



SOCIAL STUDIES

BONUS

Globalization

GRADES 5-8

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NAME: _____



Activity One



The Global Influence of the Ottoman Empire

Create a poster highlighting one or more works from the Ottoman Empire that still exist or are used today. For example, you might choose:

- A work of art
- A building or other work of architecture
- A scientific invention or idea
- A tool or technology

Begin by using the library or internet resources to research the influence of the Ottoman Empire. Browse through the resources until you find a work that is still in use today. Find out:

- when the work was made or invented;
- where the work was produced;
- the historical background of the work;
- who produced the work;
- how the work influenced people;
- where the work exists today and how it continues to influence people.

Create a poster showing the work. Include short descriptions of its history and influence. Display your poster in your classroom.

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Activity Two



World Tourism News Story

Create a news story about a topic in world tourism. Choose a topic from the list below, or create one of your own:

- Trends in world tourism over the past decade
- The most popular world destinations this year
- The positive and negative impacts of tourism in a particular area
- “Green” tourism
- Trips to historical sites
- How tourism is affected by global health problems
- The effects of tourism on local economies

Use the United Nation’s World Tourism Organization website (www.unwto.org) to research trends and topics in world tourism.

Write Your News Report

Based on your research, put together a 5-10 minute news report. Be sure to include the following in your report:

- An introduction, which gives an overview of the information you will present;
- Details about your topic, including photographs;
- A summary of any conclusions or recommendations you have.

Present Your Report

If you have access to a video camera, film your news report. Then, show the film in class. If you do not have a video camera, set up a table in your classroom and give your presentation live. Be sure to practice a few times first!

NAME: _____



Activity Three



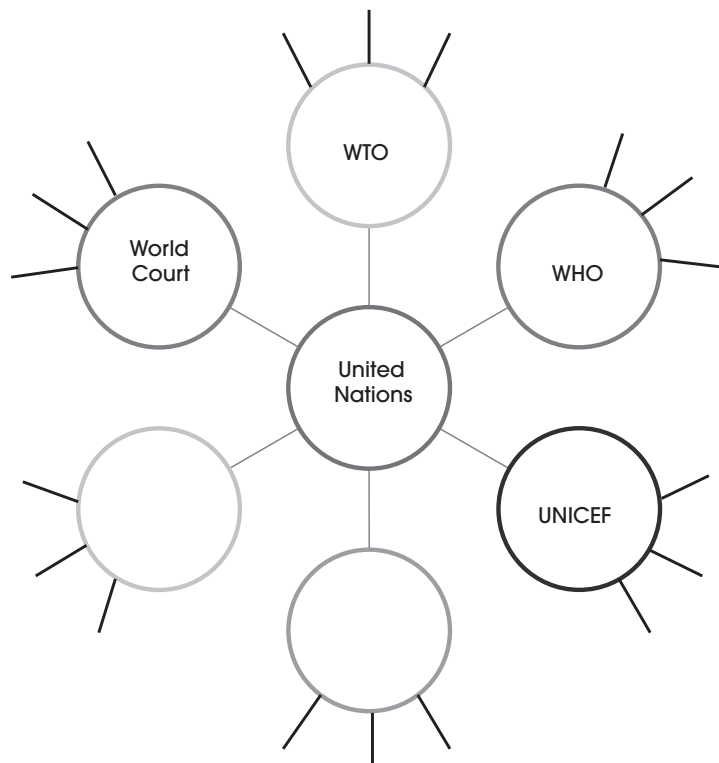
United Nations Concept Web

Create a detailed concept web to organize information about some of the major United Nations organizations including:

- the World Trade Organization (WTO)
- the World Court
- the World Health Organization (WHO)
- the United Nations Children's Fund (UNICEF)

Use the library or internet resources to research the main goals of each organization. Add at least two more UN organizations to the list above.

Construct your map on a large piece of poster paper so that you have plenty of room to include all of the main concepts about each organization. You may use the United Nations as the central concept, as shown below, or as a top-level concept if you would like to do a pyramid-style map.



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Activity Four



Create a Human Rights Brochure

A brochure is a handy way to get information to people. You can create a brochure showing people how international law protects human rights.

Get Ideas

Start by looking through sample brochures to get ideas about how they are laid out, and how graphics and text are used to present main ideas in a small space. Organizations such as banks, waste management companies, state parks, and water districts often put out brochures to help give people information. Ask your teacher or librarian for help finding a selection of brochures to study.

Lay Out Your Brochure

Usually, brochures are made by folding an 8 ½ × 11 in. paper into thirds.

Decide where you are going to put the information about human rights and how they are protected by international treaties and agreements. Be sure to include:

- a list of basic human rights;
- the major treaties that protect human rights;
- the international organizations that monitor and protect human rights.

Distribute Your Brochure

Ask your teacher for help making double-sided copies of your brochure. Fold the brochures and give them to your family and friends. You may want to share your brochures with other classrooms at your school.

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Activity Five



Cultural Diversity Slideshow

You learned that cultural diversity around the world has been threatened by cultural homogenization, and that people have been taking steps to preserve cultural traditions that have been in danger of becoming lost.

