

A Correlation of

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

© 2011

to the

TerraNova Content Descriptions

Grades 4 - 6



D/SS-8

INTRODUCTION

This document demonstrates how well ***Scott Foresman Social Studies @ 2011*** meets the **TerraNova Content Descriptions for Grades 4-6**. 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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Grade 4

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<p>26 Geographic Perspectives The world in spatial terms Places and regions Human systems Environment and society</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the world's people, places, and environments, and their interactions over time.</p>	<p>SE/TE: Human Environmental Interaction, 110–111, 115, 118, 142–146, 211–213, 234–235, 236–237, 238–239, 250–251, 270, 271, 272, 281, 282, 314–317, 347, 348, 384–387; 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; Regions and Landforms, 10–17; Climate, 18–23; Regional Resources, 26–31; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373</p>
		<p>Construct answers, use geographic tools, and create solutions using inquiry skills and knowledge related to geographic perspectives.</p>	<p>SE/TE: Geography, H11, 9, 15, 24, 37, 40, 65, 69, 103, 125, 165, 170, 173, 187, 196, 211, 231, 255, 283, 299, 323, 367, 393, 409, 412; Link to Geography, 138, 373</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies
27 Historical and Cultural Perspectives Cultures, cultural diversity People, places, events Time, continuity, change Historical research	11-21-22	Demonstrate an understanding of concepts and process skills related to the study of time, continuity, and societal change throughout history.	SE/TE: Important Events, 38–44, 126–129, 130–133, 134–135, 136–138, 140–141, 142–146, 188–192, 194–199, 202–206, 210–213, 256–259, 264–266, 276–282, 324–328, 332–337, 338–343, 344–345, 346–348, 394–397, 400–406, 410–415; Biography, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407
		Demonstrate an understanding of concepts and process skills related to the study of the contributions, influences, and interactions of various cultures.	SE/TE: Culture, 1f, 4, 13, 17, 41, 45, 53, 74–75, 95f, 98, 107–108, 115, 139, 147, 152–153, 157f, 160, 179–180, 183, 193, 207, 267, 271–272, 273, 283, 294, 305, 310–311, 312, 329, 345, 349, 354–355, 359f, 362, 373, 385–386, 389, 399, 407
		Construct answers and create solutions using inquiry skills and knowledge related to historical and cultural perspectives.	SE/TE: History, H8, 51, 70, 127, 143, 168, 179, 190, 204, 205, 268, 319, 326, 331, 335, 411; Culture, 43, 82, 205, 215, 257, 269, 302, 336, 342, 345, 398
28 Civics and Government Perspectives Purposes of government Democratic values and principles Government processes and structures	11-21/22	Demonstrate an understanding of concepts and process skills related to the study of civic responsibilities and to the structures, functions, and purposes of government.	SE/TE: We the People, 46–52; The Strengths of Our Freedoms, 56–59; Taking a Stand, 136–138; Dorling Kindersley: Winning the Right to Vote, 140–141; Civil Rights Movement, 206; Citizen Heroes, 60, 148, 200, 260, 318, 416; Biography,

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies
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		Construct answers and create solutions using inquiry skills and knowledge related to the role of today's citizens and the structures and functions of government.	SE/TE: Citizenship Activities, 38–41, 42–44, 46–48, 49–52, 56–59, 60–61, 62–63, 123, 136–138, 139, 148–149, 200–201, 205, 238–239, 260–261, 318–319, 350–351, 416–417; Government, 43, 51, 189, 282; Citizenship, H2, 45, 61, 128, 141, 148, 200, 207, 260, 274, 275, 318, 354, 416; Issues and Viewpoints, 238–239, 350–351
29 Economic Perspectives Production, distribution, consumption Economic institutions and systems Global connections, interdependence	11-21/22	Demonstrate an understanding of concepts and process skills related to the study of the production, distribution, and consumption of goods and services at local, regional, and global levels.	SE/TE: The Land of Plenty, 66-71; Trade Then and Now, 72-79; Transportation and Communication, 80-86; Cities and Industry, 145; Trade, 277, 278, 280, 414; Interdependent, 81-82; Workers, 143, 146, 147, 260, 261
		Demonstrate an understanding of concepts and process skills related to the study of economic institutions and systems.	SE/TE: Economic Decisions, 29, 60-61, 74, 78-79, 88-89, 318-319, 350-351; Economic Issues, 66–71, 72–79, 112–115, 116–119, 178, 246–247, 248–249, 314–319, 338–340, 384–388

