribution   * Distinguish between readily available and less accessible resources * Identify the locations of different concentrations of fossil fuels and mineral resources   D. Describe the role of recycling and waste management |

**4.3 Environmental Health**

|  |  |
| --- | --- |
| 4.3.4 Grade 4 | 4.3.7 Grade 7 |
| A. Know that plants, animals and humans  are dependent on air and water  B. Identify how human actions affect environmental health   * Identify pollutants * Identify sources of pollutants * Describe how people can reduce pollution | A. Identify environmental health issues  B. Describe how human actions affect the health of the environment |

**4.4 Agriculture and Society**

|  |  |
| --- | --- |
| 4.4.4 Grade 4 | 4.4.7 Grade 7 |
| A. Know the importance of agriculture to humans  B. Identify the role of the sciences in Pennsylvania agriculture   * Identify common plants found on Pennsylvania farms   C. Know that food and fiber originate from plants and animals  D. Identify technology and energy use associated with agriculture | A. Explain society’s standard of living in relation to agriculture   * Compare and contrast agricultural changes that have been made to meet society’s needs * Compare several technological advancements and their effect(s) on the historical growth of agriculture   C. Explain agricultural systems’ use of natural and human resources how human ingenuity and technological resources satisfy specific human needs and improve the quality of life   * Identify the plants and animals that can be raised in an area * Identify natural resources necessary for agricultural systems * Define issues associated with food and fiber production |

**4.6 Ecosystems and their Interactions**

|  |  |
| --- | --- |
| 4.6.4 Grade 4 |  |
| B. Explain the concept of cycles   * Explain the water cycle |  |

**4.8 Humans and the Environment**

|  |  |
| --- | --- |
| 4.8.4 Grade 4 | 4.8.7 Grade 7 |
| A. Identify the biological requirements of humans   * Identify several ways that people use natural resources   B. Know that environmental conditions influence where and how people live   * Identify how regional natural resources influence what people use * Explain the influence of climate on how and where people live   C. Explain how human activities may change the environment  D. Know the importance of natural resources in daily life   * Identify items in daily life that come from natural resources * Identify ways to conserve our natural resources * Identify major land uses in the community | B. Explain how people use natural resources   * Explain how climate and extreme weather events (e.g., drought, flood) influence people’s lives   C. Explain how human activities may affect local, regional and national environments and the effect upon society  D. Explain the importance of maintaining the natural resources at the local, state, and national levels   * Define the roles of Pennsylvania agencies that deal with natural resources |

**4.9 Environmental Laws and Regulations**

|  |  |
| --- | --- |
| 4.9.4 Grade 4 | 4.9.7 Grade 7 |
| A. Know that there are laws and regulations for the environment   * Identify local and state laws and regulations regarding the environment * Explain how the recycling law impacts the school and home * Identify and describe the role of a local or state agency that deals with environmental laws and regulations | A. Explain the role of environmental laws and regulations   * Identify and explain environmental laws and regulations (e.g., Clean Air Act, Clean Water Act, Recycling Act) * Explain the role of local and state agencies in enforcing environmental laws and regulations (e.g., Department of Environmental Protection, Department of Conservation and Natural Resources, Game Commission |

*Academic Standards for Reading, Writing, Speaking and Listening*

The Pennsylvania Department of Education (2003d) defined language arts as four processes that are essential to learning and achievement in all academic areas. The PDE asserts:

The language arts – Reading, Writing, Speaking, and Listening – are unique because they are processes that students use to learn and make sense of their world. Students do not read ‘reading’; they read about history, science, and mathematics and other content areas…. Similarly, students do not write ‘writing’; they use written words to express their knowledge and ideas and to inform or entertain others (PDE, 2003e, p. 1).

As a reference for instruction, the PDE developed standards that establish benchmarks for the acquisition of skills in the language arts for grades 3, 5, 8 and 11. These standards were an essential resource in the development of *The Western Hemisphere: EACMT*. We have summarized below standards for grades 3 and 5 that have been emphasized during the development of the text, activities, and teaching extensions.

