

A Correlation of

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

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to the

Ohio
Social Studies
Academic Content
Standards

Grade-Level Indicators
Grades K- 7



G/SS-27

Scott Foresman Social Studies

This document demonstrates how **Scott Foresman Social Studies** meets the Ohio Social Studies Academic Content Standards and Grade Level Indicators. Correlation references are to the Teacher's Edition and associated 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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**Scott Foresman Social Studies—Here We Go
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators**

Kindergarten

History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

1. Recite the days of the week.

122, 262, 308, TR17-28

2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.

127, 128-129, 245, 269, 273, 276-277, 278, 281, 312, 313-316

*Also, opportunities to address this objective are available on the following pages:
258, 260, 270*

Daily Life

3. Demonstrate understanding of one’s own personal life history (e.g., birth, toddler and preschool).

9, 10, 22, 50, 127, 291, 304, 310-311, 320, 324, 326-327, 328

Heritage

4. Recognize state and federal holidays and explain their significance.

93-96, 241, 242-243, 263-266, 267-270, 279

5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.

92, 94-95, 98, 242-243, 258, 266, 270, 278, 279, 280, 291, 292, 296, 312, 318-319, 320, 324, 330

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

- 1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.**

20-21, 22, 24-25, 44-45, 46, 49, 50, 86-87, 94-95, 120-121, 123, 124-125, 126, 291, 301, 302-303, 310-311, 318-319, 322-323, 326-327, 328

Diffusion

- 2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.**

93-96, 241, 242-243, 248, 251, 252-253, 254, 255, 256-257, 258, 259-262, 263-266, 267, 268-270, 279, 280, 281, 291, 298, 312, 315-318-319, 320

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

- 1. Identify and correctly use terms related to location, direction and distance including (31-34, 62-65, 74-75, 66, 218-219, 246)**

- a. up/down**

31, 32, 33

- b. over/under**

31, 32, 33

- c. here/there**

32, 33

- d. front/back**

32, 33

- e. behind/in front of**

32, 33

- 2. Recite home address.**
26
- 3. Make models and maps representing real places including the classroom.**
34, 66, 74-75, 76, 183, 209, 212, 216
- 4. Distinguish between land and water on maps and globes.**
31-34, 183, 206, 214-215, 216, 218-219, 222-223, 224

Places and Regions

- 5. Demonstrate familiarity with the school's layout.**
10-11, 36, 37, 43, 72
- 6. Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes).**
23, 24, 25, 26, 47, 62, 63, 69, 70, 71, 72, 76

Human Environmental Interaction

- 7. Identify key natural resources that are used in the students' daily lives.**
174, 175, 176-177, 178-179, 225-228, 229, 231

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation

- 1. Recognize that people have many wants.**
40-41, 139-141, 143, 144, 145, 146, 152-153, 156-157
- 2. Explain how people make decisions in order to satisfy their wants.**
40, 139-141, 143, 144-145, 146, 148-149

Production, Distribution and Consumption

- 3. Identify goods and services.**
85, 112-113, 125, 132-133, 134, 135-138, 139-142, 143-146, 150, 159-162

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government**1. Identify authority figures in the home, school and community.**

20-21, 22, 44-45, 83, 84, 85, 86, 88, 125, 252-253, 268-269, 270

2. Recognize symbols of the United States that represent its democracy and values including (241, 243, 248, 251, 252-253, 254, 268-269, 270, 279)**a. the national flag**

241, 243, 248, 251, 252-253, 254, 267, 270

b. the Pledge of Allegiance

253, 270

Rules and Laws**3. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.**

35, 36-37, 38, 39, 43, 44-45

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation**1. Participate and cooperate in classroom activities.**

9, 50, 59, 100, 109, 121, 134, 138, 166, 175, 232, 241, 282, 291, 332

Rights and Responsibilities

- 2. Take personal responsibility to follow directions and rules.**
28-29, 30, 35, 36-37, 38, 39, 40-41, 138, 166
- 3. Demonstrate the ability to make choices and take responsibility for personal actions.**
28-29, 30, 35, 36-37, 38, 39, 40-41, 42, 122, 139, 141, 142
- 4. Discuss the attributes and actions of a good citizen with emphasis on**
 - a. trust**
19, 20, 21
 - b. respect**
12-13, 28, 29
 - c. honesty**
255-258
 - d. responsibility**
11, 28-29, 36-37, 40-41, 44, 82-83, 226
 - e. fairness**
40-41
 - f. compassion**
27, 28-29, 149
 - g. self-control**
82-83, 226

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information**1. Listen for information.**

8, 19, 23, 27, 31, 35, 39, 43, 58, 69, 73, 77, 81, 85, 89, 93, 108, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 159, 174, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 240, 251, 255, 259, 263, 267, 271, 275, 290, 301, 305, 309, 313, 317, 321, 325

Thinking and Organizing**2. Sort objects or pictures according to appropriate criteria.**

64, 71, 78, 79, 90, 98, 99, 273, 307

3. Compare similarities and differences among objects or pictures.

21, 25, 44, 75, 79, 91, 114, 120, 121, 129, 132, 152, 156, 164, 165, 223, 230, 257, 273, 303, 307, 315

Communicating Information**4. Communicate information.**

9, 50, 59, 71, 82-83, 87, 93, 100, 109, 125, 166, 175, 232, 241, 282, 291, 332

Problem Solving**5. Work with others by sharing, taking turns and raising hand to speak.**

9, 40-41, 50, 59, 79, 84, 100, 109, 149, 166, 175, 226, 232, 241, 282, 291, 332

**Scott Foresman Social Studies—All Together
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators**

Grade One

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

- 1. Recite the months of the year.**
20-21, 21a, 40, 64
- 2. Place events from one’s own life in chronological order.**
30-31, 146-147, 149a, 180
- 3. Distinguish among past, present and future.**
8, 28a, 28-31, 32-33, 34-35, 58-59, 61a, 102, 127a, 146-147, 148-149, 149a, 164, 165, 166, 167, 169a, 190a, 190-191, 210, 211

Daily Life

- 4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.**
H10-H11, 34, 66, 148-149, 188-189, 190-193, 194-195, 198-199, 210-211, 250-251, 258-261, 262-263
- 5. Compare past and present, near and far, with emphasis on daily life including:**
(34, 58-59, 66, 102-103, 148-149, 164-167, 210-211, 242, 244-245, 246-249, 258-261, 262-263)
 - a. the roles of men, women and children**
70-71, 94-97, 114-115, 148-149, 194-195
 - b. the identification of basic human needs**
68-69, 100-101, 238-239

c. the various ways people meet human needs

100-101, 148-149, 190-191, 242-243, 252-253

Heritage**6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays.**

62, 63, 69a, 196-197, 198-199, 202-205, 206-207, 207a, 212-215, 216-217, 217a, 230

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures**1. Describe similarities and differences in the ways different cultures meet common human needs including:****a. Food**

66-67, 164-167, 176-177, 190-191, 201a, 260-261

b. Clothing

66-67, 144-145, 194-195

c. Shelter

48-49, 190-191, 192-193, 195a

d. Language

264-265; Opportunities to address this objective are available on the following 236-237, 259

e. artistic expressions

36, 37, 64, 66-67, 128, 129, 176-177, 194-195, 224-225, 230, 244-245, 260, 262-263, 266-261

Diffusion

- 2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.**
E2-E3, E10-E11, 2-3, 44-45, 88-89, 116-119, 136-137, 168-169, 176-177, 184-185, 190-191, 194-195, 195a, 232-233, 236-237, 240-241, 244-245, 246-247, 258-261, 262-263, 266-267
- 3. Describe family and local community customs and traditions.**
62-65, 66-67, 69a, 86, 188-189, 190-191, 192-193, 195a, 196-199, 202-203, 212-215, 217a, 244-245, 260, 262, 263
- 4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.**
35a, 64, 66-67, 258-261, 262-263, 264-265, 265a

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

- 1. Identify and correctly use terms related to location, direction and distance including:** (H11, H14, H16, H24, H26, 5, 55, 83, 84, 120-121, 131, 154-155, 200-201, 227, 254)
 - a. left/right**
H24 (cardinal directions are noted in the general references above)
 - b. near/far**
H26, also opportunities are found on 200-201, 207a, 227
- 2. Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).**
H13, H24-H25, 51, 54-55, 55a, 84, 120-121, 123a, 179
- 3. Identify and use symbols to locate places of significance on maps and globes.**
H25, 16, 60-61, 75-77, 79a, 83, 84, 120-121, 154-155, 156, 168, 169a, 174-175, 200-201, 217, 227, 237, 257, 259
- 4. Locate the local community, state and the United States on maps or globes.**
E3, E5, E7, E9, E11, E13, E15, H20-H21, 11, 16, 51, 75-77, 79, 112, 144, 154-155, 155a, 156, 169, 169a, 190-191, 221, 227, 244, 262

Places and Regions

5. **Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic symbols) of places in the community.**

Physical features: E8-E9, H16-H17, H18-H19, H22-H23, 49, 60, 79a, 138-139, 141, 144, 145, 146, 147, 149a, 150a, 150, 151, 152, 153, 155a, 155, 156, 157, 158, 159, 162, 165, 178, 181

Human features: E10-E11, E14-E15, H16-H17, H22-H23, H24-H25, H26, 29, 48, 49, 53, 55a, 56-57, 58-59, 64, 88, 89, 90, 91, 111, 116, 117, 118, 119, 151, 165, 190, 265a

6. **Compare areas within the local community to identify similarities.**
44, 46-47, 48-49, 50-53, 55a, 56-57, 58-59, 61a

Human Environmental Interaction

7. **Describe human adaptations to variations in the physical environment including:**

a. Food

116-119, 122-123, 148-149, 151, 164-167, 169a, 176-177, 190-191, 199, 244, 258-261

b. Clothing

142-145, 149a, 195-196, 258-261

c. Shelter

E2-E3, 48-49, 58-59, 188-189, 190a, 190-193, 258-261

d. Transportation

E8-E9, 124-125, 157, 168, 169a, 232, 252-253

e. Recreation

12-13, 142-145, 148-149, 149a, 152, 153

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation

- 1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.**

100-101, 103a, 104-105, 107a, 133, 158-159, 171, 181, 267

Production, Distribution and Consumption

- 2. Describe the ways people produce, consume and exchange goods and services in their community.**

88, 90, 94-97, 98-99, 108-111, 116-117, 124-125, 130, 238-239, 253

Markets

- 3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.**

104-105, 106-107, 108-111, 133, 228, 238-239

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government

- 1. Recognize the role of authority figures in providing for the safety and security of individuals.**

22-25, 70-71, 73a, 186, 203-205, 214-215, 216-217, 218-221, 229, TR11-TR12

- 2. Explain how voting can be used to make group decisions**

186, 218a, 218-221, 223a

3. **Recognize symbols of the United States that represent its democracy and values including:**
(E12-E13, E16, H6-H7, H8-H9, 16-17, 38-39, 185, 186-187, 196a, 202-203, 208a, 208-209, 211a, 212-215, 221, 226, 229, TR20, TR27, TR28)
 - a. **the bald eagle**
104-105, 106-107, 228
 - b. **the White House**
H7
 - c. **the Statue of Liberty**
E16, 208-209, 228
 - d. **The national anthem**
224-225

Rules and Laws

4. **Recognize the need for rules in different settings and the need for fairness in such rules.**
22a, 22-25, 39, 41, 69, 70a, 70-71
5. **Discuss the consequences of violating rules.**
22-25, 26-27, 41, 70-71

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

1. ***Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.***
E12-E13, H2-H3, H4-H5, 18-19, 26-27, 68-69, 72-73, 94-97, 112-113, 170-171, 216-217, 222-223

Rights and Responsibilities**2. Demonstrate self-direction in school tasks.**

3, 7, 14-17, 22-25, 26-27, 27a, 33, 73, 96-97

3. Demonstrate accountability for actions.

H2-H3, H4, 14-15, 22-25, 26-27, 73, 98-99, 160-161, 170-171

4. Demonstrate pride in personal accomplishments.

E12-E13, H2-H3, H4, 3, 18-19, 26-27, 32-33, 72-73, 94-95, 112-113, 114-115, 161, 244-245, 256-257

5. Demonstrate citizenship traits including:**a. trustworthiness**

H2-H3, 35a, 94-97, 98-99, 99a

b. fairness

H4, 18-19, 21a, 32-33, 68-69, 72-73, 216-217, 222-223, 214

c. self-control

H2-H3, H4, 19, 22-25, 26-27

d. respect for those in authority

H2-H3, 24-25, 27a, 70-71, 218-221

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information**1. Obtain information about a topic using a variety of oral and visual sources.**

Oral sources: E3, H4-H5, 2, 13a, 28, 29, 30, 31, 36, 44, 45, 62, 64, 65, 69a, 73a, 79a, 88, 89, 116, 117, 118, 119, 123a, 136, 145, 164, 165, 166, 167, 172, 184, 191, 195a, 215, 224, 225, 232, 233, 250, 263, 265, TR58-TR59

Visual sources: H4-H5, H14-H15, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 29, 39, 40, 44, 45, 46, 47, 48, 49, 50, 51, 53, 54, 55, 56, 57, 58, 60, 61, 63, 66, 67, 68, 71, 73, 76, 77, 78, 79, 80, 81, 83, 84, 88, 89, 90, 91, 92, 93, 95, 98, 99a, 99, 102, 103a, 103, 106, 107, 110, 112, 114, 115, 117, 120, 121, 122, 12, 125, 126, 127a, 127, 128, 129, 131, 132, 136, 137, 138, 139, 143, 144, 145, 146, 147, 148, 149a, 149, 150, 151, 152, 153, 155, 157, 160, 163, 166, 169, 171, 172, 174, 175, 176, 177, 180, 185, 188, 189, 190, 190, 191, 192, 193, 194, 195, 200, 201, 202, 203, 204, 205, 207, 208, 209, 211a, 228, 240-241, 255, 260

