

A correlation of  
**Population Connection Readings**

from

**Teaching Population:**  
*Hands-on Activities*

to

**Georgia Performance Standards**

**Organized by:**

- 1. Population Connection Reading*
- 2. Subject*
- 3. Grade*
- 4. Standard*

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# The Balance of Nature

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## English Language Arts

### *Grade Six*

#### READING ACROSS THE CURRICULUM

ELA6RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

- f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).

### *Grade Seven*

#### READING ACROSS THE CURRICULUM

ELA7RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

### *Grade Eight*

#### READING ACROSS THE CURRICULUM

ELA8RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

## Mathematics

### *Grade Six*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grade Seven*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grade Eight*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

## Science

### *Grade Six*

#### EARTH SCIENCE

S6E6. Students will describe various sources of energy and with their uses and conservation.

- b. Identify renewable and nonrenewable resources.

#### THE EARTH

S6E5i. The benefits of the earth's resources-such as fresh water, air, soil, and trees-can be reduced by using them wastefully or by deliberately or inadvertently destroying them. The atmosphere and the oceans have a limited capacity to absorb wastes and recycle materials naturally. Cleaning up polluted air, water, or soil or restoring depleted soil, forests, or fishing grounds can be very difficult and costly.

#### PROCESSES THAT SHAPE THE EARTH

S6E5h and S6E5i. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms.

S6CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### ***Grade Seven***

LIFE SCIENCE

S7L4. Students will examine the dependence of organisms on one another and their environments.

- c. Recognize that changes in environmental conditions can affect the survival of both individuals and entire species.

S7CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### ***Grade Eight***

S8CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### ***Grades Nine to Twelve (Biology)***

SCSh9. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse.

## **Social Studies**

### ***Grade Six***

EUROPE

ECONOMIC UNDERSTANDING

SS6E7. The student will describe the factors that cause economic growth and examine their presence or absence in countries such as England, Germany, Russia, Poland, and Romania.

- c. Describe the role of natural resources, including land, air, water, minerals, time, and other gifts of nature.

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# Feeding the Global Family

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## English Language Arts

### *Grade Nine*

#### READING ACROSS THE CURRICULUM

- ELA9RC2. The student participates in discussions related to curricular learning in all subject areas. The student
- c. Relates messages and themes from one subject area to those in another area.

### *Grade Eight*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics I)*

MMIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics II)*

MMIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics III)*

MMIIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics II)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics III)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics IV)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Accelerated Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Accelerated Mathematics II)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

## **Science**

### ***Grade Seven***

S7CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### ***Grades Nine to Twelve (Biology)***

SCSh9. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse.

## **Social Studies**

### ***Grades Nine to Twelve (World Geography)***

SSWG1. The student will explain the physical aspects of geography.

- b. Explain how human characteristics including population settlement patterns and human activities such as agriculture and industry can describe a place.

- c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG5. The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

- e. Analyze the impact of population growth in the region on both the region and on other regions of the world including China, India, and Japan.

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# Global Family Ties

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## English Language Arts

### *Grade Six*

#### READING ACROSS THE CURRICULUM

ELA6RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

- f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).

### *Grade Seven*

#### READING ACROSS THE CURRICULUM

ELA7RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

### *Grade Eight*

#### READING ACROSS THE CURRICULUM

ELA8RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

## Mathematics

### *Grade Six*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grade Seven*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grade Eight*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

## Science

### *Grade Six*

S6CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grade Eight*

S8CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Biology)*

SCSh9. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse.

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# How Do People Use the Earth's Resources

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## English Language Arts

### *Grade Four*

#### READING

- ELA4R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
- e. Distinguishes cause from effect in context.

### *Grade Five*

#### READING

- ELA5R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
- e. Distinguishes cause from effect in context.
  
  - g. Makes perceptive and well-developed connections.

