

# FAME Public Charter School

Scope and Sequence: Grade Fourth

<b>Subject/Unit Title: Social Studies Oh, California</b>				
<b>Estimated Time Frame (#of Days): 24-30</b>				
<b>Unit 1: People and Place</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
1 Geography of California  Estimated Time Frame (#of Days): 11-14	<b>Lesson 1: Where on Earth Is California?</b>	<ol style="list-style-type: none"> <li>1. Locate California on maps of the world, North America, and the United States.</li> <li>2. Differentiate among a state, a country, and a continent.</li> <li>3. Identify California, and some of its prominent geographic features.</li> <li>4. Identify main ideas and distinguish them from supporting details.</li> </ol>	<i>Framework Concept: Continuity</i> California's location is traced from a distant view in space to a close-up look at it on Earth.	Review Questions Workbook/ Reading support
	<b>Lesson 2: California's Regions</b>	<ol style="list-style-type: none"> <li>1. Define region and describe the distinguishing characteristics of California's coastal region, Central valley, mountain region, and desert region.</li> <li>2. Identify on the state map the general location of each region.</li> <li>3. Use a map legend to identify California's</li> </ol>	<i>Framework Concept: Continuity</i> California is comprised of four main regions.	Review Questions Workbook/ Reading support

		regions.		
	<b>Lesson 3: California's Resources</b>	<ol style="list-style-type: none"> <li>1. Explain the concept and value of natural resources.</li> <li>2. Identify California’s natural resources on a map.</li> <li>3. Explain why some resources need to be protected as well as used.</li> <li>4. Identify and evaluate the two opposing viewpoints in the Hetch Hetchy conflict.</li> </ol>	<i>Framework Concept: Interconnectedness</i> California has many natural resources.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
2 The First Californians  Estimated Time Frame (#of Days):13-16	<b>Lesson 1: Discovering the First Californians</b>	<ol style="list-style-type: none"> <li>1. Trace the origins of the California Indians.</li> <li>2. Define the term tribe as it applies to the California Indians.</li> <li>3. Describe how archeologists learn about how people lived long ago.</li> </ol>	<i>Framework Concept: Interconnectedness</i> Archaeologists trace the first Californians from Asia.	Review Questions Workbook/ Reading support
	<b>Lesson 2: Living on the Rivers and Coasts</b>	<ol style="list-style-type: none"> <li>1. Explain how Indian tribes depended upon natural resources found within a region.</li> <li>2. Discuss the importance of trade to the Yurok and the Chumash.</li> </ol>	<i>Framework Concept: Interdependence</i> The early Californians lived with the land and the natural resources around them.	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fourth

		3. Make a chart to organize information about three tribes.		
	<b>Lesson 3: Life at Inland Villages</b>	<ol style="list-style-type: none"> <li>1. Describe how Indian children learned adult skills.</li> <li>2. Explain how the Miwok and Maidu depended on members of their villages.</li> <li>3. Describe how Indian children learned traditions and ceremonies from their community.</li> </ol>	<i>Framework Concept: Interdependence</i> Groups of inland people found ways to live in mountains, valleys, and deserts.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
<b>Subject/Unit Title: Social Studies Oh, California</b>				
<b>Estimated Time Frame (#of Days): 28- 35</b>				
<b>Unit 2: Colonial California</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
3 Spanish Explorers and Settlers  Estimated Time Frame (#of Days): 16-20	<b>Lesson 1: Early Explorers</b>	<ol style="list-style-type: none"> <li>1. Explain the motives of Spanish explores.</li> <li>2. Describe the economic importance of the Spanish galleons.</li> <li>3. Summarize the English threat to Spain’s claim in California.</li> <li>4. Understand</li> </ol>	<i>Framework Concept: Conflict</i> Early explorers from Spain and England competed in their search for riches and new lands in the late 1500s.	Review Questions Workbook/ Reading support

