

A Correlation of

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

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to the

**Michigan**  
**MEAP**

Content Standards  
& Working Draft Benchmarks  
Grades K–6



G/SS-30

## **Scott Foresman Social Studies**

This document demonstrates how *Scott Foresman Social Studies* meets the *Michigan MEAP Content Standards and Working Draft Benchmarks*. **Correlation page references are to the Teacher’s Edition and associated Pupil Edition.**

*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.

*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  
Michigan Content Standards and Working Draft Benchmarks  
Early Elementary  
Kindergarten**

Michigan Content Standards	Scott Foresman Social Studies References
<b>I. Historical Perspective</b>	
<b>Content Standard 1:</b> All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585–1763); Revolution and the New Nation (1754–1815); Expansion and Reform (1801–1861); and Civil War and Reconstruction (1850–1877); The Development of the Industrial United States (1870–1900); The Emergence of Modern America (1890–1930); The Great Depression and World War II (1929–1945); Post War United States (1945–1970); and Contemporary United States (1968–present). (Time and Chronology).	
<b>1. Use analog and digital clocks to tell time.</b>	<b>PE/TE:</b> 315–316
<b>2. Use weeks, months and years as intervals of time.</b>	<b>PE/TE:</b> 130, 246–247, 273, 313–316, TR15–TR28
<b>3. Distinguish among the past, the present and the future.</b>	<b>PE/TE:</b> 25, 91, 113, 127–130, 156–157, 242–247, 255, 257, 259, 264–265 Related content : Vocabulary Routines : Unit 6
<b>4. Place events of their lives and the lives of others in chronological order.</b>	<b>PE/TE:</b> 48, 130, 246–247, 273
<b>Content Standard 2:</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)	
<b>1. Identify who was involved, what happened and where it happened in stories about the past.</b>	<b>PE/TE:</b> 252, 256–258, 260–262, 264–265, 268–270, 280
<b>2. Describe the past through the eyes and experiences of those who were there as revealed through their records.</b>	<b>PE/TE:</b> 256–258, 260–262, 268–270, 280

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Recount events from simple biographies of women and men representing a variety of societies from the past.</b>	<b>PE/TE:</b> 262, 270
<b>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</b>	<b>PE/TE:</b> 252, 256–258, 260–262, 264–265, 268–270, 280
<b>Content Standard 3:</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)	
<b>1. Use a variety of records to construct a narrative about their personal or family histories.</b>	<b>PE/TE:</b> 22, 164, 304, 312, 323, 328
<b>2. Differentiate between historical facts and historical interpretations.</b>	<b>PE/TE:</b> 199, 258, 261, 264–265, 270, 278
<b>3. Explain why accounts of the same event differ.</b>	<b>PE/TE:</b> 258, 261, 278, 316
<b>Content Standard 4:</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)	
<b>1. Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences</b>	<b>PE/TE:</b> 10, 37, 153
<b>2. Evaluate decisions made by others as reported in stories about the past.</b>	<b>PE/TE:</b> 258, 260–261, 265, 268–270
<b>II. Geographic Perspective</b>	
<b>Content Standard 1:</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)	
<b>1. Describe the human characteristics of places and explain some basic causes for those characteristics.</b>	<b>PE/TE:</b> 70–72, 199, 276–277
<b>2. Describe the natural characteristics of places and explain some basic causes for those characteristics.</b>	<b>PE/TE:</b> 194–196, 198–199, 202–203, 206–207

Michigan Content Standards	Scott Foresman Social Studies References
<b>Content Standard 2:</b> All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)	
<b>1. Describe how people use the environment to meet human needs and wants.</b>	<b>PE/TE:</b> 199, 207
<b>2. Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.</b>	<b>PE/TE:</b> 152–153, 176–177, 180–181, 185–192, 198–200, 207, 225–228
<b>3. Suggest ways the people can help improve their environment.</b>	<b>PE/TE:</b> 96, 175, 195, 207, 225–229
<b>Content Standard 3:</b> All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)	
<b>1. Identify locations of significance in their immediate environment and explain reasons for their location.</b>	<b>PE/TE:</b> 43, 59–61, 65, 69–72, 75–76, 87, 90–92
<b>2. Identify people and places in other locations and explain their importance to the community.</b>	<b>PE/TE:</b> 195, 199, 207
<b>3. Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.</b>	<b>PE/TE:</b> 150, 160–162
<b>Content Standard 4:</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)	
<b>1. Identify regions in their immediate environment and describe their characteristics and boundaries.</b>	<b>PE/TE:</b> 70–71, 90–92
<b>2. Compare their community and region with others.</b>	<b>PE/TE:</b> 90–92
<b>3. Describe changes in the region over time as well as presently.</b>	<b>PE/TE:</b> 70–71, 90–92, 276–278

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 5:</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)</p>	
<p><b>1. Locate and describe major world events that are having an impact on their community and explain why they are important to the community.</b></p>	<p><b>PE/TE:</b> 96, 175, 195, 207, 225–229</p>
<p style="text-align: center;"><b>III. Civic Perspective</b></p>	
<p><b>Content Standard 1:</b> All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)</p>	
<p><b>1. Cite examples of government carrying out its legal authority in their local community.</b></p>	<p><b>PE/TE:</b> 10, 12–13, 37, 43–46, 85, 109</p>
<p><b>2. Describe consequences of not having rules.</b></p>	<p><b>PE/TE:</b> 36–38, 78–79, 81, 83, 158</p>
<p><b>Content Standard 2:</b> All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)</p>	
<p><b>1. Identify aspects of life at school and in the local community that illustrate justice and freedom.</b></p>	<p><b>PE/TE:</b> 36–42, 72, 82–83, 87, 121–122</p>
<p><b>Content Standard 3:</b> All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)</p>	
<p><b>1. Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.</b></p>	<p><b>PE/TE:</b> 13, 28–29, 36–42, 81–83, 266</p>
<p><b>Content Standard 4:</b> All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (American Government and Politics)</p>	
<p><b>1. Identify rules at school and in the local community and consider consequences for breaking rules.</b></p>	<p><b>PE/TE:</b> 36–38, 79, 81, 83–84</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Describe fair ways for groups to make decisions.</b>	<b>PE/TE:</b> 10, 37, 40–41, 149, 153, 226
<b>3. Describe ways that individuals influence each other.</b>	<b>PE/TE:</b> 10, 12–13, 37, 43–46, 69–71, 85, 90–91, 93–97, 109, 225–228, 256–258, 260–262, 264–270, 278, 280, 309–312
<b>Content Standard 5:</b> All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)	
<b>1. Distinguish between events in this country and events abroad.</b>	<b>PE/TE:</b> 255–258, 260–262, 268–270
<b>2. Recognize that events in other countries can affect Americans.</b>	<b>PE/TE:</b> 96, 175, 195, 207, 225–229
<b>IV. Economic Perspective</b>	
<b>Content Standard 1:</b> All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)	
<b>1. Identify ways families produce and consume goods and services.</b>	<b>PE/TE:</b> 72, 113, 138–158, 255
<b>2. List ways that individuals can conserve limited resources.</b>	<b>PE/TE:</b> 96, 175, 195, 207, 225–229
<b>Content Standard 2:</b> All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)	
<b>1. Connect economic needs with businesses that meet them.</b>	<b>PE/TE:</b> 42, 44–45, 61, 85–88, 109–110, 113, 120–126, 128–129, 132–134, 161–163
<b>2. Select a particular good or service and describe the types of resources necessary to produce and distribute it.</b>	<b>PE/TE:</b> 109–110, 120–121, 125, 150, 160–162, 164, 199
<b>Content Standard 3:</b> All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)	
<b>1. Describe a good or service provided by the local government and the method of payment.</b>	<b>PE/TE:</b> 125, 133

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Identify the goods and services their school provides and the people who provide them.</b>	<b>PE/TE:</b> 10, 12–13, 37, 43–46, 85, 109
<b>3. Identify an unmet local economic need and propose a plan to meet it.</b>	These pages, which discuss economic needs and problem-solving strategies, prepare students to meet this objective. <b>PE/TE:</b> 10, 37, 40–41, 149, 153, 226
<b>Content Standard 4:</b> All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)	
<b>1. Identify examples of markets they experience in their daily life.</b>	<b>PE/TE:</b> 85–88, 123–126, 136–138
<b>2. Distinguish between producers and consumers in a market economy.</b>	Examples of <i>producers</i> and <i>consumers</i> are found on these pages. <b>PE/TE:</b> 124–125, 135–138
<b>3. Describe how the choices they make impact business decisions.</b>	<b>PE/TE:</b> 132–133, 135–137, 139–141
<b>Content Standard 5:</b> All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)	
<b>1. Recognize economic exchanges in which they participate.</b>	<b>PE/TE:</b> 40, 113, 132–138, 141
<b>2. Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services.</b>	<b>PE/TE:</b> 131, 134, 253–254
<b>V. Inquiry</b>	
<b>Content Standard 1:</b> All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)	
<b>1. Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.</b>	<b>PE/TE:</b> 83, 95, 121, 129, 141, 145, 149, 153, 157, 161, 187, 191, 195, 199, 203, 207, 223, 253, 261, 265, 269, 273, 277, 303, 307, 311, 319

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Acquire information from observation of the local environment.</b>	<b>PE/TE:</b> 83, 95, 121, 129, 141, 145, 149, 153, 157, 161, 187, 191, 195, 199, 203, 207, 223, 253, 261, 265, 269, 273, 277, 303, 307, 311, 319
<b>3. Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.</b>	<b>PE/TE:</b> 14, 22, 46, 74–75, 122, 130, 209–211, 213–215, 218–224, 293, 301, 308, 315
<b>Content Standard 2:</b> All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)	
<b>1. Pose a question about life in their school or local community.</b>	<b>PE/TE:</b> 10, 17, 40–41, 149, 226
<b>2. Gather and analyze information in order to answer the question posed.</b>	<b>PE/TE:</b> 10, 17, 40–41, 149, 226
<b>3. Construct an answer to the question posed and support their answer with evidence.</b>	<b>PE/TE:</b> 10, 17, 41, 226
<b>4. Report the results of their investigation.</b>	<b>PE/TE:</b> 10, 17, 41, 226
<b>VI. Public Discourse and Decision Making</b>	
<b>Content Standard 1:</b> All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)	
<b>1. Pose a question about matters of public concern that they have encountered in school or in the local community.</b>	<b>PE/TE:</b> 40–41, 78, 149, 226
<b>2. Compare their own viewpoint about the matter raised with that of another individual.</b>	<b>PE/TE:</b> 17, 41