1. Use the library or internet resources to research 10-12 traditional cultural practices from around the world that have been threatened by the adoption of Western culture. Examples of cultural practices include traditional arts, musical instruments, dances, clothing, languages, and food.
2. Choose a photo that represents each cultural practice.
3. Research the steps that people are taking to preserve each cultural practice.
4. Using a slide show computer program, create a slide for each cultural practice. Each slide should contain the following:

- A title;
- A photograph or visual image representing the practice;
- 3-4 bullet points describing the practice and steps being taken to preserve it.

The slideshow should also contain:

- An opening slide, with an introduction that draws people in and tells them why it is important to learn more about cultural diversity;
- A closing slide, with a summary.

5. Be sure that each slide is clear and easy to read. Write a short script for yourself, so that you will know what to say for each slide during the slideshow presentation.
6. Give the slideshow presentation to your class. At the end, ask if anyone has questions.

Ask your teacher for help and permission to post your slideshow on your class website.

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Activity Six



International Law Debate

People have different opinions on international law. Some people think that international law threatens the sovereignty of nations, so international law should only be used in extreme cases. Other people think that international law helps set beneficial human rights and legal standards for all people. Have a debate about the role of international law, about how much international law is appropriate, and about how international law affects national sovereignty. Conduct a debate about the pros and cons of international law.

1. First, research both positions. Using the internet or library resources, find out more about people's opinions about international law. Also, be sure to find evidence to support either position. Ask yourself the following questions:

- Why do some people think that international law is helpful to protect the rights of all people?
- Why do some people think that international law threatens the sovereignty of nations?
- What is the official position of the United States about the International Criminal Court?
- What is the position of other countries about the International Criminal Court?
- How do opinions about international law differ around the world?

2. Write notes for your arguments and talking points. Write short, bulleted descriptions of your main arguments, and evidence to support them. Also, write descriptions of what you think the opposing side will argue, and your ideas and evidence to refute those arguments.
3. Conduct the debate. Flip a coin to see which team begins first. Each "turn" of the debate has three steps. The first team states one argument. Then, the second team has time to refute that argument. Finally, the first team has a chance to comment on what the opposing team said. Then, the second team takes their turn, beginning with an argument. The process continues until each team has had a chance to make all of their arguments. At the end, give the students in the class who are watching the debate a chance to comment on which team they thought won, and why.

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Activity One



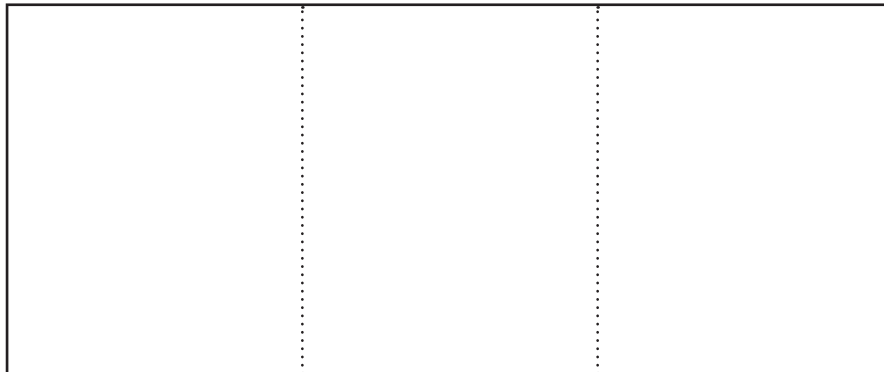
Create Awareness about Child Labor

In some countries, children enter the workforce very young. These countries may not have laws against child labor, or may have difficulties enforcing existing laws. Children may be forced to work long hours in very difficult or dangerous conditions. Some U.S. companies who outsource labor have been accused of subcontracting with foreign employers who use child labor.

Many organizations, such as The United Nations Children's Fund (UNICEF), work to end the practice of child labor. Use UNICEF and other reputable internet resources to learn about the problems of child labor and what is being done to help solve those problems.

Using this information, create a pamphlet to teach people about the problems of child labor and what they can do to help.

To begin, fold a piece of paper into thirds, as shown below:



Create a cover with an informative title. You may wish to use pictures to convey the main ideas of your pamphlet. Organize the content of your pamphlet so that each of the remaining pages has a sub-topic that can be summarized in a few bullet points or a brief statement. Subtopics may include some of the following:

- Overview
- Where does child labor occur
- How many children are affected
- What companies have used child labor
- How citizen action can change policies of companies using child labor
- What steps people can take to avoid buying products that have been made using child labor

Ask your teacher to help you make copies of your pamphlet and distribute them to your family, friends, and community.

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Activity Two



Write a Movie about Mercantilism

Mercantilism is the term for the Colonial-Era practice in which empires used trade to compete with one another and gain strength. Militaries were often used to back up trading missions, and even to force nations to open their ports for trade with Europeans. Wars erupted over goods and trade. Write a short historical fiction action movie highlighting some of the practices of mercantilism. You may present your movie either in the form of a screenplay or a storyboard.

First, research the history of mercantilism. Look for examples of relationships between governments and merchants. Read about the lives of historical figures from that period. If possible, find examples of historical fiction from that period to get ideas about how events are dramatized to convey concepts from history. Also, find a screenplay or storyboard to look at for examples of style and format.

Next, brainstorm ideas for a plot that involves themes of mercantilism. Think about the characters you want to include, their backgrounds and perspectives, the action they will go through during the story, and how they are changed by the events in the plot. Think about the setting of your story. Where will you need footage from? What are your backdrops?