**FAME Public Charter School**

Scope and Sequence: Grade Fourth

		geographic terms. Use latitude and longitude to locate places on globes and maps.		
	<b>Lesson 2: First European Settlers</b>	<ol style="list-style-type: none"> <li>1. Explain Spain’s motives for sending Catholic missionaries and soldiers to settle in California.</li> <li>2. Describe the influence of geography on the Spanish expedition to California.</li> <li>3. Make a timeline of Spanish and settlers’ expedition to Alta California.</li> </ol>	<i>Framework Concept: Change</i> The realization that other countries might claim Alta California caused Spain to quickly settle San Diego and Monterey Bay.	Review Questions Workbook/ Reading support
	<b>Lesson 3: Presidios, Missions, and Pueblos</b>	<ol style="list-style-type: none"> <li>1. Explain Spain’s system of establishing missions, presidios, and pueblos in Alta California.</li> <li>2. Describe Father Serra’s role in the settlement of California.</li> </ol>	<i>Framework Concept: Interconnectedness</i> The missions, forts, and towns supported each other.	Review Questions Workbook/ Reading support
	<b>Lesson 4: Life on a Mission</b>	<ol style="list-style-type: none"> <li>1. Compare the self-sufficiency of missions to the that of small villages.</li> <li>2. Tell how life at the missions changed the culture of the Indians.</li> </ol>	<i>Framework Concept: Conflict</i> Missions depended on the hard work of Indians, and at the same time brought the Indian way of life to	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fourth

		3. Describe the ways students can study the origins of the names of places in California.	an end.	
	<b>Chapter Review</b>			Chapter Test
4 Mexican California Estimated Time Frame (#of Days): 12-15	<b>Lesson 1: Traders in California</b>	<ol style="list-style-type: none"> <li>1. Explain how the Mexican War for independence affected the Californios.</li> <li>2. Give reasons why foreign traders were interested in California.</li> </ol>	<i>Framework Concept: Change Mexico's independence from Spain meant new trade for California.</i>	Review Questions Workbook/ Reading support
	<b>Lesson 2: From Missions to Ranchos</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the effect of the closing of missions on California.</li> <li>2. Explain the social structure that existed between Indians and rancheros after the close of the missions.</li> <li>3. Identify cause-effect relationships prompted by the closing of the missions.</li> </ol>	<i>Framework Concept: Change After the Mexican War for Independence, the missions were converted into ranchos.</i>	Review Questions Workbook/ Reading support
	<b>Lesson 3: Ranchos and Pueblos</b>	<ol style="list-style-type: none"> <li>1. Summarize the importance of the ranchos and pueblos to the economy of California under</li> </ol>	<i>Framework Concept: Interconnectedness While existing separately, the ranchos</i>	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fourth

		<p>Mexican rule.</p> <ol style="list-style-type: none"> <li>Describe life on a rancho.</li> <li>Learn how to give oral directions by following guidelines.</li> </ol>	and the pueblos depended on one another.	
	<b>Chapter Review</b>			Chapter Test
<b>Subject/Unit Title: Social Studies Oh, California</b>				
<b>Estimated Time Frame (#of Days): 32- 40</b>				
<b>Unit 3: Newcomers Change California</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
<p>5 Newcomers from the United States</p> <p>Estimated Time Frame (#of Days): 15-19</p>	<b>Lesson 1: <i>Pioneers in California</i></b>	<ol style="list-style-type: none"> <li>Describe a California trapper or trader.</li> <li>Analyze why some United States settlers were welcomed by California’s Mexican government and some were not.</li> <li>Identify difficulties and sacrifices in traveling to California before 1848.</li> <li>Measure distances by using a map scale.</li> </ol>	<i>Framework Concept: Change</i> Pioneers made overland trips to California from eastern parts of the United States.	Review Questions Workbook/ Reading support
	<b>Lesson 2: <i>Mexico Defeated</i></b>	<ol style="list-style-type: none"> <li>Describe the Bear Flag revolt.</li> <li>Explain the conflict among Californios, the American settlers, and the United States</li> </ol>	<i>Framework Concept: Conflict</i> The United States declared war on Mexico and succeeded in gaining control of	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fourth