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 2:</b> All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)</p>	
<p><b>1. Engage each other in conversations about issues pertaining to governing their school.</b></p>	<p><b>PE/TE:</b> 17, 40–42</p>
<p><b>Content Standard 3:</b> All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)</p>	
<p><b>1. Compose brief statements expressing a decision on an issue in the school or local community.</b></p>	<p><b>PE/TE:</b> 10, 17</p>
<p><b>VII. Citizen Involvement</b></p>	
<p><b>Content Standard 1:</b> All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)</p>	
<p><b>1. Help to determine, interpret and enforce school rules.</b></p>	<p><b>PE/TE:</b> 16–18, 40–41, 82–84</p>
<p><b>2. Participate in projects designed to help others in their local community.</b></p>	<p><b>PE/TE:</b> 72, 87, 149, 226, 266</p>

**Scott Foresman Social Studies  
to the  
Michigan Content Standards and Working Draft Benchmarks  
Early Elementary  
Grades One—All Together**

Michigan Content Standards	Scott Foresman Social Studies References
<b>I. Historical Perspective</b>	
<p><b>Content Standard 1:</b> All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585–1763); Revolution and the New Nation (1754–1815); Expansion and Reform (1801–1861); and Civil War and Reconstruction (1850–1877); The Development of the Industrial United States (1870–1900); The Emergence of Modern America (1890–1930); The Great Depression and World War II (1929–1945); Post War United States (1945–1970); and Contemporary United States (1968–present). (Time and Chronology).</p>	
<b>1. Use analog and digital clocks to tell time.</b>	<b>PE/TE:</b> See Kindergarten level.
<b>2. Use weeks, months and years as intervals of time.</b>	<p><b>PE/TE:</b> Pages discussing the calendar allow students to use weeks and months as time intervals: 20–21, 40, TR15–TR28</p> <p>These pages, which detail events from the past, present, and future, afford students the opportunity to discuss time intervals: 34–35, 58–59, 102–103, 147, 183, 164–167, 190, 210–211, 248, 252.</p> <p>Timelines also afford students the opportunity to discuss intervals of time: 146–147, 166, 189, 210–211, 252–253.</p>
<b>3. Distinguish among the past, the present and the future.</b>	<b>PE/TE:</b> 28–31, 34–35, 58–59, 102–103, 142–145, 147, 164–167, 178, 183, 190–193, 196–205, 209–214, 216–217, 222–223, 229, 249, 252–253
<b>4. Place events of their lives and the lives of others in chronological order.</b>	<b>PE/TE:</b> 14–15, 20–21, 26–27, 92–93, 131, 165–167, 252–253, 146–147, 180, 210–211

Michigan Content Standards	Scott Foresman Social Studies References
<b>Content Standard 2:</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)	
<b>1. Identify who was involved, what happened and where it happened in stories about the past.</b>	<b>PE/TE:</b> 164–167, 196–199, 202–205, 216–217, 242, 244–245, 248
<b>2. Describe the past through the eyes and experiences of those who were there as revealed through their records.</b>	<b>PE/TE:</b> H10–H11, 12–13, 194–195, 207, 242
<b>3. Recount events from simple biographies of women and men representing a variety of societies from the past.</b>	<b>PE/TE:</b> 32–33, 72–73, 114–115, 122–123, 168–169, 206–207, 216–217
<b>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</b>	<b>PE/TE:</b> 18–19, 68–69, 112–113, 160–161, 222–223, 244–245
<b>Content Standard 3:</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)	
<b>1. Use a variety of records to construct a narrative about their personal or family histories.</b>	<b>PE/TE:</b> 17, 20–21
<b>2. Differentiate between historical facts and historical interpretations.</b>	<b>PE/TE:</b> 17, 23, 69, 119, 164–167, 176–177, 203, 205
<b>3. Explain why accounts of the same event differ.</b>	<b>PE/TE:</b> 17, 23, 68
<b>Content Standard 4:</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)	
<b>1. Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences</b>	<b>PE/TE:</b> 50–53, 56–57, 74–75, 164–167, 192–193, 202
<b>2. Evaluate decisions made by others as reported in stories about the past.</b>	<b>PE/TE:</b> 71, 105, 239–241

Michigan Content Standards	Scott Foresman Social Studies References
<b>II. Geographic Perspective</b>	
<b>Content Standard 1:</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)	
<b>1. Describe the human characteristics of places and explain some basic causes for those characteristics.</b>	<b>PE/TE:</b> 50–53, 56–57, 74–75, 164–167, 192–193, 202
<b>2. Describe the natural characteristics of places and explain some basic causes for those characteristics.</b>	<b>PE/TE:</b> H16–H17, 47, 51, 58–59, 76–77, 82, 120–121, 131, 138–139, 150–155, 164–167, 169, 178
<b>Content Standard 2:</b> All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)	
<b>1. Describe how people use the environment to meet human needs and wants.</b>	<b>PE/TE:</b> 57, 116–121, 124–125, 164–167, 193, 260–261
<b>2. Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.</b>	<b>PE/TE:</b> H17, 150–153, 156–159, 165–167
<b>3. Suggest ways the people can help improve their environment.</b>	<b>PE/TE:</b> 136–137, 160–161, 170–173
<b>Content Standard 3:</b> All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)	
<b>1. Identify locations of significance in their immediate environment and explain reasons for their location.</b>	<b>PE/TE:</b> 28–31, 42, 48–49, 52–53, 56–59, 74–77
<b>2. Identify people and places in other locations and explain their importance to the community.</b>	<b>PE/TE:</b> 242–243
<b>3. Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.</b>	<b>PE/TE:</b> 238–239, 244–245, 262–263 <i>Related content:</i> Vocabulary Routines: Unit 3

Michigan Content Standards	Scott Foresman Social Studies References
<b>Content Standard 4:</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)	
<b>1. Identify regions in their immediate environment and describe their characteristics and boundaries.</b>	<b>PE/TE:</b> H16–H17, 47, 51, 76–77, 82, 120–121, 131, 138–139, 150–155, 169, 178
<b>2. Compare their community and region with others.</b>	<b>PE/TE:</b> 47, 76, 82, 138–139, 140–156, 159, 163, 169, 174–175, 178, 181–182, 208, 236
<b>3. Describe changes in the region over time as well as presently.</b>	<b>PE/TE:</b> H16–H17, 58–59, 164–167
<b>Content Standard 5:</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)	
<b>1. Locate and describe major world events that are having an impact on their community and explain why they are important to the community.</b>	<b>PE/TE:</b> 259–261
<b>III. Civic Perspective</b>	
<b>Content Standard 1:</b> All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)	
<b>1. Cite examples of government carrying out its legal authority in their local community.</b>	<b>PE/TE:</b> 27a, 46, 70–71, 73a, 82, 163, 172, 220
<b>2. Describe consequences of not having rules.</b>	<b>PE/TE:</b> H2–H3, H6–H7, 5, 14, 16–19, 22–25, 38, 46, 68–71, 82, 112–113, 160–161, 186, 204, 208–210, 213, 218–221, 223–224, 229, 244–245 <i>Related content:</i> Vocabulary Routines: Unit 1
<b>Content Standard 2:</b> All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)	
<b>1. Identify aspects of life at school and in the local community that illustrate justice and freedom.</b>	<b>PE/TE:</b> 70–71, 187, 198–199, 202–205, 207–209, 220

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 3:</b> All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)</p>	
<p><b>1. Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.</b></p>	<p><b>PE/TE:</b> H2–H3, H6–H7, 5, 14, 16–19, 22–25, 38, 46, 68–71, 82, 112–113, 160–161, 186, 204, 208–210, 213, 218–221, 223–224, 229, 244–245</p>
<p><b>Content Standard 4:</b> All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (American Government and Politics)</p>	
<p><b>1. Identify rules at school and in the local community and consider consequences for breaking rules.</b></p>	<p><b>PE/TE:</b> 5, 22–25, 38, 46, 70–71, 82, 220 <i>Related content:</i> Vocabulary Routines: Unit 1</p>
<p><b>2. Describe fair ways for groups to make decisions.</b></p>	<p><b>PE/TE:</b> H5, 26–27, 71, 105, 239–241</p>
<p><b>3. Describe ways that individuals influence each other.</b></p>	<p><b>PE/TE:</b> H5, 26–27, 39, 69, 71–72, 105, 113, 175, 219, 239–241, 261</p>
<p><b>Content Standard 5:</b> All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)</p>	
<p><b>1. Distinguish between events in this country and events abroad.</b></p>	<p><b>PE/TE:</b> 195–197, 258–261</p>
<p><b>2. Recognize that events in other countries can affect Americans.</b></p>	<p><b>PE/TE:</b> 196–197</p>
<p><b>IV. Economic Perspective</b></p>	
<p><b>Content Standard 1:</b> All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)</p>	
<p><b>1. Identify ways families produce and consume goods and services.</b></p>	<p><b>PE/TE:</b> 100–101, 108–111, 116–119, 164–167 <i>Related content:</i> Vocabulary Routines: Unit 3</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. List ways that individuals can conserve limited resources.</b>	<b>PE/TE:</b> 136–137, 160–161, 170–173 <i>Related content:</i> Vocabulary Routines: Unit 4
<b>Content Standard 2:</b> All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)	
<b>1. Connect economic needs with businesses that meet them.</b>	<b>PE/TE:</b> 90–91, 100–101, 104–111, 130, 238–239
<b>2. Select a particular good or service and describe the types of resources necessary to produce and distribute it.</b>	<b>PE/TE:</b> 138, 156–159, 163, 170–173, 178, 181 <i>Related content:</i> Vocabulary Routines: Unit 3
<b>Content Standard 3:</b> All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)	
<b>1. Describe a good or service provided by the local government and the method of payment.</b>	<b>PE/TE:</b> 90, 109, 111, 130, 239 <i>Related content:</i> Vocabulary Routines: Unit 3
<b>2. Identify the goods and services their school provides and the people who provide them.</b>	<b>PE/TE:</b> 24–25, 28–31 <i>Related content:</i> Vocabulary Routines: Unit 3
<b>3. Identify an unmet local economic need and propose a plan to meet it.</b>	These pages, which discuss economic needs and problem-solving strategies, prepare students to meet this objective. <b>PE/TE:</b> H4–H5, 26–27, 39, 69, 100–101, 113, 134, 175, 219, 261
<b>Content Standard 4:</b> All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)	
<b>1. Identify examples of markets they experience in their daily life.</b>	<b>PE/TE:</b> 30, 87–99, 100–101, 104–111, 130, 238–239 <i>Related content:</i> Vocabulary Routines: Unit 6