Then, write a brief outline of your story, detailing the main events, and the characters involved in each event. Include brief notes about each of the main characters, their backgrounds and personalities.

Finally, write your screenplay or draw your storyboard. Present your work to the class.

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Activity Three



Create a Bulletin Board of World Currency

Each nation's currency has a unique value, appearance, and history. Work with your classmates to create a bulletin board showcasing some of the world's currencies.

Research

First, have everyone in the class choose a nation. Using the internet or library resources, look for the following information about your nation's currency:

- the name of the standard unit of currency;
- the kinds of paper and coin money used to represent different denominations of the currency;
- photographs of each kind of paper bill and coin;
- the values of each kind of paper bill and coin;
- the value of the standard unit of currency compared to the U.S. dollar;
- the history of the currency;
- any interesting facts about the images on the paper bills or coins;

Create Your Display

Create the part of the bulletin board display that will showcase the currency for your nation. Determine how much space will be divided to each part of the display. Based on this information, choose appropriately sized visuals and text for your display. Your display should include photographs of paper bills and coins used in your nation. Label each type of paper bill and coin with its name and value. Title your display with the name of your nation's standard unit of currency. Include its value compared to the U.S. dollar, and a short statement including the history of the currency and any interesting facts about the bills or coins.

Assemble the Bulletin Board

In the center of the bulletin board, place a simple political world map with the names of nations labeled. Be sure the image is small enough to leave room for each nation's display, but large enough to read. Then, place the displays in a circle around the map. Place each nation as near as possible to its location on the map. Use colorful yarn to make leader lines pointing from each nation's display to the location of the nation on the map.

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Activity Four



Stock Market Crash! News Report

Imagine that you are a news reporter in 1929. In groups of three or four, you will create a radio news report on the stock market crash that led to the Great Depression.

Before You Begin

Do you regularly watch or listen to the news? If not, spend some time in the evening watching or listening to different news programs. Think about how the news reporters are presenting their stories. What tone of voice do they use? What kinds of information do they present? How do they help viewers understand the story?

Do Your Research

Using the internet or library resources, try to find actual news reports about the stock market crash of 1929. You may be able to find media from this period using resources such as the Library of Congress. Read historical accounts of the public's reaction to the stock market crash.

Write Your News Report

Based on your research, put together a 5-10 minute news report. Be sure to include the following in your report:

- An introduction, which gives an overview of the information you will present;
- WHEN the stock market crash happened;
- WHERE the events took place;
- WHO were the main characters involved, such as major bankers and government officials;
- WHAT happened during the stock market crash;
- HOW banks, government officials, and ordinary people responded to the events;
- A summary, which explains how people around the nation and the world would be affected by the news.

Present Your Report

If you have access to a voice recorder, record your news report. Then, play the recording in class. If you do not have a voice recorder, set up a table in your classroom and give your radio news report live. Be sure to practice a few times first!

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Activity Five



Write Legislation

Imagine that you are on a regional panel to propose ways of helping workers who are being affected by outsourcing in their industry.

Research the Problem

First, find out what industries in your region are being affected by outsourcing. Use archives of newspapers or other current events publications to research recent issues with outsourcing in your area. You might also call your local labor bureau or visit their website for more information about how the labor force is being affected by outsourcing. Try to find out:

- What are the major employers in your region?
- Which, if any, employers practice outsourcing?
- What is the major industry in your region?
- Has there been any industry-wide trends towards outsourcing?
- What is the unemployment rate in your area?
- What industries are not outsourcing jobs?
- Which industries in your area offer the greatest job opportunities?

Write the Plan

Brainstorm a list of ideas about how workers who have lost their jobs to outsourcing can be helped to find new jobs. Ask yourself:

- What industries were most people who lost jobs working in?
- How can those people be trained for jobs in industries with better opportunities or more job security?
- How can the problem of job loss due to outsourcing be addressed so that fewer people are affected in the future?

Write your ideas as a set of action steps. Action steps start with a verb, and would result in a specific action. For example, "Write a plan to help workers."

Present your action plan to your class. Ask the class to play the role of concerned citizens, and invite them to comment on your plan after you present it.

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Activity Six



Make Recommendations about Changing to a Regional Currency

The European Union (EU) established its own currency, the Euro, which went into circulation in 2002 and is now widely used throughout most EU nations. Imagine that the Organization of American States (OAS) wants to form a new currency to be used throughout member nations. They want a panel of experts to study the EU's transition to the Euro for ideas about what worked and what difficulties people faced. They want the panel to summarize the main points about the EU's transition to the Euro and make recommendations about how the OAS should proceed with their currency transition. You and your classmates will make up the panel.

Research the Problem

Working in a small group, use the internet or library resources to find news reports about the transition to the Euro. Read at least one news report from each year during the period of 2001–2005.

Find out about:

- what people thought might happen when the Euro began to be traded
- what EU countries adopted the Euro right away, and their reasons for adopting it
- what EU countries did not adopt the Euro right away, and their reasons for not adopting it
- the economic consequences of adopting the Euro in different EU countries
- what happened to the value of older currencies when the Euro was adopted
- ordinary people's opinions and stories about using the Euro
- any negative effects of policies during the transition
- what policies were responsible for successes during the transition
- trends in the value of the EU compared to the dollar

Present Your Findings

Write a summary report highlighting successes and problems during the transition to the Euro and making recommendations to the OAS for transitioning to a new regional currency.

