

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★  
**SOCIAL STUDIES**

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to the

**Louisiana**  
**Social Studies**  
**Grade-Level Expectations**  
Grades K-6



C/SS-6B

## Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the Louisiana Social Studies Grade-Level Expectations. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

**Scott Foresman** is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

### Content

**Scott Foresman Social Studies** content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

### Accessibility

**Scott Foresman Social Studies** provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

### Motivation

**Scott Foresman Social Studies** is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

### Accountability

**Scott Foresman Social Studies** provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Book Title:** Scott Foresman Social Studies, Here We Go      **Grade Level:** Kindergarten  
**Publisher:** Pearson Scott Foresman      **Subject/Course:** Social Studies

**GEOGRAPHY**

**The World in Spatial Terms**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
1. Identify a map and a globe as a representation of Earth (G-1A-E1)	73–76, 217–220, 221–224
2. Recognize the shape of Louisiana and the United States on maps and globes (G-1A-E2)	213–216
3. Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as <i>left, right, first, last, big, little</i> (G-1A-E2)	31–34, 73–76, 89–92, 209–212
4. Create simple maps to identify the location of places in the home or classroom (G-1A-E3)	76, 209, 212

**Places and Regions**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
5. Identify the difference between land and water and locate both on a map or globe (G-1B-E1)	217–220, 221–224
6. Describe people and places in the school and community (G-1B-E3)	69–72, 85–88, 97–100

### Physical and Human Systems

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
7. Describe the daily weather (e.g., rainy, cold) (G-1C-E1)	185–188

### Environment and Society

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
8. Describe how seasonal changes affect people (e.g., in different seasons, people wear different kinds of clothing) (G-1D-E2)	189–192

### CIVICS

#### Structure and Purposes of Government

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
9. Identify home and class rules, and the persons responsible for enforcement (C-1A-E1)	35–38, 81–84
10. Identify governmental employees and their roles (e.g., postal workers, police) (C-1A-E2)	85–88
11. Identify reasons for home and classroom rules (C-1A-E7)	35–38, 81–84

#### Foundations of the American Political System

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
12. Identify responsibilities the student has at home and at school (C-1B-E2)	27–30, 39–42, 43–46, 81–84

## Roles of the Citizen

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
13. Describe the student's role as a member of the family, class, and school (C-1D-E4)	27–30, 43–46

## ECONOMICS

### Fundamental Economic Concepts

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
14. Identify ways people use money to purchase goods (E-1A-E3)	135–138, 139–142
15. Identify work people do and the name of related jobs at home and school (E-1A-E7)	43–46, 119–122, 123–126, 127–130
16. Describe a situation illustrating a voluntary exchange (e.g., trading seats, exchanging books) (E-1A-E11)	28–29, 136

## HISTORY

### Historical Thinking Skills

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
17. Use words to describe the chronology of the school day (e.g., first, next, last) (H-1A-E1)	48
18. Identify ways in which people are alike and different (H-1A-E2)	19–22, 23–26, 89–92, 93–96, 301–304, 309–312

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
19. Describe personal likes and dislikes (e.g., picture journals) (H-1A-E3)	15, 50, 143–146, 147

**Louisiana and United States History**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
20. Identify customs associated with national holidays (H-1C-E1)	263–266, 267–270

**Book Title:** Scott Foresman Social Studies, All Together **Grade Level:** Grade One  
**Publisher:** Pearson Scott Foresman **Subject/Course:** Social Studies

**GEOGRAPHY**

**The World in Spatial Terms**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
1. Identify and use simple map symbols and key/legend (G-1A-E1)	50–53, 60–61, 74–77, 154–155, 200–201
2. Interpret a simple chart (G-1A-E1)	20–21, 40, 98–99
3. Describe a map as a representation of a place (G-1A-E1)	50–53, 60–61, 74–77, 154–155
4. Locate places on the school campus and describe their relative location (G-1A-E2)	4–5, 6–7, 42
5. Create simple maps to identify the relative location of places in the school and community (G-1A-E3)	50–53, 270–271

**Places and Regions**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
6. Identify Earth’s various physical features (e.g., oceans, islands, mountains, rivers) (G-1B-E1)	150–153, 154–155
7. Identify human features in the local region such as farms, cities, buildings, and roads (G-1B-E3)	56–57, 116–119, 124–125, 164–167



<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
8. Identify English as the major language of the United States and recognize that there are secondary languages in some areas of the country (G-1B-E4)	16, 64, 66–67, 162–163

### **Physical and Human Systems**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
9. Describe how seasons affect the local community (G-1C-E1)	142–145, 148–149
10. Identify and compare differences in land use (e.g., rural and city settlements) (G-1C-E2)	56–57
11. Identify and compare basic elements of culture (e.g., food, music, celebrations) (G-1C-E4)	62–65, 212–215, 258–261
12. Identify the types of economic activities in which family members participate (G-1C-E5)	98–99, 104–105
13. Identify by name the town, parish, state, and country in which the student lives (G-1C-E6)	50–53

## Environment and Society

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
14. Identify the basic human needs of food, clothing, and shelter (G-1D-E1)	100–103
15. Identify various types of human shelters and describe building materials used for construction (G-1D-E2)	48–49, 103a, 258–261

