

A Correlation of

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

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to the

Omaha
Public Schools
Social Studies Pacing Guide
Grades K, 1, 2 & 5



G/SS-29

Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the Omaha Public Schools Department of Curriculum and Learning Social Studies Pacing Guide. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

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

Content

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

Accessibility

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

Motivation

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

Accountability

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

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**Scott Foresman Social Studies—Here We Go
to the
Omaha Public Schools
Department of Curriculum and Learning
Social Studies Pacing Guide**

KINDERGARTEN

1ST Quarter

District Standard Strand: **Culture**

Report card standard language

- ❖ **Identify likeness/differences of self/others**

Indicators for mastering the standard

Indicators:

- ❖ **Compare likenesses and differences of self and others**
K: 20, 21, 22, 24–25, 26, 60–61, 90–91, 94–95, 272–273, 276–277, 291, 292–293, 294, 295, 301, 302–303, 304
- ❖ **Examine self/family of our culture**
K: 22, 93, 94–95, 96, 97, 150, 153, 158, 220, 240, 241, 242–243, 244–245, 251, 252–253, 254, 255, 256–257, 258, 259, 260–261, 262, 263, 264–265, 266, 267, 268–269, 270, 272–273, 280, 281, 282, 293, 294–295, 302–303, 309, 310–311, 312, 318–319, 320, 330, 331, 332
- ❖ **Construct multicultural calendar of events**
K: 262, TR18, TR 23, TR26, Related content: 96, 242, 245, 267, 330

2nd Quarter

District Standard Strand: **History/Geography**

Report card standard language

- ❖ **Demonstrate an understanding of the concept of yesterday, today and tomorrow**
- ❖ **Recognize the globe as a model of the earth**

Indicators:

- ❖ **Contrast concepts of time: yesterday, today and tomorrow**
K: 127, 128–129, 130, 243, 255, 256–257, 258, 259, 260–261, 264–265, 266, 268–269, 270, 271, 272–273, 274, 277, 278, 280–281, 313, 314–315, 316
- ❖ **Generalize seasons/how connected to calendar**
K: 174, 175, 176–177, 185, 186–187, 188, 189, 190–191, 192, TR18, TR21, TR24, TR27
- ❖ **Act as part of a learning community**
K: 22, 26, 30, 34, 38, 39, 40, 42, 46, 65, 72, 76, 77, 79, 80, 81, 82, 84, 87, 88, 92, 96, 122, 126, 130, 134, 138, 142, 146, 150, 154, 158, 162, 188, 192, 196, 200, 204, 208, 212, 216, 220, 224, 228, 254, 258, 262, 266, 270, 274, 278, 304, 308, 309, 311, 312, 316, 317, 320, 324, 325, 328, 332
- ❖ **Operate as a member of groups**
K: 22, 26, 30, 34, 38, 39, 40, 42, 46, 65, 72, 76, 77, 79, 80, 81, 82, 84, 87, 88, 92, 96, 122, 126, 130, 134, 138, 142, 146, 150, 154, 158, 162, 188, 192, 196, 200, 204, 208, 212, 216, 220, 224, 228, 254, 258, 262, 266, 270, 274, 278, 304, 308, 309, 311, 312, 316, 317, 320, 324, 325, 328, 332
- ❖ **Discriminate earth models/globes**
K: 209, 210–211, 212, 213, 214–215, 216, 217, 218–219, 221, 222–223, 224

3rd QuarterDistrict Standard Strand: **Economics*****Report card standard language***

- ❖ **Identify how families and communities work together to meet their basic needs and wants**

Indicators:

- ❖ **Diagram food, clothing, shelter**
K: 61, 69, 70–71, 72, 75, 147, 149, 150, 151, 153, 154, 155, 157, 158, 317, 318–319, 320
- ❖ **Demonstrate cause and effect, what I need/ what I want**
K: 132–133, 139, 140–141, 142, 143, 144–145, 146, 147, 148–149, 151, 152–153, 155, 156–157

- ❖ **Apply economic connections to the community and family**
K: 40, 72, 108, 109, 110–111, 112–113, 123, 124–125, 126, 131, 132–133, 134, 135, 136–137, 138, 139, 140–141, 150, 161, 162, 199
- ❖ **Examine goods and services**
K: 77, 85, 86–87, 110–111, 112–113, 124–125, 132–133, 134, 135, 136–137, 138, 140–141, 142, 144–145, 159, 162
- ❖ **Generalize trading/bartering**
K: 135, 255
- ❖ **Illustrate money concepts**
K: 131, 132–133, 134, 135, 136–137, 138, 139, 140–141, 142, 144–145, 160–161