		<p>government and how the tension led to war.</p> <ol style="list-style-type: none"> <li>Evaluate the impact of the Mexican War on the Californios and U.S. settlers.</li> </ol>	California.	
	<b>Lesson 3: <i>The Rush for Gold</i></b>	<ol style="list-style-type: none"> <li>Describe the discovery of gold in California.</li> <li>Describe the gold fever that brought thousands to California.</li> <li>Identify at least two ways people traveled to California during the gold rush.</li> </ol>	<i>Framework Concept: Change</i> People from around the world rushed to California to find gold.	Review Questions Workbook/ Reading support
	<b>Lesson 4: <i>Gold Mining</i></b>	<ol style="list-style-type: none"> <li>Explain how gold miners removed gold from the ground.</li> <li>Recognize the energy and skills the forty-niners brought to California.</li> </ol>	<i>Framework Concept: Change</i> The reality of life as a gold miner proved to be much different than many forty-niners imagined.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
<p>6 California Becomes a State</p> <p>Estimated Time Frame (#of Days): 17-21</p>	<b>Lesson 1: <i>After the Gold Rush</i></b>	<ol style="list-style-type: none"> <li>Describe the effects of the gold rush on the size and diversity of California's population.</li> <li>Explain the sources of conflict between the Californios and the forty-niners from the</li> </ol>	<i>Framework Concept: Change</i> The California gold rush changed California in many ways.	Review Questions Workbook/ Reading support

		<p>United States.</p> <ol style="list-style-type: none"> <li>3. Explain how and why California sought to become a state.</li> <li>4. Identify research methods.</li> <li>5. Use family histories to draw conclusions about history.</li> <li>6. Read a line graph showing Indian population changes.</li> </ol>		
	<p><b>Lesson 2: <i>The Thirty-first State</i></b></p>	<ol style="list-style-type: none"> <li>1. Evaluate how debates at the convention reflected differences between Californios and Americans.</li> <li>2. Identify some prejudices of the convention’s delegates.</li> <li>3. Describe the positive results of constitutional convention.</li> </ol>	<p><i>Framework Concept:</i>                  Change California delegates meet at the California Convention and Congress makes California the thirty-first state.</p>	<p>Review Questions                  Workbook/ Reading support</p>
	<p><b>Lesson 3: <i>Law and Order</i></b></p>	<ol style="list-style-type: none"> <li>1. Describe the uncertainty of law and order in post-gold-rush California.</li> <li>2. Explain what a vigilante group is and summarize its view of crime and justice.</li> </ol>	<p><i>Framework Concept:</i>                  Justice Keeping law and order became difficult in California and vigilantes took justice into their own hands.</p>	<p>Review Questions                  Workbook/ Reading support</p>

# FAME Public Charter School

Scope and Sequence: Grade Fourth

		<ol style="list-style-type: none"> <li>3. Compare vigilante acts with similar acts in mining towns.</li> <li>4. Read word and picture symbols on the state seal.</li> </ol>		
	<b>Lesson 4:</b> <i><b>Californios and Indians Lose Their Land</b></i>	<ol style="list-style-type: none"> <li>1. Explain the conflict between the Californios and the Americans over rancho land.</li> <li>2. Explain the failure of laws to protect the Californios.</li> <li>3. Describe government laws that affected Indians.</li> </ol>	<i>Framework Concepts:</i> <b>Conflict/Change</b> The conflict between the Californios and the Americans over rancho land led to the end of the great ranchos.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
<b>Subject/Unit Title: Social Studies Oh, California</b>				
<b>Estimated Time Frame (#of Days): 31-40</b>				
<b>Unit 4: Growth and Development</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
7 The Transcontinental Railroad  Estimated Time Frame (#of Days): 10-13	<b>Lesson 1: Linking California to the East</b>	<ol style="list-style-type: none"> <li>1. Explain the reasons for California’s feelings of isolation from the rest of the United States.</li> <li>2. Describe the role of the Civil War in further isolating California.</li> </ol>	<i>Framework Concept:</i> <b>Interconnectedness</b> Even though California was part of the United States, California had trouble making links to the East.	Review Questions Workbook/ Reading support

