

A Correlation of

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

© 2011

to the

DoDEA
Social Studies
Content Standards (2009)

Grades 4 - 6



D/SS-5

INTRODUCTION

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies © 2011** in meeting the *DoDEA Social Studies Standards (2009)*. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition contain facsimile pages of the Student Edition.

Scott Foresman is pleased to introduce our **Scott Foresman Social Studies**, - 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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**Scott Foresman Social Studies © 2011, Regions
to the
DoDEA Social Studies Content Standards
Grade 4**

DoDEA Social Studies Content Standards Grade 4	Scott Foresman Social Studies
Regions of the United States	
Social Studies Content Standards (SS)	
Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student’s achievement of each standard.	
Standard: 4SS1: Students demonstrate an understanding of the physical and human geographic features and political systems that define places and regions in the United States.	
Components: 4SS1.a: Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in the United States and on Earth.	TE: Understand Latitude and Longitude, 408–409; Apply Skills, 419; Understand Latitude and Longitude on a Globe, H15
4SS1.b: Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.	TE: North Pole and South Pole, 408; Equator and Prime Meridian, 408; also see: Map Handbook, H12, H13, H14, H15
4SS1.c: Describe the various regions of the United States; water, landforms, vegetation, and climate, and how their characteristics and physical environments affect human activity.	TE: Regions, H10–H22, 6, 7, 8, 11, 12–15, 17, 20, 21, 26–31, 80–85, 102–122 124–151, 164–185, 186–217, 230–253, 254–285, 298–321, 322–353, 366–391, 392–419
4SS1.d: Identify the locations of the oceans, rivers, valleys, and mountain passes and explain their effects on the growth of cities.	TE: Cities Grow and Change, 142–146; The Glittering Cities, 210–213; Hub of the Nation, 276–282; Living in the Desert, 346–348; Business and pleasure, 410–415; also see: The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; A Land of Canyons, 300–304; A Land of Mountains, 368–373

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4SS1.e: Describe how areas in the United States vary in land use, elevation, vegetation, wildlife, climate, population density, architecture, services, and transportation.	TE: The Regions of the United States, 8–36; Land and Water in the Northeast, 102–123; The Land of The Southeast, 164–185; Water and Land of the Midwest, 230–253; Land and Resources of the Southwest, 298–321; The Land of the West, 366–391
4SS1.f: Discuss what the U.S. Constitution is and why it is important (a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).	TE: For related information see: A Government for the People, 47; Government by the People, 49; Fact File: Three Levels of Government, 49; The Three Branches of Government, 50–52
4SS1.g: Describe the similarities (written documents, rule of law, consent of the governed, three separate branches) and differences (scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.	TE: Fact File: Three Levels of Government, 49. also see: A Government for the People, 47; Government by the People, 49; The Three Branches of Government, 50–52
4SS1.h: Explain the structures and functions of state governments, including roles and responsibilities of their elected officials.	TE: Fact File: Three Levels of Government, 49
4SS1.i: Trace the evolution of US water system into a network of dams, aqueducts, and reservoirs.	TE: For related information see: Renewable and Nonrenewable Resources, 29; A Route to the Sea, 232–237; Irrigation and Dams, 347
4SS1.j: Describe the history and development of the US public education system.	TE: For related information concerning education of women see: Biography: Elizabeth Cady Stanton, 139
4SS1.k: Describe the impact of natural resources, technology, and economics of the regions of the United States.	TE: The Regions of the United States, 8–36; Land and Water in the Northeast, 102–123; The Land of The Southeast, 164–185; Water and Land of the Midwest, 230–253; Land and Resources of the Southwest, 298–321; The Land of the West, 366–391

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Standard: 4SS2: Students analyze the geographic, political, economic, and social structures in the Southeastern region of the United States.	
Components: 4SS2.a: Explain the major geographic features of the Southeast and discuss the physical settings that supported permanent settlement in this region.	TE: Coastal Plains to the Mountains, 166–169; Sunlight and Storms, 172–177; Wildlife and Resources, 178–183
4SS2.b: Examine the Native American cultures that originated from this region and examine the main features of their art and architecture.	TE: The Cherokee, 188–192; Sequoyah, 193
4SS2.c: Discuss the impact of the key historical events within the region.	TE: The Cherokee, 188–192; Early History of the Southeast, 194–199; The Nation Divided, 202–206; The Glittering Cities, 210–213
4SS2.d: Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.	TE: Wildlife and Resources, 178–183
4SS2.e: Compare and contrast the growth and development of industry and agriculture within the region.	TE: For related information see: Wildlife and Resources, 178–183; The Glittering Cities, 210–213
Standard: 4SS3: Students analyze the geographic, political, economic, and social structures in the Northeastern region of the United States.	
Components: 4SS3.a: Explain the major geographic features of the Northeast and discuss the physical settings that supported permanent settlement in this region.	TE: The Beautiful Northeast, 104–109; Resources of the Northeast, 112–115; The Plentiful Sea, 116–121; Cities Grow and Change, 142–146
4SS3.b: Examine the Native American cultures that originated in this region and examine the main features of their art and architecture.	TE: The Narragansett People, 126–129
4SS3.c: Discuss the impact of the key historical events within the region	TE: The Land of New Beginnings, 130–133; Taking a Stand, 136–141; Cities Grow and Change, 142–151