Thinking and Organizing

2. Sequence information.

7, 14-17, 26-27, 39, 58-59, 61a, 69, 92-93, 94-97, 116-119, 123a, 123, 131, 143, 146-147, 149a, 164, 201a, 252, TR46-47

3. Determine categories for sorting information.

E5, E11, 9, 14a, 17, 22, 59, 61a, 69a, 98, 99, 100, 101, 103, 104, 115a, 127a, 136, 143, 149a, 149, 167, TR56

4. Identify main ideas from oral, visual and print sources.

Oral sources: 8, 9, 14, 15, 18, 39, 53, 55, 59, 79, 81, 98, 106, 107, 113, 119, 125, 140, 142, 143, 145, 151, 156, 159, 161, 168, 173, 181, 187, 188, 189, 191, 197, 198, 199, 244, 255, 257, 263, 267, TR 45

Visual sources: 6, 7, 8, 9, 14, 15, 18, 39, 53, 55, 59, 79, 81, 98, 106, 107, 113, 119, 125, 140, 141, 142, 143, 144, 145, 151, 156, 159, 161, 168, 170, 173, 179, 188, 189, 191, 199, 203, 240-241, 244, 255, 257, 263, 267, TR 45

Print sources: 7, 53, 59, 119, 173, 140, 141, 142, 143, 144, 145, 159, 173, 179, 181, 188, 189, 191, 198, 199, 255, 257, TR 45

Communicating Information

5. Communicate information orally or visually.

Orally: 1, 2, 8, 26, 43, 44, 50, 68, 88, 94, 98, 100, 102, 104, 108, 113, 114, 120, 122, 124, 126, 128, 136, 140, 156, 160, 170, 190, 192, 198, 202, 206, 216, 232, 256, 258, 262, 264

Visually: 3, 7, 20, 21a, 21, 35, 40, 47, 49, 51, 54, 55a, 55, 59, 65, 66, 69a, 71, 79a, 83, 54, 91, 101, 106, 107a, 107, 113a, 120, 121, 123a, 132, 141, 143, 146, 147, 149a, 153, 155a, 159, 163a, 164, 166, 173, 175, 175a, 179, 180, 189, 190, 191, 192, 193, 195, 196, 199, 200, 201, 207a, 207, 208, 209, 211a, 211, 217a, 227, 228, 234, 241a, 243, 247, 249, 251a, 252, 253, 254, 255, 264, 265a, 265, 270,

Problem Solving**6. Display courtesy and respect for others in group settings including staying on the topic focusing attention on the speaker**

H2-H3, H4-H5, 9, 26-27, 42, 43, 86, 87, 134, 135, 182, 183, 230, 231, 260, 272

a. Staying on the topic

26-27, 69, 261

b. Focusing attention on the speaker.

26-27, 69, 260

**Scott Foresman Social Studies – People and Places
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators**

Grade Two

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

- 1. Measure calendar time by days, weeks, months and years.**
226-227, 240, 256, 257, 262-263, 274, 277a, 287, TR15-TR28, TR70
- 2. List the days of the week and months of the year in order.**
240, 256-257, 262-263, 274, 277a, TR12-TR28, TR70
- 3. Place a series of related events in chronological order on a time line.**
25, 226-227, 240, 256-257, 259, TR46, TR65

Daily Life

- 4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.**
202-205, 206-207, 208-209, 210-213, 214-215, 222-225, 228-229, 230-233, 239
- 5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and different from those of today.**
104-107, 112-115, 116-117, 120-123, 138-139, 142-143
- 6. Identify and describe examples of how science and technology have changed the daily lives of people and compare**
66-67, 203-205, 228, 229, 278, 280, 281
 - a. forms of communication from the past and present**
273, 276, 278a, 278, 281, 283a
 - b. forms of transportation from the past and present**
70, 203, 205, 228-229, 278, 281, 283

Heritage

- 7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:**
 - a. social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Susan B. Anthony and Martin Luther King Jr.)**
H10-H11, 28-29, 34-35, 74-75, 86-87, 116-117, 132-133, 170-171, 173, 175, 178-179, 218, 219, 220-221, 222-223, 225, 231-233, 234-235
 - b. explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Rachel Carson and Neil Armstrong)**
86-87, 198, 199, 210a, 210, 222-225, 226-227, 242, 278a, 279-281, 282-283, 283a

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

- 1. Describe the cultural practices and products of people on different continents.**
186-187, 260-261, 270-271, 272-273, 274, 275, 276, 277

Diffusion

- 2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.**
E10-E11, 90-91, 164, 188-189, 202a, 204, 205, 206, 207, 208, 209, 209a, 230, 231, 236-237, 256, 257, 258, 260-261, 272-275, , 284-285
- 3. Explain how contributions of different cultures within the United States have influenced our common national heritage.**
E10-E11, 244-245, 246-247, 250-253, 254-255, 256a, 256-259, 263a, 268-269
- 4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.**
198, 199, 210a, 210, 218, 222, 223, 225, 229a, 230-231, 232, 233, 242, 254-255, 256a, 256, 257, 263a

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location**1. Read and interpret a variety of maps.**

H13, H14, H20-H21, H26, 20, 21, 30a, 31, 32, 33, 36, 38, 40, 41a, 46, 60, 65, 83, 124, 125, 125a, 137, 144, 161, 165a, 184, 185, 192, 202, 203, 205, 215, 215a, 223, 225, 239, 244, 251, 252, 265, 267, 270, R2-R9

2. Construct a map that includes a map title and key that explains all symbols that are used.

H21, 21, 23a, 32, 33, 36a, 46, 144, 192, 215

3. Name and locate the continents and oceans.

Continents: H18-H19, 36a, 36-39, 40-41, 41a, 60, 61a, 117, 186-187, 222a, 244, 251, 252, 270-271, 277, R4, TR68

Oceans: H18-H19, H24-H25, 36a, 36-39, 41a, 60-61, 61a, 65, 93, 186-187, 222a, 223, 250-252, 277, R4-R6

Places and Regions**4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.**

Landforms: H18-H19, 36-39, 40-41, 41a, 52-53, 56a, 56-58, 60-61, 61a, 62-65, 93, 95, 186-187, 222a, 223, 225, 250-252, 277, 283a, R2-R3, R10-R11

Bodies of water: H18-H19, H22-H23, 36-39, 41a, 56a, 58-59, 60-61, 61a, 65, 93, 186-187, 222a, 223, 225, 250-252, 270, 277, R2-R3, R10-R11

Human Environmental Interaction**5. Compare how land is used in urban, suburban and rural environments.**

E8-E9, 24-27, 29a, 47, 48, 62-65, 67a, 68-71, 72-73, 76-79, 82-85, 88-89, 95, 136, 162

- 6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.**
E2-E3, E8-E9, 22-23, 24-27, 29a, 34-35, 47, 68-71, 88-89, 113, 124-125, 132-133, 162, 184-185, 204-205, 211, 222-225, 228-229

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation

- 1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener or converted to fuel).**
26, 64, 66-67, 76-79, 81a, 94-95, 136-137, 202-205, 208-209, 212

Production, Distribution and Consumption

- 2. Explain how people are both buyers and sellers of goods and services.**
E4-E5, 57, 68a, 68, 70-71, 75a, 100, 104-105, 107, 120-123, 112-113, 120-123, 145, 276-277
- 3. Recognize that most people work in jobs in which they produce a few special goods or services.**
E6-E7, 52, 53, 68a, 68-71, 78, 83-85, 86-87, 100-101, 104-107, 111a, 112-115, 118-119, 120-123, 132-133, 142, 145, 146, 268-269, 280-281
- 4. Explain why people in different parts of the world earn a living in a variety of ways.**
Opportunities for meeting the objective: 38-39, 40-41, 72-73, 134-137

Markets

- 5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.**
71, 98-99, 100, 104-107, 109, 112-115, 120, 126-129, 130-131, 134-137, 138, 184

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government**1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.**

H10-H11, 11, 33, 150-151, 153a, 153c, 154a, 154-157, 160a, 160-163, 165a, 166a, 166-169, 171a, 172a, 172-175, 176-177, 179a, 182-183

2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including:**a. making and enforcing laws**

E14-E15, 8-11, 150, 151, 153a, 154-157, 160, 163, 166-169, 170-171

b. providing leadership

150, 155, 158-159, 160-161, 166-168, 170-171

c. providing services

19, 112-115, 154-157, 162-163

d. resolving disputes

9-11, 150, 154-157, 159a, 160, 163, 166a, 169, 170-171

3. Explain the importance of landmarks in the United States and the ideals that they represent including:

(SF12, H8, 33, 35a, 148-149, 150-151, 156, 161, 164-165, 165a, 167, 168, 169, 180a, 180-182, 251-253, 264a, 264-267, 269, 289)

a. the Washington Monument

148-149, 266

b. the Jefferson Memorial

147a, 147, 266

c. the Lincoln Memorial

148-149, 151, 35a, 266

Rules and Laws

4. **Explain the purpose of rules in the workplace.**
8-11, 15a, 82-85
5. **Predict the consequences of following rules or violating rules in different settings.**
8-11, 82-85, 152-153, 154-157, 163

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

1. **Demonstrate skills and explain the benefits of cooperation when working in group settings:**
(H2-H3, 6-7, 48, 96, 146, 194, 242, 290)
 - a. **manage conflict peacefully**
H2-H3, H3-H4, 6-7; Opportunities to address this objective are available on the following pages: 48, 96, 146, 194, 242, 290
 - b. **display courtesy**
H2-H3, 6-7; Opportunities to address this objective are available on the following pages: 48, 96, 146, 194, 242, 290
 - c. **respect others**
H2-H3, 6-7; Opportunities to address this objective are available on the following pages: 48, 96, 146, 194, 242, 290

Rights and Responsibilities

2. **Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).**
H4-H5, 8-11, 12-13, 15a, 88-89, 154-157, 172-175

3. Demonstrate citizenship traits including:**a. honesty**

H3, 108-108, 138-139, 172-175, 206-207

b. self-assurance

H4-H5, 34-35, 105, 129, 234-235, 254-255

c. respect for the rights of others

H2-H5, 10, 28-29, 74-75, 82-85, 108-109, 110-111, 117, 152-153, 154-157, 170-171, 172-175, 178-179, 182-183, 230-233, 234-235

d. persistence

H2-H5, 14-15, 45, 105, 108-109, 117, 129, 132-133, 152-153, 158-159, 170-171, 222-225, 250-253, 254-255

e. patriotism

H3, H6-H9, 89, 116-117, 150-151, 172-175, 180-183, 188-189, 216-219, 220-221, 240, 256

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information**1. Obtain information from oral, visual and print sources.**

Oral sources: 2-3, 14-15, 35a, 42a, 50, 56-59, 61, 67, 77, 90-91, 98-99, 106, 113, 117, 119a, 120-123, 126, 130, 134, 136, 140, 148-149, 164, 173, 175, 188-189, 195, 196, 197, 237, 244, 245

Visual sources: H4, 3, 9, 17, 18, 19, 20-21, 22, 23, 23a, 24-27, 32, 33, 35a, 36-38, 39, 40, 51, 56-59, 68, 69-70, 77, 78, 80-81, 82, 83, 94, 99, 101, 109, 117, 118-119, 120, 122-123, 126, 130-131, 135, 137, 140, 149-151, 162, 164, 165, 168, 172, 175, 184-185, 187, 191, 201, 205, 208, 209, 211, 215, 218, 222-223, 226-227, 229, 230-233, 235-236, 240, 250, 251, 252-253, 256-257, 260, 261, 262-263, 264, 265, 270-271, 272-275, 276-277, 278, 284-285, 288

Print sources: 16, 29, 39, 43, 57, 63, 77, 79, 105, 115, 123, 137, 139, 152, 153, 154, 155, 157, 158, 161, 166, 168, 169, 173, 180, 182, 210, 213, 218, 219, 222, 223, 231, 235, 254, 258, 274, 280

2. Identify sources used to gather information

a. people

E10-E11, H12-H13, 56-59, 74-75, 120-123, 154-157, 206-207, 236-237, 242, 250-253

b. printed materials

H10-H11, H12-H13, H14-H15, 13, 15a, 19, 35, 35a, 40-41, 57, 72-73, 81a, 118-119, 152-153, 163, 179a, 205

c. electronic sources

E6-E7, E19, H14-H15, 8, 30, 35, 74, 87, 117, 133, 171, 179, 205, 215, 235

Thinking and Organizing

3. Predict the next event in a sequence.

14, 69-71, 102-103, 120, 122, 172, 173, 174, 200-201, 201a, 205, 222, 223, 225, 226-227, 230, 239, 241, 239, 249, 256, 268

4. Distinguish the difference between fact and fiction in oral, visual and print materials.

108-109; *Opportunities to address this objective:* 284-285

Communicating Information

5. Communicate information in writing.

13, 15a, 16, 19, 23, 36, 42a, 42, 47, 67a, 75a, 102, 115, 119a, 133a, 133, 135, 138, 139a, 140, 153, 159a, 159, 179a, 182, 183, 187a, 191, 197, 215a, 218, 229a, 235a, 241, 243, 248, 259, 267, 271, 275, 283a

Problem Solving

7. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

H4-H5, 13, 14-15, 15a, 15, 45, 75, 83, 89, 108-109, 143, 155, 156, 159, 225, 228,

**Scott Foresman Social Studies--Communities
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators**

Grade Three

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

1. Define and measure time by years, decades and centuries.

Years: 27, 32, 86, 87, 154, 201, 220, 221, 225

Decades: 27, 86, 87, 187, 201, 221, 248-249, 254, 268

Centuries: 27, 35, 201, 220, 221, 248-249, 269

2. Place local historical events in sequential order on a time line.

87, 214, 248-249, 257, TR65

Growth

4. Describe changes in the community over time including changes in:

a. businesses

180-181, 306-308, 309-311, 312-313, 314-315, 326-327

b. architecture

2-3, 4-5, 52-53, 54-55, 154-155, 218-219, 226-227, 234-235, 393

c. physical features

E8-E9, E12-E13, 44-45, 142-147, 148-149, 234-235

d. employment

33, 76-77, 85-86, 91, 94-95, 163, 173, 180-181, 328-330, 331, 332-333, 334

e. education

76-77, 82-83, 91-92, 355, 383, 393, 405

f. transportation

1, 7, 27, 50, 51, 53, 134, 141, 173, 187-189, 205, 241, 244, 245, 246-247, 252, 276-277, 355, 386

g. technology

260-263, 264-265, 266-269, 270-271, 274-275, 278-279

h. religion

76-77, 106-107, 109, 202

i. recreation

E10-E11, 20-21, 63, 68-69, 70-71, 93, 102-103, 114-117, 354, 386

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures**1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:****a. artistic expression**

Opportunities to address this objective: 52, 60, 85, 87, 88-89, 94, 96-97, 128, 180, 194-195, 209, 225, 231, 234, 243, 319, 406, 407

b. religion

29, 76, 106-107, 131, 231

c. language

77, 79, 81, 91

d. food

E18, 39, 79, 81, 105, 106-107, 122-123, 131

2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.