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Distinguish between producers and consumers in a market economy.</b>	Examples of <i>producers</i> and <i>consumers</i> are found on these pages. <b>PE/TE:</b> 100–101, 108–111, 116–119
<b>3. Describe how the choices they make impact business decisions.</b>	<b>PE/TE:</b> 100–101, 104–105
<b>Content Standard 5:</b> All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)	
<b>1. Recognize economic exchanges in which they participate.</b>	<b>PE/TE:</b> 30, 87–99, 100–101, 104–111, 130, 238–239
<b>2. Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services.</b>	<b>PE/TE:</b> 100–101, 104–105, 169, 209, 239 <i>Related content:</i> Vocabulary Routines: Unit 3
<b>V. Inquiry</b>	
<b>Content Standard 1:</b> All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)	
<b>1. Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.</b>	<b>PE/TE:</b> H10–H11, H14–H15, H18–H19, H22–H23, H24–H26, 1c, 11, 18, 28, 33, 43c, 51, 54, 60, 68, 73, 75–76, 79, 81–83, 85, 87c, 106, 112, 115, 120–121, 123, 131, 133, 135c, 144–145, 154–155, 160, 163, 169, 174, 176–177, 179, 183c, 190–191, 200–201, 207, 217, 221–222, 224, 227, 229, 231c, 257, 263, 266–267, 271, R2–R4, R6, R8
<b>2. Acquire information from observation of the local environment.</b>	<b>PE/TE:</b> 6, 8, 28, 39, 110
<b>3. Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.</b>	<b>PE/TE:</b> 54–55, 98–99, 120–121, 154–155, 192–193, 254–255

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 2:</b> All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)</p>	
<p><b>1. Pose a question about life in their school or local community.</b></p>	<p><b>PE/TE:</b> These pages, which focus on making decisions and problem solving, help students conduct investigations: H4, H5, 26–27, 39, 69, 71–72, 105, 113, 175, 219, 239–240, 261</p> <p>These pages, which focus on the research and writing process, also prepare students to conduct an investigation: 11, 21, 27, 31, 79, 111, 119, 125, 145, 189, 201, 221, 257</p>
<p><b>2. Gather and analyze information in order to answer the question posed.</b></p>	<p><b>PE/TE:</b> These pages, which focus on making decisions and problem solving, help students conduct investigations: H4, H5, 26–27, 39, 69, 71–72, 105, 113, 175, 219, 239–240, 261.</p> <p>These pages, which focus on the research and writing process, also prepare students to conduct an investigation: 11, 21, 27, 31, 79, 111, 119, 125, 145, 189, 201, 221, 257</p>
<p><b>3. Construct an answer to the question posed and support their answer with evidence.</b></p>	<p><b>PE/TE:</b> These pages, which focus on making decisions and problem solving, help students conduct investigations: H4, H5, 26–27, 39, 69, 71–72, 105, 113, 175, 219, 239–240, 261.</p> <p>These pages, which focus on the research and writing process, also prepare students to conduct an investigation: 11, 21, 27, 31, 79, 111, 119, 125, 145, 189, 201, 221, 257</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>4. Report the results of their investigation.</b></p>	<p><b>PE/TE:</b> These pages, which focus on making decisions and problem solving, help students conduct investigations: H4, H5, 26–27, 39, 69, 71–72, 105, 113, 175, 219, 239–240, 261.</p> <p>These pages, which focus on the research and writing process, also prepare students to conduct an investigation: 11, 21, 27, 31, 79, 111, 119, 125, 145, 189, 201, 221, 257</p>
<p><b>VI. Public Discourse and Decision Making</b></p>	
<p><b>Content Standard 1:</b> All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)</p>	
<p><b>1. Pose a question about matters of public concern that they have encountered in school or in the local community.</b></p>	<p><b>PE/TE:</b> H4, H5, 26–27, 39, 69, 71–72, 105, 113, 175, 219, 239–240, 261</p>
<p><b>2. Compare their own viewpoint about the matter raised with that of another individual.</b></p>	<p><b>PE/TE:</b> H4, H5, 26–27, 39, 69, 71–72, 105, 113, 175, 219, 239–240, 261</p>
<p><b>Content Standard 2:</b> All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)</p>	
<p><b>1. Engage each other in conversations about issues pertaining to governing their school.</b></p>	<p><b>PE/TE:</b> H4, H5, 26–27, 39, 69, 71–72, 105, 113, 175, 219, 239–240, 261</p>
<p><b>Content Standard 3:</b> All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)</p>	
<p><b>1. Compose brief statements expressing a decision on an issue in the school or local community.</b></p>	<p><b>PE/TE:</b> H5, 71, 105, 239–241</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>VII. Citizen Involvement</b>	
<b>Content Standard 1:</b> All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)	
<b>1. Help to determine, interpret and enforce school rules.</b>	<b>PE/TE:</b> 22–25 <i>Related content:</i> Vocabulary Routines: Unit 1
<b>2. Participate in projects designed to help others in their local community.</b>	<b>PE/TE:</b> 10–11, 32–33, 112–113, 160–161

**Scott Foresman Social Studies-- People and Places  
to the  
Michigan Content Standards and Working Draft Benchmarks  
Early Elementary  
Grades Two**

Michigan Content Standards	Scott Foresman Social Studies References
<b>I. Historical Perspective</b>	
<b>Content Standard 1:</b> All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585–1763); Revolution and the New Nation (1754–1815); Expansion and Reform (1801–1861); and Civil War and Reconstruction (1850–1877); The Development of the Industrial United States (1870–1900); The Emergence of Modern America (1890–1930); The Great Depression and World War II (1929–1945); Post War United States (1945–1970); and Contemporary United States (1968–present). (Time and Chronology).	
<b>1. Use analog and digital clocks to tell time.</b>	<b>PE/TE:</b> See Kindergarten level.
<b>2. Use weeks, months and years as intervals of time.</b>	<b>PE/TE:</b> 23, 214–215, 226–227, 240, 256–257, 262–263, 280–281, TR15–TR28
<b>3. Distinguish among the past, the present and the future.</b>	<b>PE/TE:</b> 22–23, 66, 138, 226, 228, 240, 248, 251–252, 256–257, 278, 280–281
<b>4. Place events of their lives and the lives of others in chronological order.</b>	<b>PE/TE:</b> 22, 66, 138, 226–228, 240, 257
<b>Content Standard 2:</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)	
<b>1. Identify who was involved, what happened and where it happened in stories about the past.</b>	<b>PE/TE:</b> 202–205, 210–213, 216–225, 228–233, 250–253
<b>2. Describe the past through the eyes and experiences of those who were there as revealed through their records.</b>	<b>PE/TE:</b> H10–H11, 233, 236–237, 272–275
<b>3. Recount events from simple biographies of women and men representing a variety of societies from the past.</b>	<b>PE/TE:</b> 28–29, 34–35, 74–75, 86–87, 116–117, 170–171, 178–179, 220–221, 234–235, 282–283

Michigan Content Standards	Scott Foresman Social Studies References
<b>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</b>	<b>PE/TE:</b> 12–13, 88–89, 110–111, 158–159, 254–255
<b>Content Standard 3:</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)	
<b>1. Use a variety of records to construct a narrative about their personal or family histories.</b>	<b>PE/TE:</b> 248–253
<b>2. Differentiate between historical facts and historical interpretations.</b>	<b>PE/TE:</b> 83, 109, 131, 133, 139–140, 159, 168, 181, 245, 255
<b>3. Explain why accounts of the same event differ.</b>	<b>PE/TE:</b> 25, 70, 113, 129, 165a, 171a, 182, 210–213, 216–219, 223, 230–234, 251–252
<b>Content Standard 4:</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)	
<b>1. Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences</b>	<b>PE/TE:</b> H5, 29, 108–109, 143, 171, 279
<b>2. Evaluate decisions made by others as reported in stories about the past.</b>	<b>PE/TE:</b> 203–205, 210–213, 216–218, 224–225, 232–235
<b>II. Geographic Perspective</b>	
<b>Content Standard 1:</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)	
<b>1. Describe the human characteristics of places and explain some basic causes for those characteristics.</b>	<b>PE/TE:</b> H16–H17, 16–19, 22–27, 36, 66–71
<b>2. Describe the natural characteristics of places and explain some basic causes for those characteristics.</b>	<b>PE/TE:</b> 56–64, 66–73, 76–79, 82–85, 88–89

Michigan Content Standards	Scott Foresman Social Studies References
<b>Content Standard 2:</b> All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)	
<b>1. Describe how people use the environment to meet human needs and wants.</b>	<b>PE/TE:</b> 63–64, 66–75, 78–79
<b>2. Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.</b>	<b>PE/TE:</b> 22, 62–64, 66–73, 82–85, 88–89
<b>3. Suggest ways the people can help improve their environment.</b>	<b>PE/TE:</b> 88–89
<b>Content Standard 3:</b> All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)	
<b>1. Identify locations of significance in their immediate environment and explain reasons for their location.</b>	<b>PE/TE:</b> 8, 16–21, 24–27, 62–65, 68–71, 264–267, 270–271
<b>2. Identify people and places in other locations and explain their importance to the community.</b>	<b>PE/TE:</b> 32–33, 36–39, 62–64, 68–71, 120–123, 134–137, 160–163, 166–169, 265–266
<b>3. Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.</b>	<b>PE/TE:</b> 17–19, 68–71, 120–123 <i>Related content:</i> Vocabulary Routines: Unit 4
<b>Content Standard 4:</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)	
<b>1. Identify regions in their immediate environment and describe their characteristics and boundaries.</b>	<b>PE/TE:</b> 56–64, 66–67, 72–73, 82–85
<b>2. Compare their community and region with others.</b>	<b>PE/TE:</b> 57, 60–61, 66–67, 82–85
<b>3. Describe changes in the region over time as well as presently.</b>	<b>PE/TE:</b> 60–64, 66–73, 76–79, 88–89