## Science

### *Grade Four*

#### HABITS OF THE MIND

- S4CS6. Students will question scientific claims and arguments effectively.
- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

### *Grade Five*

#### HABITS OF MIND

- S5CS6. Students will question scientific claims and arguments effectively.
- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

## Social Studies

### *Grade One*

#### ECONOMIC UNDERSTANDINGS

- SS1E2. The student will explain that people have to make choices about goods and services because of scarcity.

### *Grade Three*

#### ECONOMIC UNDERSTANDINGS

- SS3E1. The student will describe the four types of productive resources.
- a. Natural (land).

### *Grade Four*

#### CIVIC/GOVERNMENT UNDERSTANDINGS

- SS4CG4. The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.
- a. Explain the necessity of respecting the rights of others and promoting the common good.

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# How Many Is Enough?

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## English Language Arts

### *Grade Four*

#### READING

- ELA4R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
- e. Distinguishes cause from effect in context.

### *Grade Five*

#### READING

- ELA5R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
- e. Distinguishes cause from effect in context.
  - g. Makes perceptive and well-developed connections.

## Science

### *Grade Four*

#### HABITS OF THE MIND

- S4CS6. Students will question scientific claims and arguments effectively.
- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

### *Grade Five*

#### HABITS OF MIND

- S5CS6. Students will question scientific claims and arguments effectively.
- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

## Social Studies

### *Grade One*

#### ECONOMIC UNDERSTANDINGS

- SS1E2. The student will explain that people have to make choices about goods and services because of scarcity.

### *Grade Three*

#### ECONOMIC UNDERSTANDINGS

- SS3E1. The student will describe the four types of productive resources.
- a. Natural (land).

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# The People Connection

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## English Language Arts

### *Grade Nine*

READING ACROSS THE CURRICULUM

- ELA9RC2. The student participates in discussions related to curricular learning in all subject areas. The student
- c. Relates messages and themes from one subject area to those in another area.

## Mathematics

### *Grade Eight*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Accelerated Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Accelerated Mathematics II)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics I)*

MMIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics II)*

MMIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics III)*

MMIIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics II)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics III)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

***Grades Nine to Twelve (Core Mathematics IV)***

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

**Science**

***Grades Nine to Twelve (Biology)***

SCSh9. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse.

**Social Studies**

***Grades Nine to Twelve (World Geography)***

SSWG1. The student will explain the physical aspects of geography.

- b. Explain how human characteristics including population settlement patterns and human activities such as agriculture and industry can describe a place.
  
- c. Analyze the interrelationship between physical and human characteristics of a place.

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# People Count: Facing the Population Challenge

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## English Language Arts

### *Grade Six*

#### READING ACROSS THE CURRICULUM

ELA6RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

- f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).

### *Grade Seven*

#### READING ACROSS THE CURRICULUM

ELA7RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

### *Grade Eight*

#### READING ACROSS THE CURRICULUM

ELA8RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

## Social Studies

### *Grade Six*

#### LATIN AMERICA & CANADA

#### ECONOMIC UNDERSTANDINGS

SS6E3. The student will describe the factors that influence economic growth and examine their presence or absence in countries such as Canada, Mexico, Brazil, and Argentina.

- c. Describe the role of natural resources, including land, air, water, minerals, time, and other gifts of nature.

#### EUROPE

#### HISTORICAL UNDERSTANDING

SS6H4. The student will describe the important developments in Europe between 1400 CE.

- f. Describe the Industrial Revolution including the impact on cities, life styles, and agriculture.

#### ECONOMIC UNDERSTANDING

SS6E7. The student will describe the factors that cause economic growth and examine their presence or absence in countries such as England, Germany, Russia, Poland, and Romania.

- c. Describe the role of natural resources, including land, air, water, minerals, time, and other gifts of nature.

### *Grade Seven*

#### SOUTHERN AND EASTERN ASIA

#### GEOGRAPHIC UNDERSTANDING

SS7G10. The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment

- c. Describe the environmental problems, such as over population, industrial pollution, and flooding, facing countries in Eastern Asia including China, Japan, and South Korea.