E10-E11, E18, E20, 13, 20, 28-29, 30-31, 39, 40, 46, 52, 54-55, 56, 59, 68, 69, 71, 79-81, 93, 101, 103, 105, 106-107, 108-109, 112-113, 115, 116, 117, 120-123, 124-125, 126, 132

Interaction

- 3. Describe settlement patterns of various cultural groups within the local community.**

72, 74-77, 78-79, 84-86, 87, 88-89, 90-95, 100-101

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

- 1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.**

H12-H15, E3, E5, E7, E9, E11, E13, E15, 2, 9, 11, 16, 18-19, 20, 21, 22, 37, 39, 44, 49, 51, 52, R6-R11, TR3, TR69

- 2. Use a compass rose and cardinal directions to describe the relative location of places.**

H14-H20, 51, 80, 98-99, 174, 369, 381, 388, 389, R4-R11, TR69

- 3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.**

H14-H15, 33, 51, 75, 80, 98-99, 111, 131, 174, 181, 189, 222-223, 245, 320, 338, 343, 369, 381, 388, 389, 405, 409

- 4. Use a number/letter grid system to locate physical and human features on a map.**

H19, 388-389, 405, 409, R4-R5

- 5. Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.**

H12-H14, 63, 110, 111, 182-183, 388-389, R4-R5, TR67-TR68

Places and Regions

6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.

Landforms: H17, 11, 19, 60, 139, 141, 143-145, 147, 148-149, 154, 169, 175, 179, 181, 182, 183, 185, 186, 192, 276, 284, R12-R13

Climate: 29, 35, 40, 141, 143, 144, 145, 146-147, 150-155, 169, 175, 182-183, 196-197

Vegetation: 39, 55, R10-R11

Population: 49, 53, 54, 58, 219

Economic: H19, 180-181, 284, 285, 306-311

Human Environmental Interaction

7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.

H18, 27, 44, 144-145, 146-147, 148-149, 150-153, 154, 155, 163, 168, 169, 173, 179, 180-181, 208, 336, 337

Movement

8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

Transportation: 1, 7, 19, 23, 27, 35, 45, 50-51, 53, 62-63, 134, 141, 169, 173, 181, 188-189, 191, 205, 210-211, 240-241, 242-247, 251, 275, 277, 351, 355, 386

Communication: H7, 1, 51, 250-255, 262-263, 264-265, 275, 335-336

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation

1. Define opportunity cost and give an example of the opportunity cost of a personal decision.

302-303, 314

Production, Distribution and Consumption

- 2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.**
285, 306, 307, 311, 312-313, 315, 326-327, 330, 385-387, 355
- 3. Categorize economic activities as examples of production or consumption.**
E4-E5, 166-167, 285, 291, 306, 307, 311, 312-313, 314-315, 321-323, 329-333, 340-341
- 4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.**
156-157, 253, 254, 256-257, 307, 317, 321-323, 324-325, 326-327, 343

Markets

- 5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.**
118, 281, 282, 287, 289, 291, 292-293, 294-295, 296-297, 301-303, 311, 315, 335-336
- 6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.**
E4-E5, E18, 284-285, 304, 307, 310-311, 315, 335-336
- 7. Identify examples of economic competition in the local community.**
E4-E5, E18, 285, 302-303, 308, 309, 310-311, 315, 326

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government

- 1. Explain the major functions of local government including**
 - a. promoting order and security**
1, 44-45, 59, 64, 76-77, 83, 217, 359, 361, 377, 386-387, 391

- b. **making laws**
1, 44, 64, 76-77, 359, 361, 367, 386, 391
 - c. **settling disputes**
64, 77, 377, 385, 386, 387
 - d. **providing public services**
64, 355, 384, 385-387, 391
 - e. **protecting the rights of individuals**
60, 64, 83, 369, 370-371, 377-379, 385, 386-387
2. **Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).**
E14-E15, E23, 390-391, 392-393, 395
3. **Identify the location of local government buildings and explain the functions of government that are carried out there.**
390-391, 392-393, 395
4. **Identify goods and services provided by local government, why people need them and the source of funding (taxation).**
354, 355, 377, 384, 385, 386-387, 392-393
5. **Define power and authority.**
Opportunities to address this objective: 367, 390-395
6. **Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).**
Opportunities to address this objective: H2-H3, 184-185, 377, 363, 374, 390-395

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

1. **Describe how people help to make the community a better place in which to live including:**
- a. **working to preserve the environment**
E12-E13, 164-165, 166-167, 319, 329

- b. helping the homeless**
15, 189, 190-191, 377, 379
 - c. restoring houses in low-income areas**
377, 379, 402-403
Opportunities to address this objective: 44-47
 - d. supporting education**
24-25, 398-399
 - e. planning community events**
16-17, 40-41, 333, 377, 379
 - f. starting a business**
12, 180-181, 307, 312-313
- 2. Demonstrate effective citizenship traits including**
- a. civility**
H2-H3, 16-17, 377, 379, 402-403
 - b. respect for the rights and dignity of each person**
H2-H3, 16-17, 60, 190-191, 370-371, 374-375, 377, 379, 396-397
 - c. volunteerism**
E12-E13, H4, 378-379, 402-403
 - d. compromise**
184-185
Opportunities to address this objective: H2-H3, 228-229, 360-361, 362-363
 - e. compassion**
H2-H3, 189, 190-191, 231, 256-257, 273, 377, 378-379, 402-403
 - f. persistence in achieving goals**
H2-H3, 272-273, 312-313, 367-369, 370-371, 379, 396-397
 - g. civic-mindedness**
H2-H3, 256-257, 378, 379, 378-379, 390-395, 396-397, 402-403

Rights and Responsibilities**3. Describe the responsibilities of citizenship with emphasis on**

- a. voting**
377, 378, 379, 381, 391, 394-395, 405
- b. obeying laws**
357, 377, 379, 386-387, 395
- c. respecting the rights of others**
H2-H3, 60, 184-185, 357, 377, 379
- d. being informed about current issues**
378, 379, 395, 410
- e. paying taxes**
377, 379, 386, 387

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information**1. Obtain information about local issues from a variety of sources including:**

- a. maps**
H12-20
Opportunities to address this objective: 51, 80, 174, 223, 233, 235, 245, 280, 320, 369, TR53
- b. photos**
H12,
Opportunities to address this objective: 3, 46-47, 54, 66-67, 82-83, 85, 94, 132, 135, 199h, 200-201, 283, 351, TR53
- c. oral histories**
H8, 200-201
Opportunities to address this objective: 16-17, 85, 132, TR53

d. newspapers

TR58, 213

Opportunities to address this objective: H6, 132, 264-265, TR53, TR54**e. letters***Opportunities to address this objective:* H6, 229, 264-265, TR53**f. artifacts**

H4-H5, TR62

Opportunities to address this objective: 30-31, 112-113, 148-149, 202-203, 209, 219, 244, 261, TR53**g. documents**

TR63

Opportunities to address this objective: H6, 64, 132, 280, 345, 360-361, 366-367, TR53**2. Locate information using various parts of a source including:****a. the table of contents**

iii-ix

Opportunities to address this objective: H6, 212-213, 339, 371**b. title page***Opportunities to address this objective:* H6, 212-213**c. illustrations***Opportunities to address this objective:* H6, 51, 80, 174, 233, 245, 320, 269, 212-213**d. keyword searches**

H6-H7, 212-213, 339

Thinking and Organizing**3. Identify possible cause and effect relationships.**

161, 162, 173, 181, 204-205, 209, 211, 214, 215, 217, 219, 220, 224, 225, 227, 230-232, 235, 238, 239, 242, 243, 244, 246, 247, 250, 252, 253, 255, 258, 263, 266, 269, 272, 274, 306, 308, 310, 311, 323, 325, 327, 329, 331, 333, TR47

4. Read and interpret pictographs, bar graphs and charts.

10, 14, 31, 56-57, 86-87, 158-159, 164, 169, 219, 263, 291, 292-293, 302, 310, 313, 321, 327, 392-393, 399, 400

Communicating Information**5. Communicate information using pictographs and bar graphs.**

57, 153, 169, 189, 197, 219, 255, 263, 275, 327, 330

Problem Solving**6. Use a problem-solving/decision-making process which includes****a. identifying a problem**

H3, 16, 52, 82, 98, 113, 166, 177, 202, 228, 234, 270-271, 284, 294, 301, 302, 303, 304-305, 310, 315, 332, 333, 364, 385, 400, 403

b. gathering information

H3, 16, 52, 82, 98, 113, 166, 177, 202, 228, 234, 271, 284, 294, 301, 302, 303, 304, 310, 315, 332, 333, 364, 385, 400, 403

c. listing and considering options

H3, 16, 52, 82, 98, 113, 166, 177, 185, 202, 228, 234, 252, 271, 284, 294, 300, 301, 302, 303, 305, 310, 315, 332, 333, 347, 364, 385, 400, 403

d. considering advantages and disadvantages of options

H3, 16, 82, 202, 228, 271, 294, 332, 333, 364, 385, 403

e. choosing and implementing a solution

H3, 16, 52, 82, 98, 113, 166, 177, 202, 228, 234, 252, 271, 284, 294, 301, 302, 303, 305, 310, 315, 332, 333, 364, 385, 400, 403

**Scott Foresman Social Studies—Regions
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators
Grade Four**

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

- 1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.**
71, 84, 134-135, R42-R43, TR65
Opportunities to address this objective: 222

Settlement

- 2. Describe the earliest settlements in Ohio including those of prehistoric peoples.**
255, R42-R43
Opportunities to address this objective: 37, 39, 41, 67, 265-266, 268-269
Also see The United States, pages 60-62, 77-78, 247-251 and The World, pages 218-220, 230-231
- 3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.**
Opportunities to address this objective: 190-191, 222, 381, 385, R42-44
Also see The United States, pages 247, 250-251, 405-406, 554, 555-557

Growth

- 4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.**
Opportunities to address this objective: H22, 68, 222, 290, R42-R44
Also see The United States, pages 342-343

5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.

134-135, 281

Opportunities to address this objective: H22, 234, 280, R42-44

6. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.