**1.1. Learning to Read Independently**

|  |  |
| --- | --- |
| 1.1.1 Grade 3 | 1.1.5 Grade 5 |
| A. Identify the purpose of the text before reading.  B. Preview the text format – title, table of contents,  unit headings, lessons, activities, special features,  and icons.  C. Read text using self-monitoring comprehension strategies – predicting, revising predictions, and rereading.  D. Use text organization to facilitate comprehension – headings, graphics, and visual tools.  E. Adjust reading rate to promote comprehension.  F. Understand and use correctly new vocabulary learned in each lesson.  G. Demonstrate after reading an understanding of the text.   * Retell or summarize the major ideas, themes, or procedures of the text. * Connect new information or ideas in the text to known information * Make responsible assertions about the text by citing evidence from the text   H. Demonstrate fluency and comprehension in  reading.   * Read familiar materials aloud with accuracy. * Self-correct mistakes. * Use appropriate rhythm, flow, meter, and pronunciation. * Read extension materials and connected text. * Demonstrate comprehension through activities, assessments, and independent research. | A. Establish a purpose for reading before  reading.  B. Use the format of the text as a guide.  C. Identify the basic concepts and supporting facts using strategies to make predictions about the text – prior knowledge, illustrations and headings, and information from other sources.  D. Expand vocabulary by correctly identifying and using words. Use a dictionary or computer resources as a reference.  E. Identify, understand the meaning, and use correctly key vocabulary from each lesson.  F. Demonstrate after reading an understanding of the text.   * Summarize the major ideas, themes, or procedures of the text. * Relate new information or ideas from the text to that learned through additional reading and media. * Make responsible assertions about the text by citing evidence from the text. * Extend ideas found in the text through independent research.   H. Demonstrate fluency and comprehension in reading.   * Read familiar materials aloud with accuracy. * Self-correct mistakes. * Use appropriate rhythm, flow, meter, and pronunciation. * Read extension materials and connected text. * Demonstrate comprehension through activities, assessments, and independent research. |

**1.2. Reading Critically in All Content Areas**

|  |  |
| --- | --- |
| 1.2.3. Grade 3 | 1.2.5. Grade 5 |
| A. Read and understand essential content of informational texts, documents, and activities.   * Differentiate fact from opinion within the text. * Distinguish between essential and nonessential information within the text. * Make inferences from the text when studying a topic and draw conclusions based on text. * Analyze text organization and content toderive meaning from the text.   B. Use and understand a variety of media and evaluate the quality of material produced.   * Use electronic media for research. * Assess the quality of media being used | A. Read and understand essential content of informational texts, documents, and activities.   * Differentiate fact from opinion across texts. * Distinguish between essential and nonessential information across a variety of texts. * Make inferences about similar concepts in multiple texts. * Evaluate text organization and content to determine the authors’ purpose and effectiveness.   B. Use and understand a variety of media and evaluate the quality of material produced.   * Use a variety of media for research. * Evaluate the role of media as a source of information. |

**1.4 Types of Writing**

|  |  |
| --- | --- |
| 1.4.3. Grade 3 | 1.4.5. Grade 5 |
| A. Write informational pieces - descriptions, letters, reports, and instructions - using illustrations when relevant.  B. Write an opinion and support it with facts. | A. Write multi-paragraph informational pieces - essays, descriptions, letters, reports, and instructions.   * Include cause and effect. * Develop a problem and solution when appropriate on a topic. * Use relevant graphics – maps, charts, graphs, tables, illustrations, and photographs.   B. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed. |