## CIVICS

### Structure and Purposes of Government

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
16. Identify school rules and the persons responsible for making and enforcing them (c-1a-e1)	22–25
17. Explain the necessity of establishing leadership and order at school (c-1a-e2)	22–25
18. Identify and recognize the current president of the United States (C-1A-E5)	218–221
19. Explain the process of voting using classroom issues (C-1A-E6)	218a, 218–219
20. Propose rules and consequences for a given situation and explain why the rules would be important (C-1A-E7)	22–25

## Foundations of the American Political System

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
21. Discuss the importance of sharing responsibilities at home, class, and school (C-1B-E2)	14–17, 18–19, 22–25

## Roles of the Citizen

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
22. Define the meaning of the term <i>classroom citizen</i> (C-1D-E1)	18–19, 26–27
23. Identify patriotic songs and American symbols (C-1D-E4)	208–211, 224–225
24. Identify ways to participate in public service within school or community (e.g., volunteer, donations, parent organizations) (C-1D-E5)	10–11, 110, 112–113

## ECONOMICS

### Fundamental Economic Concepts

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
25. Identify the difference between basic human needs and wants (E-1A-E3)	100–103, 103a
26. Identify a personal example of how the cost of an item affects whether or not it can be purchased (E-1A-E4)	104–105

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
27. Describe how the individual is a consumer (E-1A-E5)	104–105
28. Identify simple descriptions of the work people do and the names of related jobs in the community (E-1A-E7)	94–97, 99a, 108–111
29. Explain why people in a school and community have different jobs (E-1A-E7)	94–97, 108–111, 116–119
30. Describe skills the student can do well (e.g., personal, physical, academic) (E-1A-E8)	94–97
31. Describe the benefits of a voluntary exchange (E-1A-E11)	99a, 104a

## **HISTORY**

### **Historical Thinking Skills**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
32. Use words to describe time (past, present, future) (H-1A-E1)	10–13, 32–35, 58–59, 72–73, 78–79, 102–102, 114–115, 122–123, 146–149, 164–169, 196–199, 200–201, 202–205, 206–207, 210–211, 216–217, 222–223, 240–241, 242–243, 244–245, 246–249, 250–251, 252–253, 256–257
33. Identify similarities and differences in families over time (e.g., structure, roles of women, men, and children) (H-1A-E2)	102–103, 242–243

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
34. Create a primary source of personal information (e.g., autobiography, journal/diary) (H-1A-E3)	8a, 13a, 28a, 36a, 50a, 242a

### Families and Communities

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
35. Identify transportation methods of the local community in the past (H-1B-E2)	78–79, 124–125, 126–127, 127a

**Book Title:** Scott Foresman Social Studies, People and Places **Grade Level:** Grade Two  
**Publisher:** Pearson Scott Foresman **Subject/Course:** Social Studies

**GEOGRAPHY**

**The World in Spatial Terms**

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
1. Interpret a diagram (G-1A-E1)	276–277
2. Describe basic characteristics of maps and globes (G-1A-E1)	20–21, 23a, 46, 60–61, 93, 124–125, 184–185, 214–215, 239
3. Use cardinal directions to locate places on maps and places in the classroom, school, and community (G-1A-E2)	20–21, 46, 93, 124–125
4. Identify geographical features in the local region (G-1A-E2)	56–59, 62–65
5. Construct a bar graph to represent given geographical information (G-1A-E3)	80-81, 94
6. Sketch a simple map related to the classroom, school, or community (mental map) (G-1A-E3)	21, 23a, 61, 215

## Places and Regions

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
7. Describe how location, weather, and physical environment affect where and how people live (G-1B-E1)	62–65, 66–67, 202–205, 210–213
8. Identify examples of various landforms (e.g., continents, islands) (G-1B-E1)	56–59, 60–61
9. Identify the human characteristics of the local community (G-1B-E2)	24–27, 62–65
10. Describe changes in the physical and human characteristics in the local community and why people modify the physical environment over time (G-1B-E3)	66–67, 82–85

## Physical and Human Systems

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
11. Describe how climate affects the vegetation in the community (G-1C-E1)	202–205
12. Identify the types of settlement and patterns of land use in the local community (G-1C-E2)	62–65, 76–79
13. Identify simple demographics of a local region (e.g., mostly factory workers) (G-1C-E3)	112–115
14. Identify ways of making a living within the community (G-1C-E5)	112–115

## Environment and Society

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
15. Explain ways in which people in the local community depend on the physical environment to satisfy basic needs (G-1D-E1)	24–27, 62–65, 66–67

## CIVICS

### Structure and Purposes of Government

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
16. Identify local community and parish laws, and the persons responsible for making and enforcing them (C-1A-E1)	8–11, 112–115, 154–157
17. Identify the necessity of local government and how it helps meet the basic needs of society (C-1A-E2)	8–11, 154–157
18. Describe major responsibilities of local government (C-1A-E4)	154a, 154–157
19. Identify key government positions at the local level, their powers, and limits on their powers (C-1A-E5)	154a, 154–157
20. Explain how government officials at the local level are elected (C-1A-E6)	155, 157
21. Explain the need/purpose/importance of having rules in the school, community, and society (C-1A-E7)	8–11



## Foundations of the American Political System

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
22. Explain how citizens help leaders in a community solve problems (C-1B-E2)	12–13, 14–15, 154–157