Michigan Content Standards	Scott Foresman Social Studies References
<b>Content Standard 5:</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)	
<b>1. Locate and describe major world events that are having an impact on their community and explain why they are important to the community.</b>	<b>PE/TE:</b> 36–39, 134–137, 278, 281
<b>III. Civic Perspective</b>	
<b>Content Standard 1:</b> All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)	
<b>1. Cite examples of government carrying out its legal authority in their local community.</b>	<b>PE/TE:</b> 33, 150, 154–157, 160–165, 190, 193 <i>Related content:</i> Vocabulary Routines: Unit 4
<b>2. Describe consequences of not having rules.</b>	<b>PE/TE:</b> H2–H5, 13–15, 45, 89, 108–109, 111, 143, 159, 207, 255
<b>Content Standard 2:</b> All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)	
<b>1. Identify aspects of life at school and in the local community that illustrate justice and freedom.</b>	<b>PE/TE:</b> 4, 9, 33, 44, 150, 154–157, 160–169, 180–181, 193
<b>Content Standard 3:</b> All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)	
<b>1. Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.</b>	<b>PE/TE:</b> H2–H5, 13–15, 45, 89, 108–109, 111, 143, 159, 207, 255
<b>Content Standard 4:</b> All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (American Government and Politics)	
<b>1. Identify rules at school and in the local community and consider consequences for breaking rules.</b>	<b>PE/TE:</b> 9–11, 83

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Describe fair ways for groups to make decisions.</b>	<b>PE/TE:</b> H5, 6–7, 29, 108–109, 143, 171, 279
<b>3. Describe ways that individuals influence each other.</b>	<b>PE/TE:</b> 6–7, 14, 45
<b>Content Standard 5:</b> All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)	
<b>1. Distinguish between events in this country and events abroad.</b>	<b>PE/TE:</b> 114–115, 170–171, 178–183, 202–205, 210–213, 216–219, 222–225, 230–235, 256–259
<b>2. Recognize that events in other countries can affect Americans.</b>	<b>PE/TE:</b> 36–39, 120–123, 134–137
<b>IV. Economic Perspective</b>	
<b>Content Standard 1:</b> All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)	
<b>1. Identify ways families produce and consume goods and services.</b>	<b>PE/TE:</b> 71, 100, 104–107, 112–115, 118–124, 128–129, 134, 138, 142–143, 145–146 <i>Related content:</i> Vocabulary Routines: Unit 3
<b>2. List ways that individuals can conserve limited resources.</b>	<b>PE/TE:</b> 53, 77, 79, 82–89, 92
<b>Content Standard 2:</b> All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)	
<b>1. Connect economic needs with businesses that meet them.</b>	<b>PE/TE:</b> 138–139
<b>2. Select a particular good or service and describe the types of resources necessary to produce and distribute it.</b>	<b>PE/TE:</b> 69, 120–121, 136 <i>Related content:</i> Vocabulary Routines: Unit 3

Michigan Content Standards	Scott Foresman Social Studies References
<b>Content Standard 3:</b> All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)	
<b>1. Describe a good or service provided by the local government and the method of payment.</b>	<b>PE/TE:</b> 113–115, 162 <i>Related content:</i> Vocabulary Routines: Unit 3
<b>2. Identify the goods and services their school provides and the people who provide them.</b>	<b>PE/TE:</b> 10–11 <i>Related content:</i> Vocabulary Routines: Unit 3
<b>3. Identify an unmet local economic need and propose a plan to meet it.</b>	<b>PE/TE:</b> H4, 11, 14–15, 107–109
<b>Content Standard 4:</b> All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)	
<b>1. Identify examples of markets they experience in their daily life.</b>	<b>PE/TE:</b> 98, 104, 126, 138–139
<b>2. Distinguish between producers and consumers in a market economy.</b>	<b>PE/TE:</b> 52–53, 68, 71, 120 Vocabulary Routines: Unit 2
<b>3. Describe how the choices they make impact business decisions.</b>	<b>PE/TE:</b> 104–107
<b>Content Standard 5:</b> All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)	
<b>1. Recognize economic exchanges in which they participate.</b>	<b>PE/TE:</b> 98, 104, 126, 138–139
<b>2. Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services.</b>	<b>PE/TE:</b> 102, 104–108, 126–129, 279

Michigan Content Standards	Scott Foresman Social Studies References
<b>V. Inquiry</b>	
<b>Content Standard 1:</b> All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)	
<b>1. Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.</b>	<b>PE/TE:</b> H10–H11, H14–H15, H18–H19, H22–H23, H24–H26, 1f, 14–15, 23a, 31–32, 34–35, 38–39, 46, 49c, 60–61, 61a, 65, 74–75, 83, 86–87, 89a, 93, 97c, 111a, 117, 119a, 124–125, 132–133, 136, 144, 147c, 161, 178–179, 179a, 182, 184–187, 192, 195c, 202, 206, 209a, 210, 214–216, 215a, 222–223, 225–228, 229a, 231, 233, 239–240, 243c, 250, 252, 255a, 256–257, 265, 271, 276–277, SF6–SF7
<b>2. Acquire information from observation of the local environment.</b>	<b>PE/TE:</b> 9, 17–18, 22–23, 51, 57, 77, 83, 99, 101, 109, 135, 149, 162, 168, 181, 187, 218, 233, 251, 261, 265, 271, 275
<b>3. Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.</b>	<b>PE/TE:</b> 21, 31–32, 38, 40, 61, 65, 81, 83, 109, 117, 131, 137, 161, 167, 185, 203, 223, 267, 164–165
<b>Content Standard 2:</b> All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)	
<b>1. Pose a question about life in their school or local community.</b>	<b>PE/TE:</b> These pages, which include information on making decisions and problem solving, help students conduct investigations: H4–H5, 14–15, 155, 159, 225, 228.  These pages, which focus on the research and writing process, also prepare students to conduct an investigation: 13, 15a, 19, 35, 35a, 57, 81a, 118, 163, 179a

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>2. Gather and analyze information in order to answer the question posed.</b></p>	<p><b>PE/TE:</b> These pages, which include information on making decisions and problem solving, help students conduct investigations: H4–H5, 14–15, 155, 159, 225, 228.</p> <p>These pages, which focus on the research and writing process, also prepare students to conduct an investigation: 13, 15a, 19, 35, 35a, 57, 81a, 118, 163, 179a</p>
<p><b>3. Construct an answer to the question posed and support their answer with evidence.</b></p>	<p><b>PE/TE:</b> These pages, which include information on making decisions and problem solving, help students conduct investigations: H4–H5, 14–15, 155, 159, 225, 228.</p> <p>These pages, which focus on the research and writing process, also prepare students to conduct an investigation: 13, 15a, 19, 35, 35a, 57, 81a, 118, 163, 179a</p>
<p><b>4. Report the results of their investigation.</b></p>	<p><b>PE/TE:</b> These pages, which include information on making decisions and problem solving, help students conduct investigations: H4–H5, 14–15, 155, 159, 225, 228.</p> <p>These pages, which focus on the research and writing process, also prepare students to conduct an investigation: 13, 15a, 19, 35, 35a, 57, 81a, 118, 163, 179a</p>
<p><b>VI. Public Discourse and Decision Making</b></p>	
<p><b>Content Standard 1:</b> All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)</p>	
<p><b>1. Pose a question about matters of public concern that they have encountered in school or in the local community.</b></p>	<p><b>PE/TE:</b> H4–H5, 14–15, 155, 159, 225, 228</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Compare their own viewpoint about the matter raised with that of another individual.</b>	<b>PE/TE:</b> H4–H5, 14–15, 155, 159, 225, 228
<b>Content Standard 2:</b> All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)	
<b>1. Engage each other in conversations about issues pertaining to governing their school.</b>	<b>PE/TE:</b> 8–11, 83
<b>Content Standard 3:</b> All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)	
<b>1. Compose brief statements expressing a decision on an issue in the school or local community.</b>	<b>PE/TE:</b> H5, 26–27, 39, 69, 71–72, 105, 113, 175, 219, 239–240, 261
<b>VII. Citizen Involvement</b>	
<b>Content Standard 1:</b> All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)	
<b>1. Help to determine, interpret and enforce school rules.</b>	<b>PE/TE:</b> 8–11, 83
<b>2. Participate in projects designed to help others in their local community.</b>	<b>PE/TE:</b> 12–13, 110–111

**Scott Foresman Social Studies--Communities  
to the  
Michigan Content Standards and Working Draft Benchmarks  
Later Elementary  
Grade Three**

Michigan Content Standards	Scott Foresman Social Studies References
<b>I. Historical Perspective</b>	
<b>Content Standard 1:</b> All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585–1763); Revolution and the New Nation (1754–1815); Expansion and Reform (1801–1861); and Civil War and Reconstruction (1850–1877); The Development of the Industrial United States (1870–1900); The Emergence of Modern America (1890–1930); The Great Depression and World War II (1929–1945); Post War United States (1945–1970); and Contemporary United States (1968–present). (Time and Chronology).	
<b>1. Measure chronological time by decades and centuries.</b>	<b>PE/TE:</b> 215–217, 220–221, 225, 231–233, 236–237, 243–249, 251–255, 260–263, 267–269 <i>Related content:</i> Vocabulary Routines: Unit 4
<b>2. Place major events in the development of their local community and the state of Michigan in chronological order.</b>	<b>PE/TE:</b> 237, 271, 286, 291–292, 294–295, 305, 318, 323, 328, 330, 333
<b>3. Place major events in the early history of the United States in chronological order.</b>	<b>PE/TE:</b> 209–211, 215–219, 228–229, 231–233, 236–237, 143–247, 251–253, 260, 271, 286, 291–292, 294–295, 305, 318, 323, 328, 330, 333
<b>Content Standard 2:</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)	
<b>1. Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.</b>	<b>PE/TE:</b> 11, 13, 20–23, 27, 39, 44–45, 49, 85–86, 209–211, 215–219, 228–229, 231–233, 236–237, 143–247, 251–253, 260, 271, 286, 291–292, 294–295, 305, 318, 323, 328, 330, 333

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.</b>	<b>PE/TE:</b> 31, 57, 87, 249, 327
<b>3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.</b>	<b>PE/TE:</b> 46–47, 96–97, 118–119, 176–177, 236–237, 272–273, 326–327, 364–365
<b>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</b>	<b>PE/TE:</b> 16–17, 82–83, 190–191, 256–257, 298–299, 396–397
<b>Content Standard 3:</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)	
<b>1. Use primary sources to reconstruct past events in their local community.</b>	<b>PE/TE:</b> H4–H5, 190, 249, 364, 396
<b>2. Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.</b>	<b>PE/TE:</b> 228, 237, 344, 363, 396
<b>3. Compose simple narratives of events from the history of the state of Michigan and the United States.</b>	Instruction in sequence and specific events from history prepare students to meet this objective. <b>PE/TE:</b> 114–117, 237, 271, 286, 291–292, 294–295, 305, 318, 323, 328, 330, 333, 366–368, 370–371, 374–375
<b>Content Standard 4:</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)	
<b>1. Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the Interests and values of those involved.</b>	<b>PE/TE:</b> 270–271, 359, 363, 367–368