70-71, 84, 134-135

Opportunities to address this objective: 275, 348-349

Also see The United States, pages 562, 563-567

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

1. Describe the cultural practices and products of various groups who have settled in Ohio over time:

(Culture Defined: 43, 62)

a. the Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and late Prehistoric Indians (Fort Ancient)

Opportunities to address this objective: 37, 39, 156, 277, 302

Also see The United States, pages 61-62, 77-78, 247-251

b. historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware)

Opportunities to address this objective: 37, 43, 156, 127-129, 189-193, 257-259, 324-327, 394-397

Also see The United States, pages 381, 385, 405-406

c. European immigrants

37, 42-45, 68, 132-133

Also see Communities, pages 82-83, 85-87, 91-93;

The United States, pages 10-11, 535, 568, 569-574, 575, 576-577

d. Amish and Appalachian populations

Opportunities to address this objective: 106, 109, 208-209

Also see Communities, pages 176-177

e. African-Americans

Opportunities to address this objective: 37, 42-43, 136-137, 204-207

Also see Communities, pages 79-81, 94-95, 96-97, 190-191

f. recent immigrants from Africa, Asia and Latin America

Opportunities to address this objective: E10-E11, 37, 42-43, 132, 336-337

Also see Communities, pages 11-15, 86-87, 91-93; and The United States, pages 10-11, 431, 436, 569, 648-649

Interaction**2. Describe the impact of the expansion of European settlements on American Indians in Ohio.**

Opportunities to address this objective: 37, 43, 156, 127-129, 189-193, 257-259, 324-327, 394-397

Also see The United States, pages 246-251, 376, 378-379, 381, 405-406

3. Explain the reasons people came to Ohio including

(Opportunities to address this objective: 38, 43, 44, 66, 89, 132-133, 222)

a. opportunities in agriculture, mining and manufacturing

Opportunities to address this objective: 67, 68, 69, 89, 183

b. family ties

Opportunities to address this objective: 38, 43, 44, 66, 89, 132-133, 222

c. freedom from political and religious oppression

Opportunities to address this objective: 38, 43, 44, 66, 89, 132-133, 222

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location**1. Use a linear scale to measure the distance between places on a map.**

H16-H22, 24, 40, 86-87, 89, 326, 403

2. Use cardinal and intermediate directions to describe the relative location of places.

H16-H22, 11, 105, 173

- 3. Describe the location of Ohio relative to other states and countries.**
H18, H22, 4, 86-87
Opportunities to address this objective: 11, 226, 231, 234, 239, 247, 255, 265, 281, R10-R13
- 4. Use maps to identify the location of major physical and human features of Ohio including:**
 - a. Lake Erie**
H18, H22, 4, 11, 226, 231, 233-234, 239, 247, 255, 265, 281, R9- R13
Opportunities to address this objective: TR9, R36-R37
 - b. Rivers**
H18, H22, 4, 11, 226, 231, 234, 239, 247, 255, 265, 281, R9- R13
 - c. Plains**
H18, H22, 4, 11, 226, 231, 234, 239, 247, 255, 265, 281, R9- R13
Opportunities to address this objective: 229, R36-R43
 - d. the Appalachian Plateau**
H18, H22, 4, 11, 226, 231, 234, 239, 247, 255, 265, 281, R9- R13
Opportunities to address this objective: 106, 109, R36-R43
 - e. bordering states**
H18, H19, H21, H22, 4, 11, 226, 231, 234, 239, 247, 255, 265, 281, R10- R13
 - f. the capital city**
H18, H22, 86, 226
Opportunities to address this objective: 226, R12-R13, R36-R43
 - g. other major cities**
H18, H22, 86
Opportunities to address this objective: 4, 281, R36-R43

Places and Regions

- 5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.**
H22, 12-15, 19-20, 22-23, 233-235, 309, R36-R43
Opportunities to address this objective: 21, 35, 226-227, 240-241, 253
- 6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.**
227, 236-237, 253
Opportunities to address this objective: 12-13, 70-71, 247-249, R37-R38, R40

- 7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.**

233-237, 253, 282

Opportunities to address this objective: R36-R37, R40-R43

Human Environmental Interaction

- 8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.**

19-20, 22-23, 229, 233-237, 252-253

Opportunities to address this objective: 7-11-13, 15, 21, 304, R37-R38, R40, R42-R43

- 9. Identify ways that people have affected the physical environment of Ohio including:**

(238-239, 248-249)

- a. draining wetlands**

Opportunities to address this objective: 248-249

- b. clearing forests**

68

Opportunities to address this objective: 27, 182

- c. building farms, towns and transportation systems**

H22, 68, 70-71, 281-282, R42-43

Opportunities to address this objective: 28, 234-235, 247

- d. using fertilizers, herbicides and pesticides**

Opportunities to address this objective: 29, 181

- e. building dams**

Opportunities to address this objective: 110-111, 234-237

Movement

- 10. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.**

H22, 86-87, 114, 170-171, 185, 281, 247, 372, 387

Opportunities to address this objective: 16-17, 19, 22, 28-29, 30, 93, 133

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation

- 1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.**

27-29, 78, 247, 248, 249

Opportunities to address this objective: 31, 73-74, 222

- 2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.**

Opportunities to address this objective: 28, 89, 222, R40

Production, Distribution and Consumption

- 3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.**

Opportunities to address this objective: 74, 76, 358

Markets

- 4. Explain ways in which individuals and households obtain and use income.**

68, 74, 79

- 5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.**

27-28

Opportunities to address this objective: 65, 73, 85, R41

- 6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.**

85

Opportunities to address this objective: 72-79, 82, 83, 84, 143, 414, R41

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government**1. Explain major responsibilities of each of the three branches of government in Ohio**

(Opportunities to address this objective: 47, 48, 49)

a. the legislative branch, headed by the General Assembly, makes state laws

Opportunities to address this objective: 49, 50, 52, 62-63

b. the executive branch, headed by the governor, carries out and enforces laws made by the General Assembly

Opportunities to address this objective: 49, 51, 52, 62-63

c. the judicial branch, headed by the Ohio Supreme Court, interprets and applies the law

Opportunities to address this objective: 49, 51, 52, 62-63

2. Explain why elections are used to select leaders and decide issues.

Opportunities to address this objective: 47, 57-59

Rules and Laws**3. Explain the purpose of a democratic constitution****a. to provide a framework for a government**

48, 52

b. to limit the power of government

48, 51

c. to define the authority of elected officials

48, 49

4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

Opportunities to address this objective: 48, 49, 57

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

1. Describe the ways in which citizens can promote the common good and influence their government including:

a. **voting**

E12-E13, 47, 48, 57-59, 140-141

b. **communicating with officials**

47, 48, 59

c. **participating in civic and service organizations**

H2, 31, 58, 59

d. **performing voluntary service**

H2, 31, 319

Rights and Responsibilities

2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.

H2, 53, 58, 59, 63, 79, 148-149, 260-261, 319

4. Explain the importance of leadership and public service.

H2, 45, 53, 139, 318-319

5. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

H2, E12-E13, 45, 53, 60, 61, 201, 207, 417

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information

- 1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic**
 - a. atlases**
H6, 32, 33, 170, R1-R15
 - b. encyclopedias**
H6, 23, 30, 44, 138, 253, 263, 285, R41
 - c. dictionaries**
H6, 253, 285, 414
 - d. newspapers**
H6, 377, R41
 - e. multimedia/electronic sources**
H7, 30, 262-263
- 2. Use a glossary and index to locate information.**
H14, R56-R62, R63-R74
- 3. Use primary and secondary sources to answer questions about Ohio history.**
H6, 351
Opportunities to address this objective: 48, 330-331, 353
- 4. Describe how archaeologists and historians study and interpret the past.**
39-41
Opportunities to address this objective: 37, 127, 189, 233, 302, 370

Thinking and Organizing**5. Identify main ideas and supporting details from factual information.**

H9, 11, 12, 13, 14, 19, 21, 26, 27, 28, 29, 30, 31, 33, 38, 39, 40, 41, 43, 44, 45, 47, 48, 57, 58, 67, 68, 73, 76, 79, 81, 82, 105, 108, 113, 114, 118, 120, 121, 127, 128, 129, 131, 132, 137, 138, 139, 143, 144, 145, 146, 161, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 202, 203, 204, 205, 206, 209, 210, 211, 213, 214, 227, 233, 234, 236, 238, 239, 241, 243, 244, 247, 248, 249, 250, 257, 259, 263, 265, 269, 270, 271, 278, 281, 295, 301, 307, 309, 310, 311, 317, 318, 325, 327, 328, 333, 336, 339, 340, 341, 343, 347, 349, 355, 363, 369, 370, 371, 372, 375, 379, 380, 381, 383, 388, 395, 397, 398, 402, 404, 409, 411, 412, 414, 415, 420

6. Distinguish between fact and opinion.

85, 208-209, 213, 217, 221, 351, 389

7. Read and interpret pictographs, bar graphs, line graphs and tables.

Pictographs: H20, 110-111, 239, 250, 387, 414

Bar graphs: 30, 240-241, 248, 253, 259, 289, 413

Line graphs: 240-241

Tables: 83, 405, R18-R21

8. Formulate a question to focus research.

H8, 49, 262

Communicating Information**9. Communicate relevant information in a written report including the acknowledgement of sources.**

H9, 82, 134, 141, 156, 191, 251, 253

Problem Solving**10. Use a problem-solving/decision-making process which includes****a. identifying a problem**

H3, 51, 76, 111, 180, 200, 260, 349, 380

b. gathering information

H3, 51, 76, 111, 180, 200, 260, 349, 380

c. listing and considering options

H3, 51, 76, 111, 180, 200, 260, 349, 380

d. considering advantages and disadvantages of options

H3, 260, 349

e. choosing and implementing a solution

H3, 51, 76, 111, 180, 200, 260, 349, 380

f. developing criteria for judging its effectiveness

H3, 260, 349

**Scott Foresman Social Studies—The United States
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators**

Grade Five

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

- 1. Create time lines and identify possible relationships between events.**
116-117, 123, 557, TR77

Settlement

- 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.**
46-47, 60, 61-64, 73, 74, 76, 77-79, 83-84, 89-90, 95-96
Opportunities to address this objective: 67-69, 70-71
- 3. Explain why European countries explored and colonized North America.**
110, 111-115, 118-119, 126-127, 131, 132, 133, 134, 135-138, 139, 140-141, 143-145, 146, 147-148, 150, 152-153, 155, 157-162, 164, 165-167, 169-173, 177-182, 183, 184-185, 190-191, 238-239, 247
- 4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.**
E10-E11, 136, 145, 161-162, 165, 171-173, 184-185, 203, 211-213, 216, 217-220, 233-234, 237, 238-239, 241-243, 248, 436
- 5. Explain how the United States became independent from Great Britain.**
259, 260-261, 262-263, 265, 268-273, 274-275, 276-282, 283, 284-285, 286-291, 292-293, 295, 296-300, 302-308, 309, 310-311, 314-319, 320-321, 322-323, 326-327, 328, 330-331, 335, 380, 381-384
Opportunities to address this objective: E14-E15

Growth**6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.**

Settlement: 405-406, 429, 430, 431, 437, 438-441, 442-445, 448-449, 452-453, 547

Industrialization: 401, 408, 409-410, 411, 413, 426-427

Transportation: 400, 401, 411-413, 414-415, 426-427, 438-441, 443, 454, 534-535, 538, 539, 540, 547, 558-559

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures**1. Compare the cultural practices and products of diverse groups in North America including artistic expressions:**

(7, 10, 64, 65, 76, 80, 81, 90, 91, 92, 93, 95, 96, 97, 99, 120-121, 198, 309, 367, 575, 613, 618, 645, 646, 648, 649)

a. religion

Opportunities to address this objective: 79, 90, 95, 96, 178, 179, 201, 218, 237, 575

b. language

Opportunities to address this objective: 8, 92-93

c. food

Opportunities to address this objective: 31, 78, 83, 84, 94-95, 220, 549, 553

d. clothing

Opportunities to address this objective: 78, 83, 85, 95, 212, 215

e. shelter

Opportunities to address this objective: 78, 81, 83, 85, 89, 177, 212-213, 234, 238, 549, 571

Interaction**2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.**

76-80, 81, 82, 83-85, 88, 89-91, 94, 95-97, 98-99, 381, 385, 405-406, 555-557, 558-559

- 3. Describe the experiences of African-Americans under the institution of slavery.**
10, 197, 206-207, 213-214, 224-227, 228-229, 306, 418-420, 421, 422-423, 463, 466-467, 470, 471-474, 475, 480, 488-489, 500-501
Opportunities to address this objective: 113, 309, 310, 365, 367, 397, 410, 417, 424-425, 458-459, 468-469, 477-479, 481, 488-489, 518-521
- 4. Describe the waves of immigration to North America and the areas from which people came in each wave.**
8, 10-11, 144, 148, 150, 157, 159-161, 165-167, 169-170, 172, 178-180, 443-445, 535, 540, 549, 552, 553, 568-574, 590
- 5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.**
E12-E13, 157, 159, 160, 174-175, 178-180, 181, 443-445, 454, 535, 540, 547-549, 552, 553, 568-574, 575, 576-577, 590

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

- 1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.**
H15, H19, 140-141, 148, 153, 191, R4-R7, R10-R15
- 2. Use maps to identify the location of:**
 - a. the three largest countries of North America**
R4-R15, 682-683, 678-679
Opportunities to address this objective: 686-687, 689
 - b. the 50 states of the United States**
H16-H17, 26-27, 29, 30, 33, R10-15
 - c. the Rocky and Appalachian mountain systems**
H17, 30, 33, 182, 375, 440, R2-R3, R7, R9, R14-R15
 - d. the Mississippi, Rio Grande and St. Lawrence rivers**
H17, 26-27, 30, 33, 62, 317, 375, 405, 440, R7-R9, R12-R15

e. the Great Lakes

H16-H17, 27, 29, 33, 62, R2, R6-R9, R11, R13, R15

Places and Regions**3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.**

E3-E16, H20, 7-11, 12-13, 18-22, 24-25, 26-27, 28-30, 34, 35-38, 39, 42-43, 58-59, 62, 73, 89, 95, 162, 171, 182, 198, 199, 464-465, 512-513, 540, 559, 570

Opportunities to address this objective: 202, 203-205, 210, 211-214, 217-220, 225, 254-255, 258, 378-379, 410-413, 443, 445, 518-521, 569-574, 576-577, 620-622

4. Explain how climate is influenced by:**a. earth-sun relationships**

H12, H21, 29, 73

b. landforms

H21, 26-27, 28-29, 58-59, 177

c. vegetation

29, 177

Opportunities to address this objective: 58-59, 205, 548, 680

5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.