**FAME Public Charter School**

Scope and Sequence: Grade Fourth

		<ol style="list-style-type: none"> <li>Describe efforts to improve California’s link to the rest of the United States during the 1850s and early 1860s.</li> </ol>		
	<b>Lesson 2: <i>The Railroad Is Born</i></b>	<ol style="list-style-type: none"> <li>Explain the geographic and economic obstacles to the building of the transcontinental railroad.</li> <li>Compare the values and goals of Theodore Judah with those of his business partners, the Big Four.</li> <li>Read a time zone map of the United States. Calculate the time in other zones.</li> </ol>	<i>Framework Concept: Change</i> Theodore Judah found a transcontinental railroad route and construction began.	Review Questions Workbook/ Reading support
	<b>Lesson 3: <i>Building the Railroad</i></b>	<ol style="list-style-type: none"> <li>Describe the engineering and construction difficulties in building the Central Pacific.</li> <li>Explain the contributions of the Chinese laborers to the construction of the railroad.</li> </ol>	<i>Framework Concept: Change</i> The engineering and work crews faced many challenges as they completed the transcontinental railroad.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
	<b>Lesson 1:</b>	<ol style="list-style-type: none"> <li>Summarize</li> </ol>	<i>Framework Concept:</i>	Review Questions

<p>8 Agriculture Advances Estimated Time Frame (#of Days): 9-12</p>	<p><b><i>Farming Takes Hold</i></b></p>	<p>California’s agricultural history and early development.</p> <ol style="list-style-type: none"> <li>Describe important developments in California agriculture in the last half of the 1800s.</li> <li>Gather information on California produce and where it is grown.</li> <li>Compose a California produce cookbook using factual and visual information about fruits and vegetables.</li> </ol>	<p><b><i>Interconnectedness</i></b> California farmers developed a booming business in wheat and other crops and found markets both in California and across the country.</p>	<p>Workbook/ Reading support</p>
	<p><b><i>Lesson 2: Growth in Southern California</i></b></p>	<ol style="list-style-type: none"> <li>Explain that southern California grew as a region in the late 1800s.</li> <li>Identify the important reasons for southern California’s growth.</li> <li>Draw conclusions about the best conditions for growing oranges.</li> </ol>	<p><b><i>Framework Concept: Change</i></b> The introduction of the navel orange crop and the arrival of a competing railroad helped southern California's population to grow.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b><i>Lesson 3: Problems Facing Agriculture</i></b></p>	<ol style="list-style-type: none"> <li>Describe some of the natural and human obstacles facing California’s farmers in</li> </ol>	<p><b><i>Framework Concepts: Change/Conflict</i></b> California's farmers faced</p>	<p>Review Questions Workbook/ Reading support</p>

# FAME Public Charter School

Scope and Sequence: Grade Fourth

		<ul style="list-style-type: none"> <li>the 1800s.</li> <li>2. Compare the farmers' success in meeting different challenges.</li> <li>3. Explain how challenges of the 1800s still affect California agriculture today.</li> </ul>	challenges of climate and conflicts over land ownership and water in the second half of the 1800s.	
	<b>Chapter Review</b>			Chapter Test
<p>9 A Mix of Cultures</p> <p>Estimated Time Frame (#of Days): 12-15</p>	<b>Lesson 1: <i>The New Californians</i></b>	<ul style="list-style-type: none"> <li>1. Identify some of the groups who moved to California between 1850 and 1920.</li> <li>2. Explain some of the reasons why immigrants chose California as their destination.</li> </ul>	<p><i>Framework Concepts: Culture/Diversity</i></p> <p>Immigrants from Europe and many Asian countries came to California.</p>	Review Questions Workbook/ Reading support
	<b>Lesson 2: <i>Conflicts Between Cultures</i></b>	<ul style="list-style-type: none"> <li>1. Cite some examples of discrimination from California's history.</li> <li>2. Describe some of the forms of discrimination in California.</li> <li>3. Identify some of the efforts of California's immigrants to respond to discriminatory pressures and barriers.</li> </ul>	<p><i>Framework Concept: Conflict Discrimination</i></p> <p>caused conflicts between immigrants and other Californians.</p>	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fourth