## Roles of the Citizen

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
23. Define the meaning of the term <i>community citizen</i> (C-1D-E1)	H2–H5
24. Identify examples of responsible citizenship in the school and community settings (C-1D-E2)	4, 88–89, 98, 105, 211
25. Discuss the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules (C-1D-E3)	H2–H5, 12, 29, 75, 111a, 117, 183, 211
26. Describe actions individuals or groups may take to improve their community (C-1D-E4)	14–15, 105, 108–109, 117
27. Explain the significance of national holidays and the achievements of the people associated with them (C-1D-E4)	183, 213, 219, 240, 247, 256–259, 261, 286–287, 289
28. Identify a community issue and describe how good citizenship can help solve the problem (C-1D-E5)	H4–H5, 14–15, 45, 105, 108–109, 117

## ECONOMICS

### Fundamental Economic Concepts

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
29. Explain how basic human needs of food, clothing, and shelter can be met (E-1A-E1)	68–71, 72–73, 76–79, 104–107, 202–205
30. Identify examples of scarcity in the local community (E-1A-E1)	202–205, 210–213
31. Identify what is gained and what is lost (given up) in choosing one of several alternatives (e.g., skating with friends versus bowling with parents) (E-1A-E2)	H5, 29, 108–109, 171, 279
32. Identify examples of choices families make when buying goods and services (E-1A-E4)	104–107
33. Identify a consumer and a producer and their roles in the economy (E-1A-E5)	104–107, 120–123
34. Explain how people in the local community depend on each other for goods and services (E-1A-E5)	68–71, 104–107, 112–115
35. Identify various ways in which resources are used (e.g., use of trees to produce wood for building, wood products, heat) (E-1A-E6)	76–79, 82–85

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
36. Describe the roles of farmers, processors, and distributors in food production and consumption (E-1A-E6)	68–71, 120–123
37. Describe the role of weather, land, and water resources in food production over time (E-1A-E6)	69, 72–73, 79
38. Identify the specialized work that people do to manufacture, transport, and market goods and services (E-1A-E7)	68–71, 120–123
39. Describe the importance of skills and education in choosing a career (E-1A-E8)	132–133
40. Identify a local economic institution (e.g., bank) (E-1A-E10)	126–129
41. Explain why people exchange goods and services (E-1A-E11)	68–71, 112–115, 120–123

### **Individuals, Households, Businesses, and Governments**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
42. Identify individuals or groups in the community who have started new businesses (E-1B-E3)	104–107, 132–133

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
43. Identify goods and services provided by the local government (E-1B-E4)	112–115, 156–157
44. Explain the difference between goods and services and give examples of each within the local community (E-1B-E5)	104–107, 112–115

## **HISTORY**

### **Historical Thinking Skills**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
45. Develop a personal timeline (H-1A-E1)	226–227
46. Identify similarities and differences in communities over time (H-1A-E2)	22–23, 138–139
47. Identify sources where historical information can be found and how that information can be used (H-1A-E3)	22, 29, 67, 68, 87, 171, 179, 183, 203, 206, 207, 223, 231, 233, 235, 243, 245, 251, 252, 259, 264, 279, 280, 281
48. Locate general areas on maps and globes referenced in historical stories and legends (H-1A-E3)	202, 216, 223, 225

### **Families and Communities**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
49. Compare and contrast the student's daily life to that of parents, grandparents, and/or guardians (H-1B-E1)	248–249, 250–253, 256–259

### Louisiana and United States History

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
50. Identify and describe the significance of various community landmarks and symbols (H-1C-E2)	183, 264–267, 268–269, 270–271
51. Identify cultural elements (e.g., crafts, customs, music, folklore) of the local community (H-1C-E4)	11, 17, 18, 23a, 37, 41a, 67, 205, 206, 209a, 258

### World History

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
52. Explain the customs related to important holidays and ceremonies in various countries around the world in the past (H-1D-E1)	256–259, 260–261

**Book Title:** Scott Foresman Social Studies, Louisiana  
**Publisher:** Pearson Scott Foresman

**Grade Level:** Grade Three  
**Subject/Course:** Social Studies

## GEOGRAPHY

### The World in Spatial Terms

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
1. Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1)	H12, H14, H15, H16, H17, 13, 19, 38–39, 51, R4–R5, R8–R9, R10–R11, R14, R15
2. Differentiate between a bar, pictograph, and circle graph (G-1A-E1)	294–295
3. Interpret a graph, chart, and diagram (G-1A-E2)	12, 24, 27, 55, 67, 72–72, 85, 125, 186–187, 197, 213, 225, 244, 245, 289, 294–295, 303
4. Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2)	96–97, 182
5. Locate major geographic features of Louisiana on a map (G-1A-E2)	19, R15
6. Construct a chart, line graph, or diagram to display geographical information (G-1A-E3)	24–25, 27, 55
7. Sketch a simple map of Louisiana from memory (mental map) (G-1A-E3)	15, 289

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
8. Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] E-3) (G-1A-E3)	H19, 51, 174, 369

### **Places and Regions**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
9. Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1)	19–21, 27
10. Identify and describe the human characteristics of places in Louisiana (G-1B-E2)	66–71, 73, 75
11. Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)	75–79, 82–83, 125–126, 128–129, 131–137, 145–147, 151–155
12. Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4)	20, 41, 46–47, 73, 78, 89–91, 103, 246, 248