H10-H11, H17, H21, H22, 26-27, 28-29, 177, 378-379, 477, 479, 486

6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:

Opportunities to address this objective: H29, 36-38, 39, 205, 207, 378-379, 563-564

a. forests

Opportunities to address this objective: 35-36, 39, 95, 99, 205

b. fertile soil

26-27

Opportunities to address this objective: 28, 35-36, 177, 205, 207, 548-549, 621, 683

c. oil

Opportunities to address this objective: 35-36, 566

- d. **coal**
Opportunities to address this objective: 35-36, 38, 205
 - e. **running water**
Opportunities to address this objective: 35-36, 177, 548, 621
7. **Analyze reasons for conflict and cooperation among regions of North America including:**
(30, 347, 404, 461, 463)
Opportunities to address this objective: 42-43, 178-180, 476, 477-482, 493, 551, 548-549, 579
- a. **trade**
205, 207, 264-265, 494
 - b. **environmental issues**
Opportunities to address this objective: 36-38, 39, 40-41, 551, 566
 - c. **immigration**
Opportunities to address this objective: 472, 549, 570-571

Human Environmental Interaction

8. **Explain how the characteristics of different physical environments affect human activities in North America.**
E8-E9, H10-H11, 26-27, 28, 30, 31, 35-37, 39, 55-57, 61-63, 64, 78, 83, 90, 91, 95, 159-161, 165, 167, 177, 180, 205-206, 230, 233, 234, 241, 243, 247, 372-373, 375, 378-379, 431, 440, 443
9. **Analyze the positive and negative consequences of human changes to the physical environment including:**
(H10-H11, 38, 40, 41, 412-413)
- a. **Great Lakes navigation**
411
Opportunities to address this objective: 414-415
 - b. **highway systems**
H18, H22, 245, 512-513, 687
Opportunities to address this objective: 412, 523
 - c. **irrigation**
28, 89, 91
 - d. **mining**
Opportunities to address this objective: 36, 38, 205, 442, 443-445

e. introduction of new species

Opportunities to address this objective: 31, 37, 39

Movement**10. Use or construct maps of colonization and exploration to explain European influence in North America.**

133, 137, 140-141, 147, 148, 155, 159, 166, 171, 177, 182, 201, 205, 206, 234, 242, 250, 251

Opportunities to address this objective: H4-H5, H11, 440, 684

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation**1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.**

19, 22

Opportunities to address this objective: E4-E5, 626-627

2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce and for whom to produce.

19, 204-205, 212-23, 410, 444, 566, 617, 626-627

Production, Distribution and Consumption**3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.**

18, 21, 31, 161, 203, 204, 207, 212, 213, 214, 217, 219, 258, 444, 617, 626-627

Markets

4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.

20, 22, 30, 161, 205, 206-207, 410, 411

5. Explain the general relationship between supply, demand and price in a competitive market.

E4-E5, 19, 22, 410, 444, 465, 502, 550, 566, 627

6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality and better customer service.

Opportunities to address this objective: E4-E5, 19, 444, 449, 465, 566, 617

7. Explain why competition among consumers/buyers results in higher product prices.

21

Opportunities to address this objective: 19, 444, 449, 465

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government

1. Explain major responsibilities of each of the three branches of the United States government:

- a. the legislative branch, headed by Congress, passes laws

E16, 339, 348-349, 350

- b. the executive branch, headed by the president, carries out and enforces the laws made by Congress

339, 348-349, 350

- c. the judicial branch, headed by the Supreme Court, interprets and applies the law

339, 348-349, 350

- 2. Explain the essential characteristics of American democracy including:**
- a. the people are the source of the government’s authority**
15, 16, 348
 - b. all citizens have the right and responsibility to vote and influence the decisions of the government**
E14, 15, 16, 17
 - c. the government is run directly by the people or through elected representatives**
E14-E16, 15, 16, 337
 - d. the powers of government are limited by law**
E14-E16, 15, 337
 - e. basic rights of individuals are guaranteed by the Constitution**
E14-E16, 15, 16, 17, 337

Rules and Laws

- 3. Explain the significance of the Declaration of Independence and the United States Constitution.**
E14-E16, 16, 17, 298, 299, 300, 330, 337, 348-349, 404, 419, R26-R29, R30-R52

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

- 1. Explain how an individual acquires United States citizenship**
- a. birth**
E12-E13, 16
 - b. naturalization**
E12-E13, 17

Rights and Responsibilities**2. Explain the obligations of upholding the United States Constitution including:****a. obeying laws**

16, 17

Opportunities to address this objective: R30-R52**b. paying taxes**

16, 17

Opportunities to address this objective: 348, R30-R52**c. serving on juries**

16, 17

Opportunities to address this objective: 348, R30-R52**d. registering for selective service***Opportunities to address this objective:* 16, 17, 348, R30-R52**3. Explain the significance of the rights that are protected by the First Amendment including:****a. freedom of religion**

7, 11, 16, 17, 184, 267, 351, 354, 359, R42-R43

b. freedom of speech

7, 11, 16, 17, 222, 223, 354, 359, R42-R43

c. freedom of the press

222, 223, 295, 354, 359, R42-R43

d. right of petition and assembly

354, 359, R42-R43

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information

- 1. Obtain information from a variety of print and electronic sources and analyze its reliability including:**
 - a. accuracy of facts**
H6-H9, 86-87, 284-285, 293, 584-585
 - b. credentials of the source**
H6-H9, H17, 310-311, 584-585, 587, TR75
 - c. Locate information in a variety of sources using key words, related articles and cross-references.**
H6-H9, H16, H17, H20, 86-87, 99
 - d. Differentiate between primary and secondary sources.**
H6-H9, H15, 86-87, 254-255, 284-285, 293, 310-311, 356, 374, 584, 585
Also see Index: Primary Sources TR87

Thinking and Organizing

- 2. Read information critically in order to identify:**
 - a. the author**
Opportunities to address this objective: 120-121, 135, 188-189, 222, 293, 419, 450-451, 618, TR75
 - b. the author's perspective**
219, 285, 293, 410, 433, 469, 581, 584-585, 606, 654, TR75
Also see Index: Point of View TR88
 - c. the purpose**
Opportunities to address this objective: 79, 120-121, 135, 219, 254-255, 287, 374, 419, 450-451, 480, 579, 618, TR75

3. Compare points of agreement and disagreement among sources.

222-223, 285, 287, 310-311, 368-369, 584-585, 620

4. Draw inferences from relevant information.

10, 11, 15, 17, 19, 20, 21, 25, 28, 30, 31, 36, 37, 39, 49, 53, 54, 55, 56, 61, 64, 65, 66, 68, 70, 72, 74, 78, 83, 92, 93, 96, 105, 111, 112, 113, 121, 135, 137, 141, 143, 145, 147, 149, 151, 158, 162, 165, 167, 171, 173, 175, 177, 179, 182, 184, 189, 200, 217, 222, 233, 235, 248, 249, 255, 261, 270, 271, 273, 285, 287, 288, 289, 290, 297, 310, 311, 312, 313, 314, 315, 316, 321, 323, 324, 325, 331, 334, 335, 338, 339, 340, 341, 349, 350, 357, 358, 362, 363, 364, 366, 370, 371, 373, 374, 375, 379, 381, 382, 383, 386, 388, 395, 405, 409, 412, 415, 417, 419, 423, 431, 432, 433, 434, 436, 439, 446, 447, 449, 450, 451, 459, 465, 466, 469, 471, 478, 479, 481, 482, 483, 486, 497, 499, 500, 501, 509, 510, 514, 515, 517, 520, 521, 524, 539, 543, 548, 549, 565, 569, 570, 571, 572, 573, 582, 588, 595, 604, 607, 609, 610, 611, 614, 618, 620, 622, 623, 627, 628, 637, 638, 643, 653, 654, 663, 667, 676, 677, 681, 683, 685

5. Organize key ideas by taking notes that paraphrase or summarize.

H8-H9

Opportunities to address this objective: 188, 285, 373, 419, 451, 487, 493, 570, 598-599, 602, 614, 636, 646, 650, 679, TR62, TR66-TR67

Also Summarize the Lesson: 11, 17, 22, 30, 38, 50-51, 57, 64, 69, 72, 80, 98, 101, 118, 376, 441, 605, 614, 622, 630, 632, 641, 655, 666

Communicating Information**6. Communicate research findings using line graphs and tables.**

H9, 12-13, 43, 161, 410, 466, 647, TR76

Problem Solving**7. Use a problem-solving/decision-making process which includes:****a. identifying a problem**

H2-H3, 7, 19, 59, 81, 87, 111, 136, 151, 159, 169, 177, 182, 205, 368, 382, 384, 412, 466, 494, 497, 503, 614, 641, 651, TR71

b. gathering information

H3, 7, 19, 59, 81, 87, 145, 151, 159, 169, 177, 182, 205, 368, 412, 413, 440, 466, 497, 503, 614, 641, 651

c. listing and considering options

H3, 19, 81, 87, 111, 159, 177, 255, 412, 413, 423, 466, 471, 503

d. considering advantages and disadvantages of options

H3, 19, 81, 87, 159, 177, 412, 413, 466, 503

e. choosing and implementing a solution

H3, 19, 80, 81, 87, 145, 159, 177, 412, 466, 503, 505

f. developing criteria for judging its effectiveness

Opportunities to address this objective: H3, 19, 81, 87, 136, 159, 177, 412, 466, 503

g. evaluating the effectiveness of the solution

H3, 19, 81, 87, 136, 159, 177, 412, 466, 503

**Scott Foresman Social Studies—Building a Nation
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators
Grade Five**

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

- 1. Create time lines and identify possible relationships between events.**
116-117, 123, TR71

Settlement

- 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.**
46-47, 60, 61-64, 73, 74, 76, 77-79, 83-84, 89-90, 95-96
- 3. Explain why European countries explored and colonized North America.**
110, 111-115, 118-119, 126-127, 131, 132, 133, 134, 135-138, 139, 140-141, 143-145, 146, 147-148, 150, 152-153, 155, 157-162, 164, 165-167, 169-173, 177-182, 183, 184-185, 190-191, 238-239, 247
- 4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.**
E10-E11, 136, 145, 161-162, 165, 171-173, 184-185, 203, 211-213, 216, 217-220, 233-234, 237, 238-239, 241-243, 248, 436
- 5. Explain how the United States became independent from Great Britain.**
259, 260-261, 262-263, 265, 268-273, 274-275, 276-282, 283, 284-285, 286-291, 292-293, 295, 296-300, 302-308, 309, 310-311, 314-319, 320-321, 322-323, 326-327, 328, 330-331, 335, 380, 381-384

Growth

6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

Settlement: 405-406, 429, 430, 431, 437, 438-441, 442-445, 448-449, 452-453

Industrialization: 401, 408, 409-410, 411, 413, 426-427

Transportation: 400, 401, 411-413, 414-415, 426-427, 438-441, 443, 454

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

1. Compare the cultural practices and products of diverse groups in North America including artistic expressions

(7, 10, 64, 65, 76, 80, 81, 90, 91, 92, 93, 95, 96, 97, 99, 120-121, 198, 309, 367)

f. religion

Opportunities to address this objective: 79, 90, 95, 96, 178, 179, 201, 218, 237

g. language

Opportunities to address this objective: 8, 92-93

h. food

Opportunities to address this objective: 31, 78, 83, 84, 94-95, 220

i. clothing

Opportunities to address this objective: 78, 83, 85, 95, 212, 215

j. shelter

Opportunities to address this objective: 78, 81, 83, 85, 89, 177, 212-213, 234, 238

Interaction

2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.

76-80, 81, 82, 83-85, 88, 89-91, 94, 95-97, 98-99, 381, 385, 405-406

- 3. Describe the experiences of African-Americans under the institution of slavery.**
10, 197, 206-207, 213-214, 224-227, 228-229, 306, 418-420, 421, 422-423, 463, 466-467, 470, 471-474, 475, 480, 488-489, 500-501
Opportunities to address this objective: 113, 309, 310, 365, 367, 397, 410, 417, 424-425, 458-459, 468-469, 477-479, 481, 488-489, 518-521
- 4. Describe the waves of immigration to North America and the areas from which people came in each wave.**
8, 10-11, 144, 148, 150, 157, 159-161, 165-167, 169-170, 172, 178-180, 443-445
- 5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.**
E12-E13, 157, 159, 160, 174-175, 178-180, 181, 443-445, 454

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

- 1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.**
H15, H19, 140-141, 148, 153, 191, R4-R7, R10-R15
- 2. Use maps to identify the location of:**
 - a. the three largest countries of North America**
R4-R15
 - b. the 50 states of the United States**
H16-H17, 26-27, 29, 30, 33, R10-15
 - c. the Rocky and Appalachian mountain systems**
H17, 30, 33, 182, 375, 440, R2-R3, R7, R9, R14-R15
 - d. the Mississippi, Rio Grande and St. Lawrence rivers**
H17, 26-27, 30, 33, 62, 317, 375, 405, 440, R7-R9, R12-R15
 - e. the Great Lakes**
H16-H17, 27, 29, 33, 62, R2, R6-R9, R11, R13, R15

Places and Regions**3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.**

E3-E16, H20, 7-11, 12-13, 18-22, 24-25, 26-27, 28-30, 34, 35-38, 39, 42-43, 58-59, 62, 73, 89, 95, 162, 171, 182, 198, 199, 464-465, 512-513

Opportunities to address this objective: 202, 203-205, 210, 211-214, 217-220, 225, 254-255, 258, 378-379, 410-413, 443, 445, 518-521

4. Explain how climate is influenced by:**d. earth-sun relationships**

H12, H21, 29, 73

e. landforms

H21, 26-27, 28-29, 58-59, 177

f. vegetation

29, 177

Opportunities to address this objective: 58-59, 205

5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.