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Activity One



Diagram Satellite Communications

Find out more about how satellites communicate with one another and with systems on the ground to collect and transmit information quickly from place to place.

Choose one of the following 3 satellite systems to diagram:

- Global Positioning Satellite (GPS) systems
- communications satellite systems (military or civilian)
- weather satellite systems

Use the internet or library resources to try to find out:

- what types of information your system collects;
- what instruments are used to collect the data;
- how the information is transmitted between satellites;
- where the information is transmitted to on the ground;
- how the information is processed for practical use.

Now you have the information you need to create a diagram of your satellite system.

First, create a drawing or collage of photographs on large poster paper.

Then, label all the parts of the satellite system.

Next, draw lines and arrows to show the flow of information from one part of the system to another.

Finally, add any captions you think are necessary to explain the function of the satellite system.

Display your diagrams in class.

NAME: _____



Activity Two



Create a Bulletin Board of World Communications

Access to different communications technologies is different in different nations. Work with your classmates to create a bulletin board showcasing the use of communications technologies, such as the internet and cell phones, in different nations around the world.

Research

First, have everyone in the class choose a nation. Using the internet or library resources, look for the following information about the use of communications technologies in your nation:

- the availability of phone service, including land lines and cell phones;
- the availability of electricity, which supports the use of modern communications technologies;
- the percentage of people who have access to the internet;
- the percentage of people who use cell phones;
- the approximate number of World Wide Web pages hosted in your nation;
- how access to communications technologies varies by demographics, such as income and education levels;
- any challenges people have accessing modern communications technologies.

Create Your Display

Create the part of the bulletin board display that will showcase the use of communications technologies in your nation. Determine how much space will be allotted to each part of the display. Based on this information, choose appropriately sized visuals and text for your display. Your display should include summaries of the above information.

Assemble the Bulletin Board

In the center of the bulletin board, place a simple political world map with the names of nations labeled. Be sure the image is small enough to leave room for each nation's display, but large enough to read. Then, place the displays in a circle around the map. Place each nation as near as possible to its location on the map. Use colorful yarn to make leader lines pointing from each nation's display to the location of the nation on the map.

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Activity Three



Create an Aviation Timeline

Learn more about the history and sequence of inventions and technological developments that led up to modern air travel.

Do Your Research

Using the internet or library resources, try to find out about:

- early attempts at air travel, including the use of dirigibles and other flying machines;
- how developments in engine technologies led up to the design of a propeller airplane;
- the inventions and experiments of the Wright brothers and their contemporaries;
- the development of the jet engine;
- how and when new aviation technologies were developed and put into military and commercial use.

Create Your Timeline

Use the information you collected to create a timeline of important events that led up to the modern use of aviation technology. Include the dates of technological developments, scientific experiments, and inventions, along with short descriptive labels. You may wish to include photographs representing some of the more important events. Display your timeline in your classroom.

NAME: _____



Activity Four



Write a Documentary

Plan and write a television documentary about life aboard a container ship.

Before You Begin

Have you ever watched a documentary? If not, borrow a documentary from the library or find one on television. As you watch, think about how visuals, words, and storylines are used to convey information about events and people's lives. Pay attention to whether a narrator is used to provide background information. How is information balanced with the storyline? What other methods are used in the documentary to teach the viewer?

Do Your Research

Using the internet or library resources, try to find out what life is like on a container vessel. Find out about:

- WHO is on the vessels;
- WHAT are their jobs;
- WHERE people eat and sleep on the ship;
- WHEN people work, eat, sleep;
- HOW people communicate with friends and family on land;
- any other interesting information about life on a container vessel.

Write Your Documentary

Based on your research, put together a 15–20 minute documentary about life aboard a container vessel. Outline the stories of your main characters. Write dialogue and set directions to convey the stories. Write the narrative voiceover to provide additional background information.

Produce Your Documentary

Ask your classmates to act in your documentary. Collect materials to make backgrounds for the scenes. If you have access to a video camera, film your documentary, or perform it live for your class.

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Activity Five



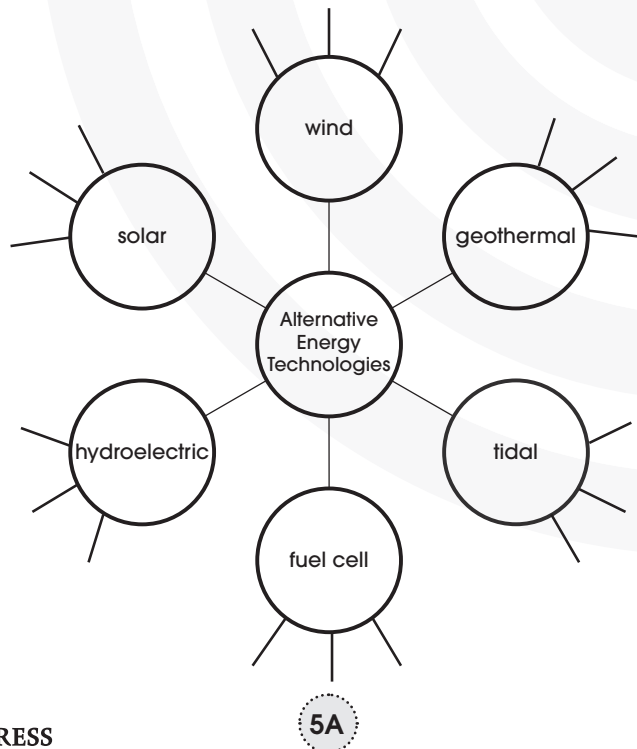
Alternative Energies Concept Web

Create a detailed concept web to organize information about advances in alternative energy sources and technologies in the following fields:

- solar
- wind
- geothermal
- tidal
- hydroelectric
- fuel cell

Use the library or internet resources to research the technologies that are used and those that are currently being developed in each of the above fields.