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>2. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.</b></p>	<p><b>PE/TE:</b> 82–83, 270–271, 359, 361, 363, 367–368, 370–371</p>
<p><b>II. Geographic Perspective</b></p>	
<p><b>Content Standard 1:</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)</p>	
<p><b>1. Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.</b></p>	<p><b>PE/TE:</b> 26–29, 104–109, 154–155, 209–211, 214–219</p>
<p><b>2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.</b></p>	<p><b>PE/TE:</b> 18–23, 39–41, 49–50, 143–145, 151–153, 162–163, 173, 175, 179–181</p>
<p><b>3. Locate and describe the major places, cultures, and communities of the nation and compare their characteristics.</b></p>	<p><b>PE/TE:</b> 18–23, 43–45, 49–50, 148–149, 180–181, 187–189</p>
<p><b>Content Standard 2:</b> All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)</p>	
<p><b>1. Explain basic ecosystem concepts and processes.</b></p>	<p><b>PE/TE:</b> 143–145, 150–153, 182–183</p>
<p><b>2. Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use.</b></p>	<p><b>PE/TE:</b> 160–165, 318–319, 321–322, 329, 332–333, 336–337  <i>Related content:</i>  Vocabulary Routines: Unit 5</p>
<p><b>3. Describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country and explain the processes that created them.</b></p>	<p><b>PE/TE:</b> 143–145, 150–153, 182–183  <i>Related content:</i>  Vocabulary Routines: Units 2 and 5</p>
<p><b>4. Explain how various people and cultures have adapted to and modified the environment.</b></p>	<p><b>PE/TE:</b> 39, 44, 143–145, 154–155, 173, 179–181, 187, 209</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 3:</b> All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)</p>	
<p><b>1. Describe major kinds of economic activity and explain the factors influencing their location.</b></p>	<p><b>PE/TE:</b> 298–299, 307, 318–323, 330, 335  <i>Related content:</i>  Vocabulary Routines: Unit 1</p>
<p><b>2. Describe the causes, consequences, routes and movement of major migration to the United States.</b></p>	<p><b>PE/TE:</b> 78–94, 243–245</p>
<p><b>3. Explain how transportation and communication link people and communities.</b></p>	<p><b>PE/TE:</b> 50, 243–245, 246, 250–255, 253–255, 276–277, 335, 385–386</p>
<p><b>4. Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movements.</b></p>	<p><b>PE/TE:</b> 94, 243–245</p>
<p><b>Content Standard 4:</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)</p>	
<p><b>1. Draw sketch maps of the community, region, and nation.</b></p>	<p>Pages with instruction on map skills prepare students to meet this objective.  <b>PE/TE:</b> H12–H20, 32–33, 98–99, 110–111, 222–223, 388–389  <i>Related content:</i>  Vocabulary Routines: Unit 1</p>
<p><b>2. Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.</b></p>	<p><b>PE/TE:</b> 18–23, 43–45, 49–50, 148–149, 180–181, 187–189</p>
<p><b>3. Describe the geography of Michigan at major times in its history and explain the reasons for its change.</b></p>	<p><b>PE/TE:</b> Pages 142–149 discuss community environment and geography.</p>
<p><b>4. Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.</b></p>	<p><b>PE/TE:</b> Pages 142–149 discuss community environment and geography.  <i>Related content:</i>  Vocabulary Routines: Unit 2</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>5. Describe the Great Lakes ecosystem, and explain physical and human processes that act upon them.</b>	<b>PE/TE:</b> This objective is met at Grade 4.
<b>6. Describe the geography of major United States regions, compare the regions, and explain the processes that created them.</b>	<b>PE/TE:</b> 143–145, 148–149, 153, 172–175, 178–183, 187–188, 246, 285
<b>Content Standard 5:</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)	
<b>1. Locate major world events and explain how they impact people and the environment.</b>	<b>PE/TE:</b> 319, 329, 332–333
<b>III. Civic Perspective</b>	
<b>Content Standard 1:</b> All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)	
<b>1. Distinguish among local, state, and national government in the United States and describe the roles of government institutions at all three levels.</b>	<b>PE/TE:</b> 187, 357, 360, 366–371, 382–403
<b>2. Give examples of authority and the use of power without authority.</b>	<b>PE/TE:</b> 76–77, 90, 377
<b>3. Give reasons for limiting the power of government.</b>	<b>PE/TE:</b> 357, 361, 377–378
<b>Content Standard 2:</b> All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)	
<b>1. Interpret the development and summarize the main points in the Declaration of Independence.</b>	<b>PE/TE:</b> 366–367
<b>2. Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law.</b>	<b>PE/TE:</b> 360, 366–371

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Explain responsibilities citizens have to uphold constitutional rights.</b>	<b>PE/TE:</b> H2, 16–17, 25, 40, 76–77, 82–83, 90, 121, 166, 190–191, 256–257, 273, 298–299, 332–333, 357, 370–371, 377–379, 394–397
<b>Content Standard 3:</b> All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)	
<b>1. Describe what state and federal courts are expected to do.</b>	<b>PE/TE:</b> 187, 371
<b>2. Describe issues that arise over constitutional rights.</b>	<b>PE/TE:</b> 360, 366–371
<b>Content Standard 4:</b> All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (American Government and Politics)	
<b>1. Distinguish among making, enforcing, and interpreting laws.</b>	<b>PE/TE:</b> 90, 377, 391–393, 395
<b>2. Explain how law is used to manage conflict in American society.</b>	<b>PE/TE:</b> 76–77
<b>3. Explain the basic organization of the local, state, and federal governments.</b>	<b>PE/TE:</b> 187, 357, 360, 366–371, 382–403
<b>4. Describe how citizens participate in election campaigns.</b>	<b>PE/TE:</b> 377–378, 394–395
<b>Content Standard 5:</b> All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)	
<b>1. Explain various ways that nations of the world interact with each other.</b>	<b>PE/TE:</b> This objective is covered in Grade 5.
<b>2. Describe events in other countries that have affected Americans and, conversely, events within the United States that have affected other countries.</b>	<b>PE/TE:</b> 84–86, 267

Michigan Content Standards	Scott Foresman Social Studies References
<b>IV. Economic Perspective</b>	
<b>Content Standard 1:</b> All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)	
<b>1. Explain why people must face scarcity when making economic decisions.</b>	<b>PE/TE:</b> 291, 294, 300–303, 329, 332, 339
<b>2. Identify the opportunity costs in personal decision making situations.</b>	<b>PE/TE:</b> 29, 294, 300–303, 329, 332, 339
<b>3. Use a decision making model to explain a personal choice.</b>	<b>PE/TE:</b> 301, 304–305
<b>4. Analyze the costs, benefits, and alternatives to using consumer credit.</b>	<b>PE/TE:</b> 300–303
<b>Content Standard 2:</b> All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)	
<b>1. Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.</b>	<b>PE/TE:</b> 298–299, 307, 318–325, 328, 330, 335
<b>2. Distinguish among individual ownership, partnership, and corporation.</b>	The various businesses described on these pages help students understand how businesses are organized. <b>PE/TE:</b> 289, 298–299, 306–313, 319, 321–327
<b>3. Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.</b>	<b>PE/TE:</b> 246, 326–327
<b>Content Standard 3:</b> All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)	
<b>1. Use a decision making model to explain a choice involving a public good or service.</b>	<b>PE/TE:</b> 304–305, 335–336, 354–355, 383–387, 391–393

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Distinguish between the economic roles of local, state, and federal governments and cite examples of each.</b>	<b>PE/TE:</b> 354–355, 384–387, 391–393
<b>3. Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute.</b>	These pages prepare students to meet this objective. <b>PE/TE:</b> 354–355, 383–387, 391–393
<b>Content Standard 4:</b> All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)	
<b>1. Explain how prices are determined in a market economy and how they serve as a means of allocating resources.</b>	<b>PE/TE:</b> 292–295, 308, 321–323
<b>2. Describe how they act as a producer and a consumer.</b>	<b>PE/TE:</b> 291, 301–303, 321
<b>3. Analyze how Michigan’s location has impacted its economic development.</b>	<b>PE/TE:</b> Opportunity to meet this objective can be found on page 141.
<b>Content Standard 5:</b> All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)	
<b>1. Trace the national origin of common household items and the trade flows which brought them to the United States.</b>	<b>PE/TE:</b> 336–338, 340–341
<b>2. Describe benefits of international trade to consumers and producers.</b>	<b>PE/TE:</b> 338, 340–341
<b>3. Describe how businesses are involved in trade as producers, distributors, importers, and exporters.</b>	<b>PE/TE:</b> 296–297, 334–339

Michigan Content Standards	Scott Foresman Social Studies References
<b>V. Inquiry</b>	
<b>Content Standard 1:</b> All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)	
<b>1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.</b>	<b>PE/TE:</b> 87, 184–185, 212–213
<b>2. Organize social science information to make maps, graphs and tables.</b>	<b>PE/TE:</b> H12–H20, 32–33, 98–99, 110–111, 158–159, 222–223, 388–389
<b>3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.</b>	<b>PE/TE:</b> H12–H20, 22, 31, 33, 51, 57, 87, 99, 105, 111, 152–153, 159, 174, 191, 210, 223, 234, 245, 252, 257, 302, 320, 327, 337, 369, 389
<b>Content Standard 2:</b> All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)	
<b>1. Pose a social science question about Michigan or the United States.</b>	These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. <b>PE/TE:</b> H4–H9, 184–185, 212–213
<b>2. Gather and analyze information using appropriate information technologies to answer the question posed.</b>	These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. <b>PE/TE:</b> H4–H9, 184–185, 212–213
<b>3. Construct an answer to the question posed and support their answer with evidence.</b>	These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. <b>PE/TE:</b> H4–H9, 184–185, 212–213