## Physical and Human Systems

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
13. Identify examples of physical processes affecting Louisiana (e.g., coastal erosion, river changes) (G-1C-E1)	76–77, 101–103
14. Locate, describe, and compare urban, suburban, and rural communities in Louisiana (G-1C-E2)	62–63, 66–67, 68–73, 85
15. Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)	75, 83, 120–121, 125, 137, 144–146
16. Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)	136–137, 284–285, 288–289, 290–291, 302–303, 306–309, 316–317, 326–327
17. Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)	7, 31, 43, 78, 83, 89–91, 179, 182–183, 191, 202
18. Locate the town, parish, state, and country in which the student lives on a political map (G-1C-E6)	12–13



## Environment and Society

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
19. Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1)	65, 75–77, 82–83
20. Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)	78–81
21. Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)	88–93

## CIVICS

### Structure and Purposes of Government

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
22. Identify state laws, and the persons responsible for making and enforcing them (C-1A-E1)	239, 243–245, 247
23. Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)	232–233, 237–239, 243–245, 247
24. Describe major responsibilities of state government (C-1A-E4)	232–233, 237–239, 243–245, 247

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
25. Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)	244–245, 247
26. Explain how government officials at the state and national levels are elected (C-1A-E6)	257–259
27. Define <i>laws</i> and explain the difference between <i>laws</i> and <i>rules</i> (C-1A-E7)	239, 360-361, 368-371

### Foundations of the American Political Systems

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)	257–259, 264–267

### Roles of the Citizens

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
29. Identify the qualities of people who were leaders and <i>good citizens</i> as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3)	135, 138–139, 146, 268–269, 297, 310–311

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5)	94–95

## **ECONOMICS**

### **Fundamental Economic Concepts**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
31. Define scarcity and abundance and give examples of both for individuals and society (E-1A-E1)	92–93
32. Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2)	211–215
33. Explain reasons why people save money (E-1A-E3)	204–205
34. Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)	210–211
35. Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community) (E-1A-E5)	202–203

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
36. Identify examples of natural, human, and capital resources used to produce goods and services (E-1A-E6)	284-285, 306-309
37. Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7)	186–187, 191, 197
38. Describe the requirements of various jobs and the characteristics of a job well-performed (E-1A-E8)	189–193
39. Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)	178–180, 182–185, 202–203
40. Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10)	204–205
41. Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11)	182–185, 203

## Individuals, Households, Businesses, and Governments

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
42. Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)	212–215
43. Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2)	212–215
44. Identify services provided by the state government (E-1B-E4)	237–238
45. Identify major goods and services produced in Louisiana (E-1B-E5)	179–182, 184–185

## HISTORY

### Historical Thinking Skills

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
46. Complete a timeline based on given information (H-1A-E1)	167, 249
47. Use information in a map, table, or graph to describe the past (H-1A-E3)	126, 128–129, 145–146, 151, 153
48. Identify primary and secondary sources (H-1A-E3)	148–149, 163

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
49. Identify ways different cultures record their histories (e.g., oral, visual, written) (H-1A-E3)	48–49, 134, 137, 148–149, 156–157, 164–165, 236–237

### **Families and Communities**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
50. Describe family life at a given time in history and compare it with present-day family life (H-1B-E1)	80–81, 126, 132, 141, 194–185, 308
51. Describe changes in community life, comparing a given time in history to the present (H-1B-E2)	76, 132, 136–137, 192, 265, 308

### **Louisiana and United States History**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
52. Identify and describe early settlers in Louisiana (H-1C-E1)	125–128, 131–137
53. Identify people and their influence in the early development of Louisiana (H-1C-E1)	131, 135, 138–139, 145–146
54. Describe the importance of events and ideas significant to Louisiana's development (H-1C-E1)	120–121, 125–139, 144–147, 151–155

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
55. Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2)	100, 109, 114, 248–249
56. Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3)	131–134, 136–137, 145
57. Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)	137, 306–309

### **World History**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
58. Describe aspects of family life, structures, and roles in cultures other than the United States (H-1D-E1)	136–137, 292–293
59. Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)	192–193

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## GEOGRAPHY

### The World in Spatial Terms

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
1. Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)	H11, H15, H16–H17, H18–H19, H20–H21, 4–5, 11, 16–17, 20, 22, 24–25, 29, 32, 40, 41, 54–55, 83, 86–87, 105, 120, 127, 133, 167, 170–171, 181, 195, 227, 265, 281, 309, 347, 372, 381, 387, 401, 403, 408–409
2. Use a variety of images or other spatial graphics (e.g., aerial photographs, satellite images) to locate major physical and human characteristics (G-1A-E1)	21, 277, 412, 413
3. Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)	H11, H12–H13, H14–H15, H16–H17, H18–H19, H21, 4, 408–409
4. Identify all U.S. states by shapes and position on map (G-1A-E2)	H16–H17, H18–H19, H21, H22, 4, 11, 19, 22, 24–25
5. Draw, complete, and add features to a map (including such map elements as a title, compass rose, legend, and scale), based on given information (G-1A-E3)	H18, H20



