



The Correlation of PLATO® Curricula to West Virginia Content Standards and Objectives

Social Studies

November 4, 2008

Introduction

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the West Virginia Content Standards and Objectives, Social Studies. URL: <http://wvde.state.wv.us/csos/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

PLATO® Projects for the Real World, Level C -- Maps
PLATO® Projects for the Real World, Level C -- Neighborhood Animals
PLATO® Projects for the Real World, Level C -- Ways to Communicate
PLATO® Projects for the Real World, Level C -- Keeping Healthy
PLATO® Projects for the Real World, Level C -- Make a Collection
PLATO® Projects for the Real World, Level C -- Fabulous Trees
PLATO® Projects for the Real World, Level D -- Smart Shopper
PLATO® Projects for the Real World, Level D -- Endangered Animals
PLATO® Projects for the Real World, Level D -- Books & More
PLATO® Projects for the Real World, Level D -- The World of Insects
PLATO® Projects for the Real World, Level D -- Body
PLATO® Projects for the Real World, Level D -- Problem Solving
PLATO® Projects for the Real World, Level E -- Desert Survival
PLATO® Projects for the Real World, Level E -- News Desk
PLATO® Projects for the Real World, Level E -- State Visitor's Center
PLATO® Projects for the Real World, Level E -- Home Health Detective
PLATO® Projects for the Real World, Level F -- Climbing Mt. McKinley
PLATO® Projects for the Real World, Level F -- Designing a Museum
PLATO® Projects for the Real World, Level F -- Food Bank
PLATO® Projects for the Real World, Level F -- School Proposal
PLATO® Projects for the Real World, Level G -- Olympic Games
PLATO® Projects for the Real World, Level G -- Make TV Work for You
PLATO® Projects for the Real World, Level G -- Yellowstone Connection
PLATO® Projects for the Real World, Level G -- Volunteering

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

Inspired solutions for teaching and learning™



Grade 03

Standard 1: Citizenship

SS.O.03.01.01 identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.

PLATO Modules are not available for this learning expectation.

SS.O.03.01.02 describe and model the personal and civic responsibilities of good citizenship in the classroom, school and community.

PLATO Modules are not available for this learning expectation.

SS.O.03.01.03 explain the significance of patriotic symbols, holidays, celebrations and famous people.

PLATO Modules are not available for this learning expectation.

SS.O.03.01.04 recognize the importance of respect and protection of minorities.

PLATO Modules are not available for this learning expectation.

SS.O.03.01.05 give examples of how people working together can accomplish goals that individuals working alone cannot.

PLATO® Projects for the Real World, Level D -- Problem Solving

Let's Make a Deal

5. Solve a Problem with a Friend

Write a Play

1. Write the Ending of a Play

Make a Decision

4. Make a Decision and Act On It

PLATO® Projects for the Real World, Level D -- Body

Brain and Nerves

6. Brainstorm

SS.O.03.01.06 examine the impact that groups can make in a community.

PLATO Modules are not available for this learning expectation.

SS.O.03.01.07 identify examples of concepts of the common good (what is best for the most people).

PLATO Modules are not available for this learning expectation.

SS.O.03.01.08 choose a volunteer program and work independently and cooperatively to accomplish its goals.

PLATO Modules are not available for this learning expectation.

Standard 2: Civics/Government

Inspired solutions for teaching and learning™



SS.O.03.02.01 evaluate the importance of government in the classroom, school, community and state.

PLATO Modules are not available for this learning expectation.

SS.O.03.02.02 explain that citizens are united by commonly held principles and beliefs.

PLATO Modules are not available for this learning expectation.

SS.O.03.02.03 identify the three levels (local, state, federal) of government and the responsibilities of each level.

PLATO Modules are not available for this learning expectation.

SS.O.03.02.04 define majority rule and give examples of that concept in a democracy.

PLATO Modules are not available for this learning expectation.

SS.O.03.02.05 apply criteria in evaluating rules and laws (e.g., strengths and weaknesses, design and purpose, enforcement, bias).

PLATO Modules are not available for this learning expectation.

Standard 3: Economics

SS.O.03.03.01 characterize the concept of scarcity by citing examples of limited supplies and scarce resources.