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies
Continued		Construct answers and create solutions using inquiry skills and knowledge related to economic perspectives.	SE/TE: Economic Decisions, 29, 60-61, 74, 78-79, 88-89, 318-319, 350-351; TE only: Economics, 27, 73, 182, 250, 315, 387, 403, 414

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Grade 5

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies
<p>26 Geographic Perspectives The world in spatial terms Places and regions Human systems Environment and society</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the world's people, places, and environments, and their interactions over time.</p>	<p>SE/TE: Land and Regions, 24–30; 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, 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; Mental Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429, 491</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies
Continued		Construct answers, use geographic tools, and create solutions using inquiry skills and knowledge related to geographic perspectives.	SE/TE: Geography, 27, 29, 32, 113, 115, 140, 165, 181, 213, 245, 372, 378, 379, 477, 479, 513; Link to Geography, 30, 91, 109, 150, 162, 182, 14, 251, 291, 366, 436
27 Historical and Cultural Perspectives Cultures, cultural diversity People, places, events Time, continuity, change Historical research	11-21-22	Demonstrate an understanding of concepts and process skills related to the study of time, continuity, and societal change throughout history.	SE/TE: Interpret Time Lines, 47, 49, 127, 129, 197, 263, 331, 333, 397, 457, 459; 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; Then and Now, 10, 111, 144, 211, 277, 383, 433, 472
		Demonstrate an understanding of concepts and process skills related to the study of the contributions, influences, and interactions of various cultures.	SE/TE: Culture, 9, 26, 63, 65, 67, 68, 71, 85, 90, 107, 136, 166, 173, 185, 218, 241, 289, 313, 381, 404, 451, 518; Life in the Western Hemisphere, 52–73; Native Americans of North America, 74–99; Life in the Eastern Hemisphere, 100–119; Spain Builds an Empire, 132–153; The Struggle to Found Colonies, 154–187; Life in the English Colonies, 200–229; The Fight for a Continent, 230–253; The Road to War, 266–293; Winning the Revolution, 294–323; The Young United States, 360–387; Times of Change, 400–427; People Moving South and West, 428–449; A Divided Nation, 462–489; War and Reconstruction, 490–523

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies
Continued		Construct answers and create solutions using inquiry skills and knowledge related to historical and cultural perspectives.	SE/TE: Culture, 9, 26, 63, 65, 67, 68, 71, 85, 90, 107, 136, 166, 173, 185, 218, 241, 289, 313, 381, 404, 451, 518; History, 346, 375, 382, 424, 440, 443, 481
28 Civics and Government Perspectives Purposes of government Democratic values and principles Government processes and structures The role of the citizen World affairs	11-21/22	Demonstrate an understanding of concepts and process skills related to the study of civic responsibilities and to the structures, functions, and purposes of government.	SE/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; 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, 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
		Construct answers and create solutions using inquiry skills and knowledge related to the role of today’s citizens and the structures and functions of government.	SE/TE: Citizenship, H2, 41, 92, 160, 184, 275, 277, 300, 306, 363, 369, 423, 472, 499, 508; Government, 9, 41, 68, 170, 222, 234, 348, 349, 477, 520; Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504

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<p>29 Economic Perspectives Production, distribution, consumption Economic institutions and systems Global connections, interdependence</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the production, distribution, and consumption of goods and services at local, regional, and global levels.</p>	<p>SE/TE: Life in the Eastern Hemisphere, 100–119; Life in the English Colonies, 200–229; A New Kind of Revolution, 408–411; North and South Grow Apart, 464–467</p>
		<p>Demonstrate an understanding of concepts and process skills related to the study of economic institutions and systems.</p>	<p>SE/TE: Free Enterprise, 18–22; Trade, 20, 102–104, 106–108, 112–115, 206–207; A New Kind of Revolution, 408–411; Unions, 485, 493–495</p>
		<p>Construct answers and create solutions using inquiry skills and knowledge related to economic perspectives.</p>	<p>SE/TE: Economics, 21, 22, 30, 35, 78, 79, 84, 103, 114, 148, 157, 177, 179, 203, 204, 212, 243, 254, 269, 279, 321, 339, 410, 444, 465, 502</p>