## Places and Regions

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
6. Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)	10–15, 16–17, 18–23, 24–25, 116–119, 166–169, 172–175, 242–243, 270–724, 308–309, 346–347, 378–383, 411
7. Identify the best place for human settlement based on a map showing physical characteristics of an area (G-1B-E1)	The maps on these pages provide opportunities for students to “identify the best place for human settlement.” 19, 20, 22, 167, 309, 347, 372
8. Explain physical and human developments in a region of the United States since it was first settled based on given information (G-1B-E3)	104–109, 116–119, 142–146, 210–213, 232–237, 246–249, 264–266, 281, 336–337, 400–406
9. Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)	10–15, 16–17, 18–23, 24–25, 106–109, 166–169, 188–192, 194–199, 210–213, 232–237, 242–243, 246–249, 256–259, 264–266, 270–274, 276–282, 300–304, 308–309, 324–328, 346–48, 368–373, 378–383

## Physical and Human Systems

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
10. Identify physical processes that change Earth’s surface and create physical features suddenly or over time (e.g., what physical processes created the Grand Canyon, the Great Lakes, the Hawaiian Islands) (G-1C-E1)	105, 232–237, 244–245, 302–303, 365, 368–373
11. Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)	112–115, 246–249, 270–274, 276–282, 314–317, 338–343, 346–348, 384–388, 410–415

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
12. Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3)	120-121, 142-146, 188-192, 210-213, 240, 241, 256-259, 324-328, 394-397, 413
13. Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)	112-115, 116-119, 120-121, 142-146, 188-192, 210-213, 240, 241, 256-259, 324-328, 332-337, 394-397, 413
14. Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)	26-30, 112-114, 116-119, 142-146, 178-183, 246-249, 314-317, 384-388
15. Differentiate between countries, states, parishes, and cities (G-1C-E6)	11, 13-15, 143-146

### **Environment and Society**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
16. Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)	116-119, 234-235, 246-249, 270-274, 346-348
17. Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment (G-1D-E3)	172-175, 274
18. Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)	27-29, 70, 141, 144, 180, 182-183, 189-190, 247-249, 258, 264-267, 318-319

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
19. Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4)	114, 170, 347

## **CIVICS**

### **Structure and Purposes of Government**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
20. Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services (C-1A-E2)	47-52
21. Distinguish between limited government and unlimited government (C-1A-E3)	51, 52
22. Explain the role of government and the rights of citizens (C-1A-E3)	47, 49, 50-52
23. Identify the three branches of the federal government and describe their major responsibilities (C-1A-E4)	50-51
24. Identify key government positions at the national level, their respective powers, and limits on their powers (C-1A-E5)	50-51
25. Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels (C-1A-E6)	47, 49-51
26. Identify the purpose and importance of a rule or a law (C-1A-E7)	Related content: 47, 50-51

### Foundations of the American Political System

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms) (C-1B-E1)	48-52, 137-138, 144, 204
28. Explain the similarities between the Louisiana and U.S. Constitutions (C-1B-E1)	48-49

### International Relationships

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
29. Explain the concept of <i>nation</i> with reference to countries, governments, and peoples (C-1C-E1)	47, 49-50
30. Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) (C-1C-E1)	82, 43, 414
31. Identify the United Nations and its role in international peace keeping (C-1C-E1)	See Grade 5: 636-641

### Roles of the Citizen

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
32. Identify the means by which individuals become U.S. citizens (C-1D-E1)	56-59
33. Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)	H2-H3, 45, 47, 50-52, 58-59, 60-61, 128, 138, 141, 148-149, 205, 207, 260-261, 265, 318-319, 354, 416-417

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
34. Discuss civic traits of <i>good citizenship</i> that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits (C-1D-E3) (C-1D-E4)	Related content: 45, 47, 57
35. Identify a national issue and describe how good citizenship can help solve the problem (C-1D-E5)	200-201, 318-319

## **ECONOMICS**

### **Fundamental Economic Concepts**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
36. Demonstrate that limited resources necessitate choices and decisions (E-1A-E1)	29, 78
37. Explain the factors, including trade-offs, involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget) (E-1A-E4)	78
38. Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5)	77 See also, Grade 3: 306-311
39. Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6)	27-28, 81-82, 84-85, 114-115

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
40. Define some effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour) (E-1A-E7)	Related content on growth of industry: 70-71
41. Describe the benefits of increasing one's skill/knowledge and various ways to do so (E-1A-E8)	78 Related content: 31
42. Describe the basic concept of a <i>market</i> (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)	76-77, 81-82, 414
43. Identify the roles of banks, governments, businesses, and households in the economy (E-1A-E10)	68, 70-71, 73-74, 75, 76-77, 79, 82
44. Identify the relationship between money, writing checks, and credit cards (E-1A-E11)	74-77 See also, Grade 3: 290-295, 296-297
45. Explain why people engage in voluntary exchange/barter/direct trading (E-1A-E11)	72-79

### **Individuals, Households, Businesses, and Governments**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
46. Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1)	E4-E5, 77 See also, Grade 3: 306-311
47. Explain how a rise or fall in prices affects personal, family, and government budgets (E-1B-E2)	76-77, 79

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
48. Identify the terms <i>profit</i> and <i>risk</i> and give examples of risk that businesses take to make a profit (E–1B–E3)	76–77
49. Define <i>tax</i> and explain how government pays for goods and services through taxes and fees (E–1B–E4)	58