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4SS3.d: Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.	TE: Resources of the Northeast, 112–115; The Plentiful Sea, 116–121
4SS3.e: Compare and contrast the growth and development of industry and agriculture within the region.	TE: For related information see: Resources of the Northeast, 112–115; Cities Grow and Change, 142–151
Standard: 4SS4: Students analyze the geographic, political, economic, and social structures in the Middle Western region of the United States.	
Components: 4SS4.a: Explain the major geographic features of the Mid-West and discuss the physical settings that supported permanent settlement in this region.	TE: A Route to the Sea, 232–237; The Badlands of South Dakota, 242–245; Bountiful Midwestern Farms, 246–251
4SS4.b: Examine the Native American cultures that originated in this region and examine the main features of their art and architecture.	TE: The Ojibwa, 256–259
4SS4.c: Discuss the impact of the key historical events within the region.	TE: The Ojibwa, 256–259; The Fur Trade, 264–269; Building Farms, 270–275; Hub of the Nation, 276–283
4SS4.d: Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.	TE: Bountiful Midwestern Farms, 246–251; Building Farms, 270–275; Hub of the Nation, 276–283
4SS4.e: Compare and contrast the growth and development of industry and agriculture within the region.	TE: Bountiful Midwestern Farms, 246–251; Building Farms, 270–275; Hub of the Nation, 276–283
Standard: 4SS5: Students analyze the geographic, political, economic, and social structures in the Southwestern region of the United States.	
Components: 4SS5.a: Explain the major geographic features of the Southwest and discuss the physical settings that supported permanent settlement in this region.	TE: A Land of Canyons, 300304; Climates in the Southwest, 308–313; Oil and Technology, 314–317

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4SS5.b: Examine the Native American cultures that originated in this region and examine the main features of their art and architecture.	TE: The Navajo, 324–329
4SS5.c: Discuss the impact of the arrival of Europeans in the region.	TE: Spanish Influence, 332–337
4SS5.d: Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.	TE: Oil and Technology, 314–317; Ranches and Drivers, 338–343; Living in the Desert, 346–348
4SS5.e: Compare and contrast the growth and development of industry and agriculture within the region.	TE: For related material see: Oil and Technology, 314–317; Ranches and Drivers, 338–343; Living in the Desert, 346–348
Standard: 4SS6: Students analyze the geographic, political, economic, and social structures in the Western region of the United States.	
Components: 4SS6.a: Explain the major geographic features of the Western region and discuss the physical settings that supported permanent settlement in this region.	TE: A Land of Mountains, 368–375; Climates in the West, 378–383; Resources of the West, 384–388
4SS6.b: Examine the Native American cultures that originated in this region and examine the main features of their art and architecture.	TE: The Tlingit, 394–399
4SS6.c: Discuss the impact of the key historical events within the region.	TE: The Tlingit, 394–399; Exploration and Growth, 400–407; Business and Pleasure, 410–415
4SS6.d: Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.	TE: Resources of the West, 384–388; ; Exploration and Growth, 400–407; Business and Pleasure, 410–415
4SS6.e: Compare and contrast the growth and development of industry and agriculture within the region.	TE: For related material see: Resources of the West, 384–388; ; Exploration and Growth, 400–407; Business and Pleasure, 410–415

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Social Studies Skills (SSK):	
The intellectual skills noted below are to be learned through, and applied to, the content standards for grade four. They are to be assessed only in conjunction with these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills:	
Chronological and Spatial Thinking	
Skills: 4SSK1: Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	TE: Sequence, 20, 27, 42, 84, 104, 105, 107, 109, 112, 113, 115, 116, 118, 119, 126, 129, 130, 131, 133, 143, 145, 171, 193, 209, 235, 263, 266, 374, 405; Use a Vertical Time Line, 134–135; Time Lines, 38, 130, 135, 136, 150, 188, 194, 202, 216, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418
4SSK2: Students correctly apply terms related to time, including past, present, future, decade, century, and generation.	TE: Students can use these terms as with the following activities: Use a Vertical Time Line, 134–135; Time Lines, 38, 130, 135, 136, 150, 188, 194, 202, 216, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418; Sequence, 20, 27, 42, 84, 104, 105, 107, 109, 112, 113, 115, 116, 118, 119, 126, 129, 130, 131, 133, 143, 145, 171, 193, 209, 235, 263, 266, 374, 405;
4SSK3: Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	TE: Then and Now, 118, 197, 277, 335, 404
4SSK4: Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	TE: Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 25, 40, 41, 105, 114, 133, 167, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15; Map and Globe Skills, 24, 54, 86, 170, 408; Map Adventure, 83, 144, 174, 279, 341, 402