Construct your map on a large piece of poster paper so that you have plenty of room to include all of the main concepts about each technology, as well as examples of each technology. You may use **alternative energy** as the central concept, as shown below, or as a top-level concept if you would like to do a pyramid-style map. You may also wish to include photographs of examples of each technology to illustrate your concept map.



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Activity Six



Write an Historical Fiction Story

Write a short story about a family's experience when they first get electricity delivered to their home.

You have learned about how the use of electricity revolutionized people's lives. Write a story about a family that explains how everyday life changed when electricity was brought to their home.

First, research the era of United States history when electricity was first being generated and delivered to homes. Decide on the setting of your story, and choose an appropriate date range for when electricity was first delivered to your region or demographical area, such as city or rural. Read about the lives of historical figures from that period. If possible, find examples of historical fiction from that period to get ideas about how events are dramatized to convey concepts from history.

Next, brainstorm ideas for a plot that involves the theme of how electricity changed daily life. Think about the characters you want to include, their backgrounds and perspectives, the action they will go through during the story, and how they are changed by the events in the plot. Think about the setting of your story.

Then, write a brief outline of your story, detailing the main events, and the characters involved in each event. Include brief notes about each of the main characters, their backgrounds and personalities.

Finally, write your short story. Present your work to the class.



Publication Listing



SOCIAL STUDIES - Books

ITEM #	TITLE
DAILY LIFE SKILLS SERIES	
CC5790	Daily Marketplace Skills Gr. 6-12
CC5791	Daily Social & Workplace Skills Gr. 6-12
CC5792	Daily Health & Hygiene Skills Gr. 6-12
CC5793	Daily Life Skills Big Book Gr. 6-12
21ST CENTURY SKILLS SERIES	
CC5794	Learning Problem Solving Gr. 3-8
CC5795	Learning Communication & Teamwork Gr. 3-8
CC5796	Learning Skills for Global Competency Gr. 3-8
CC5797	Learning to Learn Big Book Gr. 3-8
MAPPING SKILLS SERIES	
CC5786	Gr. PK-2 Mapping Skills with Google Earth
CC5787	Gr. 3-5 Mapping Skills with Google Earth
CC5788	Gr. 6-8 Mapping Skills with Google Earth
CC5789	Gr. PK-8 Mapping Skills with Google Earth Big Book
NORTH AMERICAN GOVERNMENTS SERIES	
CC5757	American Government Gr. 5-8
CC5758	Canadian Government Gr. 5-8
CC5759	Mexican Government Gr. 5-8
CC5760	Governments of North America Big Book Gr. 5-8
WORLD GOVERNMENTS SERIES	
CC5761	World Political Leaders Gr. 5-8
CC5762	World Electoral Processes Gr. 5-8
CC5763	Capitalism vs. Communism Gr. 5-8
CC5777	World Politics Big Book Gr. 5-8
WORLD CONFLICT SERIES	
CC5511	American Revolutionary War Gr. 5-8
CC5500	American Civil War Gr. 5-8
CC5512	American Wars Big Book Gr. 5-8
CC5501	World War I Gr. 5-8
CC5502	World War II Gr. 5-8
CC5503	World Wars I & II Big Book Gr. 5-8
CC5505	Korean War Gr. 5-8
CC5506	Vietnam War Gr. 5-8
CC5507	Korean & Vietnam Wars Big Book Gr. 5-8
CC5508	Persian Gulf War (1990-1991) Gr. 5-8
CC5509	Iraq War (2003-2010) Gr. 5-8
CC5510	Gulf Wars Big Book Gr. 5-8
WORLD CONTINENTS SERIES	
CC5750	North America Gr. 5-8
CC5751	South America Gr. 5-8
CC5768	The Americas Big Book Gr. 5-8
CC5752	Europe Gr. 5-8
CC5753	Africa Gr. 5-8
CC5754	Asia Gr. 5-8
CC5755	Australia Gr. 5-8
CC5756	Antarctica Gr. 5-8
WORLD CONNECTIONS SERIES	
CC5782	Culture, Society & Globalization Gr. 5-8
CC5783	Economy & Globalization Gr. 5-8
CC5784	Technology & Globalization Gr. 5-8
CC5785	Globalization Big Book Gr. 5-8

SOCIAL STUDIES - Software

ITEM #	TITLE
MAPPING SKILLS SERIES	
CC7770	Gr. PK-2 Mapping Skills with Google Earth
CC7771	Gr. 3-5 Mapping Skills with Google Earth
CC7772	Gr. 6-8 Mapping Skills with Google Earth
CC7773	Gr. PK-8 Mapping Skills with Google Earth Big Box