	<b>Lesson 3: Contributing to California</b>	<ol style="list-style-type: none"> <li>1. Identify some of the effects that California’s multiethnic heritage has had on the state.</li> <li>2. Explain that many ordinary individual have contributed to California’s culture.</li> <li>3. Cite some examples of significant individual achievements made by representatives of different ethnic groups.</li> </ol>	<i>Framework Concept:</i> Culture California's immigrants made a mark in California through their many different contributions.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
<b>Subject/Unit Title: Social Studies Oh, California</b>				
<b>Estimated Time Frame (#of Days): 47-59</b>				
<b>Unit 5: Modern California</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
10 Building a Better California  Estimated Time Frame (#of Days): 12-15	<b>Lesson 1: <i>Growth of Industry</i></b>	<ol style="list-style-type: none"> <li>1. Explain the reasons for the oil boom and how it helped build Los Angeles.</li> <li>2. Describe how the Los Angeles water crisis was solved.</li> <li>3. Describe the importance of the San Pedro Harbor and the Panama Canal to the</li> </ol>	<i>Framework Concept:</i> Change Four big events helped California's southern coast grow in the early 1900s.	Review Questions Workbook/ Reading support

		<p>future of Los Angeles.</p> <p>4. Make a bar graph showing daily water use in four California cities.</p>		
	<p><b>Lesson 2: Progress for People</b></p>	<p>1. Compare the need for the physical rebuilding of San Francisco with the rebuilding of its government.</p> <p>2. Explain how the Progressives tried to improve government.</p> <p>3. Describe how women were influential in improving life for Californians.</p> <p>4. Distinguish between facts and opinions about child labor.</p>	<p><i>Framework Concept:</i> Justice In the early 1900s, citizens fought for honesty in government and the individual rights of workers and families.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Lesson 3: New Challenges</b></p>	<p>1. Identify some of the reasons for economic prosperity and depression in California.</p> <p>2. Explain why California attracted the Dust Bowl farmers.</p> <p>3. Examine the effects of the New Deal on California.</p>	<p><i>Framework Concept:</i> Scarcity While World War I boosted industries in California, the Great Depression and the Dust Bowl brought hardship to the people.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Chapter Review</b></p>			<p>Chapter Test</p>
	<p><b>Lesson 1:</b></p>	<p>1. Explain why World</p>	<p><i>Framework Concept:</i></p>	<p>Review Questions</p>

<p>11 World War II and Beyond</p> <p>Estimated Time Frame (#of Days): 13-16</p>	<p><b>California in Wartime</b></p>	<p>War II caused fear in California but also lifted people’s spirits.</p> <ol style="list-style-type: none"> <li>Describe how the war brought manufacturing industries to California.</li> <li>Show how new industries and new job opportunities changed life in California.</li> <li>Learn how to conduct an interview to find more about World War II.</li> </ol>	<p><i>Change</i> World War II caused Japanese Americans to be sent to internment camps while other Americans found job opportunities in the state.</p>	<p>Workbook/ Reading support</p>
	<p><b>Lesson 2: New Uses of Science and Technology</b></p>	<ol style="list-style-type: none"> <li>Show how science and technology boomed in California after the war.</li> <li>Explain how California’s agriculture industry grew in the years after the war.</li> </ol>	<p><i>Framework Concept: Technology</i> For twenty years after World War II, new industries based on science and new technology grew in California.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Lesson 3: New Ways of Living</b></p>	<ol style="list-style-type: none"> <li>Describe how a suburban way of living development after World War II.</li> <li>Describe the growth and diversity of cities after World War II.</li> <li>Explain the advantages and</li> </ol>	<p><i>Framework Concept: Change</i> Both suburbs and cities grew and changed after World War II.</p>	<p>Review Questions Workbook/ Reading support</p>