PLATO Modules are not available for this learning expectation.

SS.O.03.03.02 explain why budgeting is an important life skill.

PLATO® Projects for the Real World, Level D -- Smart Shopper
What You Want To Buy
4. Check Your Budget
5. Save Money

SS.O.03.03.03 illustrate the basic concept of supply and demand.

PLATO Modules are not available for this learning expectation.

SS.O.03.03.04 compare and contrast various occupations and their economic impact.

PLATO Modules are not available for this learning expectation.

SS.O.03.03.05 summarize how banks serve as intermediaries between savers and borrowers.

PLATO Modules are not available for this learning expectation.

SS.O.03.03.06 analyze the relationship between government taxation and the provision of public services (e.g., policemen, firemen, teacher, libraries, public schools).



**PLATO® Projects for the Real World, Level D -- Smart Shopper
What You Want To Buy
3. Remember the Tax**

SS.O.03.03.07 illustrate the path of a product from the raw material to the final product (e.g., cotton to sweater, coal to electricity).

PLATO Modules are not available for this learning expectation.

SS.O.03.03.08 correlate competition for products with increases in advertising.

**PLATO® Projects for the Real World, Level D -- Smart Shopper
Who Wants You To Buy
1. Look For Ads
3. Tell What Ads Are Aimed at Kids**

SS.O.03.03.09 construct and interpret graphs, charts, maps and other data sources to illustrate the use of resources, the demand for products and the supply of goods and services.

**PLATO® Projects for the Real World, Level C -- Make a Collection
About Collectors
5. Read & Make Collection Graphs**

Standard 4: Geography

SS.O.03.04.01 construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).

**PLATO® Projects for the Real World, Level C -- Maps
Look at House Maps
1. Map a Room
2. Map a House
4. Make a Fire Escape Plan
5. Design a House**

**Look at a School Map
2. Make a Playground Map**

**About Map Symbols
4. Make a Neighborhood Map**

**Storybook Maps
5. Make a Story Map**

**PLATO® Projects for the Real World, Level E -- State Visitor's Center
All About Maps
1. How a Map is Made**

**Map Legends
1. Making Map Legends**

SS.O.03.04.02 locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.



PLATO Modules are not available for this learning expectation.

SS.O.03.04.03 recognize world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).

PLATO Modules are not available for this learning expectation.

SS.O.03.04.04 name and locate states and capitals of the United States.

PLATO Modules are not available for this learning expectation.

SS.O.03.04.05 compare and contrast climate, weather and location with regard to people's clothing, food, shelter and jobs.

PLATO® Projects for the Real World, Level E -- Desert Survival
Human Factors
1. People and the Land

SS.O.03.04.06 relate how people affect and are affected by the various elements of the environment (e.g., water, soil, weather, climate, topography)

PLATO® Projects for the Real World, Level D -- Endangered Animals
Where Animals Live
4. How People Affect Habitats

PLATO® Projects for the Real World, Level E -- Desert Survival
Human Factors
1. People and the Land

SS.O.03.04.07 describe how people in the community make their living from the environment and give examples of activities that individuals can do to keep the environment clean.

PLATO® Projects for the Real World, Level C -- Fabulous Trees
Trees are Valuable
1. Things We Use Made from Trees
2. Make a Tree Salad
3. A Poster About People & Trees
4. A Difference Some Shade Makes
5. A Letter Requesting More Trees

A Tree to be "Yours"
1. Watch the Way Trees Change

Tree Dwellers
3. Make Sure Trees Are the Future

Tree Celebrations
4. Plan the Party

PLATO® Projects for the Real World, Level E -- Desert Survival
Define the Problem
1. What's the Problem
2. Gone Forever



SS.O.03.04.08 construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).