**1.5. Quality of Writing**

|  |  |
| --- | --- |
| 1.5.3. Grade 3 | 1.5.5. Grade 5 |
| A. Write with a sharp, distinct focus identifying topic, task, and audience.  B. Write using well-developed content appropriate for the topic.   * Gather and organize information. * Write a series of related sentences or paragraphs with one central idea. * Incorporate details relevant and appropriate to the topic.   C. Write with controlled organization.   * Sustain a logical order. * Include a recognizable beginning, middle, and end.   D. Write with and awareness of the stylistic aspects of composition.   * Use sentences of differing lengths and complexities. * Use descriptive words and action verbs.   E. Revise writing to improve details and order.   * Identify missing information. * Determine whether ideas follow logically.   F. Edit writing using the conventions of language.   * Spell common, frequently used words correctly. * Use capital letters correctly – first word in sentences, proper nouns and pronoun “I”. * Punctuate correctly – periods, exclamation points, question marks, and commas in a series. * Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly. * Use complete sentences – simple, compound, declarative, interrogative, exclamatory, and imperative.   G. Present and/or defend written work for publication when appropriate. | A. Write with a sharp, distinct focus identifying topic, task, and audience.  B. Write using well-developed content appropriate for the topic.   * Gather, organize, and select the most effective information appropriate for the topic, task, and audience. * Write paragraphs that have topic sentence and supporting details.   C. Write with controlled organization.   * Sustain a logical order within sentences and between paragraphs. * Use meaningful transitions. * Include an identifiable introduction, body, and conclusion.   D. Write with an understanding of the stylistic aspects of composition.   * Use different types and lengths of sentences. * Use precise language including adjectives, adverbs, action verbs, and specific details. * Develop and maintain a consistent voice   E. Revise writing to improve organization and word choice.   * Check the logic and order of ideas. * Check the accuracy of vocabulary.   F. Edit writing using the conventions of language.   * Spell common, frequently used words correctly. * Use capital letters correctly. * Punctuate correctly – periods, exclamation points, question marks, and commas in a series. * Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly. * Use complete sentences – simple, compound, declarative, interrogative, exclamatory, and imperative.   G. Present and/or defend written work for publication when appropriate. |

**1.6. Speaking and Listening**

|  |  |
| --- | --- |
| 1.6.3. Grade 3 | 1.6.5. Grade 5 |
| A. Listen to others.   * Ask questions as an aid to understanding. * Distinguish fact from opinion.   B. Listen to selection of literature – fiction or nonfiction.   * Relate to similar experiences. * Predict what will happen next. * Retell the reading selection in chronological order. * Identify and define new words and concepts.   C. Speak using skills appropriate to formal speech situations.   * Use appropriate volume. * Pronounce most words correctly. * Pace speech so that it is understandable. * Demonstrate an awareness of audience.   D. Contribute to discussions.   * Ask relevant questions. * Respond with appropriate information or opinions to questions asked. * Listen to and acknowledge the contributions of others. * Display appropriate turn-taking behaviors.   E. Participate in small and large group discussions and presentations.   * Participate in everyday conversation. * Present oral readings. * Deliver short reports. * Conduct short interviews. * Give simple directions and explanations. * Report an emergency.   G. Use media for learning purposes.   * Explain the purpose of television, radio, film, and Internet in the lives of people. * Show or explain what was learned - audiotape or computer download. | A. Listen to others**.**   * Ask pertinent questions. * Distinguish relevant information, ideas, and opinions from those that are irrelevant. * Take notes when prompted.   B. Listen to selection of literature – fiction or nonfiction.   * Relate to prior experiences. * Predict the result of the story actions. * Retell the reading selection in chronological order. * Identify and define new words and concepts. * Summarize the selection.   C. Speak using skills appropriate to formal speech situations.   * Use complete sentences. * Pronounce words correctly. * Use appropriate volume. * Pace speech so that it is understandable. * Adjust content for different audiences. * Speak with a purpose in mind.   D. Contribute to discussions.   * Ask relevant questions. * Respond with appropriate information or opinions to questions asked. * Listen to and acknowledge the contributions of others. * Adjust involvement to * encourage equitable participation. * Give reasons for opinions. * Summarize when prompted.   E. Participate in small and large group discussions and presentations.   * Participate in everyday conversation. * Present oral readings. * Deliver research reports. * Conduct interviews. * Plan and participate in group presentations. * Contribute to informal debates.   G. Use media for learning purposes.   * Compare information received via television, radio, or in newspapers. * Access information on the Internet. * Discuss the reliability of information received on Internet sources. * Use a variety of images and sounds to create an effective presentation of a topic. |

**1.7. Characteristics and Functions of the English Language**

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| --- | --- |
| 1.7.3. Grade 3 | 1.7.5. Grade 5 |
| A. Identify words from other languages that are commonly used English words. | A. Identify words from other languages that are commonly used English words. Use a dictionary, computer resources to find the meaning of these words. |