## HISTORY

### Historical Thinking Skills

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
50. Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure’s life and accomplishments) (H–1A–E1)	38, 130, 135, 136, 150, 188, 194, 202, 216, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418
51. Compare how a person today might view an issue or event differently from a person living in an earlier time (H–1A–E2)	350–351
52. Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the “I Have a Dream” speech) (H–1A–E2)	138, 200–201, 290–291
53. Interpret historical information in a map, table, or graph (H–1A–E3)	48, 50, 240, 241, 334, 413
54. Compare and contrast primary and secondary sources (H–1A–E3)	H6

### Families and Communities

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
55. Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)	43, 126–129, 188–193, 260–261, 302, 340, 342, 398–399

### Louisiana and United States History

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
56. Identify and describe major early explorers and explorations in North America (H-1C-E1)	39, 40–43, 128, 190, 258, 264–266, 325, 305
57. Identify leaders and their influence in the early development of America (H-1C-E1)	39, 40–42, 131, 137, 190
58. Describe the importance of events and ideas significant to our nation’s development (H-1C-E1)	40–42, 43, 44, 131–133, 137, 148–149, 188–192, 194–199, 202–206, 256–259, 324–328, 394–397, 400–406
59. Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1)	1c, 47, 52, 57
60. Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement) (H-1C-E2)	131, 136–141, 188–192, 202–206, 256–259, 324–328, 394–397, 400–406
61. Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)	42-44
62. Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)	E10–E11, 43, 126–129, 188–193, 260–261, 302, 340, 342, 398–399



## World History

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
63. Identify how dance, music, and arts of various cultures around the world reflect the history, daily life, and beliefs of the people (H-1D-E1)	E10-E11, 43, 44, 45, 214-215
64. Identify significant historical achievements of various cultures of the world (e.g., building of the pyramids, founding of the Olympics) (H-1D-E1)	Grade 6: 34-39, 48-53, 54-59, 88, 91, 196-201, 478-481
65. Identify and describe inventions that have affected people's lives or altered their view of the world (H-1D-E2)	E6-E7, 273, 275, 248, 249, 407 Related content: 134-135
66. Identify the chronological order of major scientific or technological advancements (H-1D-E2)	Related content: 81-85, 280-282, 314-317
67. Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame, Curie, Guttenberg) (H-1D-E3)	147, 207, 305, 389, 407  Grade 6 extensively covers contributions of historical figures around the world.

**GEOGRAPHY**

**The World in Spatial Terms**

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
1. Describe the characteristics, functions, and applications of various types of maps (G-1A-M1)	24, 29, 32–33, 140, 141, 153, 244, 245, 387, 523, 542-543, 656-657, R4, R6, R7, R9, R10, R12, R14
2. Compare the uses of different types of maps, including two different types of maps of the same area (G-1A-M1)	44–45, 378–379, 656-657
3. Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2)	24, 26, 29, 32, 33, 53, 55, 62, 68, 75, 77, 84, 89, 95, 101, 103, 107, 111, 114, 133, 137, 140, 141, 147, 148, 153, 155, 159, 166, 171, 177, 201, 205, 206, 226, 234, 232, 234, 235, 242, 244, 245, 248 250, 267, 271, 278, 288, 290, 295, 305, 317, 337, 341, 325, 361, 365, 372, 378, 379, 387, 401, 403, 405, 412, 429, 431, 435, 440, 463, 473, 477, 479, 486, 491, 500, 507, 509, 513, 523, 537, 540, 542, 544-545, 550, 556, 561, 581, 601, 604, 621, 629, 635, 638, 652, 656-657, 665, 678-679, 682-683, 686-687, 689, 691, R4-R17
4. Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States (G-1A-M2)	24, 26-27, 32, 33, 34, 166, 159, 544-545, 550, 556, 621, R7, R9
5. Translate a mental map into sketch form to illustrate relative location, size, and distances between places (G-1A-M3)	H16, H19, 133, 337, 401, 537, 601

## Places and Regions

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
6. Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements (G-1B-M1)	203–207, 210–214, 216–220, 240–243, 254
7. Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2)	26–27, 28–29, 30, 202–207
8. Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3)	19, 28, 36–38, 62, 89, 95, 240–243, 542–543
9. Explain ways in which goals, cultures, interests, inventions, and technological advances affected perceptions and uses of places or regions in Colonial America (G-1B-M4)	202–207, 210–214, 216–220, 224–227, 232–236, 240–243, 246–251

## Physical and Human Systems

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
10. Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3)	176–177, 179, 180, 181, 182, 205, 210–214, 247

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
11. Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4)	110–115, 135, 136, 147, 164–165, 168–173
12. Describe the economic interdependence among the thirteen American colonies (G-1C-M6)	205, 212
13. Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict (G-1C-M7)	177, 182

### **Environment and Society**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
14. Describe the impact of human action on the physical environment of early America (G-1D-M1)	28, 31, 431
15. Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2)	54–57, 60–64, 76–80, 88–91
16. Identify the natural resources used by people in the United States (G-1D-M3)	35, 36, 37, 240–242, 373, 547, 548-549, 564, 566, 572

## CIVICS

### Structure and Purposes of Government

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
17. Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government (C-1A-M5)	Related content: 162, 269, 272–273, 279–280, 296–300

## ECONOMICS

### Fundamental Economic Concepts

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
18. Describe economic activities within and among American Indian cultures prior to contact with Europeans (E-1A-M9)	60–64, 66–69, 76–80, 82–85, 88–91, 94–97
19. Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas (E-1A-M9)	Related content: 131, 134–138, 139, 157, 159, 164–167, 168–173