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<p>4SSK5: Students judge the significance of the relative location of a place. Examples: proximity to a harbor, on trade routes and analyze how relative advantages and disadvantages can change over time.</p>	<p>TE: Map Adventure, 83, 144, 174, 279, 341, 402; also see: Maps, 11, 19, 20, 22, 25, 40, 41, 105, 114, 133, 167, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15</p>
Research, Evidence, and Point of View	
<p>Skills: 4SSK6: Students differentiate between primary and secondary sources.</p>	<p>TE: Identify Primary and Secondary Sources, 330–331</p>
<p>4SSK7: Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>	<p>TE: Primary Sources, 38, 40, 41, 45–46, 53–54, 74–75, 83, 107–108, 118, 130, 133, 135, 136, 139–140, 144, 150, 174, 179–180, 188, 191, 193–194, 197, 202, 207–208, 216, 240, 264, 265, 267–268, 271–272, 273–274, 276, 277, 279, 281, 283–284, 305–306, 310–311, 324, 326, 329, 330–330, 332, 333, 334, 335, 338, 341, 346, 349–350, 352, 385–386, 389–390, 400, 401, 402, 403, 404, 407–408, 413, 414, 418; Maps, H10–H22, 13, 19, 20, 22, 24, 25, 40, 41, 54, 83, 86, 105, 114, 133, 144, 167, 170, 173, 174, 181, 191, 195, 234, 247, 265, 279, 281, 309, 326, 333, 341, 347, 372, 381, 387, 401, 402, 403, 409, 414, R2–R15</p>
<p>4SSK8: Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>	<p>TE: Literature and Social Studies, 74, 107, 179, 273, 310, 385; Biography, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407</p>
Historical Interpretation	
<p>Skills: 4SSK9: Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>	<p>TE: Chapter Reviews, 34–35, 62–63, 88–89, 122–123, 150–151, 184–185, 216–217, 252–253, 284–285, 320–321, 352–353, 390–391, 418–419; Lesson Review, 15, 23, 31, 44, 52, 59, 71, 79, 85, 109, 115, 119, 129, 133, 138, 146, 169, 175, 183, 192, 199, 206, 213, 237, 245, 249, 259, 266, 274, 282, 304, 311, 317, 328, 337, 343, 348, 373, 383, 388, 397, 406, 415</p>

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4SSK10: Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.	TE: Human and Physical Characteristics, 102–122 124–151, 164–185, 186–217, 230–253, 254–285, 298–321, 322–353, 366–391, 392–419
4SSK11: Students identify and interpret the multiple causes and effects of historical events.	TE: Cause and Effect, 28, 39, 40, 43, 69, 77, 81, 115, 117, 132, 137, 141, 142, 143, 146, 179, 190, 196, 198, 199, 212, 232, 233, 235, 237, 238, 242, 243, 245, 246, 248, 249, 256, 258, 259, 264, 266, 267, 270, 271, 273, 274, 2zPr277, 280, 281, 282, 315, 324, 326, 327, 328, 333, 337, 342, 346, 348, 382, 385, 395, 401, 404
4SSK12: Students conduct cost-benefit analyses of historical and current events.	TE: For related information see: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60, 148, 200, 260, 318, 416; also see: Decision Making, H3, H20, 14, 28, 49, 51, 76, 78, 111, 118, 174, 180, 200, 265, 339, 341, 380, 402; Problem Solving, H3, 29, 260, 281, 304, 349

**Scott Foresman Social Studies © 2011, Building a Nation
to the
DoDEA Social Studies Content Standards
Grade 5**

DoDEA Social Studies Content Standards Grade 5	Scott Foresman Social Studies
United States History and Geography	
Making a Nation	
Social Studies Content Standards (SS)	
<p>Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student’s achievement of each standard.</p>	
<p>Standard: 5SS1: Students describe the major pre-Columbian settlement(s) of cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p>	
<p>Components: 5SS1.a: Compare and contrast how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p>	<p>TE: People and the Land, 28–30; Resources and the Environment, 34–38; Protecting the Land, 40–41; Paleolithic, 56–57; Early American Cultures, 60–64; The Eastern Woodlands, 76–80; The Great Plains, 82–85; The Southwest Desert, 88–91; The Northwest Coast, 94–97; New Spain, 144; Where to Build a Colony?, 159; Cities, Towns, and Farms, 210–214; French Explore the Mississippi, 240–243; Settling the South and Texas, 430–436; Trails to the West, 438–441; The Golden State, 442–445</p>
<p>5SS1.b: Recognize Pre-Columbian varied customs and folklore traditions.</p>	<p>TE: Early American Cultures, 60–64; Biography: Nampayo, 65; The Rise of Empires, 66–69; DK Eyewitness Book: Aztecs, Maya, and Inca, 70–71; Native Americans of North America, 74–75; The Eastern Woodlands, 76–80; The Great Plains, 82–85; The Southwest Desert, 88–91; The Northwest Coast, 94–97</p>
<p>5SS1.c: Explain Pre-Columbian varied economics and systems of government.</p>	<p>TE: The Mound Builders, 61; The Anasazi, 62; The Inuit, 64; The Maya, 67; The Aztecs and the Inca, 68–69;</p>

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Continued	The Iroquois League, 77; Living in the Woodlands, 78; Life on the Plains, 83; The Cheyenne, 84; Living in a Dry Land, 89; Rich Resources, 95
Standard: 5SS2: Students trace the routes of early explorers and describe the early explorations of the Americas.	
Components: 5SS2.a: Explain the entrepreneurial characteristics of early explorers, Christopher Columbus, Francisco Vazquez de Coronado, Hernando Magellan, and the technological developments that made sea exploration by latitude and longitude possible. Examples: compass, sextant, astrolabe, seaworthy ship, chronometers, and gunpowder	TE: European Explorers, 110–115; The Voyages of Columbus, 134–138; Different Worlds Collide, 142–145
5SS2.b: Compare the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world. Examples: the Protestant Reformation, and the Counter Reformation	TE: European Explorers, 110–115; The Voyages of Columbus, 134–138; Different Worlds Collide, 142–145
5SS2.c: Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.	TE: Maps, 102, 103, 106, 107, 110, 114, 133, 134, 137, 141, 142, 147, 166
5SS2.d: Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	TE: Maps, 137, 141, 147, 148, 166, 177
Standard: 5SS3: Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.	
Components: 5SS3.a: Evaluate the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.	TE: Different Worlds Collide, 142–145; Life in New Spain, 146–150; Hard Times in Virginia, 156–162; New European Colonies, 164–167; The Spanish Move North, 232–236; French and Indian War, 246–251