- d. Explain efforts by governments and industries in China, Japan, and South Korea to meet environmental problems such as over population, industrial pollution, and flooding.

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# The Rising Tide of Poverty

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## English Language Arts

### *Grade Nine*

READING ACROSS THE CURRICULUM

- ELA9RC2. The student participates in discussions related to curricular learning in all subject areas. The student
- c. Relates messages and themes from one subject area to those in another area.

## Mathematics

### *Grade Eight*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics I)*

MMIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics II)*

MMIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics III)*

MMIIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics II)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics III)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics IV)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Accelerated Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### ***Grades Nine to Twelve (Accelerated Mathematics II)***

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### **Science**

#### ***Grades Nine to Twelve (Biology)***

SCSh9. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
- Read both informational and fictional texts in a variety of genres and modes of discourse.

### **Social Studies**

#### ***Grade Seven***

SOUTHWEST ASIA (MIDDLE EAST)

GEOGRAPHIC UNDERSTANDING

SS7G8. The student will describe the diverse cultural characteristic of the people who live in Southwestern Asia.

- b. Evaluate the effect of the literacy rate on the development of Middle Eastern countries such as Syria, Iran, Israel, and Saudi Arabia.

#### ***Grades Nine to Twelve (World Geography)***

SSWG1. The student will explain the physical aspects of geography.

- b. Explain how human characteristics including population settlement patterns and human activities such as agriculture and industry can describe a place.

- c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG5. The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

- e. Analyze the impact of population growth in the region on both the region and on other regions of the world including China, India, and Japan.

#### ***Grades Nine to Twelve (Economics)***

FUNDAMENTAL ECONOMIC CONCEPTS

SSEF6. The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.

- c. Give examples of how investment in education can lead to a higher standard of living.

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# Sharing a Small World

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## English Language Arts

### *Kindergarten*

#### COMPREHENSION

- ELAKR6. The student gains meaning from orally presented text. The student
- g. Connects life experiences to read-aloud text.

## Science

### *Grade Three*

#### HABITS OF MIND

- S3CS6. Students will question scientific claims and arguments effectively.
- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

## Social Studies

### *Kindergarten*

#### ECONOMIC UNDERSTANDINGS

- SSKE4. The student will explain that people must make choices because they cannot have everything they want.

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# Troubled Water

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## English Language Arts

### *Grade Nine*

READING ACROSS THE CURRICULUM

- ELA9RC2. The student participates in discussions related to curricular learning in all subject areas. The student
- c. Relates messages and themes from one subject area to those in another area.

## Mathematics

### *Grade Eight*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics I)*

MMIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics II)*

MMIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics III)*

MMIIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics II)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics III)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics IV)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Accelerated Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### ***Grades Nine to Twelve (Accelerated Mathematics II)***

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### **Science**

#### ***Grades Nine to Twelve (Biology)***

SCSh9. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse.

### **Social Studies**

#### ***Grades Nine to Twelve (World Geography)***

SSWG1. The student will explain the physical aspects of geography.

- a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.
  
- b. Explain how human characteristics including population settlement patterns and human activities such as agriculture and industry can describe a place.
  
- c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG8. The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States

- d. Explain how the physical geography of Canada and the United States contributed to regional growth and development.

#### ***Grades Nine to Twelve (Economics)***

FUNDAMENTAL ECONOMIC CONCEPTS

SSEF5. The student will describe the roles of government in a market economy.

- b. Give examples of government regulation and deregulation and their effects on consumers and producers.

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# A Warm Forecast for the Planet?

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## English Language Arts

### *Grade Nine*

READING ACROSS THE CURRICULUM

- ELA9RC2. The student participates in discussions related to curricular learning in all subject areas. The student
- c. Relates messages and themes from one subject area to those in another area.