## HISTORY

### Historical Thinking Skills

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
20. Construct a timeline of key events in American history (beginnings to 1763) (H-1A-M1)	Related content: 130, 145
21. Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1)	47, 127, 197, 263, 397, 459, 531, 595
22. Identify different points of view about key events in early American history (H-1A-M2)	149, 150, 151, 225–227, 352–355, 385, 432–433, 437, 441, 464–467, 470–474, 476–482, 484–489, 492–496, 516–521, 540, 549, 572-573, 584-584, 646-648, 655
23. Identify the causes, effects, or impact of a given event in early American history (H-1A-M3)	There are many examples of cause and effect in the Guide Comprehension questions. Those shown here require students to construct a Cause and Effect chart.  85, 167, 251, 264, 273, 282, 291, 300, 384, 530-531
24. Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4)	H6–H7, 2–3, 46–47, 126–127, 194–195, 260–261, 330–331, 394–395, 456–457, 530-531, 563, 596-597

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
25. Identify historical issues or problems in early America and explain how they were addressed (H-1A-M5)	These are some of the many examples of issues and problems and how they were addressed.  156–162, 168–173, 224–227, 246–251, 268–273, 276–282, 286–281, 338–343, 380–384, 416–420, 470–474, 476–482, 484–487, 498–503, 549, 554-557
26. Conduct historical research using a variety of resources to answer historical questions related to early American history (H-1A-M6)	48, 86–87, 128, 196, 262, 332, 396, 458, 537, 567

### **United States History**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
27. Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration (H-1B-M1)	61–64, 67–69, 77–80, 83–85, 89–91, 95–97
28. Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection (H-1B-M1)	107–115, 136, 206–207
29. Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492 (H-1B-M1)	134–138, 146–149, 168–173, 224–227, 246–251

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
30. Explain that cultures change through cultural diffusion, invention, and innovation (H-1B-M2)	535, 540, 562-563, 564, 565, 566-567, 568, 569, 570-573, 574, 575, 576-577, 592, 612-613, 614, 642-644, 645, 648, 649
31. Describe major early explorations and explorers and their reasons for exploration (H-1B-M2)	102–104, 134–138, 147, 165, 166, 241, 242, 248, 372, 374–375, 439, 440, 441, 443
32. Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples (H-1B-M2)	142–145, 146–150
33. Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa (H-1B-M2)	136
34. Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century (H-1B-M3)	224–227
35. Explain the societal impact of the immersion of Africans in the Americas (H-1B-M3)	150, 224–227



<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
36. Identify instances of both cooperation and conflict between Indians and European settlers (H-1B-M3)	168–173, 240–243, 246–251
37. Describe and compare the various religious groups in colonial America and the role of religion in colonial communities (H-1B-M4)	172–173, 184–185
38. Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States (H-1B-M5)	157, 159–162, 167, 170–173, 178–180
39. Describe reflections of European culture, politics, and institutions in American life (H-1B-M5)	Related content: 10, 110-115, 159, 162, 179
40. Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland (H-1B-M5)	280

### **World History**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
41. Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec) (H-1C-M13)	66–69

**GEOGRAPHY**

**Geography**

**The World in Spatial Terms**

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
1. Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe (G-1A-M2)	H13–H14, 194–195

**Places and Regions**

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
2. Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions (G-1B-M1)	26–29, 34–39, 78–81, 92–95, 100–103, 122–127, 162–165, 186–189, 208–211, 246–251, 322–325, 370–373, 392–395
3. Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris-Euphrates as “cradles of civilization”) (G-1B-M2)	34–39, 78–81, 92–95, 100–103, 122–127, 162–165, 168–173, 186–189, 196–201, 218–221, 246–251, 260–264, 276–279, 322–325
4. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in world history (G-1B-M4)	These are some of the many examples of opportunities students have to meet this overarching standard.  34–39, 46, 78–81, 92–95, 100–103, 106–112, 122–127, 162–165, 168–173, 186–189, 196–201, 218–221, 246–251, 260–264, 276–279, 282–287, 288–292, 294–297, 330–333, 400–405, 430–437, 474–477

### Physical and Human Systems

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
5. Explain reasons for different patterns of migration among early peoples (G-1C-M4)	128–134
6. Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5)	406–411, 430–437, 438–442, 474–477
7. Describe the economic interdependence among various ancient civilizations (G-1C-M6)	85, 89, 94, 109, 375
8. Explain how ancient civilizations established and maintained political boundaries (G-1C-M7)	50, 52–53, 58–59, 85, 93, 133

### Environment and Society

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
9. Explain how different physical environments affected human activity in ancient civilizations (G-1D-M2)	26–29, 34–39, 78–81, 92–95, 100–103, 122–127, 162–165, 168–173, 186–189, 196–201, 218–221, 246–251, 260–264, 276–279, 322–325
10. Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export (G-1D-M3)	Related content: 445, 665–667

## CIVICS

### Foundations of the American Political System

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
11. Identify the essential elements of Greek and Roman government that would later influence the U.S. government (C-1B-M1)	252–256, 260–264, 282–287, 288–292

