

Virtual Learning Academy
Jefferson County Educational Service Center
Academic Content Standards
Social Studies 05

Lesson 01: Latitude and Longitude

Latitude and Longitude

Standard Benchmark and Indicator
S03. Geography
A. Use map elements or coordinates to locate physical and human features of North America. (03-05)
01. Use coordinates of latitude and longitude to determine the absolute location of points in North America. (05)

Lesson 02: Using Maps to identify three largest countries of North America

Using Maps to identify three largest countries of North America

Standard Benchmark and Indicator
S03. Geography
A. Use map elements or coordinates to locate physical and human features of North America. (03-05)
02. Use maps to identify the location of: (05)
02. The Mississippi, Rio Grande and St. Lawrence rivers; (05)
02. The Great Lakes. (05)
02. The three largest countries of North America; (05)
02. The 50 states of the United States; (05)
02. The Rocky and Appalachian mountain systems; (05)

Lesson 03: Describe and Compare landforms, Climates, Populations, culture and Economic places and Regions in North America

Describe and Compare landforms, Climates, Populations, culture and Economic places and Regions in North America

Standard Benchmark and Indicator
S03. Geography
B. Identify the physical and human characteristics of places and regions in North America. (03-05)
03. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America. (05)
04. Explain how climate is influenced by: (05)
04. Earth-sun relationships; (05)
04. Landforms; (05)
04. Vegetation. (05)

Lesson 04: Using thematic Maps to define regions of the United States

Using thematic Maps to define regions of the United States

Standard Benchmark and Indicator
S03. Geography
B. Identify the physical and human characteristics of places and regions in North America. (03-05)
03. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America. (05)
05. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America. (05)

Lesson 05: Using Distribution Maps to describe patterns of nonrenewable and renewable resources in North America

Using Distribution Maps to describe patterns of nonrenewable and renewable resources in North America

Standard Benchmark and Indicator
S03. Geography
B. Identify the physical and human characteristics of places and regions in North America. (03-05)
06. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including: (05)
06. Coal; (05)
06. Running water. (05)
06. Forests; (05)
06. Fertile soil; (05)
06. Oil; (05)

Lesson 06: Analyze reasons for conflict and Cooperation among regions of North America

Analyze reasons for conflict and Cooperation among regions of North America

Standard Benchmark and Indicator
S03. Geography
B. Identify the physical and human characteristics of places and regions in North America. (03-05)
03. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America. (05)
07. Analyze reasons for conflict and cooperation among regions of North America including: (05)
07. Trade; (05)
07. Environmental issues; (05)
07. Immigration. (05)

Lesson 07: Explain how the characteristics of different physical environments affect human activities in North America

Explain how the characteristics of Indifferent physical

Standard Benchmark and Indicator
S03. Geography
C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences. (03-05)
08. Explain how the characteristics of different physical environments affect human activities in North America. (05)
09. Analyze the positive and negative consequences of human changes to the physical environment including: (05)
09. Introduction of new species. (05)
09. Great Lakes navigation; (05)

Lesson 08: Use maps to explain European influence in North America

Use maps to explain European influence in North America

Standard Benchmark and Indicator
S01. History
B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. (03-05)
03. Explain why European countries explored and colonized North America. (05)

Lesson 09: Responsibilities of three branches of Government of the United States

Responsibilities of three branches of Government of the United States

Standard Benchmark and Indicator
S05. Government
A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary. (03-05)
01. Explain major responsibilities of each of the three branches of the U.S. government: (05)
01. The legislative branch, headed by Congress, passes laws. (05)
01. The executive branch, headed by the president, carries out and enforces the laws made by Congress. (05)
01. The judicial branch, headed by the Supreme Court, interprets and applies the law. (05)

Lesson 10: Essential characteristics of American democracy

Essential characteristics of American democracy

Standard Benchmark and Indicator
S05. Government
A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary. (03-05)
02. Explain the essential characteristics of American democracy including: (05)
02. The powers of government are limited by law. (05)
02. Basic rights of individuals are guaranteed by the Constitution. (05)
02. The people are the source of the government's authority. (05)
02. All citizens have the right and responsibility to vote and influence the decisions of the government. (05)
02. The government is run directly by the people or through elected representatives. (05)