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<p>5SS3.b: Evaluate the cooperation that existed between the colonists and Indians during the 1600s and 1700s.</p> <p>Examples: agriculture, the fur trade, military alliances, treaties, and cultural interchanges</p>	<p>TE: Society in New Spain, 148; The Jamestown Colony, 159; John Smith and the “Starving Time” 160; French and Dutch Settlements (fur trade), 165; A Thanksgiving Celebration, 171; Exploring the Mississippi, 241</p>
<p>5SS3.c: Examine the conflicts before the Revolutionary War.</p> <p>Examples: Pequot and King Philip’s Wars in New England, the Powhatan Wars in Virginia, and the French and Indian War</p>	<p>TE: The Spanish Move North, 232–236; French and Indian War, 246–251; King Philip’s Wars, 247</p>
<p>5SS3.d: Appraise the role of broken treaties and massacres and the factors that led to the Indian defeat, including the resistance of Indian nations to encroachments and assimilation.</p>	<p>TE: Conflicts Over Land, 247; Pontiac’s Rebellion, 251; American Indian Removal, 405–406; Osceola and the Seminoles, 431</p>
<p>5SS3.e: Evaluate the influence and achievements of significant leaders of the time.</p> <p>Examples: Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah</p>	<p>TE: Chief Tecumseh, 331, 381, 385; Sequoyah, 405; Sacagawea, 333; Powhatan, 160; Pocahontas, 160</p>
<p>Standard: 5SS4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p>	
<p>Components: 5SS4.a: Explain the influence of location and physical setting on the founding of the original thirteen colonies and the American Indian nations inhabiting these areas.</p>	<p>TE: The First Colonies, 168–173</p>
<p>5SS4.b: Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding.</p> <p>Examples: John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth, and John Winthrop, Massachusetts</p>	<p>TE: John Smith, 128, 159–160, 163, 170; Roger Williams, 178, 184–185; William Penn, 129, 179, 181, 183; William Bradford, 169, 174; John Winthrop, 172, 181; Fact File: The 13 English Colonies, 181</p>
<p>5SS4.c: Describe the significance of religious influences on the earliest colonies and the growth of religious toleration and free exercise of religion.</p> <p>Examples: Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania</p>	<p>TE: The First Colonies, 168–173; Fact File: The 13 English Colonies, 181</p>

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5SS4.d: Illustrate how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish and French colonial systems.	TE: Self-Government in Virginia, 162; Working and Trading, 202–207; Trouble Over Taxes, 268–273; The Colonists Rebel, 276–282
5SS4.e: Describe the introduction of slavery into America, and appraise the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.	TE: Slavery, 150, 206–207, 213, 224–227, 306, 310, 367, 418, 421–423, 466–467, 471, 477
5SS4.f: Explain the significance of early democratic ideas and practices that emerged during the colonial period, including representative assemblies and town meetings.	TE: Self-Government in Virginia, 162
Standard: 5SS5: Students explain the causes of the American Revolution.	
Components: 5SS5.a: Understand how political, religious, and economic ideas and interests brought about the Revolution. Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, and Coercive Acts	TE: Trouble Over Taxes, 268–273; Facing the Truth, 274–275; The Colonists Rebel, 276–282; The Revolution Begins, 286–291; Review, 292–293; Declaring Independence, 296–300; Patriots at War, 302–308; The World Turned Upside Down, 314–319; Review, 322–323
5SS5.b: Understand the significance of the relationship between people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts, the origins of those concepts, and its role in severing ties with Great Britain.	TE: Declaring Independence, 296–300; The Declaration of Independence, R26–R27
5SS5.c: Describe and compare the views, lives, and impact of key individuals during this period. Examples: King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, and John Adams	TE: Trouble Over Taxes, 268–273; Facing the Truth, 274–275; The Colonists Rebel, 276–282; The Revolution Begins, 286–291; Review, 292–293; Declaring Independence, 296–300; Patriots at War, 302–308; The World Turned Upside Down, 314–319; Review, 322–323

DoDEA Social Studies Content Standards Grade 5	Scott Foresman Social Studies
Standard: 5SS6: Students understand the course and consequences of the American Revolution.	
Components: 5SS6.a: Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.	TE: The Revolution Begins, 286–291; Washington Takes Command, 303; Defeat and Victory, 304; The Turning Point, 305; The World Turned Upside Down, 314–319
5SS6.b: Describe the contributions of France and other nations and of individuals to the outcome of the Revolution. Example: Benjamin Franklins' negotiations with the French	TE: The Turning Point, 305; Help from Other Nations, 315
5SS6.c: Examine the different roles women played during the Revolution. Examples: Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, and Mercy Otis Warren	TE: Abigail Adams, 307, 332, 366; Martha Washington, 307; Phillis Wheatley, 267, 307, 309; Mercy Otis Warren, 272, 307, 369
5SS6.d: Understand the personal impact and economic hardships of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.	TE: Patriots at War, 302–308; Biography, 309
5SS6.e: Demonstrate knowledge of the significance of land policies developed under the Continental Congress. Examples: sale of western lands, the Northwest Ordinance of 1787 and the impact on American Indians' land	TE: Northwest Ordinance of 1787, 342–343
5SS6.f: Compare and contrast the ideals set forth in the Declaration of Independence and how it changed the way people viewed slavery.	TE: Declaring Independence, 296–300; The Declaration of Independence, R26–R27; also see: Slavery, 206–207, 224–227, 306, 310, 367, 418, 421–423
Standard: 5SS7: Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance in the foundation of the American republic.	