PLATO® Projects for the Real World, Level C -- Maps

Look at House Maps

1. Map a Room
2. Map a House
3. Show How Well You Read a Map
4. Make a Fire Escape Plan
5. Design a House

Look at a School Map

2. Make a Playground Map

About Map Symbols

4. Make a Neighborhood Map

Storybook Maps

5. Make a Story Map

PLATO® Projects for the Real World, Level E -- State Visitor's Center

All About Maps

1. How a Map is Made
2. Reading A Map

Map Legends

1. Making Map Legends

Standard 5: History

SS.O.03.05.01 discuss the historical significance of major events, people and their contributions to the United States (e.g., Pilgrims, George Washington, American Revolution, Abe Lincoln, Civil War, Columbus, Native Americans, Rosa Parks, Martin Luther King, Jr.).

PLATO Modules are not available for this learning expectation.

SS.O.03.05.02 research the settlement of a community/region and construct a timeline representing the settlement of a community/region using primary sources (e.g. publications, maps, journals, letters, etc.)

PLATO Modules are not available for this learning expectation.

SS.O.03.05.03 compare and contrast present cultures to the cultures of people of other historical time periods (e.g., source of food, clothing, shelter, products used).

PLATO Modules are not available for this learning expectation.

SS.O.03.05.04 make historical inferences by analyzing artifacts and pictures.

PLATO® Projects for the Real World, Level C -- Fabulous Trees

Tree Dwellers

1. Look at Animal Tree Dwellers



Tree Celebrations

2. **What Trees Would Receive Award**

PLATO® Projects for the Real World, Level C -- Make a Collection

Display the Buttons

2. **Play a Sorting Game**
5. **Make a Button Display**

About Collectors

5. **Read & Make Collection Graphs**

Visit a Shell Shop

4. **Make Shell Collectors' Handbook**

Word Collections

4. **Make a Weird Word Collection**

PLATO® Projects for the Real World, Level C -- Neighborhood Animals

Neighborhood Animals

3. **Learn When to Look for Animals**

PLATO® Projects for the Real World, Level C -- Maps

Look at a School Map

4. **Play a Match Game**

PLATO® Projects for the Real World, Level D -- Body

Body Digests Food

3. **Play a Clue Game**

PLATO® Projects for the Real World, Level D -- The World of Insects

Meet an Entomologist

1. **Hear About Insects**

Take a Close Look at Ant Life

3. **Discover Different Kinds of Ants**

How Insects Live

3. **Think How Insects Survive**

PLATO® Projects for the Real World, Level D -- Books & More

Kinds of Books

5. **Make Someone Laugh**

Get Information

3. **Use Some Library Resources**

Develop a Mystery

1. **Critical Ingredients of Mysteries**

PLATO® Projects for the Real World, Level D -- Endangered Animals

Endangered Animals

3. **Be an Explorer**

PLATO® Projects for the Real World, Level E -- Home Health Detective

Is My Diet Ok?

1. **Food Guides**

Getting There

1. **Giving Directions**

Inspired solutions for teaching and learning™



Family Link

1. Your Family - Your Health

Is There a Pattern

1. Reading Pictographs

Watch Out!

1. Dangers in the Home

Amazing Allergies

1. Facts About Allergies
2. Using Tables

PLATO® Projects for the Real World, Level E -- State Visitor's Center

Where Are We?

1. A World View

All About Maps

2. Reading A Map

Map Legends

1. Making Map Legends

What People Do

1. Work People Do
3. Reading Pictographs

Native Americans

1. Killer Whale Takes a Wife

PLATO® Projects for the Real World, Level E -- News Desk

Write a Review

1. What's a Review?

PLATO® Projects for the Real World, Level E -- Desert Survival

Saguaro Life Cycle

2. Troubleshooting

Desert Ecosystem

3. Charting Problems

Human Factors

1. People and the Land

Road to Protection

1. Brainstorming Solutions

SS.O.03.05.05 discuss and draw conclusions about current events.

PLATO Modules are not available for this learning expectation.

SS.O.03.05.06 research the lives of famous Americans, customs and traditions using various forms of literature (e.g., presidents, inventors, explorers, civil rights leaders, artists, writers).

PLATO Modules are not available for this learning expectation.

SS.O.03.05.07 explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.



PLATO Modules are not available for this learning expectation.

SS.O.03.05.08 compare and contrast different stories or accounts about past events, people, places or situations and identify how they contribute to our understanding of the past.