Lesson 11: Explain the significance of Declaration of Independence and U.S. Constitution

Explain the significance of Declaration of Independence and U.S. Constitution

Standard Benchmark and Indicator
S05. Government
B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy. (03-05)
03. Explain the significance of the Declaration of Independence and the U.S. Constitution. (05)

Lesson 12: Explain how to acquire U.S. citizenship

Explain how to acquire U.S. citizenship

Standard Benchmark and Indicator
S06. Citizenship Rights and Responsibilities
A. Explain how citizens take part in civic life in order to promote the common good. (03-05)
01. Explain how an individual acquires U.S. citizenship: (05)
01. Naturalization. (05)
01. Birth; (05)

Lesson 13: Obligations of upholding the United States Constitution

Obligations of upholding the United States Constitution

Standard Benchmark and Indicator

S06. Citizenship Rights and Responsibilities
B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government. (03-05)
02. Explain the obligations of upholding the U.S. Constitution including: (05)
02. Registering for selective service. (05)
02. Obeying laws; (05)
02. Paying taxes; (05)
02. Serving on juries; (05)
03. Explain the significance of the rights that are protected by the First Amendment including: (05)
03. Right of petition and assembly. (05)
03. Freedom of religion; (05)
03. Freedom of speech; (05)
03. Freedom of the press; (05)

Lesson 14: Explain how regions in North America become interdependent when they specialize and trade

Explain how regions in North America Become interdependent when they specialize and trade

Standard Benchmark and Indicator
S04. Economics
C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade. (03-05)
04. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available. (05)

Lesson 15: Different allocation methods for scarce goods and services

Different allocation methods for scarce goods and services

Standard Benchmark and Indicator
S04. Economics
A. Explain the opportunity costs involved in the allocation of scarce productive resources. (03-05)
01. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery. (05)

Lesson 16: What to produce, how to produce, and for whom to produce and relationship between supply, demand, and price

What to produce, how to produce, and Relationship between Supply, demand, and price

Standard Benchmark and Indicator

S04. Economics
A. Explain the opportunity costs involved in the allocation of scarce productive resources. (03-05)
02. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce. (05)
C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade. (03-05)
05. Explain the general relationship between supply, demand and price in a competitive market. (05)

Lesson 17: Competition among producers/sellers

Competition among producers/sellers

Standard Benchmark and Indicator
S04. Economics
C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade. (03-05)
06. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service. (05)
07. Explain why competition among consumers/buyers results in higher product prices. (05)

Lesson 18: Midterm Exam

Lesson 19: Time Lines

Time Lines

Standard Benchmark and Indicator
S01. History
A. Construct time lines to demonstrate an understanding of units of time and chronological order. (03-05)
01. Create time lines and identify possible relationships between events. (05)

Lesson 20: Obtaining Information from a variety of sources

Obtaining Information from a variety of sources

Standard Benchmark and Indicator

01. Accuracy of facts; (05)
01. Credentials of the source. (05)
03. Differentiate between primary and secondary sources. (05)
B. Use a variety of sources to organize information and draw inferences. (03-05)
05. Compare points of agreement and disagreement among sources. (05)

Lesson 21: Locate information using key words, articles, and cross-references

Locate information using key words, articles, and cross-references

Standard Benchmark and Indicator
S07. Social Studies Skills and Methods
A. Obtain information from a variety of primary and secondary sources using the component parts of the source. (03-05)
02. Locate information in a variety of sources using key words, related articles and cross-references. (05)

Lesson 22: Identifying the author, the author's perspective, and the author's purpose

Identifying the author, the author's perspective, and the author's purpose

Standard Benchmark and Indicator
S07. Social Studies Skills and Methods
B. Use a variety of sources to organize information and draw inferences. (03-05)
04. Read information critically in order to identify: (05)
04. The author; (05)
04. The author's perspective; (05)
04. The purpose. (05)