DoDEA Social Studies Content Standards Grade 5	Scott Foresman Social Studies
Components: 5SS7.a: List the shortcomings of the Articles of Confederation as set forth by it's critics.	TE: A Weak Government, 338–343; Review, 358–359
5SS7.b: Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.	TE: Debate in Philadelphia, 344–350; Ratifying the Constitution, 352–355; Review, 358–359
5SS7.c: Illustrate the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.	TE: Government by the People, 14–17; Debate in Philadelphia, 344–350; Ratifying the Constitution, 352–355; Review, 358–359; Thirteenth Amendment, 517; New Amendments, 519; Text of the United States Constitution, R30–R52
5SS7.d: Demonstrate how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the President, and the Supreme Court with those reserved to the states.	TE: For related information see: Government by the People, 14–17; Debate in Philadelphia, 344–350; Ratifying the Constitution, 352–355; Review, 358–359; Thirteenth Amendment, 517; New Amendments, 519; Text of the United States Constitution, R30–R52
5SS7.e: Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.	TE: Government by the People, 14–17; Citizenship, H2, 41, 92, 160, 184, 275, 277, 300 306, 363, 369, 423, 472, 499, 508; also see: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505
5SS7.f: Examine ways by which citizens may effectively voice opinions, monitor government, and bring about changes in government and the public agenda including voting.	TE: Government by the People, 14–17; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; Issues and Viewpoints, 222–223, 310–311, 368–369
5SS7.g: Demonstrate civic responsibility in group and individual actions, including civic disposition such as civility, cooperation, respect, and responsible participation.	TE: Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505

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<p>5SS7.h: Know and explain the significance of the songs that express American Ideals and how music contributes to cultural development. Examples: "American the Beautiful and "The Star Spangled Banner"</p>	<p>TE: Music, 1f, 45f, 97, 125f, 189, 193f, 259f, 325, 329f, 393f, 420, 447, 455f, 525; "The Star Spangled Banner" 388–389</p>
<p>Standard: 5SS8: Students trace the colonization, immigration, and settlement, patterns of American people from 1789 to mid-1800's, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p>	
<p>Components: 5SS8.a: Illustrate the influx of immigrants from Europe between 1789 and 1850 and compare their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. Examples: overland wagons, canals, flatboats, and steamboats</p>	<p>TE: A Growing Nation, 376; Compare Population Density Maps, 378–379</p>
<p>5SS8.b: Identify the states and territories that existed in 1850, and compare and contrast their locations and major geographical features. Examples: mountain ranges, major rivers, and dominant plant regions</p>	<p>TE: Expansion of the United States, 435; The Kansas-Nebraska Act, 1854, 479; The Union and the Confederacy, 486</p>
<p>5SS8.c: Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase. Examples: Meriwether Lewis and William Clark, Zebulon Pike, and John Fremont</p>	<p>TE: Jefferson Looks West, 370–376; Lewis and Clark, 377</p>
<p>Components: 5SS8.d: Describe the experiences of settlers on the overland trails to the West. Examples: location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails</p>	<p>TE: Settling the South and Texas, 430–436; Trails to the West, 438–441; The Golden State, 442–445; Review, 448–449</p>
<p>5SS8.e: Examine the effect of Western Expansion and how territories became part of the United States, including the significance of the Mexican- American War.</p>	<p>TE: Settling the South and Texas, 430–436; Trails to the West, 438–441; The Golden State, 442–445</p>

DoDEA Social Studies Content Standards Grade 5	Scott Foresman Social Studies
Social Studies Skills (SSK):	
The intellectual skills noted below are to be learned through, and applied to, the content standards for grade five. They are to be assessed only in conjunction with these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills:	
Chronological and Spatial Thinking	
Skills: 5SSK1: Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	TE: Sequence, 78, 106, 108, 109, 112, 117, 130, 134, 135, 136, 137, 138, 139, 141, 142, 143, 144, 145, 146, 147, 150, 151, 157, 165, 166, 180, 181, 203, 240, 242, 243, 249, 288, 289, 302, 308, 339, 347, 350, 354, 357, 373, 383, 440, 472, 495, 507; Interpret Time Lines, 47, 49, 127, 129, 197, 263, 331, 333, 397, 457, 459; Parallel Time Lines, 116-117
5SSK2: Students correctly apply terms related to time, including past, present, future, decade, century, and generation.	TE: Interpret Time Lines, 47, 49, 127, 129, 197, 263, 331, 333, 397, 457, 459; Sequence, 78, 106, 108, 109, 112, 117, 130, 134, 135, 136, 137, 138, 139, 141, 142, 143, 144, 145, 146, 147, 150, 151, 157, 165, 166, 180, 181, 203, 240, 242, 243, 249, 288, 289, 302, 308, 339, 347, 350, 354, 357, 373, 383, 440, 472, 495, 507
5SSK3: Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	TE: Then and Now, 10, 111, 144, 211, 277, 383, 433, 472
5SSK4: Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	TE: Map Handbook, H12–H22; Maps, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290,