## Mathematics

### *Grade Eight*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics I)*

MMIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
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### *Grades Nine to Twelve (Mathematics II)*

MMIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
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### *Grades Nine to Twelve (Mathematics III)*

MMIIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
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### *Grades Nine to Twelve (Core Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics II)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
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### *Grades Nine to Twelve (Core Mathematics III)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics IV)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Accelerated Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### ***Grades Nine to Twelve (Accelerated Mathematics II)***

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
- Read both informational and fictional texts in a variety of genres and modes of discourse

### **Science**

#### ***Grades Nine to Twelve (Biology)***

SCSh9. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
- Read both informational and fictional texts in a variety of genres and modes of discourse.

### **Social Studies**

#### ***Grades Nine to Twelve (World Geography)***

SSWG1. The student will explain the physical aspects of geography.

- a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.
  
- b. Explain how human characteristics including population settlement patterns and human activities such as agriculture and industry can describe a place.
  
- c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG8. The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States

- f. Analyze how transportation and communications improvements led to the growth of industry in the United States and the consequences of such growth especially environmentally for both Canada and the United States.

#### ***Grades Nine to Twelve (Economics)***

FUNDAMENTAL ECONOMIC CONCEPTS

SSEF5. The student will describe the roles of government in a market economy.

- b. Give examples of government regulation and deregulation and their effects on consumers and producers.

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# What Are People’s Basic Needs?

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## English Language Arts

### *Grade Four*

#### READING

- ELA4R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
- e. Distinguishes cause from effect in context.

### *Grade Five*

#### READING

- ELA5R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
- e. Distinguishes cause from effect in context.

- g. Makes perceptive and well-developed connections.

## Science

### *Grade Four*

#### HABITS OF THE MIND

- S4CS6. Students will question scientific claims and arguments effectively.
- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

### *Grade Five*

#### HABITS OF MIND

- S5CS6. Students will question scientific claims and arguments effectively.
- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

## Social Studies

### *Grade One*

#### ECONOMIC UNDERSTANDINGS

- SS1E2. The student will explain that people have to make choices about goods and services because of scarcity.

### *Grade Two*

#### ECONOMIC UNDERSTANDINGS

- SS2E2. The student will identify ways in which good and services are allocated (by price, majority rule, contests, force, sharing, lottery, command, first-come, first-served, personal characteristics, and others).

### *Grade Three*

#### ECONOMIC UNDERSTANDINGS

- SS3E1. The student will describe the four types of productive resources.
- b. Human (labor).

### *Grade Four*

#### CIVIC/GOVERNMENT UNDERSTANDINGS

- SS4CG4. The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.
- a. Explain the necessity of respecting the rights of others and promoting the common good.

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# What Is a Population?

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## English Language Arts

### *Grade Four*

#### READING

ELA4R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- e. Distinguishes cause from effect in context.

### *Grade Five*

#### READING

ELA5R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- e. Distinguishes cause from effect in context.

- g. Makes perceptive and well-developed connections.

## Science

### *Grade Four*

#### HABITS OF THE MIND

S4CS6. Students will question scientific claims and arguments effectively.

- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

### *Grade Five*

#### HABITS OF MIND

S5CS6. Students will question scientific claims and arguments effectively.

- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

## Social Studies

### *Grade Three*

#### ECONOMIC UNDERSTANDINGS

SS3E1. The student will describe the four types of productive resources.

- a. Natural (land).

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# Why Do People Need Space?

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## English Language Arts

### *Grade Four*

#### READING

- ELA4R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
- e. Distinguishes cause from effect in context.

### *Grade Five*

#### READING

- ELA5R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
- e. Distinguishes cause from effect in context.
  
  - g. Makes perceptive and well-developed connections.

## Science

### *Grade Four*

#### HABITS OF THE MIND

- S4CS6. Students will question scientific claims and arguments effectively.
- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

### *Grade Five*

#### HABITS OF MIND

- S5CS6. Students will question scientific claims and arguments effectively.
- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

## Social Studies

### *Grade Two*

#### ECONOMIC UNDERSTANDINGS

- SS2E2. The student will identify ways in which good and services are allocated (by price, majority rule, contests, force, sharing, lottery, command, first-come, first-served, personal characteristics, and others).