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Grade 6

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<p>26 Geographic Perspectives The world in spatial terms Places and regions Human systems Environment and society</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the world's people, places, and environments, and their interactions over time.</p>	<p>SE/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; Geography of South America, 186–189; Geography of North America, 208–211; The Geography of Greece, 246–249; Rome's Beginnings, 276–279; Migration, 12, 14-16, 130, 251, 347, 372, 615, 656; Interacting with the Environment, 10–17, 18–25, 322–325, 370–373, 392–395, 660–663, 664–667</p>
		<p>Construct answers, use geographic tools, and create solutions using inquiry skills and knowledge related to geographic perspectives.</p>	<p>SE/TE: Geography, H12, H16, 82, 102, 123, 166, 188, 194, 247, 259, 301, 397, 412, 460, 463, 465, 523, 659; 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,</p>

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27 Historical and Cultural Perspectives Cultures, cultural diversity People, places, events Time, continuity, change Historical research	11-21-22	Demonstrate an understanding of concepts and process skills related to the study of time, continuity, and societal change throughout history.	SE/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; 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
		Demonstrate an understanding of concepts and process skills related to the study of the contributions, influences, and interactions of various cultures.	SE/TE: Culture, 52, 55, 81, 129, 165, 249, 262, 269, 329, 331, 376, 399, 401, 404, 409, 416, 465, 557, 579, 585, 656; Early Civilizations, 32–63; Ancient Egypt and Nubia, 76–97; Ancient China, 98–119; Ancient India and Persia, 120–147; Mesoamerican Civilizations, 160–183; The Early Peoples of South America, 184–205; Early North American Peoples, 206–231; Ancient Greece, 244–273; Ancient Rome, 274–311; Byzantine Empire and Ancient Arabia, 320–343; Asian Empire, 344–367; African Empire, 368–389; Medieval Europe, 390–419; New Beginnings, 428–453; Ideas and Movements, 454–483;

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28 Civics and Government Perspectives Purposes of government Democratic values and principles Government processes and structures The role of the citizen World affairs	11-21/22	Demonstrate an understanding of concepts and process skills related to the study of civic responsibilities and to the structures, functions, and purposes of government.	SE/TE: Monarchy, 47, 51, 399, 402, 467; Feudalism, 401–402; Theocracy, 169; Communism, 531, 578; City-States, 252–257; Empire, 266–269, 288–293, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457-458, 459, 460, 462, 466-469, 471, 472-473, 588-589, 606-612, 621-623; Dictator, 283, 541, 544, 546; Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17-18, 88-89, 202-203, 293-294, 339-340, 471-472, 573-574, 643-644
		Construct answers and create solutions using inquiry skills and knowledge related to the role of today’s citizens and the structures and functions of government.	SE/TE: Government, 133, 284, 255, 290, 502; Citizenship, H2, 17, 88, 199, 305, 327, 351, 573, 609, 640, 647; Citizen Heroes, 17-18, 88-89, 202-203, 293-294, 339-340, 471-472, 573-574, 643-644

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<p>29 Economic Perspectives Production, distribution, consumption Economic institutions and systems Global connections, interdependence</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the production, distribution, and consumption of goods and services at local, regional, and global levels.</p>	<p>SE/TE: Economic Concepts, 38, 59, 89, 169, 269, 282–287, 336, 348, 351, 371, 374, 375, 376–378, 394, 399, 403, 411, 474–477, 478–481, 494, 543, 537, 544, 611, 621, 628–629, 630–633</p>
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		<p>Construct answers and create solutions using inquiry skills and knowledge related to economic perspectives.</p>	<p>SE/TE: Economics, 38, 59, 169, 220, 269, 336, 348, 351, 371, 375, 394, 399, 403, 411, 494, 543, 557, 611, 632</p>