SCIENCE - Software

SPACE AND BEYOND SERIES	
CC7557	Solar System Gr. 5-8
CC7558	Galaxies & the Universe Gr. 5-8
CC7559	Travel & Technology Gr. 5-8
CC7560	Space Big Box Gr. 5-8
HUMAN BODY SERIES	
CC7549	Cells, Skeletal & Muscular Systems Gr. 5-8
CC7550	Senses, Nervous & Respiratory Systems Gr. 5-8
CC7551	Circulatory, Digestive & Reproductive Systems Gr. 5-8
CC7552	Human Body Big Box Gr. 5-8
FORCE, MOTION & SIMPLE MACHINES SERIES	
CC7553	Force Gr. 3-8
CC7554	Motion Gr. 3-8
CC7555	Simple Machines Gr. 3-8
CC7556	Force, Motion & Simple Machines Big Box Gr. 3-8

ENVIRONMENTAL STUDIES - Software

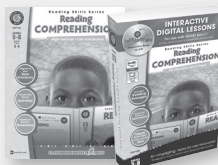
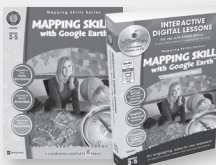
CLIMATE CHANGE SERIES	
CC7747	Global Warming: Causes Gr. 3-8
CC7748	Global Warming: Effects Gr. 3-8
CC7749	Global Warming: Reduction Gr. 3-8
CC7750	Global Warming Big Box Gr. 3-8

LANGUAGE ARTS - Software

CC7112	Word Families - Short Vowels Gr. PK-2
CC7113	Word Families - Long Vowels Gr. PK-2
CC7114	Word Families - Vowels Big Box Gr. PK-2
CC7100	High Frequency Sight Words Gr. PK-2
CC7101	High Frequency Picture Words Gr. PK-2
CC7102	Sight & Picture Words Big Box Gr. PK-2
CC7104	How to Write a Paragraph Gr. 3-8
CC7105	How to Write a Book Report Gr. 3-8
CC7106	How to Write an Essay Gr. 3-8
CC7107	Master Writing Big Box Gr. 3-8
CC7108	Reading Comprehension Gr. 5-8
CC7109	Literary Devices Gr. 5-8
CC7110	Critical Thinking Gr. 5-8
CC7111	Master Reading Big Box Gr. 5-8

MATHEMATICS - Software

PRINCIPLES & STANDARDS OF MATH SERIES	
CC7315	Gr. PK-2 Five Strands of Math Big Box
CC7316	Gr. 3-5 Five Strands of Math Big Box
CC7317	Gr. 6-8 Five Strands of Math Big Box



SCIENCE - Books

ITEM #	TITLE
HANDS-ON STEAM SCIENCE SERIES	
CC4100	Physical Science Gr. 1-5
CC4101	Life Science Gr. 1-5
CC4102	Earth & Space Science Gr. 1-5
CC4103	Hands-On Science Big Book Gr. 1-5
ECOLOGY & THE ENVIRONMENT SERIES	
CC4500	Ecosystems Gr. 5-8
CC4501	Classification & Adaptation Gr. 5-8
CC4502	Cells Gr. 5-8
CC4503	Ecology & The Environment Big Book Gr. 5-8
MATTER & ENERGY SERIES	
CC4504	Properties of Matter Gr. 5-8
CC4505	Atoms, Molecules & Elements Gr. 5-8
CC4506	Energy Gr. 5-8
CC4507	The Nature of Matter Big Book Gr. 5-8
FORCE & MOTION SERIES	
CC4508	Force Gr. 5-8
CC4509	Motion Gr. 5-8
CC4510	Simple Machines Gr. 5-8
CC4511	Force, Motion & Simple Machines Big Book Gr. 5-8
SPACE & BEYOND SERIES	
CC4512	Solar System Gr. 5-8
CC4513	Galaxies & The Universe Gr. 5-8
CC4514	Travel & Technology Gr. 5-8
CC4515	Space Big Book Gr. 5-8
HUMAN BODY SERIES	
CC4516	Cells, Skeletal & Muscular Systems Gr. 5-8
CC4517	Senses, Nervous & Respiratory Systems Gr. 5-8
CC4518	Circulatory, Digestive & Reproductive Systems Gr. 5-8
CC4519	Human Body Big Book Gr. 5-8

ENVIRONMENTAL STUDIES - Books

MANAGING OUR WASTE SERIES	
CC5764	Waste: At the Source Gr. 5-8
CC5765	Prevention, Recycling & Conservation Gr. 5-8
CC5766	Waste: The Global View Gr. 5-8
CC5767	Waste Management Big Book Gr. 5-8
CLIMATE CHANGE SERIES	
CC5769	Global Warming: Causes Gr. 5-8
CC5770	Global Warming: Effects Gr. 5-8
CC5771	Global Warming: Reduction Gr. 5-8
CC5772	Global Warming Big Book Gr. 5-8
GLOBAL WATER SERIES	
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CC5775	Conservation: Waterway Habitat Resources Gr. 5-8
CC5776	Water Conservation Big Book Gr. 5-8
CARBON FOOTPRINT SERIES	
CC5778	Reducing Your Own Carbon Footprint Gr. 5-8
CC5779	Reducing Your School's Carbon Footprint Gr. 5-8
CC5780	Reducing Your Community's Carbon Footprint Gr. 5-8
CC5781	Carbon Footprint Big Book Gr. 5-8