### *Grade Three*

#### ECONOMIC UNDERSTANDINGS

- SS3E1. The student will describe the four types of productive resources.
- a. Natural (land).

### *Grade Four*

#### CIVIC/GOVERNMENT UNDERSTANDINGS

- SS4CG4. The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.
- a. Explain the necessity of respecting the rights of others and promoting the common good.

### *Grade Five*

#### HISTORICAL UNDERSTANDINGS

- SS5H3. The student will describe how life changed in America at the turn of the Century.
- d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.

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# Women: The Critical Link

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## English Language Arts

### *Grade Nine*

READING ACROSS THE CURRICULUM

- ELA9RC2. The student participates in discussions related to curricular learning in all subject areas. The student
- c. Relates messages and themes from one subject area to those in another area.

## Mathematics

### *Grade Eight*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics I)*

MMIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics II)*

MMIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Mathematics III)*

MMIIIR. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics II)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics III)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Core Mathematics IV)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grades Nine to Twelve (Accelerated Mathematics I)*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

***Grades Nine to Twelve (Accelerated Mathematics II)***

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

**Science**

***Grades Nine to Twelve (Biology)***

SCSh9. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse.

**Social Studies**

***Grades Nine to Twelve (World Geography)***

SSWG1. The student will explain the physical aspects of geography.

- b. Explain how human characteristics including population settlement patterns and human activities such as agriculture and industry can describe a place.

***Grades Nine to Twelve (Economics)***

FUNDAMENTAL ECONOMIC CONCEPTS

SSEF6. The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.

- c. Give examples of how investment in education can lead to a higher standard of living.

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# You're One in Six Billion!

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## English Language Arts

### *Grade Six*

#### READING ACROSS THE CURRICULUM

ELA6RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

- f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).

### *Grade Seven*

#### READING ACROSS THE CURRICULUM

ELA7RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

### *Grade Eight*

#### READING ACROSS THE CURRICULUM

ELA8RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

## Mathematics

### *Grade Six*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grade Seven*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grade Eight*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

## Science

### *Grade Six*

S6CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

#### PROCESSES THAT SHAPE THE EARTH

S6E5h and S6E5i. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms.

### *Grade Seven*

S7CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

## ***Grade Eight***

S8CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

## **Social Studies**

### ***Grade Six***

EUROPE

HISTORICAL UNDERSTANDING

SS6H4. The student will describe the important developments in Europe between 1400 CE.

- f. Describe the Industrial Revolution including the impact on cities, life styles, and agriculture.

ECONOMIC UNDERSTANDING

SS6E7. The student will describe the factors that cause economic growth and examine their presence or absence in countries such as England, Germany, Russia, Poland, and Romania.

- c. Describe the role of natural resources, including land, air, water, minerals, time, and other gifts of nature.

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# Your Place on the Planet

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## English Language Arts

### *Grade Eight*

READING ACROSS THE CURRICULUM

ELA8RC2. The student participates in discussions related to curricular learning in all subject areas. The student  
c. Relates messages and themes from one subject area to those in another area.

### *Grade Seven*

READING ACROSS THE CURRICULUM

ELA7RC2. The student participates in discussions related to curricular learning in all subject areas. The student  
c. Relates messages and themes from one subject area to those in another area.

### *Grade Six*

READING ACROSS THE CURRICULUM

ELA6RC2. The student participates in discussions related to curricular learning in all subject areas. The student  
c. Relates messages and themes from one subject area to those in another area.

f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).

## Mathematics

### *Grade Six*

MRC. Students will enhance reading in all curriculum areas by:

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### *Grade Seven*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grade Eight*

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

## Science

### *Grade Six*

S6CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grade Seven*

S7CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse

### *Grade Eight*

S8CS10. Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read both informational and fictional texts in a variety of genres and modes of discourse