## ECONOMICS

### Fundamental Economic Concepts

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
12. Explain the role of expanding specialization in the development of world civilizations (E-1A-M4)	22, 58, 89, 404
13. Identify the functions and characteristics of money (e.g., money as a store of value) and compare barter exchange to money exchange (E-1A-M8)	58–59 See also, Grade 4: 72–79
14. Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history (E-1A-M9)	38–39, 89, 480, 445 Related content: 322–325, 375, 381, 383, 438–442

## HISTORY

### Historical Thinking Skills

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
15. Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (H-1A-M1)	Related content: 3, 25, 71, 73, 155, 157, 239, 241, 315, 317, 423, 425, 525, 571, 601
16. Interpret data presented in a timeline to identify change and continuity in world civilizations (H-1A-M1)	3, 25, 71, 73, 155, 157, 239, 241, 315, 317, 423, 425, 525, 571, 601
17. Describe the defining characteristics of major world civilizations from political, social, and economic perspectives (H-1A-M2)	10–16, 18–23, 34–39, 40–46, 48–53, 54–59, 78–81, 84–90, 92–95, 106–112, 114–117, 128–134, 168–173, 174–180, 190–193, 196–201, 212–215, 218–221, 222–224, 252–256, 260–264, 266–271, 276–279, 282–287, 288–292, 294–297, 298–304, 326–328, 346–349, 350–355, 356–359, 374–378, 406–411
18. Describe the causes, effects, or impact of a given historical development or event in world civilizations (H-1A-M3)	There are many examples that align with this standard. These are those that involve a cause and effect graphic organizer. (These include 20 <sup>th</sup> century events.)  39, 271, 304, 338, 359, 363, 395, 496, 523, 532, 537, 538, 547, 554, 561, 564, 572, 580, 587, 590
19. Use multiple primary and secondary sources to describe world civilizations (H-1A-M4)	2–3, 70–71, 154–155, 238–239, 280–281, 314–315, 422–423, 512–513, 598–599
20. Identify historical issues or problems in world civilizations and discuss how they were addressed (H-1A-M5)	81, 94, 102, 132

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
21. Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6)	H4–H9, H16–H22, 144–145, 364–365, 386–387

### **World History**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
22. Describe features of the earliest communities (e.g., shelter, food, clothing) (H-1C-M1)	10–16, 18–23, 26–29
23. Describe hunter-gatherer societies, including the development of tools and the use of fire (H-1C-M1)	10–16
24. Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (H-1C-M2)	18–23, 26–29
25. Explain why agricultural societies developed from hunters and gatherers (H-1C-M2)	18–22
26. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing (H-1C-M2)	18–22, 23, 27–28, 36–37

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
27. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus valley (H-1C-M3)	36, 75, 79–80, 83, 102–103, 125
28. Describe the major characteristics of early river valley civilizations (H-1C-M3)	36, 75, 79–80, 83, 102–103, 125
29. Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion (H-1C-M4)	38, 80–81, 89, 93, 107, 108–112, 113–115, 130–131, 134
30. Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of plow technology (H-1C-M4)	34–39, 40–46, 124–125, 403
31. Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia (H-1C-M5)	130, 285, 299
32. Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations (H-1C-M5)	250–251

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
33. Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region (H-1C-M6)	95, 108, 250, 261, 263
34. Explain the significance of Phoenician trade in the Mediterranean basin (H-1C-M6)	58–59
35. Identify forms of writing developed in early civilizations and discuss how written records changed political, legal, religious, and cultural life (H-1C-M6)	43, 55, 56, 86, 128, 172–173
36. Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests (H-1C-M7)	252–256, 260–264, 266–271
37. Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures (H-1C-M7)	276–279
38. Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese) (H-1C-M7)	106–112, 114–117, 128–134, 260–264, 266–271, 282–287, 288–292, 350–355



GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
39. Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (i.e., Christianity, Hinduism, Buddhism, Islam) (H-1C-M8)	136–139, 140–143, 294–297, 330–333
40. Compare and contrast the major religions in terms of leaders, key beliefs, and location (H-1C-M8)	136–139, 140–143, 158 (compare and contrast target skill activity), 294–297, 330–333
41. Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule) (H-1C-M9)	136–139, 140–143, 294–297, 330–333
42. Identify the effect that the major religions have had on European, Asian, and African civilizations (H-1C-M9)	136–139, 140–143, 294–297, 330–333
43. Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas prior to A.D. 1000 (H-1C-M10)	252–256, 260–264, 266–271, 276–279, 282–287, 298–304, 326–328, 346–349, 350–355, 256–259, 374–378, 380–385
44. Describe major events, key figures, and social structure of the Early Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism) (H-1C-M10)	298–304, 396–398, 400–405

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
45. Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500 (H-1C-M11)	396–398, 406–411, 438–442
46. Explain how communication among regions was accomplished between AD 1000 to 1500 (H-1C-M11)	Although communication among regions is not explicitly stated, the civilizations of this time period are featured in Unit 5 (320-420).
47. Explain how and why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions (H-1C-M12)	406–411
48. Describe the major contributing factors that led to the Renaissance (H-1C-M12)	430–437
49. Describe the major contributing factors that would lead to the Reformation (H-1C-M12)	436–437
50. Explain the major social, economic, political, and cultural features of European, African, and Asian societies that stimulated exploration and colonization (H-1C-M14)	374–378, 380–385, 438–442, 444–449, 486–489, 492–496

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
51. Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations (H-1C-M14)	80, 438–439, 442, 521
52. Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing (H-1C-M14)	430–437