PLATO® Projects for the Real World, Level C -- Ways to Communicate
Make Your Writing More Interesting
5. Have Fun Comparing Things

PLATO® Projects for the Real World, Level D -- Endangered Animals
Learn Why Endangered
1. Listen to Endangered Animals

PLATO® Projects for the Real World, Level E -- News Desk
Speak Out!
1. What's an Editorial?

PLATO® Projects for the Real World, Level E -- Desert Survival
Human Factors
2. Desert Talk

SS.O.03.05.09 discuss and sequentially organize a series of pictures that reflect historic change (e.g., transportation, technology, agriculture, events in history).

PLATO® Projects for the Real World, Level C -- Ways to Communicate
Make Your Writing More Interesting
4. Draw a Picture of the Elf

SS.O.03.05.10 organize information from various reference sources to prepare short reports and presentations.

PLATO® Projects for the Real World, Level C -- Fabulous Trees
Trees are Valuable
1. Things We Use Made from Trees

PLATO® Projects for the Real World, Level C -- Make a Collection
Display the Buttons
1. Sort the Buttons
2. Play a Sorting Game

Word Collections
2. Make a Feeling Word Collection

PLATO® Projects for the Real World, Level E -- State Visitor's Center
All About Maps
1. How a Map is Made

Grade 04

Standard I: Citizenship

SS.O.04.01.01 Outline various public and private agencies in the community that provide services, explain why you would volunteer to



help them, and then give examples of responsible leadership by individuals and groups in your community

PLATO Modules are not available for this learning expectation.

SS.O.04.01.02 Identify and explain the commonly held democratic values, principles, and beliefs expressed in the Declaration of Independence and the significance of patriotic symbols, holidays, celebrations, and famous people.

PLATO Modules are not available for this learning expectation.

SS.O.04.01.03 research forms of diversity in early American society, and give examples of the strengths/contributions of each (e.g., indentured servants, slaves, colonists, plantation owners, Native Americans, merchants).

PLATO Modules are not available for this learning expectation.

SS.O.04.01.04 evaluate the responsibilities, privileges and rights of United States citizenship and the importance of civic life (e.g., voting, jury duty, obeying laws, freedom of speech, worship, paying taxes).

PLATO Modules are not available for this learning expectation.

SS.O.04.01.05 research recent and historical conflicts concerning individual rights at the international, national, and local levels; then explain how those conflicts were resolved and suggest ways for peaceful conflict resolution

PLATO® Projects for the Real World, Level D -- Problem Solving

Let's Make a Deal

- 1. Sort Solutions to a Problem**
- 4. Help Some Kids Solve a Problem**
- 5. Solve a Problem with a Friend**

How Anger Can Grow

- 5. Make Buttons to Promote Peace**
- 6. Write a Conflict Story**

Make a Decision

- 3. Different Ways to Make a Decision**
- 4. Make a Decision and Act On It**

Standard 2: Civics/Government

SS.O.04.02.01 justify the rule of law and limited government and prove how they protect individual rights and the common good.

PLATO Modules are not available for this learning expectation.

SS.O.04.02.02 defend the rights of individuals in the democratic process and the right of an individual or group (e.g., minorities, religious groups, women, children, elderly) to dissent responsibly

Inspired solutions for teaching and learning™



PLATO Modules are not available for this learning expectation.

SS.O.04.02.03 identify and discuss the most significant points in George Washington's farewell address.

PLATO Modules are not available for this learning expectation.

Standard 3: Economics

SS.O.04.03.01 Explain and give examples of the following economic concepts: • trade-offs or choices/compromise – opportunity costs (e.g., developing hypothetical budgets in simulated situations) • people as consumers and as producers of goods • effects of competition and supply-demand on prices

PLATO® Projects for the Real World, Level D -- Smart Shopper
What You Want To Buy
2. Compare Prices

SS.O.04.03.02 analyze communications techniques that impact consumer choices (e.g., print/nonprint, advertisement, media)

PLATO® Projects for the Real World, Level D -- Smart Shopper
Who Wants You To Buy
1. Look For Ads
3. Tell What Ads Are Aimed at Kids

PLATO® Projects for the Real World, Level F -- Designing a Museum
Drawing Crowds
2. Exciting Ads

Editor's Desk
2. Edit Advertisements

SS.O.04.03.03 prioritize in order of importance the factors that shaped the economy of the early American colonies and identify the effects of the American Revolution on economic development and economic institutions.