4th Quarter

District Standard Strand: **Citizenship/Government**

Report card standard language

- ❖ **Participate cooperatively in group activities**
- ❖ **Follow school rules**

Indicators for mastering the standard

Indicators:

- ❖ **Exhibits application of rules**
K: 35, 36–37, 38, 81, 82–83, 84
- ❖ **Understands cause and effect (actions have consequences)**
K: 180, 187, 190, 191, 195, 199, 218, 226, 227, 231
- ❖ **Demonstrate sharing/listening skills**
K: 8, 10–11, 13, 15, 19, 23, 27, 31, 35, 39, 43, 48–49, 50, 58, 60–61, 63, 65, 69, 73, 77, 81, 85, 89, 93, 97, 98–99, 100, 108, 110–111, 113, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 159, 164–165, 174, 176–177, 179, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 230–231, 240, 242–243, 245, 247, 251, 255, 259, 263, 267, 271, 275, 280–281, 290, 292–293, 295, 296, 301, 305, 309, 313, 317, 321, 325, 330–331, 332

❖ **Applies problem solving skills**

K: 39, 40, 41, 42, 149, 226, 228

❖ **Is able to cooperatively work with others**

K: 22, 26, 30, 34, 38, 39, 40, 42, 46, 65, 72, 76, 77, 79, 80, 81, 82, 84, 87, 88, 92, 96, 122, 126, 130, 134, 138, 142, 146, 150, 154, 158, 162, 188, 192, 196, 200, 204, 208, 212, 216, 220, 224, 228, 254, 258, 262, 266, 270, 274, 278, 304, 308, 309, 311, 312, 316, 317, 320, 324, 325, 328, 332

**Scott Foresman Social Studies—All Together
to the
Omaha Public Schools
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Social Studies Pacing Guide**

Grade One

1ST Quarter

District Standard Strand: **Citizenship/Government**

Report card standard language

- ❖ **Participate as a team member**
- ❖ **Follow school rules**
- ❖ **Accept responsibility for actions**

Indicators for mastering the standard

Indicators:

- ❖ **Demonstrates sharing, manners, listening skills**
1: H2–H3, , 8a, 13a, 15, 16–17, 21a, 22a, 22–25, 27a, 35a, 55a, 61a, 62a, 62–65, 69a, 73a, 79a, 99a, 103a, 107a, 115a, 127a, 149a, 155a, 163a, 169a, 175a, 195a, 201a, 207a, 211a, 217a, 223a, 241a, 245a, 251a, 257a, 265a
- ❖ **Operates within cooperative group work**
1: 7, 9, 13a, 21a, 27a, 35a, 55a, 61a, 69a, 73a, 79a, 99a, 103a, 107a, 115a, 127a, 149a, 155a, 163a, 169a, 175a, 195a, 201a, 207a, 211a, 217a, 223a, 241a, 245a, 251a, 257a, 265a
- ❖ **Identifies leaders: home, school, city, state, country**
1: 46, 47, 71, 72–73, 73a, 74, 78–79, 80a, 82, 85, 186, 204, 215, 216–217
- ❖ **Explain rules of community**
1: H3, H9, 4, 5, 22a, 22–23, 24–25, 27a, 38, 41, 70–71, 162–163
- ❖ **Understands consequences of behavior**
1: 22, 23, 24, 25, 26–27, 27a, 135, 136, 159, 160–161, 162–163, 170–171, 172–173, 174–175, 175a

2nd QuarterDistrict Standard Strand: **Culture*****Report card standard language***

- ❖ **Identify the elements of families/cultures**

Indicators for mastering the standard**Indicators:**

- ❖ **Compare likeness and differences of families.**
1: 8–9, 14–15, 48–49, 50a, 50–51, 52–53, 62–65, 66–67, 69a
- ❖ **Match contributions of African Americans, Asian Americans, European Americans, Hispanic Americans, Native Americans**
1: 18–19, 32–33, 122–123, 162–163, 168–169, 190–191, 192–193, 194–195, 195a, 196–199, 201a, 202–205, 234–235, 244–245, 246–247, 248, 250–251, 256–257, 258, 262–263
- ❖ **List multicultural calendar events**
1: 20–21, 21a, 63, 64, 65, 66–67, 68–69, 69a, 199, 201a, 212a, 214, 217a, TR18, TR22, TR23, TR26