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>4. Report the result of their investigation including the procedures followed.</b></p>	<p>These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results.  <b>PE/TE:</b> H4–H9, 184–185, 212–213</p>
<p><b>VI. Public Discourse and Decision Making</b></p>	
<p><b>Content Standard 1:</b> All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)</p>	
<p><b>1. Pose local, state, and national policy issues as questions.</b></p>	<p>Information on these pages prepares students to state an issue, analyze it, and evaluate ways to resolve the issue.  <b>PE/TE:</b> H4–H9, 184–185, 212–213, 270–271</p>
<p><b>2. Explain how a particular public issue became a problem and why people disagree about it.</b></p>	<p><b>PE/TE:</b> 166–167, 228–229</p>
<p><b>3. Evaluate possible resolutions of a public issue.</b></p>	<p>Information on these pages prepares students to state an issue, analyze it, and evaluate ways to resolve the issue.  <b>PE/TE:</b> H4–H9, 184–185, 212–213, 270–271</p>
<p><b>Content Standard 2:</b> All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)</p>	
<p><b>1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.</b></p>	<p>Issues and discussions on these pages prepare students to discuss issues about their own communities  <b>PE/TE:</b> 166–167, 228–229</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 3:</b> All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)</p>	
<p><b>1. Compose a short essay expressing a decision on a local, state, or national policy issue.</b></p>	<p><b>PE/TE:</b> These pages, which discuss research and writing skills, prepare students to express an opinion and support it with answers. H4–H9, 184–185, 212–213.</p> <p>Issues on these pages can be the basis of discussion or writing. 166–167, 228–229</p>
<p style="text-align: center;"><b>VII. Citizen Involvement</b></p>	
<p><b>Content Standard 1:</b> All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)</p>	
<p><b>1. Report how their behavior has been guided by concern for the law.</b></p>	<p><b>PE/TE:</b> 76–77, 90, 377</p>
<p><b>2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.</b></p>	<p><b>PE/TE:</b> Reading about the ways in which other issues have been solved prepares students to engage in activities of their own: 166–167, 228–229</p> <p>The information about problem solving on these pages will also help students meet this objective. 270–271, 359, 363, 367–368</p>

**Scott Foresman Social Studies--Regions  
to the  
Michigan Content Standards and Working Draft Benchmarks  
Later Elementary  
Grade Four**

Michigan Content Standards	Scott Foresman Social Studies References
<b>I. Historical Perspective</b>	
<b>Content Standard 1:</b> All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585–1763); Revolution and the New Nation (1754–1815); Expansion and Reform (1801–1861); and Civil War and Reconstruction (1850–1877); The Development of the Industrial United States (1870–1900); The Emergence of Modern America (1890–1930); The Great Depression and World War II (1929–1945); Post War United States (1945–1970); and Contemporary United States (1968–present). (Time and Chronology).	
<b>1. Measure chronological time by decades and centuries.</b>	<b>PE/TE:</b> 42, 68, 70–71, 74–75, 131, 134–135, 145, 150, 216–217, 240–241, 401–406
<b>2. Place major events in the development of their local community and the state of Michigan in chronological order.</b>	<b>PE/TE:</b> 20, 27, 42, 104–105, 107, 109, 112–113, 115–116, 118–119, 126, 129–131, 141, 143, 145, 171, 193, 209, 235, 263, 266, 374, 405
<b>3. Place major events in the early history of the United States in chronological order.</b>	<b>PE/TE:</b> 20, 27, 42, 104–105, 107, 109, 112–113, 115–116, 118–119, 126, 129–131, 141, 143, 145, 171, 193, 209, 235, 263, 266, 374, 405
<b>Content Standard 2:</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)	
<b>1. Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.</b>	<b>PE/TE:</b> 131–133, 137–138, 142–143, 203–206, 265–266, 401–404
<b>2. Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.</b>	<b>PE/TE:</b> 142–146, 211–213, 265–266, 313–314, 411–412

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.</b>	<b>PE/TE:</b> 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407
<b>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</b>	<b>PE/TE:</b> 60–61, 148–149, 200–201, 260–261, 318–319, 416–417
<b>Content Standard 3:</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)	
<b>1. Use primary sources to reconstruct past events in their local community.</b>	<b>PE/TE:</b> 23, 96–97, 158–159, 224–225, 292–293, 360–361
<b>2. Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.</b>	<b>PE/TE:</b> 61, 90, 138–139, 199, 259, 282, 303, 326, 337, 348, 383, 415, 421
<b>3. Compose simple narratives of events from the history of the state of Michigan and the United States.</b>	Instruction in sequence and specific events from history prepare students to meet this objective. <b>PE/TE:</b> 71, 133, 192, 206, 249, 266, 282, 343
<b>Content Standard 4:</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)	
<b>1. Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the Interests and values of those involved.</b>	<b>PE/TE:</b> 203–207
<b>2. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.</b>	<b>PE/TE:</b> 29, 260, 281, 304, 349

Michigan Content Standards	Scott Foresman Social Studies References
<b>II. Geographic Perspective</b>	
<b>Content Standard 1:</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)	
<b>1. Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.</b>	<b>PE/TE:</b> 41–44, 48, 126–129, 188–193, 245, 264–265, 269, 302, 340, 342, 347, 401
<b>2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.</b>	<b>PE/TE:</b> 70, 81–82, 127, 140–144, 189, 211–213, 247–250, 257, 269–271, 325, 395
<b>3. Locate and describe the major places, cultures, and communities of the nation and compare their characteristics.</b>	<b>PE/TE:</b> 70, 81–82, 127, 140–144, 189, 211–213, 247–250, 257, 269–271, 325, 395
<b>Content Standard 2:</b> All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)	
<b>1. Explain basic ecosystem concepts and processes.</b>	<b>PE/TE:</b> 12–13, 18, 22, 28, 167, 179–180, 229, 247–248, 309–311, 346–347, 378–380
<b>2. Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use.</b>	<b>PE/TE:</b> 27–29, 70, 141, 144, 180, 182–183, 189–190, 247–249, 258, 264–267, 318–319
<b>3. Describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country and explain the processes that created them.</b>	<b>PE/TE:</b> 12–13, 18, 22, 28, 167, 179–180, 229, 244, 247–248, 309–311, 346–347, 378–380
<b>4. Explain how various people and cultures have adapted to and modified the environment.</b>	<b>PE/TE:</b> 7, 18–23, 173–174, 272, 309, 378–383

Michigan Content Standards	Scott Foresman Social Studies References
<b>1. Describe major kinds of economic activity and explain the factors influencing their location.</b>	<b>PE/TE:</b> 28, 70–71, 76–77, 81–82, 143
<b>2. Describe the causes, consequences, routes and movement of major migration to the United States.</b>	<b>PE/TE:</b> 39–43
<b>3. Explain how transportation and communication link people and communities.</b>	<b>PE/TE:</b> 81–84, 141, 212, 236–237, 277–283
<b>4. Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movements.</b>	<b>PE/TE:</b> 76–77, 81–84, 141, 190, 212, 236–237, 277–283, 414
<b>Content Standard 4:</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)	
<b>1. Draw sketch maps of the community, region, and nation.</b>	These pages with instruction on map skills prepare students to meet this objective. <b>PE/TE:</b> 24–25, 86–87, 170–171, 408–409
<b>2. Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.</b>	<b>PE/TE:</b> 105, 113–114, 117, 167–168, 189–191, 211–212, 243–244, 247–249, 257–258, 325–326
<b>3. Describe the geography of Michigan at major times in its history and explain the reasons for its change.</b>	<b>PE/TE:</b> 43, 249, 265
<b>4. Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.</b>	<b>PE/TE:</b> 43, 249, 265
<b>5. Describe the Great Lakes ecosystem, and explain physical and human processes that act upon them.</b>	<b>PE/TE:</b> 232–235, 238, 257, 280
<b>6. Describe the geography of major United States regions, compare the regions, and explain the processes that created them.</b>	<b>PE/TE:</b> 11–15

Michigan Content Standards	Scott Foresman Social Studies References
<b>Content Standard 5:</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)	
<b>1. Locate major world events and explain how they impact people and the environment.</b>	<b>PE/TE:</b> 411–417
<b>III. Civic Perspective</b>	
<b>Content Standard 1:</b> All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)	
<b>1. Distinguish among local, state, and national government in the United States and describe the roles of government institutions at all three levels.</b>	<b>PE/TE:</b> 42, 47–52, 131, 137–138, 144, 189, 197, 204, 282
<b>2. Give examples of authority and the use of power without authority.</b>	<b>PE/TE:</b> 48–52, 131, 137–138, 144, 197, 204
<b>3. Give reasons for limiting the power of government.</b>	<b>PE/TE:</b> 48–52, 137–138, 144, 204
<b>Content Standard 2:</b> All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)	
<b>1. Interpret the development and summarize the main points in the Declaration of Independence.</b>	<b>PE/TE:</b> 131, 144, 197
<b>2. Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law.</b>	<b>PE/TE:</b> 48–52, 137–138, 144, 204
<b>3. Explain responsibilities citizens have to uphold constitutional rights.</b>	<b>PE/TE:</b> H2–H3, 45, 47, 50–52, 60–61, 128, 138, 141, 148–149, 200–201, 205, 207, 260–261, 265, 272–273, 318–319, 354, 416–417

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 3:</b> All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)</p>	
<p><b>1. Describe what state and federal courts are expected to do.</b></p>	<p><b>PE/TE:</b> 51</p>
<p><b>2. Describe issues that arise over constitutional rights.</b></p>	<p><b>PE/TE:</b> 51–52, 138, 205–206</p>
<p><b>Content Standard 4:</b> All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (American Government and Politics)</p>	
<p><b>1. Distinguish among making, enforcing, and interpreting laws.</b></p>	<p><b>PE/TE:</b> 47, 50–52</p>
<p><b>2. Explain how law is used to manage conflict in American society.</b></p>	<p><b>PE/TE:</b> 47, 50–52</p>
<p><b>3. Explain the basic organization of the local, state, and federal governments.</b></p>	<p><b>PE/TE:</b> 42, 47–52, 131, 137–138, 144, 189, 197, 204, 282</p>
<p><b>4. Describe how citizens participate in election campaigns.</b></p>	<p><b>PE/TE:</b> 50–51, 138, 205</p>
<p><b>Content Standard 5:</b> All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)</p>	
<p><b>1. Explain various ways that nations of the world interact with each other.</b></p>	<p><b>PE/TE:</b> 414</p>
<p><b>2. Describe events in other countries that have affected Americans and, conversely, events within the United States that have affected other countries.</b></p>	<p><b>PE/TE:</b> 41, 53, 104–105, 128, 148, 329–330, 333–336, 340, 401, 405–406, 414</p>
<p><b>IV. Economic Perspective</b></p>	
<p><b>Content Standard 1:</b> All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)</p>	
<p><b>1. Explain why people must face scarcity when making economic decisions.</b></p>	<p><b>PE/TE:</b> 26, 76–78, 81–82, 180</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Identify the opportunity costs in personal decision making situations.</b>	<b>PE/TE:</b> 78
<b>3. Use a decision making model to explain a personal choice.</b>	<b>PE/TE:</b> H5, H20, 14, 28, 49, 51, 76, 78, 111, 118, 174, 180, 200, 265, 339, 341, 380, 402
<b>4. Analyze the costs, benefits, and alternatives to using consumer credit.</b>	<b>PE/TE:</b> 75, 84
<b>Content Standard 2:</b> All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)	
<b>1. Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.</b>	<b>PE/TE:</b> 27–29, 70, 141, 144, 180, 182–183, 189–190, 247–249, 258, 264–267, 278, 314–315, 318–319, 327, 338–343, 347, 384–388, 401, 405, 414 <i>Related content:</i> Vocabulary Routines: Unit 3
<b>2. Distinguish among individual ownership, partnership, and corporation.</b>	<b>PE/TE:</b> 70–71, 76–77, 81, 247–248, 315–317
<b>3. Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.</b>	<b>PE/TE:</b> 28, 70–71, 143, 271, 273
<b>Content Standard 3:</b> All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)	
<b>1. Use a decision making model to explain a choice involving a public good or service.</b>	<b>PE/TE:</b> H5, H20
<b>2. Distinguish between the economic roles of local, state, and federal governments and cite examples of each.</b>	<b>PE/TE:</b> 47, 49
<b>3. Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute.</b>	<b>PE/TE:</b> 47, 49