PLATO Modules are not available for this learning expectation.

SS.O.04.03.04 relate the concept of taxation to public services.

PLATO® Projects for the Real World, Level D -- Smart Shopper
What You Want To Buy
3. Remember the Tax

SS.O.04.03.05 summarize how slavery and indentured servitude influenced the early economy of the United States.

PLATO Modules are not available for this learning expectation.

SS.O.04.03.06 construct and use charts, graphs, tables and grids to display data.

PLATO Modules are not available for this learning expectation.



Standard 4: Geography

SS.O.04.04.01 locate North, South and Central American countries and describe their major physical features (e.g., bodies of water, mountains, rivers, grasslands, oases) using geographic terms.

PLATO Modules are not available for this learning expectation.

SS.O.04.04.02 Analyze and assess the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water) on the following: • transportation routes • settlement patterns and population density • culture (e.g., jobs, food, clothing, shelter, religion, government) • interactions with others (local, national, global)

PLATO® Projects for the Real World, Level E -- Desert Survival
Human Factors
I. People and the Land

SS.O.04.04.03 compare and contrast the physical, economic and political changes of America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation). 39

PLATO® Projects for the Real World, Level D -- Endangered Animals
Where Animals Live
4. How People Affect Habitats

PLATO® Projects for the Real World, Level E -- Desert Survival
Human Factors
I. People and the Land

SS.O.04.04.04 locate the settlement areas of the Native American nations and explain their lifestyle before the arrival of the Europeans.

PLATO Modules are not available for this learning expectation.

SS.O.04.04.05 plan and construct maps to demonstrate knowledge of map skills (e.g., symbols in a legend/key, lines of demarcation [Equator, Prime Meridian, latitude and longitude, time zones, borders, coast lines], scales, directions [cardinal and intermediate] and geographic barriers)

PLATO® Projects for the Real World, Level E -- State Visitor's Center
All About Maps
I. How a Map is Made

Map Legends
I. Making Map Legends

PLATO® Projects for the Real World, Level F -- Designing a Museum
Thinking Green
5. Making Maps

Standard 5: History

Inspired solutions for teaching and learning™



SS.O.04.05.01 create timelines to sequence and infer connections between events in major historical periods in U.S. history (e.g., discovery, colonization, revolution)

PLATO Modules are not available for this learning expectation.

SS.O.04.05.02 chronologically organize and explain the influences of individuals and events discussed in the stories of Native Americans, explorers, settlers and colonists in North America through the Revolutionary Period.

PLATO Modules are not available for this learning expectation.

SS.O.04.05.03 research and compare the influence of various factors of the founding of the original colonies (e.g., economic, geographic, political, religious).

PLATO Modules are not available for this learning expectation.

SS.O.04.05.04 identify areas and patterns of early American settlement and depict territorial expansion and population distribution in the United States through maps, charts, pictures and research projects.

PLATO Modules are not available for this learning expectation.

SS.O.04.05.05 list the European explorers of the 15th and 16th centuries, explain their reasons for exploration and the information gained from their journeys and then show how their travels in North America affected both North America and the rest of the world.

PLATO Modules are not available for this learning expectation.

SS.O.04.05.06 Compare and contrast community life and family roles in various regions and social classes of colonial America.

PLATO Modules are not available for this learning expectation.

SS.O.04.05.07 research how and why African Americans came to America and explain the motivation behind the development of slavery.

PLATO Modules are not available for this learning expectation.

SS.O.04.05.08 chronologically organize and categorize the major events leading to and during the Revolutionary War; examine and explain why and how these events influenced choice made by different groups (e.g., Patriots, Loyalists, Native Americans) during this period.

PLATO Modules are not available for this learning expectation.

SS.O.04.05.09 describe language, stories, music, folk tales, and artistic creations as expressions of culture that influenced the behaviors of people in colonial America.

PLATO Modules are not available for this learning expectation.