3rd QuarterDistrict Standard Strand: **Economics*****Report card standard language***

- ❖ **Describe how making choices allows people to satisfy their basic needs and wants**

Indicators:

- ❖ **Describes needs and wants**
1: 90–91, 100a, 100, 101, 102–103, 103a, 104a, 104–105, 130
- ❖ **Diagram cause and effect**
1: 70, TR48, TR49
Related content: 11, 18, 23, 33, 35, 63, 115, 123, 158, 163, 171, 251

- ❖ **Examine food, clothing, shelter**
1: 48–49, 50a, 100–101, 103a, 112–113, 116–119, 122–123, 123a, 164–167
- ❖ **Compare goods and services**
1: 90, 108, 109, 110–111, 112–113, 115a, 116–119, 126–127, 127a, 130, 133, 134, 238a, 238–239
- ❖ **Contrast resources and products**
1: 92–93, 108–111, 112–113, 116–119, 122–123, 124–125, 127, 151, 156–159, 160–161, 164–167, 176–177, 190a
- ❖ **Explain trading and bartering**
1: 104a, 107
- ❖ **Apply economic connections to the individual, family and community**
1: 87, 88–89, 90–91, 92–93, 104a, 104–105, 107a, 108–109, 110–111, 115a, 116–119, 124–125, 127a
- ❖ **Relate money concepts (savings)**
1: 104–105, 107a

4th Quarter

District Standard Strand: **History/Geography**

Report card standard language

- ❖ **Recognize characteristics of urban and rural communities**
- ❖ **Demonstrate an awareness of current events**
- ❖ **Use globes and simple maps**

Indicators for mastering the standard

Indicators:

- ❖ **Use globes and simple maps**
1: H20–H21, H22–H23, H25, H26, 51, 54–55, 74a, 75, 76–77, 79a, 83, 84, 106–107, 120–121, 123a, 131, 149a, 154–155, 169a, 174–175, 190, 196–197, 198–199, 200–201, 220, 227, 258, 264–265, R1–R11
- ❖ **Compare and contrast urban vs. rural**
1: 56–57, 61a

❖ **Apply current events related to history**

1: 30–31, 58–59, 74–75, 78–79, 125, 169a, 186–187, 218, 243, 245a, 246–249, 250–251, 252–253, 256–257

❖ **Examine timelines**

1: 146–147, 166, 180, 210–211, 252–253

**Scott Foresman Social Studies—People and Places
to the
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Grade Two

1ST Quarter

District Standard Strand: **Culture**

Report card standard language

- ❖ **Identify the elements of different cultures in the neighborhood**

Indicators for mastering the standard

Indicators:

- ❖ **Understands the concept of neighborhoods**
2: 4–5, 8a, 8–9, 10–11, 12–13, 14–15, 15a, 16–17, 18–19, 154–157
- ❖ **Recalls cultural contributions of African Americans, Native Americans, Hispanic Americans, Asian Americans, European Americans**
2: 34–35, 74–75, 132–133, 170–171, 183, 206–207, 210, 211, 212, 222–223, 226, 227, 231, 233, 234–235, 268–269
- ❖ **Recognizes multicultural calendar events**
2: 183, 213, 215, 256, 257, 258, 289, TR17, TR22, TR23, TR26

2nd Quarter

District Standard Strand: **Economics**

Report card standard language

- ❖ **Identify natural, human and man-made resources**

Indicators for mastering the standard**Indicators:**

- ❖ **Lists natural, human and man-made resources**
2: 12–13, 24–25, 26–27, 49h, 49, 50–51, 52–53, 54–55, 56a, 56–59, 60–61, 61a, 62a, 62–63, 64–65, 66–67, 67a, 68a, 68–71, 74–75, 75a, 76a, 76–79, 81a, 82–85, 86–87, 88–89, 89a, 90–91
- ❖ **Relates understanding of goods and services**
2: 71, 100, 104–107, 112–115, 118–119, 120–124, 128–129, 134, 138, 142, 145, 146
- ❖ **Understands barter and trade**
2: 101, 134–137, 138–139, 139a, 142, 145, Unit 3 Vocabulary Routine
- ❖ **Compares producers and consumers**
2: 53, 68–71, 72–73, 74–75, 75a, 78, 92, 120a, 120–123, 125a
- ❖ **Demonstrates problem solving skills**
2: H4, 13, 14–15, 45, 155, 158–159, 225, 228

3rd QuarterDistrict Standard Strand: **Citizenship/Government****Report card standard language**