H10-H11, H17, H21, H22, 26-27, 28-29, 177, 378-379, 477, 479, 486

6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:

Opportunities to address this objective: H29, 36-38, 39, 205, 207, 378-379

a. forests

Opportunities to address this objective: 35-36, 39, 95, 99, 205

b. fertile soil

26-27

Opportunities to address this objective: 28, 35-36, 177, 205, 207

c. oil

Opportunities to address this objective: 35-36

d. coal

Opportunities to address this objective: 35-36, 38, 205

e. running water

Opportunities to address this objective: 35-36, 177

7. Analyze reasons for conflict and cooperation among regions of North America including:

(30, 347, 404, 461, 463)

Opportunities to address this objective: 42-43, 178-180, 476, 477-482, 493

a. trade

205, 207, 264-265, 494

b. environmental issues

Opportunities to address this objective: 36-38, 39, 40-41

c. immigration

Opportunities to address this objective: 472

Human Environmental Interaction

8. Explain how the characteristics of different physical environments affect human activities in North America.

E8-E9, H10-H11, 26-27, 28, 30, 31, 35-37, 39, 55-57, 61-63, 64, 78, 83, 90, 91, 95, 159-161, 165, 167, 177, 180, 205-206, 230, 233, 234, 241, 243, 247, 372-373, 375, 378-379, 431, 440, 443

9. Analyze the positive and negative consequences of human changes to the physical environment including:

(H10-H11, 38, 40, 41, 412-413)

a. Great Lakes navigation

411

Opportunities to address this objective: 414-415

b. highway systems

H18, H22, 245, 512-513, 687

c. irrigation

28, 89, 91

d. mining

Opportunities to address this objective: 36, 38, 205, 442, 443-445

e. introduction of new species

Opportunities to address this objective: 31, 37, 39

Movement**10. Use or construct maps of colonization and exploration to explain European influence in North America.**

133, 137, 140-141, 147, 148, 155, 159, 166, 171, 177, 182, 201, 205, 206, 234, 242, 250, 251

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation**1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.**

19, 22

Opportunities to address this objective: E4-E5

2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce and for whom to produce.

19, 204-205, 212-23, 410, 444

Production, Distribution and Consumption**3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.**

18, 21, 31, 161, 203, 204, 207, 212, 213, 214, 217, 219, 258, 444

Markets**4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.**

20, 22, 30, 161, 205, 206-207, 410, 411

- 5. Explain the general relationship between supply, demand and price in a competitive market.**

E4-E5, 19, 22, 410, 444, 465, 502

- 6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality and better customer service.**

Opportunities to address this objective: E4-E5, 19, 444, 449, 465

- 7. Explain why competition among consumers/buyers results in higher product prices.**

21

Opportunities to address this objective: 19, 444, 449, 465

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government

- 1. Explain major responsibilities of each of the three branches of the United States government:**

- a. the legislative branch, headed by Congress, passes laws**

E16, 339, 348-349, 350

- b. the executive branch, headed by the president, carries out and enforces the laws made by Congress**

339, 348-349, 350

- c. the judicial branch, headed by the Supreme Court, interprets and applies the law**

339, 348-349, 350

- 2. Explain the essential characteristics of American democracy including:**

- a. the people are the source of the government's authority**

15, 16, 348

- b. all citizens have the right and responsibility to vote and influence the decisions of the government**

E14, 15, 16, 17, R46, R48, R52

- c. **the government is run directly by the people or through elected representatives**
E14-E16, 15, 16, 337
- d. **the powers of government are limited by law**
E14-E16, 15, 337
- e. **basic rights of individuals are guaranteed by the Constitution**
E14-E16, 15, 16, 17, 337, 354, R42-R46, R48, R52

Rules and Laws

- 3. **Explain the significance of the Declaration of Independence and the United States Constitution.**
E14-E16, 16, 17, 298, 299, 300, 330, 337, 348-349, 404, 419, R26-R29, R30-R52

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

- 1. **Explain how an individual acquires United States citizenship**
 - a. **birth**
E12-E13, 16
 - b. **naturalization**
E12-E13, 17

Rights and Responsibilities

- 2. **Explain the obligations of upholding the United States Constitution including:**
 - a. **obeying laws**
16, 17
Opportunities to address this objective: R30-R52
 - b. **paying taxes**
16, 17
Opportunities to address this objective: 348, R30-R52

c. serving on juries

16, 17

*Opportunities to address this objective: 348, R30-R52***d. registering for selective service***Opportunities to address this objective: 16, 17, 348, R30-R52***3. Explain the significance of the rights that are protected by the First Amendment including:****e. freedom of religion**

7, 11, 16, 17, 184, 267, 351, 354, 359, R42-R43

f. freedom of speech

7, 11, 16, 17, 222, 223, 354, 359, R42-R43

g. freedom of the press

222, 223, 295, 354, 359, R42-R43

h. right of petition and assembly

354, 359, R42-R43

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information**1. Obtain information from a variety of print and electronic sources and analyze its reliability including:****a. accuracy of facts**

H6-H9, 86-87, 284-285, 293

b. credentials of the source

H6-H9, H17, 310-311, TR69

c. Locate information in a variety of sources using key words, related articles and cross-references.

H6-H9, H16, H17, H20, 86-87, 99

d. Differentiate between primary and secondary sources.

H6-H9, H15, 86-87, 254-255, 284-285, 293, 310-311, 356, 374

Also see *Index: Primary Sources TR80*

Thinking and Organizing**2. Read information critically in order to identify:****a. the author**

Opportunities to address this objective: 120-121, 135, 188-189, 222, 293, 419, 450-451, TR69

b. the author's perspective

219, 285, 293, 410, 433, 469, TR69

Also see *Index: Point of View TR88*

c. the purpose

Opportunities to address this objective: 79, 120-121, 135, 219, 254-255, 287, 374, 419, 450-451, 480, TR69

3. Compare points of agreement and disagreement among sources.

222-223, 285, 287, 310-311, 368-369

4. Draw inferences from relevant information.

10, 11, 15, 17, 19, 20, 21, 25, 28, 30, 31, 36, 37, 39, 49, 53, 54, 55, 56, 61, 64, 65, 66, 68, 70, 72, 74, 78, 83, 92, 93, 96, 105, 111, 112, 113, 121, 135, 137, 141, 143, 145, 147, 149, 151, 158, 162, 165, 167, 171, 173, 175, 177, 179, 182, 184, 189, 200, 217, 222, 233, 235, 248, 249, 255, 261, 270, 271, 273, 285, 287, 288, 289, 290, 297, 310, 311, 312, 313, 314, 315, 316, 321, 323, 324, 325, 331, 334, 335, 338, 339, 340, 341, 349, 350, 357, 358, 362, 363, 364, 366, 370, 371, 373, 374, 375, 379, 381, 382, 383, 386, 388, 395, 405, 409, 412, 415, 417, 419, 423, 431, 432, 433, 434, 436, 439, 446, 447, 449, 450, 451, 459, 465, 466, 469, 471, 478, 479, 481, 482, 483, 486, 497, 499, 500, 501, 509, 510, 514, 515, 517, 520, 521, 524

5. Organize key ideas by taking notes that paraphrase or summarize.

H8-H9

Opportunities to address this objective: 188, 285, 373, 419, 451, 487, 493, TR56, TR60-TR61

Also see *Summarize the Lesson:* 11, 17, 22, 30, 38, 50-51, 57, 64, 69, 72, 80, 98, 101, 118, 376, 441

Communicating Information**6. Communicate research findings using line graphs and tables.**

H9, 12-13, 43, 161, 410, 466, TR70

Problem Solving**7. Use a problem-solving/decision-making process which includes:****a. identifying a problem**

H2-H3, 7, 19, 59, 81, 87, 111, 136, 151, 159, 169, 177, 182, 205, 368, 382, 384, 412, 466, 494, 497, 503, TR65

b. gathering information

H3, 7, 19, 59, 81, 87, 145, 151, 159, 169, 177, 182, 205, 368, 412, 413, 440, 466, 497, 503

c. listing and considering options

H3, 19, 81, 87, 111, 159, 177, 255, 412, 413, 423, 466, 471, 503

d. considering advantages and disadvantages of options

H3, 19, 81, 87, 159, 177, 412, 413, 466, 503

e. choosing and implementing a solution

H3, 19, 80, 81, 87, 145, 159, 177, 412, 466, 503, 505

f. developing criteria for judging its effectiveness

Opportunities to address this objective: H3, 19, 81, 87, 136, 159, 177, 412, 466, 503

g. evaluating the effectiveness of the solution

H3, 19, 81, 87, 136, 159, 177, 412, 466, 503

**Scott Foresman Social Studies—Ohio Passports Our United States
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators
Grade Five**

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

- 1. Create time lines and identify possible relationships between events.**

PE 90-91

Opportunities to address objective: TE 66

Settlement

- 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.**

PE 5, 9

TE 16-17, 27

- 3. Explain why European countries explored and colonized North America.**

PE 6-7; TE 16-17

- 4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.**

PE 607, 8-9, 33-35

TE 16-17, 32-33

- 5. Explain how the United States became independent from Great Britain.**

TE 64-65

Opportunities to address objective: PE 88-89

Growth

- 6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.**

PE 11, 12-13, 17, 24-25, 65, 67;

TE 21, 52-53

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures

- 1. Compare the cultural practices and products of diverse groups in North America including artistic expressions:**

(PE 6-7, 30, 32-33; TE 16, 32)

a. religion

PE 6-7, 8, 30, 36

b. language

PE 37

TE 32

c. food

PE 34-35

TE 32

d. clothing

PE 7, 33

e. shelter

PE 5, 8

Interaction

- 2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.**

Opportunities to address objective: PE 5, 6-7, 8; TE 16

- 3. Describe the experiences of African-Americans under the institution of slavery.**
Opportunities to address objective: PE 9, 90
- 4. Describe the waves of immigration to North America and the areas from which people came in each wave.**
PE 6-7, 8, 30
TE 16
- 5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.**
PE 4-5, 6-7, 8
TE 16

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

- 1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.**
PE 111
TE 75
- 2. Use maps to identify the location of :**
 - a. the three largest countries of North America**
PE 1, 3, 5, 112, 116
TE 12, 76
 - b. the 50 states of the United States**
PE 1
TE 12
 - c. the Rocky and Appalachian mountain systems**
PE 117

d. the Mississippi, Rio Grande and St. Lawrence rivers

PE 107, 116, 117

TE 74

e. the Great Lakes

PE 107, 116, 117

TE 74

Places and Regions**3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.**

PE 5-7, 12-13, 14-15, 16-17, 20-21, 22-25, 26-27, 32-33, 34-35, 36-37, 38-39, 40-41, 48-49, 50-51, 55, 57, 66-67, 68-69, 71, 72-73, 74, 76-77, 78-79, 82-83, 87, 88-89, 90-91, 92-93, 96-97, 98-99, 107-109, 112-113, 114-115

TE 13-35, 37-45, 57-71

4. Explain how climate is influenced by:**a. earth-sun relationships**

PE 114

TE 77

b. landforms

PE 115

TE 77

c. vegetation

PE 115

TE 77

5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.

PE 5, 107, 108-109, 117

TE 16, 74

6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:**a. forests**

PE 108

TE 74

- b. fertile soil**
 - PE 108
 - TE 74
 - c. oil**
 - Opportunities to address this objective:* PE 11
 - d. coal**
 - Opportunities to address this objective:* PE 11
 - e. running water**
 - PE 105
 - TE 74
- 7. Analyze reasons for conflict and cooperation among regions of North America including:**
- a. trade**
 - PE 65, 67,68-69
 - TE 53, 54-55
 - b. environmental issues**
 - PE 19
 - TE 24-25
 - c. immigration**
 - PE 30
 - TE 30

Human Environmental Interaction

- 8. Explain how the characteristics of different physical environments affect human activities in North America.**
PE 5, 6-7, 11, 12-13, 27
TE 16, 20, 21, 29
- 9. Analyze the positive and negative consequences of human changes to the physical environment including:**
- a. Great Lakes navigation**
 - PE 12-13
 - TE 21

b. highway systems

PE 17

TE 24

c. irrigation*Opportunities to address this objective:* PE 11, 108-109**d. mining**

PE 11, 20, 109

TE 20, 24, 74

e. introduction of new species

PE 11

TE 20

Movement**10. Use or construct maps of colonization and exploration to explain European influence in North America.***Opportunities to address this objective:* PE 5, 6-7

TE 20

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation**1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.**

PE 42-43, 44-45, 46-47

TE 41-43

2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce and for whom to produce.