# FAME Public Charter School

Scope and Sequence: Grade Fourth

		<p>disadvantages of mass transit and car travel.</p> <p>4. Develop ideas on how to solve California’s transportation problem.</p>		
	<b>Chapter Review</b>			Chapter Test
<p>12 New Steps Forward</p> <p>Estimated Time Frame (#of Days): 11-14</p>	<b>Lesson 1 A Struggle for Rights</b>	<ol style="list-style-type: none"> <li>1. Explain how discrimination caused minorities to fight for their civil rights.</li> <li>2. Define the word protest, and give three examples of types of protest.</li> <li>3. Read a circle graph showing the number of workers in California agriculture in 1975.</li> </ol>	<i>Framework Concept: Rights</i> Some of California's ethnic communities fought for civil rights during the 1960s and 1970s.	Review Questions Workbook/ Reading support
	<b>Lesson 2 A New Wave of Immigrants</b>	<ol style="list-style-type: none"> <li>1. Explain why a new wave of immigrants came to California.</li> <li>2. Describe the difficulties immigrants faced in starting a new life in a different culture.</li> </ol>	<i>Framework Concept: Diversity</i> Immigrants from all over the world have greatly enriched California's culture.	Review Questions Workbook/ Reading support
	<b>Lesson 3 A Growing California</b>	<ol style="list-style-type: none"> <li>1. Describe the importance of high technology to California.</li> <li>2. Define exports and</li> </ol>	<i>Framework Concept: Change</i> Technology, trade, and education helped California to grow	Review Questions Workbook/ Reading support

**FAME Public Charter School**

Scope and Sequence: Grade Fourth

		<p>imports and explain the importance of the trade link between California and the Pacific Rim.</p> <p>3. Explain how California’s education system has helped the state and its people.</p>	<p>in the last 25 years.</p>	
	<b>Chapter Review</b>			Chapter Test
<p>13Decisions for the Future</p> <p>Estimated Time Frame (#of Days): 11-14</p>	<b>Lesson 1 <i>The Past Shapes the Future</i></b>	<p>1. Explain how decisions and events in the past affect the present and how the present affects the future.</p> <p>2. Show ho Los Angeles’ decisions on the water issue have affected the people and the environment of other places in California at different points in history.</p> <p>3. Give examples of how people’s needs can affect the environment.</p>	<i>Framework Concept: Scarcity</i> The decisions and events in the past affect the present and the future of California.	Review Questions Workbook/ Reading support
	<b>Lesson 2 <i>California Government</i></b>	<p>1. Explain why certain problems, like water resources, require the efforts of state government to solve them.</p>	<i>Framework Concepts: Continuity and Change</i> Certain environmental problems require the efforts of state	Review Questions Workbook/ Reading support

**FAME Public Charter School**

Scope and Sequence: Grade Fourth

		<ol style="list-style-type: none"> <li>2. Identify the three branches of state government, and explain the role of each branch.</li> <li>3. Evaluate information about groundwater found in reference books.</li> </ol>	government.	
	<b>Lesson 3 People Take Action</b>	<ol style="list-style-type: none"> <li>1. Give examples of how people can work individually and together to solve big problems.</li> <li>2. Explain how people’s actions influence the world they live in.</li> <li>3. Plan a group project using discussion guidelines.</li> </ol>	<p><i>Framework Concept: Interdependence</i></p> <p>Individuals and groups have found that by working together they can make positive changes that will impact California's environment.</p>	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test