- ❖ **Describe how people work together to improve their neighborhood**

Indicators for mastering the standard**Indicators:**

- ❖ **Recognize how people work together to improve their neighborhood**
2: 8, 9, 10, 11, 12–13, 14–15, 15a, 45, 110–111, 112–113, 114–115, 152–153, 154–157, 158–159, 162–163
- ❖ **Demonstrate sharing, manners, listening**
2: 5, 11, 12–13, 15a, 19, 23a, 29a, 35a, 41a, 61a, 67a, 75a, 81a, 89a, 111a, 119a, 125a, 133a, 139a, 159a, 165a, 171a, 179a, 187a, 209a, 215a, 221a, 229a, 235a, 255a, 271a, 275a, 283a

- ❖ **Demonstrate cooperative group work**
2: 15a, 27, 29, 29a, 35a, 41a, 43, 48, 57, 59, 61a, 71, 75a, 78, 89a, 96, 98, 104a, 111, 111a, 139a, 157, 165a, 171, 187, 187a, 194, 209a, 221a, 229a, 235a, 242, 255a, 263, 263a, 267, 277a, 283a
- ❖ **Practice problem solving skills**
2: H4, 13, 14–45, 88–89, 155, 159, 225, 228
- ❖ **Serves as role models at home, school, neighborhood, and community**
2: H2-H3, 8–9, 10–11, 12–13, 14, 28–29, 68–71, 74–75, 82–85, 86–87, 88–89, 98–99, 102–103, 110–111, 112–115, 118–119, 126–127, 132–133, 140–141, 154a, 154–155, 156–157, 158–159, 162, 163, 170–175, 248–249, 250a, 250–253, 254–255, 256–257, 258–259, 268–269, 279, 280–281
- ❖ **Identify local, state and national leaders**
2: 140–141, 154a, 154–155, 156–157, 159a, 160, 162–163, 166a, 166–167, 168–169, 170–171, 171a, 179a, 182–183
- ❖ **Recognize role of technology in the changes to improve neighborhoods through ecology, recreation, safety and public services.**
2: 22–23, 28–29, 68–71, 76–79, 112–112, 114–115, 120–123, 125a, 126–129, 132–133, 134–137, 152–153, 154–157, 158–159, 254–255, 268–269, 278–281, 282–283

4th Quarter

District Standard Strand: **History/Geography**

Report card standard language

- ❖ **Compare neighborhoods of long ago to those of today**
- ❖ **Demonstrate an awareness of current events**
- ❖ **Use information from maps and globes**

Indicators:

- ❖ **Relates neighborhoods, past and present**
2: H17, H26, 8, 9, 10, 11, 15a, 16, 17, 19, 20, 22–23, 23a, 154, 156–157, 159a

❖ Uses maps, globes and symbols

2: H19, H20–H21, H22–H23, H24–H25, H26, 12, 18, 20–21, 29, 31, 32, 35, 36a, 36–37, 38–39, 40–41, 46, 49a, 56a, 60–61, 62, 63, 64, 65, 75, 82, 87, 88, 93, 110, 117, 124–125, 125a, 133, 144, 158, 160, 161, 171, 179, 184, 186–187, 192, 202, 206, 214, 216, 221, 223, 225, 228, 235, 239, 250, 252, 254, 267, 269, 283, R2–R11

❖ Demonstrates basic understanding of cardinal directions, & map grid

2: H24, H25, 124–125, 144, 184–185

❖ Recognizes current events as related to history

2: 18–19, 28–29, 52–53, 63, 68–71, 88–89, 253, 256–259, 264–267, 278–281

❖ Shows relationships between people and environment

2: H17, 49, 50–51, 52–53, 54–55, 56a, 61a, 62a, 62–64, 66–67, 68–71, 74–75, 75a, 76–79, 81a, 82–85, 86–87, 88–89, 89a, 90a, 120–123, 136–137, 202a, 202–205, 206–207, 208–209, 209a, 210–213, 222–225, 228–229

**Scott Foresman Social Studies – Building a Nation
to the
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Grade Five

1ST Quarter

Native Peoples

Standard Emphasis: **History/Geography, Culture**

Indicators:

❖ **native peoples**

5: 45h, 45, 46–47, 48–49, 51, 55, 56–57, 60–63, 64, 65, 66–69, 74, 75, 76–80, 81, 82–85, 86–87, 88–91, 94–97, 124, 134–135, 160, 165, 171, 180, 372, 374, Overview Vocabulary Routines

location, place, region, environment, and movement

5: 54–55, 57, 60, 61, 62–63, 64, 66–69, 74, 75, 76–80, 81, 82–85, 86–87, 88–91, 94–97, 124, 160, 165, 171, 180, 372, 374