DoDEA Social Studies Content Standards Grade 5	Scott Foresman Social Studies
Continued	295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 523, R4, R6, R7, R8, R9, R10, R12, R14; Map and Globe Skills, 32, 140, 244, 378, 512; Map Adventure, 114, 159, 248, 278, 365, 412, 507
<p>5SSK5: Students judge the significance of the relative location of a place.</p> <p>Examples: proximity to a harbor, on trade routes and analyze how relative advantages and disadvantages can change over time.</p>	<p>TE: For related material see: Map Adventure, 114, 159, 248, 278, 365, 412, 507; Map and Globe Skills, 32, 140, 244, 378, 512; Mental Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429, 491</p>
Research, Evidence, and Point of View	
<p>Skills: 5SSK6: Students differentiate between primary and secondary sources.</p>	<p>TE: For related material see: Use Primary Sources, 284–285</p>
<p>5SSK7: Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>	<p>TE: Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 274, 279, 281, 282, 285, 288, 290, , 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525</p>
<p>5SSK8: Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>	<p>TE: Literature and Social Studies, 79, 135, 219, 287, 374, 419, 480; Biography, 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, 497</p>

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Historical Interpretation	
Skills: 5SSK9: Students summarize the key events of the era they are studying and explain the historical contexts of those events.	TE: Chapter Reviews, 72–73, 98–99, 118–119, 152–153, 186–187, 228–229, 252–253, 292–293, 322–323, 358–359, 386–387, 426–427, 448–449, 488–489, 522–523; Summarize, 16, 30, 31, 50, 54, 55, 56, 57, 60, 61, 53, 64, 66, 69, 76, 79, 80, 84, 89, 90, 102, 103, 104, 107, 111, 144, 157, 160, 161, 171, 172, 178, 179, 206, 213, 218, 219, 225, 227, 234, 236, 241, 248, 250, 278, 280, 287, 299, 304, 305, 306, 307, 316, 318, 319, 346, 34J, 351, 353, 365, 370, 371, 373, 374, 376, 419, 432, 433, 436, 438, 441, 443, 451, 473, 481, 485, 493, 519
5SSK10: Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.	TE: For related material see: Here and There, 63, 171, 235, 271, 34, 403, 500; Map Adventure, 114, 159, 248, 278, 365, 412, 507; also see: Resources and the Environment, 34–41
5SSK11: Students identify and interpret the multiple causes and effects of historical events.	TE: Cause and Effect, 10, 21, 28, 38, 40, 55, 57, 63, 67, 82, 84, 85, 103, 104, 112, 113, 114, 115, 121, 138, 150, 157, 160, 161, 164, 167, 169, 170, 264–265, 282, 286, 287, 291, 296, 297, 299, 300, 303, 304, 305, 308, 310, 315, 342, 343, 348, 354, 367, 372, 373, 380, 381, 382, 384, 405, 409, 410, 411, 412, 417, 418, 419, 421, 431, 435, 443, 465, 472, 474, 477, 479, 480, 481, 486, 495, 497, 500, 501, 502, 505, 507, 509, 510, 517, 520, 521
5SSK12: Students conduct cost-benefit analyses of historical and current events.	TE: Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504; also see: Make Decisions, 17, 22, 85, 162, 169,

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Continued	182, 207, 271, 282, 304, 363, 382, 384, 444; Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518

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to the
DoDEA Social Studies Content Standards
Grade 6**

DoDEA Social Studies Content Standards Grade 6	Scott Foresman Social Studies
World History	
Ancient Civilizations	
Social Studies Content Standards (SS):	
Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student's achievement of each standard.	
Standard: 6SS1: Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.	
Components: 6SS1.a: Evaluate the hunter-gatherer societies, including the development of tools and the use of fire.	TE: Early Gatherers and Hunters, 10–17
6SS1.b: Compare and contrast the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	TE: Early Gatherers and Hunters, 10–17; Early Farmers, 18–23; Developing Cultures, 26–29; The Fertile Crescent, 34–39
6SS1.c: Appraise the climatic and human modification of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	TE: Early Gatherers and Hunters, 10–17; Early Farmers, 18–23
Standard: 6SS2: Students analyze the geographic, political, economic, religious, and social structured early civilizations of Mesopotamia, Egypt, and Kush.	
Components: 6SS2.a: Locate and compare the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	TE: The Fertile Crescent, 34–39; The Lifeline of the Nile, 78–81; The Geography of China, 100–103; The Geography of South Asia, 122–125; Geography of Mesopotamia, 162–165
6SS2.b: Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	TE: Early Farmers, 18–23; Developing Cultures, 26–29; The Fertile Crescent, 34–39; Mesopotamia, 40–47; Life in Egypt, 84–85; India and Persia, 128–134

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6SS2.c: Explain the relationship between religion and the social and political systems in Mesopotamia and Egypt.	TE: Mesopotamia, 40–47; Laws of Hammurabi, 49–51; Ancient Egypt and Nubia, 78–97
6SS2.d: Explain the significance of Hammurabi’s Code.	TE: Laws of Hammurabi, 49–51
6SS2.e: Examine the main features of Egyptian art and architecture.	TE: Life in Egypt, 84–90
6SS2.f: Describe the role of Egyptian trade in the eastern Mediterranean and the Nile valley.	TE: Trade and Technology, 89; Nubia and Egypt, 92–95
6SS2.g: Explain the significance of Queen Hatshepsut and Ramses the Great.	TE: Queen Hatshepsut, 90, 91; Ramses the Great, 90
8SS2.h: Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	TE: Interaction, 94; Kush Rises, 95
6SS2.i: Trace the evolution of language and its written forms.	TE: Writing, 43, 86, 107, 129, 171
6SS2.j: Examine the enduring contributions that Ancient Egypt has given our modern world. Examples: architecture, irrigation systems, burial rites	TE: The Lifeline of the Nile, 78–81; Life in Egypt, 84–90
Standard: 6SS3: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	
Components: 6SS3.a: Discuss the connections between geography and the development of city-states in the region of the Aegean Sea and patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.	TE: The Geography of Greece, 246–251
6SS3.b: Identify the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the ideas of citizenship. Example: Pericles’ Funeral Oration	TE: Democracy Begins in Greece, 255; Pericles, 257
6SS3.c: Explain the key differences between Athenian, or direct, democracy and representative democracy.	TE: Democracy Begins in Greece, 255