Michigan Content Standards	Scott Foresman Social Studies References
<b>Content Standard 4:</b> All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)	
<b>1. Explain how prices are determined in a market economy and how they serve as a means of allocating resources.</b>	<b>PE/TE:</b> 76–77, 81–82, 180, 247–248
<b>2. Describe how they act as a producer and a consumer.</b>	<b>PE/TE:</b> 28, 70–71, 76–77, 81–82, 143 <i>Related content:</i> Vocabulary Routines: Unit 1
<b>3. Analyze how Michigan’s location has impacted its economic development.</b>	<b>PE/TE:</b> 43, 249, 265
<b>Content Standard 5:</b> All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)	
<b>1. Trace the national origin of common household items and the trade flows which brought them to the United States.</b>	<b>PE/TE:</b> 414 <i>Related content:</i> Vocabulary Routines: Unit 4
<b>2. Describe benefits of international trade to consumers and producers.</b>	<b>PE/TE:</b> 414 Related content : Vocabulary Routines : Unit 1
<b>3. Describe how businesses are involved in trade as producers, distributors, importers, and exporters.</b>	<b>PE/TE:</b> 70–71, 76–77, 82, 315–317
<b>V. Inquiry</b>	
<b>Content Standard 1:</b> All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)	
<b>1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.</b>	<b>PE/TE:</b> H4–H8, 262–263, 330–331, 376–377

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Organize social science information to make maps, graphs and tables.</b>	<b>PE/TE:</b> 24–25, 86–87, 241, 248, 313, 408–409, 413 <i>Related content:</i> H12–H22
<b>3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.</b>	<b>PE/TE:</b> H12–H22, 5, 11, 19, 22, 32, 40, 41, 55, 83, 105, 120, 127, 133, 167, 171, 181, 195., 227, 265, 281, 309, 347, 372, 381, 387, 401, 403
<b>Content Standard 2:</b> All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)	
<b>1. Pose a social science question about Michigan or the United States.</b>	<b>PE/TE:</b> 262–263, 330–331, 376–377
<b>2. Gather and analyze information using appropriate information technologies to answer the question posed.</b>	<b>PE/TE:</b> 262–263, 330–331, 376–377
<b>3. Construct an answer to the question posed and support their answer with evidence.</b>	<b>PE/TE:</b> 262–263, 330–331, 376–377
<b>4. Report the result of their investigation including the procedures followed.</b>	<b>PE/TE:</b> 262–263, 330–331, 376–377
<b>VI. Public Discourse and Decision Making</b>	
<b>Content Standard 1:</b> All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)	
<b>1. Pose local, state, and national policy issues as questions.</b>	<b>PE/TE:</b> H3, 29, 260, 281, 304, 349
<b>2. Explain how a particular public issue became a problem and why people disagree about it.</b>	<b>PE/TE:</b> H3, 29, 260, 281, 304, 349
<b>3. Evaluate possible resolutions of a public issue.</b>	<b>PE/TE:</b> H3, 29, 260, 281, 304, 349

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 2:</b> All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)</p>	
<p><b>1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.</b></p>	<p><b>PE/TE:</b> H3, 29, 260, 281, 304, 349</p>
<p><b>Content Standard 3:</b> All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)</p>	
<p><b>1. Compose a short essay expressing a decision on a local, state, or national policy issue.</b></p>	<p><b>PE/TE:</b> 262–263, 330–331, 376–377</p>
<p><b>VII. Citizen Involvement</b></p>	
<p><b>Content Standard 1:</b> All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)</p>	
<p><b>1. Report how their behavior has been guided by concern for the law.</b></p>	<p><b>PE/TE:</b> 47, 50–52</p>
<p><b>2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.</b></p>	<p><b>PE/TE:</b> H3, 29, 260, 281, 304, 349</p>

**Scott Foresman Social Studies—Michigan  
to the  
Michigan Content Standards and Working Draft Benchmarks**

**Grade Four**

Michigan Content Standards	Scott Foresman Social Studies References
<b>I. Historical Perspective</b>	
<p><b>Content Standard 1:</b> All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585–1763); Revolution and the New Nation (1754–1815); Expansion and Reform (1801–1861); and Civil War and Reconstruction (1850–1877); The Development of the Industrial United States (1870–1900); The Emergence of Modern America (1890–1930); The Great Depression and World War II (1929–1945); Post War United States (1945–1970); and Contemporary United States (1968–present). (Time and Chronology).</p>	
<p><b>1. Measure chronological time by decades and centuries.</b></p>	<p><b>PE/TE:</b> 90–91, 105, 109 In addition to these pages, the following timelines depict decades and centuries: 4–5, 58–59, 60–61, 72, 80–81, 84, 90–91, 98, 114–115, 120, 136, 140–141, 144, 146, 148, 162–163, 170–171, 184, 192–193, 208–209, 216–217, 230, 238–239</p>
<p><b>2. Place major events in the development of their local community and the state of Michigan in chronological order.</b></p>	<p><b>PE/TE:</b> 4–5, 58–59, 60–61, 66, 68, 72, 77, 80–81, 84, 87, 89, 90–91, 109, 114–115, 116–117, 120, 122, 123, 125, 127, 128, 129, 132, 136, 137, 138, 140–141, 144, 148, 151, 162–163, 171, 172–173, 178, 181, 184, 188, 192–193, 196, 199, 202, 206, 208–209, 216–217, 218–219, 224, 228, 230, 233, 238–239, R26–R28</p>
<p><b>3. Place major events in the early history of the United States in chronological order.</b></p>	<p><b>PE/TE:</b> 59, 84, 89, 92, 96, 98, 101, 104–105, 120, 121, 123, 124, 125, 126, 127, 128, 132, 140–141, 144, 146, 154, 155, 156, 158, 161, 162–163, 170–171, 178, 181, 184, 188, 192–193, 196, 199, 208–209</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 2:</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)</p>	
<p><b>1. Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.</b></p>	<p><b>PE/TE:</b> 60–61, 67–68, 73–77, 80–81, 93, 97, 102, 109, 114–115, 128–132, 133, 150, 153, 157, 159–160, 162–163, 172–173, 178–181, 184–188, 189, 191, 192–193, 198–199, 200, 208–209, 218–219, 237, 246, 247, 298</p>
<p><b>2. Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.</b></p>	<p><b>PE/TE:</b> 26, 29, 75, 85, 94, 97, 100, 102, 106–107, 133, 149, 152, 153, 157, 179, 186, 189, 191, 198, 200, 204, 237, 246, 247, 252, 285, 298</p>
<p><b>3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.</b></p>	<p><b>PE/TE:</b> 60–61, 97, 102, 114–115, 133, 153, 157, 172–173, 189, 191, 200, 218–219, 237, 246, 247, 298</p>
<p><b>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</b></p>	<p><b>PE/TE:</b> 60–61, 97, 102, 114–115, 133, 153, 157, 172–173, 189, 191, 200, 218–219, 237, 246, 247, 298</p>
<p><b>Content Standard 3:</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)</p>	
<p><b>1. Use primary sources to reconstruct past events in their local community.</b></p>	<p><b>PE/TE:</b> 31, 43, 45, 58–59, 69, 77, 100, 112–113, 127, 133, 149, 156, 157, 170–171, 185, 189, 191, 198, 199, 216–217, 254, 264–265, 273, 277, 298, 306–307</p>
<p><b>2. Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.</b></p>	<p><b>PE/TE:</b> 79, 96, 125, 137, 145, 156, 168, 257, 283</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Compose simple narratives of events from the history of the state of Michigan and the United States.</b>	<b>PE/TE:</b> 81, 95, 102, 105, 109, 110, 127, 131, 163, 167, 181, 193, 209, 257, 261
<b>Content Standard 4:</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)	
<b>1. Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the Interests and values of those involved.</b>	<b>PE/TE:</b> 81, 95, 102, 105, 109, 110, 127, 131, 163, 167, 181, 193, 209, 257, 261
<b>2. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.</b>	<b>PE/TE:</b> 81, 95, 102, 105, 109, 110, 127, 131, 153, 163, 167, 181, 191, 193, 209, 247, 257, 261
<b>II. Geographic Perspective</b>	
<b>Content Standard 1:</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)	
<b>1. Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.</b>	<b>PE/TE:</b> 13, 32–33, 67, 72–77, 80–81, 149, 157, 198–199, 200
<b>2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.</b>	<b>PE/TE:</b> 11, 13, 38–39, 41, 44–45, 50–51, 67, 72–77, 80–81, 103, 155, 175, 177, 178–181, 191, 192–193, 204, 207, 208–209, 255, 284
<b>3. Locate and describe the major places, cultures, and communities of the nation and compare their characteristics.</b>	<b>PE/TE:</b> 11, 13, 38–39, 44–45, 50–51, 67, 72–77, 80–81, 175, 177, 178–181, 191, 192–193, 204, 208–209