Lesson 23: Inferences Organizing

Inferences Organizing

Standard Benchmark and Indicator
S07. Social Studies Skills and Methods
B. Use a variety of sources to organize information and draw inferences. (03-05)
06. Draw inferences from relevant information. (05)

Lesson 24: Paraphrase and Summarize

Paraphrase and Summarize

Standard Benchmark and Indicator

S07. Social Studies Skills and Methods
B. Use a variety of sources to organize information and draw inferences. (03-05)
07. Organize key ideas by taking notes that paraphrase or summarize. (05)

Lesson 25: Line graphs and tables

Line graphs and tables

Standard Benchmark and Indicator
S07. Social Studies Skills and Methods
C. Communicate social studies information using graphs or tables. (03-05)
08. Communicate research findings using line graphs and tables. (05)

Lesson 26: Problem Solving/Decision-Making Process

Problem Solving/Decision-Making Process

Standard Benchmark and Indicator
S07. Social Studies Skills and Methods
D. Use problem-solving skills to make decisions individually and in groups. (03-05)
09. Use a problem-solving/decision-making process which includes: (05)
09. Choosing and implementing a solution; (05)
09. Developing criteria for judging its effectiveness; (05)
09. Evaluating the effectiveness of the solution. (05)
09. Gathering information; (05)
09. Listing and considering options; (05)
09. Considering advantages and disadvantages of options; (05)
09. Identifying a problem; (05)

Lesson 27: How American Indians settled the continent and how they interacted with environment

How American Indians settled the continent and how they interacted with environment

Standard Benchmark and Indicator
S01. History
B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. (03-05)
02. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways. (05)

Lesson 28: Why European Countries Explored and Colonized America

Why European Countries Explored and Colonized America

Standard Benchmark and Indicator
S01. History
B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. (03-05)
03. Explain why European countries explored and colonized North America. (05)

Lesson 29: Describe the lasting effects of Spanish, French, and English colonization on North America

Describe the lasting effects of Spanish, French, and English colonization on North America

Standard Benchmark and Indicator
S01. History
B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. (03-05)
04. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture. (05)

Lesson 30: How United States becomes independent from Great Britain

How United States becomes independent from Great Britain

Standard Benchmark and Indicator
S01. History
B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. (03-05)
05. Explain how the United States became independent from Great Britain. (05)

Lesson 31: The impact of settlement, industrialization, and transportation on expansion of the United States

The impact of settlement, industrialization, and transportation on expansion of the United States

Standard Benchmark and Indicator
S01. History
C. Explain how new developments led to the growth of the United States. (03-05)
06. Explain the impact of settlement, industrialization and transportation on the expansion of the United States. (05)

Lesson 32: Compare cultural practices of groups in North America

Compare cultural practices of groups in North America

Standard Benchmark and Indicator
S02. People in Societies
A. Compare practices and products of North American cultural groups. (03-05)
01. Compare the cultural practices and products of diverse groups in North America including: (05)
01. Food; (05)
01. Clothing; (05)
01. Shelter. (05)
01. Artistic expressions; (05)
01. Religion; (05)
01. Language; (05)

Lesson 33: Compare life on Indian reservation today with life before the reservation system

Compare life on Indian reservation today with life before the reservation system

Standard Benchmark and Indicator
S02. People in Societies
B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. (03-05)
02. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system. (05)

Lesson 34: Experiences of African America under slavery

Experiences of African America under slavery

Standard Benchmark and Indicator
S02. People in Societies
B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. (03-05)
03. Describe the experiences of African-Americans under the institution of slavery. (05)

Lesson 35: Describe waves of immigration and areas people came from in each wave

Describe waves of immigration and areas people came from in each wave

Standard Benchmark and Indicator
S02. People in Societies
B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. (03-05)
04. Describe the waves of immigration to North America and the areas from which people came in each wave. (05)

Lesson 36: Final Exam