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6SS3.d: Examine the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s Iliad and Odyssey, and from Aesop’s Fables.	TE: The Power of Greek Myths and Legends, 253; The Gods of Mount Olympus, 254
6SS3.e: Outline the founding, expansion, and political organization of the Persian Empire.	TE: The Persian Empire, 132; The Greeks Clash with the Persians, 261
6SS3.f: Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	TE: The Greek City-States, 252–256; The Golden Age of Athens, 260–264
6SS3.g: Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	TE: Alexander the Great, 266–271
6SS3.h: Describe the enduring contributions of important Greek figures in the arts and sciences. Examples: Hypatia, Socrates, Plato, Aristotle, Euclid, and Thucydides	TE: The Power of Greek Myths and Legends, 253; The Golden Age, 262; Socrates, 265; Discovery and Invention, 270–271
Standard: 6SS4: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.	
Components: 6SS4.a: Locate and describe the major river system of India and discuss the physical setting that supported the rise of this civilization.	TE: Geography of South Asia, 122–127; Indus River Valley Civilization, 129
6SS4.b: Discuss the significance of the Aryan invasions.	TE: The Aryans Arrive, 130; Aryan Culture Spreads, 130–131
6SS4.c: Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	TE: Hinduism, 136–139, 349
6SS4.d: Explain the social structure of the caste system.	TE: Caste System, 139
6SS4.e: Describe the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	TE: Buddhism, 141–143, 361, 402
6SS4.f: Describe the growth of the Maurya Empire and the political and moral achievements of the emperor Asoka.	TE: The First Indian Empire, 133; Chandragupta Maurya, 135; Spread of Buddhism, 141

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<p>6SS4.g: Evaluate important aesthetic and intellectual traditions. Examples: Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero.</p>	<p>TE: Sanskrit, 130; Aryan Culture Spreads, 130–131; Arts and Sciences, 134</p>
<p>6SS4.h: Examine the enduring contributions that Ancient India has given our modern world. Examples: architecture, mathematics, religion</p>	<p>TE: The First Indian Empire, 133; Arts and Sciences, 134; Hinduism, 136–139; Buddhism, 140–143</p>
<p>Standard: 6SS5: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p>	<p>TE: The Geography of China, 100–103; China’s Past, 106–112; Legacy of Thought, 114–117</p>
<p>Components: 6SS5.a: Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p>	<p>TE: The Geography of China, 100–103</p>
<p>6SS5.b: Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</p>	<p>TE: The Geography of China, 100–103; China’s Past, 106–112</p>
<p>6SS5.c: Evaluate the life of Confucius and the fundamental teachings of Confucianism and Taoism.</p>	<p>TE: Legacy of Thought, 114–117</p>
<p>6SS5.d: Explain the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p>	<p>TE: Legacy of Thought, 114–117</p>
<p>6SS5.e: Describe the policies and achievements of the emperor Shi Huangdi that unified northern China under the Qin Dynasty.</p>	<p>TE: China’s Past, 106–113</p>
<p>6SS5.f: Explain the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.</p>	<p>TE: Silk Road, 99, 112, 408–410</p>
<p>6SS1.g: Describe the diffusion of Buddhism northward to China during the Han Dynasty.</p>	<p>TE: Han Dynasty, 111, 112; also see: Buddhism, 141–143</p>

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<p>6SS5.h: Examine the enduring contributions that Ancient China has given our modern world.</p> <p>Examples: architecture, gun powder, medicine</p>	<p>TE: Inventions, 112</p>
<p>Standard: 6SS6: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p>	
<p>Component: 6SS6.a: Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.</p>	<p>TE: Rome’s Beginnings, 276–279</p>
<p>6SS6.b: Describe the government of the Roman Republic and its significance.</p> <p>Examples: written constitution and tripartite government, checks and balances, and civic duty</p>	<p>TE: How the Romans Governed Themselves, 283; The Tribunes, 284</p>
<p>6SS6.c: Identify the location of the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.</p>	<p>TE: A Perfect Location, 277; Wars with Carthage, 285; Map of Roman Expansion, 286; Roads in the Republic, 287</p>
<p>6SS6.d: Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.</p>	<p>TE: The Republic Ends, 286; The Pax Romana, 289</p>
<p>6SS6.e: Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.</p>	<p>TE: For related material see: Judaism, 54–57; A New Religion, 295</p>
<p>6SS6.f: Discuss the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs.</p> <p>Examples: belief in the Trinity, resurrection, and salvation</p>	<p>TE: The Rise of Christianity, 294–297</p>
<p>6SS6.g: Examine the circumstances that led to the spread of Christianity in Europe and other Roman territories.</p>	<p>TE: Jesus’ Message Spreads, 296; Map: Spread of Christianity, 296</p>