**1.8. Research**

|  |  |
| --- | --- |
| 1.8.3. Grade 3 | 1.8.5. Grade 5 |
| A. Select a topic for research.  B. Locate information using appropriate sources and strategies.   * Locate sources of information for a research task. * Select resources. * Use table of contents and key words. * Use traditional and electronic search tools.   C. Organize and present the main ideas from research.   * Take notes from sources using a structured format. * Summarize, orally or in writing, the main ideas. | A. Select and refine a topic for research.  B. Locate information using appropriate sources and strategies.   * Evaluate the usefulness and qualities of the sources. * Select sources of information. * Use table of contents, indices, key words, cross-references, and appendices. * Use traditional and electronic search tools.   C. Organize and present the main ideas from research.   * Take notes from sources using a structured format. * Present the topic using relevant information. * Credit sources using structured format. |

**National Justification and Curricular Alignment**

The following material presents earlier curriculum reform efforts by professional agencies. The standards promulgated by these organizations are still existent as of the printing of this document. The National Commission on Social Studies in the Schools (1989) and the National Council for the Social Studies (1994) called for similar guidelines with different terminology. They have addressed what social studies should consist of in the primary, intermediate, and middle school ranges. The Commission cited, "Effective instruction in this first year of geography (grade 4) will equip the social studies student to understandmore intelligently the history and geography in all subsequent grades*"* (p. 11).

At the national level, there are two premier agencies pleading for curriculum reform of the Social Studies. They are the National Council for Social Studies (NCSS), and the National Assessment Governing Board (NAGB) and its concomitant, substantive agency known as the National Assessment of Educational Progress (NAEP) (<http://www.ed.gov/programs/naep>) First, we will present the standards and criteria advocated by the NCSS. The Council has opined its framework in a document called *Expectations of Excellence: Curriculum Standards for Social Studies* (NCSS, 1994). The document is organized around ten thematic strands in social studies for K-12. (<http://www.ncss.org>) These strands, as of printing time, are still used to guide instruction. *The Western Hemisphere: EACMT* strongly embraces strands 1, 3, 7, 8, and 9. NCSS had a Fall 2008 draft revision on its standards, but the 10 strands remained the same.

**National Council for Social Studies Framework**

1. *Culture* − Social studies should include experiences that provide for the study of culture and cultural diversity. What are the common features of different cultures? How do belief systems, such as religion and political ideals, influence other parts of culture (p. 21)?

2. *Time, Continuity, & Change* − Social studies programs should include experiences that provide for the study of ways human beings view themselves in and over time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past (p. 22)?

3. *People, Places and Environments* − Social studies programs should include experiences that provide for the study of people, places, and environments. Students need knowledge the knowledge, skills, and understanding to answer such questions as: Where are things located? Why are they located where they are? What do we mean by "region?" How do landforms change (p. 23)?

4. *Individual Development and Identity* − Social studies programs should include experiences that provide for the study of individual development and identity. Personal identity is shaped by one's culture. How do people learn? How do people meet their basic needs in a variety of contexts (p. 24)?

5. *Individuals, Groups, & Institutions* − Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives (p. 25).

6. *Power, Authority, & Governance* − Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance. Understanding the historical development of these factors is essential for civic competence. In exploring these themes, students confront questions such as: What is power? How is it gained, used, and justified? How are governments created, maintained, and changed? How can individual rights be protected within the context of majority rule (p. 26)?

7. *Production, Distribution, and Consumption* − Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. What are goods and services? How are goods and services to be distributed? How do natural resources contribute to the production of goods and services? How do transportation systems affect the distribution of goods and services (p. 27)?

8. *Science, Technology, and Society* − Social studies programs should include experiences that provide for the study of relationships among science, technology, and society. Modern life as we know it would be impossible without the technology and the science that supports it. What can we learn from the past about how new technologies result in broader social change? How can we preserve our fundamental values and beliefs in the midst of technological change (p. 28)?

9.*Global Connections* − Social studies programs should include experiences that provide for the study of global connections and interdependence. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities (p. 29).

*10. Civic Ideals and Practices* − Social studies programs should include experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities (p. 30)?

**A New Social Studies Initiative**

Social Studies standards have not remained static. In 2013, The National Council for

Social Studies launched a new initiative titled *College, Career & Civic Life: 3C Framework for Social*

*Studies State Standards*. 3C is a state-led collaborative initiative intended for 2 audiences – state social studies standards, and schools, teachers, curriculum writers, and administrators.