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ITEM #	TITLE
	GRADES 1-2
CC2100	Curious George (H. A. Rey)
CC2101	Paper Bag Princess (Robert N. Munsch)
CC2102	Stone Soup (Marcia Brown)
CC2103	The Very Hungry Caterpillar (Eric Carle)
CC2104	Where the Wild Things Are (Maurice Sendak)
CC2105	The One in the Middle is the Green Kangaroo (Judy Bloom)
	GRADES 3-4
CC2300	Babe: The Gallant Pig (Dick King-Smith)
CC2301	Because of Winn-Dixie (Kate DiCamillo)
CC2302	The Tale of Despereaux (Kate DiCamillo)
CC2303	James and the Giant Peach (Roald Dahl)
CC2304	Ramona Quimby, Age 8 (Beverly Cleary)
CC2305	The Mouse and the Motorcycle (Beverly Cleary)
CC2306	Charlotte's Web (E.B. White)
CC2307	Owls in the Family (Farley Mowat)
CC2308	Sarah, Plain and Tall (Patricia MacLachlan)
CC2309	Matilda (Roald Dahl)
CC2310	Charlie & The Chocolate Factory (Roald Dahl)
CC2311	Frindle (Andrew Clements)
CC2312	M.C. Higgins, the Great (Virginia Hamilton)
CC2313	The Family Under The Bridge (N.S. Carlson)
CC2314	The Hundred Penny Box (Sharon Mathis)
CC2315	Cricket in Times Square (George Selden)
CC2316	Fantastic Mr Fox (Roald Dahl)
CC2317	The Hundred Dresses (Eleanor Estes)
CC2318	The War with Grandpa (Robert Kimmel Smith)
CC2319	Chocolate Fever (Robert Kimmel Smith)
CC2320	The Chocolate Touch (Patrick Skene Catling)
CC2321	The BFG (Roald Dahl)
	GRADES 5-6
CC2500	Black Beauty (Anna Sewell)
CC2501	Bridge to Terabithia (Katherine Paterson)
CC2502	Bud, Not Buddy (Christopher Paul Curtis)
CC2503	The Egypt Game (Zilpha Keatley Snyder)
CC2504	The Great Gilly Hopkins (Katherine Paterson)
CC2505	Holes (Louis Sachar)
CC2506	Number the Stars (Lois Lowry)
CC2507	The Sign of the Beaver (E.G. Speare)
CC2508	The Whipping Boy (Sid Fleischman)
CC2509	Island of the Blue Dolphins (Scott O'Dell)
CC2510	Underground to Canada (Barbara Smucker)
CC2511	Loser (Jerry Spinelli)
CC2512	The Higher Power of Lucky (Susan Patron)
CC2513	Kira-Kira (Cynthia Kadohata)
CC2514	Dear Mr. Henshaw (Beverly Cleary)
CC2515	The Summer of the Swans (Betsy Byars)
CC2516	Shiloh (Phyllis Reynolds Naylor)
CC2517	A Single Shard (Linda Sue Park)
CC2518	Hoot (Carl Hiaasen)
CC2519	Hatchet (Gary Paulsen)
CC2520	The Giver (Lois Lowry)
CC2521	The Graveyard Book (Neil Gaiman)
CC2522	The View From Saturday (E.L. Konigsburg)
CC2523	Hattie Big Sky (Kirby Larson)
CC2524	When You Reach Me (Rebecca Stead)
CC2525	Criss Cross (Lynne Rae Perkins)
CC2526	A Year Down Yonder (Richard Peck)
CC2527	Maniac Magee (Jerry Spinelli)
CC2528	From the Mixed-Up Files of Mrs. Basil E. Frankweiler (E.L. Konigsburg)

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CC2530	The Phantom Tollbooth (Norton Juster)
CC2531	Gregor the Overlander (Suzanne Collins)
CC2532	Through the Looking-Glass (Lewis Carroll)
CC2533	Wonder (R.J. Palacio)
CC2534	Freak the Mighty (Rodman Philbrick)
CC2535	Tuck Everlasting (Natalie Babbitt)
CC2536	My Side of the Mountain (Jean Craighead George)
CC2537	Esperanza Rising (Pam Muñoz Ryan)
	GRADES 7-8
CC2700	Cheaper by the Dozen (Frank B. Gilbreth)
CC2701	The Miracle Worker (William Gibson)
CC2702	The Red Pony (John Steinbeck)
CC2703	Treasure Island (Robert Louis Stevenson)
CC2704	Romeo & Juliet (William Shakespeare)
CC2705	Crispin: The Cross of Lead (Avi)
CC2706	Call It Courage (Armstrong Sperry)
CC2707	The Boy in the Striped Pajamas (John Boyne)
CC2708	The Westing Game (Ellen Raskin)
CC2709	The Cay (Theodore Taylor)
CC2710	The Hunger Games (Suzanne Collins)
CC2711	Catching Fire (Suzanne Collins)
CC2712	The Pearl (John Steinbeck)
	GRADES 9-12
CC2001	To Kill A Mockingbird (Harper Lee)
CC2002	Angela's Ashes (Frank McCourt)
CC2003	The Grapes of Wrath (John Steinbeck)
CC2004	The Good Earth (Pearl S. Buck)
CC2005	The Road (Cormac McCarthy)
CC2006	The Old Man and the Sea (Ernest Hemingway)
CC2007	Lord of the Flies (William Golding)
CC2008	The Color Purple (Alice Walker)
CC2009	The Outsiders (S.E. Hinton)
CC2010	Hamlet (William Shakespeare)
CC2011	The Great Gatsby (F. Scott Fitzgerald)
CC2012	The Adventures of Huckleberry Finn (Mark Twain)
CC2013	Macbeth (William Shakespeare)
CC2014	Fahrenheit 451 (Ray Bradbury)
CC2015	The Crucible (Arthur Miller)
CC2016	Of Mice and Men (John Steinbeck)
CC2017	Divergent (Veronica Roth)