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6SS6.h: Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	TE: Roads in the Republic, 287; Government and Law, 290; Entertainment, 291; Roman Arts, 292
Social Studies Skills (SSK):	
The intellectual skills noted below are to be learned through, and applied to, the content standards for grade six. They are to be assessed only in conjunction with these content standards. Students demonstrate the following intellectual reasoning, reflection, and research skills:	
Chronological and Spatial Thinking	
Skills: 6SSK1: Students explain how major events are related to one another in time.	TE: Time Lines, 2–3, 4–5, 70–71, 72–73, 154–155, 156–157, 238–239, 240–241, 314–315, 316–317, 422–423, 424–425, 512–513, 514–1515, 598–599, 600–601; Parallel Time Lines, 524–525, R29–R40
6SSK2: Students construct various time lines of key events, people, and periods of the historical era they are studying.	TE: For related information see: 24–25, 524–525; also see: 154–155, 230–231
6SSK3: Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic system.	TE: Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Maps and Map Skills, H10-H24, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645; Atlas, R2-R19
Research, Evidence, and Point of View	
Skills: 6SSK4: Students frame questions that can be answered by historical study and research.	TE: Chapter Reviews, 30–31, 62–63, 96–97, 118–119, 146–147, 182–183, 204–205, 230–231, 272–273, 306–307, 342–343, 366–367, 388–389, 414–415, 452–453, 482–483, 504–505, 538–539, 564–565, 590–591, 626–627, 672–673

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6SSK5: Students distinguish fact from opinion in historical narratives and stories.	TE: Fact and Opinion, 113, 200, 213, 217, 268, 324, 337
6SSK6: Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	TE: Analyze Information, 3, 5, 15, 36, 42, 47, 71, 73, 133, 138, 143, 155, 157, 167, 169, 171, 172, 180, 239, 241, 255, 261, 267, 315, 347, 357, 371, 372, 377, 397, 402, 404, 409, 410, 413, 417, 434, 451, 494, 513, 515, 521, 527, 528, 530, 531, 535, 578, 599, 601, 616, 625, 635, 657, 675; also see: Gather and Report Information, 144, 364; Compare Primary Sources, 472
6SSK7: Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	TE: Use Primary and Secondary Sources, 280–281; Analyze Primary Sources, 14, 37, 43, 52, 65, 91, 111, 116, 137, 181, 229, 253, 270, 284, 286, 289, 291, 293, 295, 305, 308, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 401, 407, 409, 410, 431, 437, 440, 443, 457, 458, 459, 463, 471, 477, 487, 495, 499, 500, 501, 523, 530, 533, 536, 547, 549, 550, 552, 559, 561, 569, 570, 577, 586, 589, 607, 609, 611, 623, 640, 642, 646, 647, 648, 655, 661
6SSK8: Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).	TE: Bias, 216–217, 464; Point of View, 16, 255, 446, 544, 588, 589, 592, 619, 675
Historical Interpretation	
Skills: 6SSK9: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	TE: Main Idea and Details, H5, H8, H14, H15, H17, H20, H23, 5, 12, 14, 17, 19, 20, 21, 22, 23, 26, 27, 28, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 46, 47, 49, 51, 53, 54, 55, 56, 57, 61, 64, 85, 86, 87, 91, 93, 95, 101, 107, 108, 110, 111, 112, 113, 116, 124, 129, 130, 131, 133, 134, 137, 138, 143,

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6SSK10: Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.	TE: Sequence, 318–319; Reading Skills: Sequence, 6–7, 10, 11, 12, 14, 16, 18, 28, 35, 36, 37, 38, 43, 48, 50, 52, 61, 80, 87, 101, 108, 135, 171, 176, 191, 195, 197, 202, 221, 270, 296, 301, 303, 322, 323, 324, 325, 326, 332, 341, 346, 348, 355, 361, 365, 375, 376, 381, 387, 396, 397, 398, 410, 457, 495, 498, 531, 535, 550, 551, 572, 577, 578, 580, 584, 607, 608, 613, 621, 625, 670; Cause and Effect, H21, 21, 27, 34, 41, 64, 79, 86, 89, 94, 95, 101, 110, 115, 117, 123, 132, 133, 139, 142, 164, 165, 169, 177, 180, 181, 188, 193, 197, 198, 199, 201, 215, 217, 224, 225, 228, 248, 249, 263, 264, 266, 269, 271, 284, 285, 286, 296, 298, 299, 301, 323, 331, 334, 335, 336, 339, 347, 349, 353, 356, 357, 360,

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6SSK11: Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	TE: World History Time Line, R29–R40; also see: Why We Remember, 9, 33, 77, 99, 121, 161, 185, 207, 245, 275, 321, 345, 369, 391, 429, 455, 485, 519, 541, 567, 605, 629, 653
6SSK12: Students recognize the role of chance, oversight, and error in history.	TE: For related material see: Spanish Armada, 442; Death of Julius Caesar, 280, 281; Hatshepsut, 91; Elizabeth I, 443; Winston Churchill, 555; Solve Complex Problems, 574
6SSK13: Students recognize that interpretations of history are subject to change as new information is uncovered.	TE: For related information see: Detect Bias, 216-217; Point of View, 16, 255, 446, 544, 588, 589, 592, 619, 675; Determine Accuracy of Information, 624; Gather and Report Information, 144, 364
6SSK14: Students interpret basic indicators of economic performance and conduct cost- benefit analysis of economic and political issues	TE: For related information see: Economics, 38, 59, 169, 269, 282–287, 336, 348, 351, 371, 374, 375, 376–378, 394, 399, 403, 411, 474–477, 478–481, 494, 543, 611, 628–629, 630–633