3C has three main objectives: They are to:

1. enhance the rigor of social studies disciplines;
2. build critical thinking/problem solving, and participatory skills needed to be an engaged citizen, and;
3. align academic programs with common core state standards, or ELLA\* in History/SS.

ELLA is an acronym for English Language Literacy Assessment. Your authors have created another acronym that represents common core state standards. We call it **SWIRL3**, which stands for **Speaking, Writing, Informational Reading, Listening, Literature, and Language.** The text and activities in *The Western Hemisphere: EACMT* heartily apply SWIRL3 or ELLA.

**National Assessment for Educational Progress Criteria**

There is another powerful force fashioning curriculum reform at the national level. This organization is known as the National Assessment Governing Board (NAGB). This agency approves of recommended national achievement levels in all curricular areas for our nation's youth in grades 4th, 8th, and 12th. The national test that is taken is called the *National Assessment of Educational Progress* (NAEP). (<http://www.ed.gov/programs/naep>). Usually, three curricular areas are chosen every two years to test. NAGB subcontracts with an agency known as American College Testing (ACT) to establish an achievement levels-setting process. In 2014, History, Geography, and Civics were the curricular areas chosen to test. As of this printing, these standards are still extant.

The following standards represent descriptions of what 4th graders should be able to do and perform in geography at three different levels. These standards are to be promoted at more sophisticated levels throughout the grades.

*4th Grade Basic Geography* − Students should be able to use words or diagrams to define basic geographic vocabulary; identify personal behaviors and perspectives related to the environment and describe some environmental and cultural issues in their community; use visual and technological tools to access information; identify major geographic features on maps and globes; be able to read and draw simple maps. map keys and legends; demonstrate how people depend upon, use, and adapt to their environment; and give examples of the movement of people, goods, services, and ideas from one place to another. In addition to demonstrating an understanding of how individuals are alike and different, they should demonstrate knowledge of the ways people depend on each other (p. 29).

*4th Grade Proficient Geography* − Students should be able to use fundamental geographic knowledge and vocabulary to identify basic geographic patterns and processes; describe an environmental or cultural issue from more than one perspective; and read and interpret information from visual and technological tools such as photographs, maps and globes, aerial photography, and satellite images. They should be able to use the number and letter grids to plot specific locations; understand relative location terms; and sketch simple maps and describe and/or draw landscapes they have observed or studied. Proficient students should be able to illustrate ways people depend upon, adapt to, and modify the environment; describe and/or illustrate geographic aspects of a region using fundamental geographic vocabulary and give reasons for current human migration; discuss the impact a location has upon cultural similarities and differences; and be able to demonstrate how an event in one location can have an impact upon another location (p. 32).

*4th Grade Advanced Geography* − Students should be able to use basic geographic knowledge and vocabulary to describe patterns and processes; describe ways individuals can protect andenhance environmental quality; describe how modifications to the environment may have a variety of consequences; explain differing perspectives that apply to local environmental or cultural issues; and demonstrate an understanding of forces that result in migration, changing demographics, and boundary changes. They should be able to solve simple problems by applying information learned through working with visual and technological tools such as aerial and other photographs, maps and globes, atlases, news media, and computers. They should be able to construct models and sketch and label maps of their own state, the United States, and the world; use them to describe and compare differences, similarities, and patterns of change in landscapes; and be able to predict the impact a change in one location can have on another. They should be able to analyze the ways individuals and groups interact (p. 36).

Additional sources of criteria were provided by documents prepared by the Geographic Education National Implementation Project (GENIP) and its publication *K-6 Geography: Themes, Key Ideas, and Learning Opportunities* (1987) and by the National Geographic Society and its publications. Two central focuses for 4th grade by GENIP are the State and Country (pp. 27 - 33). The reading and skills in *The Western Hemisphere: EACMT* were designed with some GENIP criteria in mind.

All these criteria are guidelines for the social studies and reading. They include the conceptual material as well as the skills we, as educators, should be promoting among the social sciences. These guidelines provide us with the objectives which, in turn, provide us with a focus for planning instructional activities. To complete the teaching-learning cycle, they also suggest ways we should be assessing the performance and achievement of students.