SS.O.04.05.10 compare and contrast the cultures of the colonists and Native Americans and describe the changes that occurred when they came into contact with one another.

PLATO Modules are not available for this learning expectation.

SS.O.04.05.11 explain the similarities and differences in backgrounds, motivations and occupational skills between people in the English settlements and those in the French and Spanish settlements.

PLATO Modules are not available for this learning expectation.

SS.O.04.05.12 select, analyze, interpret and use information from various sources for reconstructing the past (e.g., documents, letters, maps, photos, newspaper articles) and prepare short reports that explain who, what, when, where, how and why events occurred as they did.

PLATO® Projects for the Real World, Level E -- State Visitor's Center
All About Maps
1. How a Map is Made

PLATO® Projects for the Real World, Level F -- Designing a Museum
Weaving Tales
1. Shearing and Carding Wool

PLATO® Projects for the Real World, Level F -- Climbing Mt. McKinley
The Weathermaker
3. Steps to Success

Grade 05

Standard I: Citizenship

SS.O.05.01.01 analyze how government and non-government groups and institutions work to meet the individual needs and promote the common good (e.g., Red Cross, FEMA, Bills, laws, foundations) and evaluate their actions.

PLATO Modules are not available for this learning expectation.

SS.O.05.01.02 explain the political process and evaluate its importance in decision- making.

PLATO Modules are not available for this learning expectation.

SS.O.05.01.03 explain the consent of the governed as a source of government authority.

PLATO Modules are not available for this learning expectation.

SS.O.05.01.04 evaluate the importance of citizens having and supporting common democratic values and principles expressed in the nation's core documents.

PLATO Modules are not available for this learning expectation.

Inspired solutions for teaching and learning™



SS.O.05.01.05 categorize the responsibilities, duties, privileges and rights of American citizenship and analyze the differences.

**PLATO® Projects for the Real World, Level G -- Volunteering
Get Rid of Graffiti**

2. Write a Petition

Standard 2: Civics/Government

SS.O.05.02.01 judge whether local, state and national governments do or do not provide for the needs and wants of people, establish order and manage conflict.

PLATO Modules are not available for this learning expectation.

SS.O.05.02.02 assume a role in a mock proceeding to demonstrate the trial by jury process.

PLATO Modules are not available for this learning expectation.

SS.O.05.02.03 examine, analyze and compare these three founding documents of the United States: • Articles of Confederation • Bill of Rights • First three articles of the Constitution

PLATO Modules are not available for this learning expectation.

SS.O.05.02.04 analyze the importance of laws and explain and illustrate how laws are made and how they affect the home, classroom, school, community, state, nation and world.

PLATO Modules are not available for this learning expectation.

Standard 3: Economics

SS.O.05.03.01 explain the roles of consumers and suppliers in the United States economy and apply the concepts of sales, expenses and profits to a real life event (e.g., bake sale as a fund raiser, sports events, concession stand, snack machines)

PLATO Modules are not available for this learning expectation.

SS.O.05.03.02 apply the concept of supply and demand to specific historic and current economic situations in the United States (e.g., slavery, oil and gas).

PLATO Modules are not available for this learning expectation.

SS.O.05.03.03 assess economic factors in various regions of the United States and show how and why they enhance or limit economic activities

PLATO® Projects for the Real World, Level F -- School Proposal

How Do I Know?

3. Let's Compare



SS.O.05.03.04 explain the role of agriculture and the impact of industrialization on the economic development of the United States

PLATO Modules are not available for this learning expectation.

Standard 4: Geography

SS.O.05.04.01 interpret and draw conclusions from United States maps (e.g., special purpose maps, graphs, charts, tables, timelines).

PLATO Modules are not available for this learning expectation.

SS.O.05.04.02 measure distances in latitude and longitude using a scale on a variety of maps and globes and then transfer the concept of cardinal and intermediate directions to describe the relative location of countries by hemisphere and proximity to the equator.

PLATO Modules are not available for this learning expectation.

SS.O.05.04.03 locate, identify and compare the major rivers, landforms, natural resources, climate regions, major soil regions and deserts of the United States and use a variety of maps to analyze the frequency or lack of urban areas within these regions

PLATO® Projects for the Real World, Level F -- School Proposal

How Do I Know?