❖ **contributions of African Americans, Asian Americans, European Americans, Hispanic Americans, Native Americans**

5: 28, 31, 65, 81, 105, 137, 147, 151, 163, 169, 183, 215, 237, 277, 305, 306, 309, 365, 367, 385, 421, 475, 480, 501, 518

❖ **cultural events: religion, organizations, holidays, education, government, the arts, and family structure**

5: E10-E11, 56, 57, 60–61, 62–63, 64, 65, 66, 67, 68–69, 70–71, 76, 77, 79, 81, 83, 84–85, 86–87, 88–89, 90, 91, 94, 95, 96, 97, 124, 168, 171, Unit 1 Vocabulary Routines

2nd Quarter

Explorers

Standard Emphasis: **History/Geography, Economics**

Indicators:

❖ **exploration**

5: 48, 110, 111, 113, 114–115, 116–117, 128–129, 130–131, 133, 134–135, 136, 137, 138, 139, 141, 142–143, 145, 146–147, 149, 150, 151, 163, 164–165, 166–167, Unit 2 Vocabulary Routines

❖ **location, place, region, environment, and movement**

5: 48, 110, 111, 113, 114–115, 116–117, 128–129, 130–131, 133, 134–136, 137, 138, 139, 141, 142–143, 145, 146–147, 149, 150, 151, 163, 164–165, 166–167

3rd Quarter

Colonization

Standard Emphasis: **History/Geography, Economics**

Indicators:

❖ **colonization**

5: 193, 194–195, 198–199, 201, 202–203, 204–207, 208–209, 210–211, 212–214, 215, 216–220, 221, 222–223, 224–227

❖ **causes of the American Revolution and independence**

5: 265, 268–269, 270–273, 276–277, 278–279, 280, 282

❖ **location, place, region, environment, and movement**

5: 193, 194–195, 198–199, 201, 202–203, 204–207, 208–209, 210–211, 212–214, 215, 216–220, 221, 222–223, 224–227

❖ **scarcity of resources**

5: 22, 38

❖ **supply and demand**

5: 18, 19, 22

❖ **human, man-made and natural resources**

5: 20, 22, 23, 35–36, 38, Overview Vocabulary Routines

- ❖ **consumers and investors**
5: 20, 21, 22
- ❖ **market economics**
5: 18–19, 20, 21, 22, Unit 5 Vocabulary Routines
- ❖ **entrepreneurship**
5: 21, 22, 23, Overview Vocabulary Routines
- ❖ **taxation**
5: 268–270, 272, 339–340

4th Quarter

American Revolution to Constitution

Standard Emphasis: **Citizenship/Government**

Indicators:

- ❖ **rights and responsibilities of citizenship**
5: E12-E13, H2, 14–15, 16–17, 40–41, R30–R52
- ❖ **Voting rights**
5: 16, 17, 404, 466, 517–520
- ❖ **Ethnic, religious, human, people with disabilities, and minority rights**
5: 16, 17, 354, 466, 517–520, R26–R29, R30–R52
- ❖ **Tradition and change**
5: 265, 269, 270, 271, 272, 298–299, 306, 307, 309, 310–311, 338–339, 340, 342–343, 345, 346–347, 348, 351, 352–353, 354–355, 362–365, 367, 368–369
- ❖ **Constitution/Bill of Rights**
5: 3, 15, 17, 331, 337, 345–347, 348, 352–355, R30–R52
- ❖ **Supreme Court decisions**
5: 348, 349
- ❖ **Political systems**
5: 364, 368–369, 370

❖ **Role of women/children/men in US history**

5: 268–269, 270–271, 272, 274–275, 376–377, 378, 379, 380–382, 283, 287–291, 296–300, 301, 302–305, 306, 307, 309, 310–311, 315, 316, 318, 328, 332, 341, 345–350, 351, 353–355, 363, 364–366, 367, 368–369, 371, 372–376, 377, 381, 382–384, 385

❖ **new nation**

5: 329, 330–331, 332–333, 335, 338–343, 344–348, 349, 350, 351, 352–355, 362–366, 367, 368–369, 370, 370–376, 380–384, 385, 394–395, 399

❖ **Constitution**

5: 3, 15, 17, 331, 337, 345–347, 348, 352–355, R30–R52