PE 50-51, 52-53, 54-55, 56-57

TE 44-45

Production, Distribution and Consumption

3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.
PE 54-55, 56-57
TE 46

Markets

4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.
PE 64-67, 69, 71
TE 53-54
5. Explain the general relationship between supply, demand and price in a competitive market.
PE 40-41, 44-45, 59-63
TE 41-43, 49-51
6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality and better customer service.
PE 59-61
TE 48-49
7. Explain why competition among consumers/buyers results in higher product prices.
PE 59, 62-63
TE 50

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government

1. Explain major responsibilities of each of the three branches of the United States government
 - a. the legislative branch, headed by Congress, passes laws
PE 80, 81, 83
TE 60, 62

- b. the executive branch, headed by the president, carries out and enforces the laws made by Congress**

PE 80, 81, 83

TE 60, 62

- c. the judicial branch, headed by the Supreme Court, interprets and applies the law**

PE 80, 81, 83

TE 60, 62

2. Explain the essential characteristics of American democracy including

- a. the people are the source of the government's authority**

PE 77

TE 61

- b. all citizens have the right and responsibility to vote and influence the decisions of the government**

PE 77, 84-85, 90-91

TE 61, 63, 66

- c. the government is run directly by the people or through elected representatives**

PE 77, 84-85

TE 61, 63

- d. the powers of government are limited by law**

PE 78

TE 61

- e. basic rights of individuals are guaranteed by the Constitution**

PE 88-89, 90-91

TE 65, 66, 67

Rules and Laws**3. Explain the significance of the Declaration of Independence and the United States Constitution.**

PE 77-78, 82-83, 88-91

TE 61-62, 65-66

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation**1. Explain how an individual acquires United States citizenship****a. birth**

PE 87

TE 65

b. naturalization

PE 87

TE 65

Rights and Responsibilities**2. Explain the obligations of upholding the United States Constitution including****a. obeying laws**

PE 97-99

TE 69-71

b. paying taxes

PE 97-99

TE 69-71

c. serving on juries

PE 97-99

TE 69-71

- d. **registering for selective service**
 - PE 97-99
 - TE 69-71
3. **Explain the significance of the rights that are protected by the First Amendment including:**
- a. **freedom of religion**
 - PE 88, 93
 - TE 65, 67
 - b. **freedom of speech**
 - PE 88, 93
 - TE 65, 67
 - c. **freedom of the press**
 - PE 88, 93
 - TE 65, 67
 - d. **right of petition and assembly**
 - PE 88, 93
 - TE 65, 67

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information

1. **Obtain information from a variety of print and electronic sources and analyze its reliability including:**
- a. **accuracy of facts**
 - PE 94-95
 - TE 67
 - b. **credentials of the source**
 - PE 94-95
 - TE 67

- c. Locate information in a variety of sources using key words, related articles and cross-references.**

PE 24-25, 84-85, 94-95

TE 27, 63, 67

- d. Differentiate between primary and secondary sources.**

PE 21, 56, 82-83

TE 26, 46, 62

Thinking and Organizing

- 4. Read information critically in order to identify**

- a. the author**

PE 94-95

TE 67

- b. the author's perspective**

PE 24-25, 84-85, 94-95

TE 27, 63, 67

- c. the purpose**

PE 94-95

TE 67

- 5. Compare points of agreement and disagreement among sources.**

PE 24-25, 31, 84-85, 94-95

TE 27, 31, 42, 63, 67

- 6. Draw inferences from relevant information.**

PE 9, 15, 37, 47, 83, 93

TE 19, 23, 30, 33, 35, 43, 53, 61, 63, 65

- 7. Organize key ideas by taking notes that paraphrase or summarize.**

Opportunities to address this objective:

PE 10, 13, 15, 17, 23, 41, 57, 61, 81, 96, 97, 99

TE 20, 21, 23, 25, 26, 41, 46, 49, 62, 68, 70, 71

Communicating Information**8. Communicate research findings using line graphs and tables.**

Opportunities to address this objective: PE 29, 59

TE 49

Problem Solving**9. Use a problem-solving/decision-making process which includes:****a. identifying a problem**

PE 23, 100-101

TE 26, 29, 71

b. gathering information

PE 100-101

TE 71

c. listing and considering options

PE 100-101

TE 71

d. considering advantages and disadvantages of options

PE 100-101

TE 71

e. developing criteria for judging its effectiveness

PE 100-101

TE 71

f. evaluating the effectiveness of the solution

PE 100-101

TE 71

**Scott Foresman Social Studies—The World
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators**

Grade Six

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

- 1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.**

595, TR71

Opportunities to address this objective: 24-25, 30-31, 524-525, 539, R30-R40

- 2. Arrange dates in order on a time line using the conventions of BC and AD or BCE and CE.**

Opportunities to address this objective: 30-31, 67, 90, 297

Early Civilizations

- 3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including**

- a. hunting and gathering**

8, 10, 11, 17, 30

- b. tool making**

12, 16, 17, 19, 23, 27

- c. use of fire**

19, 26

- d. domestication of plants and animals**

17, 19, 20, 21, 22, 23, 30, 31

- e. organizing societies**

22, 23, 26, 27, 30

f. governance

Opportunities to address this objective: 22, 23, 26, 27, 30

4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 BC including**a. location**

Tigris/Euphrates: 33, 35, 36, 40, 49

Nile: 78-81, 82-83, 93

Huang Ho: 99, 102, 103

Indus: 120, 121, 123, 124, 128, 129

b. government

Tigris/Euphrates: 38, 42, 45, 46, 49-50, 51, 52-53

Nile: 72, 85-87, 90, 91, 94-95

Huang Ho: 73, 108, 109-111, 113

Indus: 132-133, 135

c. religion

Tigris/Euphrates: 38, 42

Nile: 55, 81, 85, 87, 90, 93

Huang Ho: 98-99

Indus: 129, 132, 136-139

d. agriculture

Tigris/Euphrates: 36, 37

Nile: 79-81, 93

Huang Ho: 98, 102, 108

Indus: 129-131

e. cultural and scientific contributions

Tigris/Euphrates: 36, 43, 44, 46, 53

Nile: 80, 81, 86-87, 88, 93

Huang Ho: 99, 107, 112, 114-117, 119

Indus: 129, 134

The First Global Age**5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including****a. location**

Maya: 160-161, 163, 164-165, 170

Inca: 160-161, 163, 164-165, 195, 197, 198

Aztec: 160-161, 163, 164-165, 175

Mississippian: 220

Opportunities to address this objective: 187-189

b. government

Maya: 171

Inca: 197-199

Aztec: 177, 178-180, 181

c. religion

Maya: 171, 172-173

Inca: 197

Aztec: 175, 177, 179, 182, 202

Mississippian: 221, 231

d. agriculture

Maya: 165, 171, 173

Inca: 165, 198

Aztec: 165, 175, 176, 179, 182

e. cultural and scientific contributions

Maya: 164, 170-171, 172

Inca: 164, 197, 199, 200-201

Aztec: 176, 164

Mississippian: 221

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures**1. Compare the cultural practices and products of the societies studied including****a. class structure**

42, 88, 89, 109, 111, 131, 139, 169, 255, 283-284, 291, 348, 361-362, 397, 401-403, 405, 448-449, 459, 467-469, 487, 547, 578-579, 608-609, 640

b. gender roles

42, 50, 89-90, 91, 95, 111, 134, 173, 243, 255-256, 283-284, 305, 335, 405, 471, 529, 533, 551-552, 639, 656

c. beliefs

42, 46, 50, 55-57, 80-81, 87, 91, 107, 111, 115-117, 129-132, 137-139, 141-143, 171-172, 179, 200, 245, 253-254, 255, 265, 262, 265, 270, 271, 290, 293, 295-297, 302, 327-328, 331-333, 353, 407, 436-437, 449, 487, 493, 497, 499, 503, 531, 545, 559, 570, 581, 585, 588-589, 609, 611, 613, 619, 622, 639-641

d. customs and traditions

38, 42, 50, 57, 87, 89, 99, 108-109, 111, 170, 172, 197, 199, 254, 283-284, 291-292, 297, 302, 324, 332-333, 362-363, 449, 493, 497, 617

2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:**a. Buddhism**

140, 141-143, 146-147, 361, 409

b. Christianity

294, 295-297, 302, 327-328, 381-382, 401, 407-408, 436-437, 439-441, 446, 617

c. Judaism

54, 55-57, 59, 132, 615-618

d. Hinduism

136, 137-139, 146-147

e. Islam

321, 330, 331-338, 339

Interaction**3. Explain factors that foster conflict or cooperation among countries****a. Language**E12-E15, 41, 216, 224, 292, 335, 352-353, 373, 383, 459, 499, 503, 519,
521, 522, 603**b. Religion**85, 142, 296-297, 328, 335, 348-349, 375-377, 381, 397, 407, 436-437, 442,
499, 522, 612, 615, 616-618, 637, 639, 649**c. types of government**E12-E15, 225, 249, 255, 263, 255, 289-290, 362, 461-462, 464-465, 467-469,
488-489, 497, 500, 501**d. historic relationships**E12-E15, 85, 93-94, 176, 201, 225, 303, 457-458, 459, 461-462, 464-465, 479,
495-496, 500, 519, 521-522, 607, 615-617, 638, 645, 648-649**e. economic interests**E12-E15, 58-59, 93-94, 248, 285, 300-301, 336-337, 351-353, 363, 375-377,
383, 408-409, 441, 445-449, 457-458, 459, 464-465, 467, 479, 487-488, 494-495,
500, 502-503, 517, 521, 567, 631-633, 662, 665-667, 670-671

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location**1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.**

27, 35, 79, 93, 101, 124, 175, 185, 188, 198, 210, 258-259, 263, 267, 300, 323, 357, 393, 429, 502, 535, 552-553, 608, 622

2. Use coordinates of latitude and longitude to locate points on a world map.

E8, H13-H14, H16-17, H19-H20, H22-H23, 166-167, 194-195, 205, 210, 235, 393, 441, 553, R4-R19

Places and Regions**3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:**

(E8, H 27, 28, 89, 165, 351, 435, 475, 487, 489, 658-659, 668-671, 678)

a. agriculture

19-22, 27-28, 34-37, 63, 79-80, 102-103, 108, 125, 159, 163-165, 169, 171, 173, 176, 179, 187-188, 213-214, 248, 278-279, 347, 351, 358, 367, 371, 394, 543

b. mining

108, 129, 163, 171, 192, 369, 375-376, 476, 487

c. fishing

E8, 36, 102, 126-127, 173, 222, 223, 347, 394

d. manufacturing

126-127, 474, 475-477, 478, 479-481, 495, 543

4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

H17, H19, 35, 38, 49, 101, 132, 161, 214, 220, 340, 371, 376, 393, 490-491, 624, 651

Human Environmental Interaction

5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:

a. bodies of water

35-36, 39, 79, 80, 81, 101, 102, 103, 126, 188, 247, 273, 277

b. landforms

H17, H19-H20, 27-28, 31, 35, 101, 103, 123, 124, 163, 187, 188, 189, 209, 273, 277, 347, 394, 395

c. climates

E8-E9, 23, 28-29, 34, 35, 36, 63, 101, 125, 163, 187, 210, 211, 249, 278, 347, 371, 373, 394, 395

d. vegetation

E8-E9, 35-36, 187, 188, 210, 228-229, 248, 347, 371, 673

e. weathering

125, 302, 337, 447

f. seismic activity

123, 163, 280-281

6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:

Opportunities to address this objective: 12-16, 27-29, 36, 79, 81, 88, 130, 134, 170, 176-177, 213, 353

a. urbanization

476-477, 654, 655-657, 661-662

b. desertification

372, 662

Opportunities to address this objective: 213-215

- c. deforestation**
E8-E9, 228-229, 394, 662
- 7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including**
 - a. dam building**
213, 357
 - b. energy production/usage**
475-477, 479, 661, 664-667
 - c. agriculture**
36, 37, 79, 102, 108, 125, 127, 165, 176, 179, 182, 198, 213-215, 278, 662
 - d. urban growth**
343, 476-477, 655-657

Movement

- 8. Explain push and pull factors that cause people to migrate from place to place including:**
 - a. oppression/freedom**
447, 453, 656
 - b. poverty/economic opportunity**
22, 447, 453, 476, 477, 656, 657
 - c. cultural ties**
407, 408, 615-617
 - d. political conflicts**
130, 558, 559, 586, 617
 - e. environmental factors**
12, 14-15, 22, 36, 372-373

- 9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.**

58-59, 89, 248, 269, 375, 409, 445, 485, 487-489, 491, 521, 658-659

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation

- 1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.**

27, 28, 165, 480, 487, 489

- 2. Explain that most decisions involve trade-offs and give examples.**

Opportunities to address this objective: 475, 476, 477, 480, 481, 543

Markets

- 3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.**

22, 37, 58, 89, 112, 220, 351, 375, 378, 399, 403, 408, 479, 480, 494, 631, 632, 633

- 4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.**

38-39, 94, 99, 112, 269, 351, 375, 408, 409, 441, 431, 630, 631-633

- 5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.**

543, 631, 411

Opportunities to address this objective: 37, 403, 408, 544

Government and the Economy

- 6. Distinguish between goods and services typically produced by the private sector and the public sector.**

E4-E5, 351, 401-403, 404, 480-481, 494, 567, 661, 665-666

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Role of Government**1. Explain reasons for the creation of governments such as:****a. protecting lives, liberty and property**

252-257, 282-287, 458, 461, 499, 560, 577, 607-610, 611

b. providing services that individuals cannot provide for themselves

Opportunities to address this objective: 133, 252-257, 282-287, 288-293, 458, 461, 546-547, 603, 608-609

2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.