3. Let's Compare

PLATO® Projects for the Real World, Level F -- Climbing Mt. McKinley

Gearing Up

1. Dangers on the Mountain

PLATO® Projects for the Real World, Level G -- Yellowstone Connection

Hot Spots in Time

1. Moving Continents

SS.O.05.04.04 compare and contrast the various regions of the United States, locate each of the fifty United States and correlate them with their regions.

PLATO® Projects for the Real World, Level F -- School Proposal

How Do I Know?

3. Let's Compare

SS.O.05.04.05 examine the role of Geography In the history of the United States expansion by correlating the conditions of the environment to cultural patterns and the westward movement and settlement to the location of natural resources and physical geography conditions.

PLATO Modules are not available for this learning expectation.

SS.O.05.04.06 research how people have changed the environment of the United States, critique their actions and report your findings to the class.



**PLATO® Projects for the Real World, Level E -- Desert Survival
Human Factors
1. People and the Land**

**PLATO® Projects for the Real World, Level F -- School Proposal
Save Our Earth!
3. How About This?**

**PLATO® Projects for the Real World, Level G -- Volunteering
Befriend Trees
2. The Root of the Problem**

Standard 5: History

SS.O.05.05.01 analyze the events and the historic figures responsible for such documents as the United States Constitution, the Bill of Rights and the Emancipation Proclamation and explain why maintaining such documents, records and landmarks is important to the United States.

PLATO Modules are not available for this learning expectation.

SS.O.05.05.02 create a timeline showing the arrival of major immigrant groups and describe their experiences and influence upon American society using primary source documents.

PLATO Modules are not available for this learning expectation.

SS.O.05.05.03 describe the development of transportation in the United States and explain its impact on settlement, industry and residential patterns as well as the social and technological changes that occurred through the time of the Industrial Revolution.

PLATO Modules are not available for this learning expectation.

SS.O.05.05.04 interpret quotes of famous Americans from various periods of history and explain how songs, symbols and slogans demonstrate freedom of expressions (e.g., patriotism, abolition of slavery, women's suffrage, labor movements, Civil Rights Movement)

PLATO Modules are not available for this learning expectation.

SS.O.05.05.05 research important figures and their reactions to events and judge their significance to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt and Martin Luther King, Jr.).

PLATO Modules are not available for this learning expectation.

SS.O.05.05.06 evaluate the contributions of regional folk heroes and other popular figures and judge the significance of those contributions to the cultural history of the United States (e.g., frontiersmen such as Daniel Boone, cowboys, mountain men such as Jedediah Smith, American Indian Chiefs including Geronimo and outlaws such as Billy the Kid).



PLATO Modules are not available for this learning expectation.

SS.O.05.05.07 explain the issues faced by Washington when he became the first United States President.

PLATO Modules are not available for this learning expectation.

SS.O.05.05.08 discuss reasons for westward expansion and explain how the government policies affected the inhabitants of the American West (e.g., Native Americans, their nations and their landholdings).

PLATO Modules are not available for this learning expectation.

SS.O.05.05.09 analyze the impact of slavery and the Abolitionist Movement upon the development of the United States.

PLATO Modules are not available for this learning expectation.

SS.O.05.05.10 identify causes, major events and important people of the Civil War and explain why various reconstruction plans succeeded or failed.

PLATO Modules are not available for this learning expectation.

SS.O.05.05.11 summarize the events that led to the United States becoming a world power.

PLATO Modules are not available for this learning expectation.

SS.O.05.05.12 Identify the key figures and events, explain the causes and analyze the effects of World War I, the Great Depression, and World War II on the American people and on the policies of the United States government.

PLATO® Projects for the Real World, Level G -- Volunteering
Be a Companion
I. Terence Hardy's Life

SS.O.05.05.13 research significant leaders in the Civil Rights Movement (e.g., John Fitzgerald Kennedy, Martin Luther King, Jr., Rosa Parks, Lyndon Johnson, Susan B. Anthony).

PLATO Modules are not available for this learning expectation.