LANGUAGE ARTS - Books

CC1110	Word Families - Short Vowels Gr. K-1
CC1111	Word Families - Long Vowels Gr. K-1
CC1112	Word Families - Vowels Big Book Gr. K-1
CC1113	High Frequency Sight Words Gr. K-1
CC1114	High Frequency Picture Words Gr. K-1
CC1115	Sight & Picture Words Big Book Gr. K-1
CC1100	How to Write a Paragraph Gr. 5-8
CC1101	How to Write a Book Report Gr. 5-8
CC1102	How to Write an Essay Gr. 5-8
CC1103	Master Writing Big Book Gr. 5-8
CC1116	Reading Comprehension Gr. 5-8
CC1117	Literary Devices Gr. 5-8
CC1118	Critical Thinking Gr. 5-8
CC1119	Master Reading Big Book Gr. 5-8
CC1106	Reading Response Forms: Gr. 1-2
CC1107	Reading Response Forms: Gr. 3-4
CC1108	Reading Response Forms: Gr. 5-6
CC1109	Reading Response Forms Big Book: Gr. 1-6

MATHEMATICS - Books

ITEM #	TITLE
	TASK SHEETS
CC3100	Gr. PK-2 Number & Operations Task Sheets
CC3101	Gr. PK-2 Algebra Task Sheets
CC3102	Gr. PK-2 Geometry Task Sheets
CC3103	Gr. PK-2 Measurement Task Sheets
CC3104	Gr. PK-2 Data Analysis & Probability Task Sheets
CC3105	Gr. PK-2 Five Strands of Math Big Book Task Sheets
CC3106	Gr. 3-5 Number & Operations Task Sheets
CC3107	Gr. 3-5 Algebra Task Sheets
CC3108	Gr. 3-5 Geometry Task Sheets
CC3109	Gr. 3-5 Measurement Task Sheets
CC3110	Gr. 3-5 Data Analysis & Probability Task Sheets
CC3111	Gr. 3-5 Five Strands of Math Big Book Task Sheets
CC3112	Gr. 6-8 Number & Operations Task Sheets
CC3113	Gr. 6-8 Algebra Task Sheets
CC3114	Gr. 6-8 Geometry Task Sheets
CC3115	Gr. 6-8 Measurement Task Sheets
CC3116	Gr. 6-8 Data Analysis & Probability Task Sheets
CC3117	Gr. 6-8 Five Strands of Math Big Book Task Sheets
	DRILL SHEETS
CC3200	Gr. PK-2 Number & Operations Drill Sheets
CC3201	Gr. PK-2 Algebra Drill Sheets
CC3202	Gr. PK-2 Geometry Drill Sheets
CC3203	Gr. PK-2 Measurement Drill Sheets
CC3204	Gr. PK-2 Data Analysis & Probability Drill Sheets
CC3205	Gr. PK-2 Five Strands of Math Big Book Drill Sheets
CC3206	Gr. 3-5 Number & Operations Drill Sheets
CC3207	Gr. 3-5 Algebra Drill Sheets
CC3208	Gr. 3-5 Geometry Drill Sheets
CC3209	Gr. 3-5 Measurement Drill Sheets
CC3210	Gr. 3-5 Data Analysis & Probability Drill Sheets
CC3211	Gr. 3-5 Five Strands of Math Big Book Drill Sheets
CC3212	Gr. 6-8 Number & Operations Drill Sheets
CC3213	Gr. 6-8 Algebra Drill Sheets
CC3214	Gr. 6-8 Geometry Drill Sheets
CC3215	Gr. 6-8 Measurement Drill Sheets
CC3216	Gr. 6-8 Data Analysis & Probability Drill Sheets
CC3217	Gr. 6-8 Five Strands of Math Big Book Drill Sheets
	TASK & DRILL SHEETS
CC3300	Gr. PK-2 Number & Operations Task & Drill Sheets
CC3301	Gr. PK-2 Algebra Task & Drill Sheets
CC3302	Gr. PK-2 Geometry Task & Drill Sheets
CC3303	Gr. PK-2 Measurement Task & Drill Sheets
CC3304	Gr. PK-2 Data Analysis & Probability Task & Drills
CC3306	Gr. 3-5 Number & Operations Task & Drill Sheets
CC3307	Gr. 3-5 Algebra Task & Drill Sheets
CC3308	Gr. 3-5 Geometry Task & Drill Sheets
CC3309	Gr. 3-5 Measurement Task & Drill Sheets
CC3310	Gr. 3-5 Data Analysis & Probability Task & Drills
CC3312	Gr. 6-8 Number & Operations Task & Drill Sheets
CC3313	Gr. 6-8 Algebra Task & Drill Sheets
CC3314	Gr. 6-8 Geometry Task & Drill Sheets
CC3315	Gr. 6-8 Measurement Task & Drill Sheets
CC3316	Gr. 6-8 Data Analysis & Probability Task & Drills