Opportunities to address this objective: H14-H15, H18-H20, 460, 485, 490, 491, 494, 499, 502, 503, 535, 608-611, 622, R4-R5, R8, R10-R11, R14, R16

3. Explain the ways that countries interact with each other including:**a. diplomacy**

495, 505, 530, 560, 569, 578, 583, 587, 618, 619

b. treaties

494, 536, 537, 539, 570

c. international meetings and exchanges, e.g., United Nations

494, 536, 537, 539, 560, 569-570

d. military conflict

52, 132, 263, 285, 303-304, 407-408, 458, 470, 488, 522-523, 526-532, 545-546, 548, 549-554, 558, 559, 583-587, 615-616, 617

Systems of Government**4. Describe the defining characteristics of democracies, monarchies and dictatorships.**

Democracies: 245, 255

Monarchies: 401, 402, 467

Dictatorships: 283, 481, 541, 544-547

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation**1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.**

17, 88-89, 202-203, 290, 293, 339, 348, 398, 415, 468, 471, 573, 609, 637, 640, 641, 643

Rights and Responsibilities**2. Compare the rights and responsibilities of citizens living under various systems of government.**

289, 290, 348, 398, 468, 546, 547, 559, 579, 580, 608-609, 611, 615, 640, 641, 651

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Obtaining Information**1. Use multiple sources to obtain information and define essential vocabulary for a research project including**

(H4-H9, 17, 88-89, 144, 202-203, 280, 293, 339, 364, 365, 386, 471, 573, 643)

a. almanacs

H5

Opportunities to address this objective: R22—R28**b. gazetteers**

R41-R49

c. trade books

H4-H5

Opportunities to address this objective: Resources from the unit Bibliography (1h, 69h, 153h, 237h, 313h, 421h, 511h, 597h)**d. periodicals**

H19

e. video tapes*Opportunities to address this objective:* Resources from the unit Bibliography (1h, 69h, 153h, 237h, 313h, 421h, 511h, 597h)**f. electronic sources**

H5, H8, 386-387

Opportunities to address this objective: Technology resources found in the Providing More Depth feature on Chapter Planning Guide pages*Also online sources, i.e. Meet the People at www.sfsocialstudies.com***Thinking and Organizing****2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.****Primary and Secondary Sources:** H4, 280, 281, 364-365, 472-473, 483**Summarize:** H5, 19, 36, 38, 45, 50, 52, 53, 55, 78, 79, 80, 81, 84, 87, 88, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 106, 107, 110, 111, 114, 115, 122, 123, 125, 126, 127, 128, 129, 130, 134, 136, 139, 140, 141, 143, 149, 164, 193, 197, 199, 202, 209, 211, 213, 232, 251, 254, 268, 285, 297, 301, 335, 337, 348, 351, 355, 358, 362, 370, 372, 383, 374, 377, 380, 384, 393, 408, 430, 431, 432, 433, 434, 435, 436, 438, 439, 441, 444, 447, 448, 458, 459, 462, 466, 467, 468, 469, 470, 475, 476, 479, 480, 486, 487, 495, 499, 500, 501, 543, 544, 545, 578, 586, 618, 643, 647, 657, 662, 669, 671**Generalizations:** 17, 105, 141, 290, 460, 491, 507

Draw Conclusions: H11, H14, H16, H17, H20, 11, 12, 13, 14, 17, 19, 20, 22, 23, 29, 37, 43, 49, 50, 53, 56, 58, 59, 80, 81, 83, 85, 86, 87, 89, 90, 94, 107, 110, 115, 125, 126, 131, 132, 133, 135, 137, 138, 141, 142, 145, 148, 155, 163, 164, 169, 170, 171, 172, 177, 200, 201, 203, 214, 219, 220, 224, 226, 239, 247, 248, 249, 250, 253, 254, 256, 257, 262, 267, 269, 270, 283, 284, 285, 287, 288, 289, 291, 292, 295, 296, 299, 303, 304, 308, 315, 317, 327, 351, 354, 359, 361, 365, 379, 383, 401, 403, 404, 408, 417, 432, 433, 443, 445, 458, 461, 463, 494, 496, 503, 507, 529, 531, 543, 547, 549, 553, 554, 557, 571, 574, 578, 587, 599, 606, 607, 609, 610, 611, 612, 614, 617, 618, 620, 631, 632, 633, 635, 636, 637, 642, 643, 644, 646, 647, 654, 664, 665, 667, 668, 669, 670, 671, 674

3. Organize information using outlines and graphic organizers.

10, 18, 26, 34, 40, 48, 54, 78, 84, 92, 100, 106, 114, 122, 128, 136, 140, 145, 162, 168, 174, 186, 190, 196, 208, 212, 218, 222, 246, 252, 260, 266, 276, 282, 288, 294, 298, 322, 326, 330, 334, 346, 350, 356, 360, 370, 374, 380, 392, 396, 400, 406, 430, 438, 444, 456, 466, 474, 478, 486, 492, 498, 520, 526, 534, 542, 548, 558, 568, 576, 582, 606, 614, 620, 630, 636, 644, 654, 660, 664, 668

4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

Pictographs: 107

Bar Graphs: 562-563, 565, 571, 655

Line Graphs: 340-341, 343, 624, 657

Circle Graphs: 490-491, 505, 665

Tables: 351, 536, 544, 647

Flow charts: 89, 199, 574

Communicating Information

5. Complete a research project that includes a bibliography.

H9, 367

Opportunities to address this objective: 17, 88-89, 144, 202-203, 293, 339, 364-365, 386, 446, 471, 573, 643

6. Communicate a position on a topic orally or in writing and support the position with evidence.

Orally: 249, 255, 304, 338, 419, 451, 477, 509

Writing: 16, 23, 31, 63, 81, 95, 97, 103, 112, 117, 119, 127, 134, 143, 147, 183, 193, 205, 224, 229, 231, 273, 279, 297, 304, 307, 325, 328, 343, 349, 355, 367, 389, 398, 405, 415, 437, 442, 449, 453, 470, 483, 489, 495, 503, 505, 539, 561, 565, 572, 587, 589, 591, 623, 627, 649, 651, 673

Problem Solving**7. Work effectively to achieve group goals**

- a. engage in active listening***
- b. provide feedback in a constructive manner***
- c. help establish group goals***
- d. take various roles within the group***
- e. recognize contributions of others***

H3, 1, 30, 31, 63, 68, 69, 97, 144, 147, 152, 153, 183, 205, 231, 236, 237, 307, 312, 313, 343, 367, 373, 389, 415, 420, 421, 453, 483, 505, 510, 511, 539, 565, 574, 591, 596, 597, 627, 651, 673, 678

**Scott Foresman Social Studies—The World
to the
Ohio Social Studies Academic Content Standards
Grade-Level Indicators**

Grade Seven

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Chronology

1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.

24-25, 31, 110-111, 156-157, 240-241, 316-317, 424-425, 514-515, 524-525, 539, 571, 600-601, TR71

Early Civilizations

2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:

a. The development of concepts of government and citizenship;

E2-E3, 95, 110-111, 113, 115, 133, 240-241, 255-256, 257, 263-264, 278-279, 283-284, 286, 288-290, 293

b. Scientific and cultural advancements;

108, 112, 115-116, 130-131, 134, 135, 240-241, 257, 262, 265, 268-271, 287, 292, 351-353, 354

c. The spread of religions;

81, 93, 116-117, 132, 137-139, 141-143, 241, 254

d. Slavery and systems of labor.

89, 132, 139, 255, 285, 291

Feudalism and Transitions

- 3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.**
348 (Mogul), 361-363 (Japan), 396-398, 401-403, 408, 414-415 (Europe), 467-468 (France), 487-489 (Asia/Africa)
- 4. Explain the lasting effects of military conquests during the Middle Ages including:**
 - a. Muslim conquests;**
335-338, 374-378, 379, 611-62
 - b. The Crusades**
406-408
 - c. The Mongol invasions**
351, 352-353
- 5. Describe the impact of new ideas and institutions on European life including:**
 - a. The significance of printing with movable type;**
430, 434, 435, 439, 450-451, R36
 - b. Major achievements in art, architecture and literature during the Renaissance**
424, 426, 430, 431, 432-433, 434, 435, 437
 - c. The Reformation**
424, 430, 436-437

The First Global Age

- 6. Describe the importance of the West African empires of Ghana, Mali and Songhay including:**
 - a. Trade routes**
369, 375, 376-377, 378, 379
 - b. Products**
374, 375, 376-377

c. The spread of the Arabic language

335, 339, 375, 376-377

d. The spread of Islam

335, 339, 369, 375, 376-377, 378, 379

7. Describe the causes and effects of European exploration after 1400 including:**a. Imperialism, colonialism and mercantilism;**

439, 440, 441, 442, 445, 446-447

b. Impact on the peoples of sub-Saharan Africa, Asia and the Americas.

439, 440, 446-447, 448-449

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Cultures**1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.**

335-337, 375

2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.

99, 112, 319, 407, 408, 409, 410-411

Diffusion**3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.**

130-131, 215, 290, 324-325, 336-337, 339, 348-349, 352-353, 362-363, 376-377, 383, 385, 408, 409, 410-411, 445, 446-447, 448-449, 459, 461, 463, 487, 488-489, 493, 494-495, 497

4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

E2-E3, 50, 55-57, 87, 88, 112, 115-117, 134, 137-139, 143, 245, 255, 257, 262, 265, 269, 270-271, 275, 278-279, 287, 290, 292, 295-296, 319, 321, 327, 335, 336-337, 347, 354, 358-359, 376-377, 398, 404, 431, 432-433, 434, 435, 436-437, 439, 471, 475, 476-477, 475, 480-481, 546, 559

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Location

- 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.**

H17, H19, 79, 82, 93, 94, 101, 109, 110, 124, 130, 132, 138, 142, 247, 250, 258-259, 261, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 337, 347, 348, 352, 371, 373, 377, 383, 384, 393, 397, 407, 409, 410, 431, 433, 436, 440, 441, 448

- 2. On a map, identify places related to the historical events being studied and explain their significance.**

H24, 79, 82, 93, 94, 101, 109, 110, 124, 130, 132, 138, 142, 247, 250, 258-259, 261, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 337, 347, 348, 352, 371, 373, 377, 383, 384, 393, 397, 407, 409, 410, 431, 433, 436, 440, 441, 448

Places and Regions

- 6. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.**

9, 12, 79, 82-83, 93, 101-103, 109, 110, 123-125, 132, 138-139, 141, 142, 248, 249, 255, 263, 264, 267, 277-278, 283, 286, 287, 290, 296, 300, 302, 303, 324-325, 327, 332, 335, 336, 347, 348, 352-353, 372-373, 375-378, 381-385, 394-395, 397, 402-403, 407-408, 673

Human Environmental Interaction

- 7. Use physical and historical maps to analyze the reasons that human features are located in particular places.**

H10, H11, 9, 15, 33, 35, 38, 49, 58, 79, 82, 93, 94, 101, 109, 110, 124, 130, 132, 138, 142, 247, 250, 258-259, 261, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 337, 347, 348, 352, 371, 373, 377, 383, 384, 393, 397, 407, 409, 410, 431, 433, 436, 440, 441, 448, 457, 488, 522, 531, 553, 569, 574, 616-617, 622, 658-659

Movement**5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including:****a. Physical features;**

H11, H13, H14, 9, 12, 14-15, 35, 36-37, 79, 101, 124-125, 176-177, 187, 198, 228-229, 249, 277, 323, 347, 355, 362-363, 372, 394-395, 673

b. Culture;

28, 56-57, 130-131, 132, 139, 142, 198, 214, 290, 292, 296, 300, 327, 332, 335, 361, 362-363, 376-377, 383, 436-437, 480, 481, 487, 493, 499-501, 502-503, 530-531, 579, 608-609, 610, 615, 621, 637, 638, 639

c. War;

H7, 261, 263-264, 267, 303, 407-408, 457-458, 469-470, 494-495, 496, 521-523, 527, 531, 535, 546, 549, 559, 569, 570, 583, 586, 615, 616-617

d. Trade;

38-39, 50, 58-59, 89, 112, 134, 247, 248, 335, 336-337, 353, 375, 381, 382-383, 384-385, 408, 409, 439-441, 445, 448-449, 488, 494-495, 632-633

e. Technological innovations.

80, 86, 87, 89, 99, 102, 108, 110, 112, 200, 270-271, 287, 337-338, 434-435, 475, 476-477, 479, 662-663, 665, 666-667, 671

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Scarcity and Resource Allocation**1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.**

35-37, 38-39, 43, 50, 58-59, 79-80, 94, 101-102, 108-109, 125, 126, 129, 163, 165, 170-171, 176-177, 187, 188, 248, 277-278, 375, 376-377

Markets

2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.

38-39, 40-41, 43, 52-53, 58-59, 80, 89, 94, 108-109, 112, 126, 132, 248-249, 250-251, 268-270, 277-278, 301, 324-325, 336-337, 338, 352-353, 354, 357, 362, 375-377, 381, 383, 384, 394, 408-409, 431-432, 435, 440-441, 445, 446-447, 448-449, 487, 488, 494-495

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Systems of Government

1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.

245, 255, 283-284, 457-458, 584-585, 586, 588-589

2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.

38, 42, 45, 49-51, 85, 90, 91, 110-111, 133, 169, 199, 203, 225, 245, 255-256, 263, 283-285, 286, 289-290, 293, 300, 327, 348, 351, 361-363, 382, 391, 398, 399, 401, 402-403, 443

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Participation

1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.

E14-E15, 245, 255, 283-284, 401, 467, 443, 457-458, 473, 584-585, 586, 588-589

Rights and Responsibilities**2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.**

398, 414-415, 458, 468, 472-473, 482

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Thinking and Organizing**1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.**

88, 216-217, 407, 448-449, 471, 487, 502-503, 554, 574-575, 579-580, 581, 584-587, 588-589, 608-609

Communicating Information**2. Compare multiple viewpoints and frames of reference related to important events in world history.**

228-229, 265, 436-437, 457-458, 546-547, 554, 569, 572, 588-589, 603, 608-609, 613, 616-617, 619, 642, 645-649, 666

Problem Solving**3. Establish guidelines, rules and time lines for group work.**

H3, 24, 130, 133, 171, 197, 213, 355, 375, 387, 397, 436, 522, 537, 574-575, 639, 661

4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

H5, 24, 68, 152, 236, 312, 387, 420, 510, 537, 574, 596, 678