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 2:</b> All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)</p>	
<p><b>1. Explain basic ecosystem concepts and processes.</b></p>	<p><b>PE/TE:</b> H6, 7, 21–23, 24–28, 29, 32–33</p>
<p><b>2. Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use.</b></p>	<p><b>PE/TE:</b> 7, 22–23, 27, 32–33, 35, 37–40, 44–45, 50–51, 132, 206, 209, 221, 225–226, 229, 241, 242–243, 256–257</p>
<p><b>3. Describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country and explain the processes that created them.</b></p>	<p><b>PE/TE:</b> 2–3, 7, 11, 14, 16–17, 20–23, 24–28, 32–33, 35, 36–40, 42–46, 50–51, 132, 206, 209, 221, 225–226, 229, 241, 242–243, 256–257, 258–259</p>
<p><b>4. Explain how various people and cultures have adapted to and modified the environment.</b></p>	<p><b>PE/TE:</b> H6, 7, 28, 29, 30–31, 39–40, 50–51, 63, 67, 72–77, 80–81, 130–132, 135, 203, 209, 226, 244, 256–257</p>
<p><b>Content Standard 3:</b> All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)</p>	
<p><b>1. Describe major kinds of economic activity and explain the factors influencing their location.</b></p>	<p><b>PE/TE:</b> 22–23, 32–33, 177, 180, 192–193, 195, 197–199, 205, 207, 208–209, 212, 216–217, 221, 223, 225–227, 229, 231–233, 234–236, 237, 238–239, 241, 242, 245, 248–249, 251–253, 255, 256–257, 260</p>
<p><b>2. Describe the causes, consequences, routes and movement of major migration to the United States.</b></p>	<p><b>PE/TE:</b> 175, 177, 178–179, 193, 212, 244</p>
<p><b>3. Explain how transportation and communication link people and communities.</b></p>	<p><b>PE/TE:</b> 130–131, 134–135, 140–141, 175, 177, 179, 192–193, 195, 203, 205, 208–209, 210–211, 226, 232, 244, 250–253, 256–257, 260</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>4. Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movements.</b></p>	<p><b>PE/TE:</b> 130–131, 134–135, 140–141, 175, 177, 179, 192–193, 195, 203, 205, 208–209, 210–211, 226, 232, 244, 250–253, 256–257, 260</p>
<p><b>Content Standard 4:</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)</p>	
<p><b>1. Draw sketch maps of the community, region, and nation.</b></p>	<p><b>PE/TE:</b> 37, 55, 56, 123, 156, 233, 249, 261</p>
<p><b>2. Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.</b></p>	<p><b>PE/TE:</b> 11–13, 32–33, 35, 38–39, 41, 50–51, 54, 77, 103, 113, 121, 130–132, 140–141, 155, 179–180, 207, 244–245, 255, 281, 283, 284, 287, 292, 297, 299</p>
<p><b>3. Describe the geography of Michigan at major times in its history and explain the reasons for its change.</b></p>	<p><b>PE/TE:</b> 7, 10–14, 16–17, 18–19, 22, 26–27, 32–33, 35, 36–41, 42–46, 48–49, 50–51, 54, 63</p>
<p><b>4. Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.</b></p>	<p><b>PE/TE:</b> 7, 10–14, 32–33, 36–40, 41, 42–46, 50–51, 54, 225–226, 229, 235–236, 237–238, 242–245, 250–253, 256–257, 260</p>
<p><b>5. Describe the Great Lakes ecosystem, and explain physical and human processes that act upon them.</b></p>	<p><b>PE/TE:</b> 26–27, 32–33</p>
<p><b>6. Describe the geography of major United States regions, compare the regions, and explain the processes that created them.</b></p>	<p><b>PE/TE:</b> 14, 18–19, 22, 32–33, 37, R8–R9</p>
<p><b>Content Standard 5:</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)</p>	
<p><b>1. Locate major world events and explain how they impact people and the environment.</b></p>	<p><b>PE/TE:</b> 98–101, 104–105, 108, 124–127, 180, 192–193, 196–199, 205, 208–209, 212</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>III. Civic Perspective</b>	
Content Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)	
<b>1. Distinguish among local, state, and national government in the United States and describe the roles of government institutions at all three levels.</b>	<b>PE/TE:</b> 272–276, 277, 280–283, 286–287, 290–293, 304–305
<b>2. Give examples of authority and the use of power without authority.</b>	<b>PE/TE:</b> 98–101, 104–105, 120–123, 136–138, 140–141, 154–156, 162–163, 274–276, 282, 286–287
<b>3. Give reasons for limiting the power of government.</b>	<b>PE/TE:</b> 143, 146, 156, 162–163, 274, 282, 286
<b>Content Standard 2:</b> All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)	
<b>1. Interpret the development and summarize the main points in the Declaration of Independence.</b>	<b>PE/TE:</b> 59, 99, 105
<b>2. Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law.</b>	<b>PE/TE:</b> 121, 143, 146, 152, 162–163, 173, 181, 182–183, 204, 208–209, 269, 271, 274, 286–287, 294–295, 297, 298, 304–305, 308
<b>3. Explain responsibilities citizens have to uphold constitutional rights.</b>	<b>PE/TE:</b> 173, 204, 208–209, 235, 238–239, 271, 283, 286–287, 289, 293, 294–297, 298, 299, 300–302, 304–305, 308

Michigan Content Standards	Scott Foresman Social Studies References
<b>Content Standard 3:</b> All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)	
<b>1. Describe what state and federal courts are expected to do.</b>	<b>PE/TE:</b> 266, 273, 275–276, 277, 286–287
<b>2. Describe issues that arise over constitutional rights.</b>	<b>PE/TE:</b> 146, 162–163, 173, 181, 182–183, 204, 208–209, 292, 297, 298, 304–305
<b>Content Standard 4:</b> All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (American Government and Politics)	
<b>1. Distinguish among making, enforcing, and interpreting laws.</b>	<b>PE/TE:</b> 273, 275–276, 277, 281, 286–287
<b>2. Explain how law is used to manage conflict in American society.</b>	<b>PE/TE:</b> 292–293, 300–302, 304–305
<b>3. Explain the basic organization of the local, state, and federal governments.</b>	<b>PE/TE:</b> 272–276, 277, 280–283, 286–287, 290–293, 304–305
<b>4. Describe how citizens participate in election campaigns.</b>	<b>PE/TE:</b> 296–297, 302, 304–305
<b>Content Standard 5:</b> All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)	
<b>1. Explain various ways that nations of the world interact with each other.</b>	<b>PE/TE:</b> 98–101, 104–105, 108, 124–127, 180, 192–193, 196–199, 205, 208–209, 212, 232, 238–239, 253, 255, 256–257
<b>2. Describe events in other countries that have affected Americans and, conversely, events within the United States that have affected other countries.</b>	<b>PE/TE:</b> 98–101, 104–105, 108, 124–127, 180, 192–193, 196–199, 205, 208–209, 212

Michigan Content Standards	Scott Foresman Social Studies References
<b>IV. Economic Perspective</b>	
<p><b>Content Standard 1:</b> All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)</p>	
<p><b>1. Explain why people must face scarcity when making economic decisions.</b></p>	<p><b>PE/TE:</b> 231</p>
<p><b>2. Identify the opportunity costs in personal decision making situations.</b></p>	<p><b>PE/TE:</b> 231, 238</p>
<p><b>3. Use a decision making model to explain a personal choice.</b></p>	<p><b>PE/TE:</b> H5, 22, 30, 231, 232</p>
<p><b>4. Analyze the costs, benefits, and alternatives to using consumer credit.</b></p>	<p><b>PE/TE:</b> 228, 239</p>
<p><b>Content Standard 2:</b> All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)</p>	
<p><b>1. Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.</b></p>	<p><b>PE/TE:</b> 22–23, 32–33, 35, 38–39, 44–46, 50–51, 55, 221, 225–226, 232–233, 239</p>
<p><b>2. Distinguish among individual ownership, partnership, and corporation.</b></p>	<p><b>PE/TE:</b> 236, 237, 239</p>
<p><b>3. Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.</b></p>	<p><b>PE/TE:</b> 179–180, 187–188, 189, 192–193, 197–199, 205, 207, 208–209, 218–219, 221, 223, 225–226, 229, 231–232, 237, 238–239, 241, 242–245, 248–249, 255, 256–257</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 3:</b> All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)</p>	
<p><b>1. Use a decision making model to explain a choice involving a public good or service.</b></p>	<p><b>PE/TE:</b> H5, 231, 235, 238–239</p>
<p><b>2. Distinguish between the economic roles of local, state, and federal governments and cite examples of each.</b></p>	<p><b>PE/TE:</b> 235, 238–239, 281, 285, 287</p>
<p><b>3. Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute.</b></p>	<p><b>PE/TE:</b> H5, 300–302, 304–305</p>
<p><b>Content Standard 4:</b> All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)</p>	
<p><b>1. Explain how prices are determined in a market economy and how they serve as a means of allocating resources.</b></p>	<p><b>PE/TE:</b> 221, 227, 238–239</p>
<p><b>2. Describe how they act as a producer and a consumer.</b></p>	<p><b>PE/TE:</b> 221, 227, 230–233, 238–239</p>
<p><b>3. Analyze how Michigan’s location has impacted its economic development.</b></p>	<p><b>PE/TE:</b> 38–39, 43–46, 50–51, 223, 226, 232, 238–239, 244–245, 252–253, 255, 256–257</p>
<p><b>Content Standard 5:</b> All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)</p>	
<p><b>1. Trace the national origin of common household items and the trade flows which brought them to the United States.</b></p>	<p><b>PE/TE:</b> 223, 232, 238–239, 253, 255, 256–257</p>
<p><b>2. Describe benefits of international trade to consumers and producers.</b></p>	<p><b>PE/TE:</b> 223, 232, 238–239, 253, 255, 256–257</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Describe how businesses are involved in trade as producers, distributors, importers, and exporters.</b>	<b>PE/TE:</b> 223, 227, 232–233, 238–239, 253, 255, 256–257
<b>V. Inquiry</b>	
<b>Content Standard 1:</b> All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)	
<b>1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.</b>	<b>PE/TE:</b> H16–H21, 4, 5, 9, 10, 14, 15, 17, 20, 24, 32, 35, 40, 42, 47, 51, 55, 56, 60, 61, 65, 66, 68, 69, 71, 73, 81, 83, 84, 92, 96, 97, 98, 101, 102, 103, 105, 108, 109, 110, 114, 115, 119, 120, 124, 128, 136, 141, 143, 144, 147, 148, 154, 157, 158, 163, 166, 167, 168, 173, 177, 178, 183, 184, 189, 193, 195, 196, 198, 200, 202, 207, 209, 212, 218, 219, 223, 224, 230, 234, 237, 239, 241, 242, 246, 247, 250, 254, 257, 261, 266, 267, 271, 272, 277, 280, 287, 289, 290, 294, 298, 300, 305, 309, 310
<b>2. Organize social science information to make maps, graphs and tables.</b>	<b>PE/TE:</b> 21, 23, 37, 55, 56, 109, 123, 156, 211, 213, 233, 228, 236, 243, 248, 249, 261
<b>3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.</b>	<b>PE/TE:</b> H12–H15, 11, 16–17, 33, 37, 38, 43, 44, 70, 71, 73, 87, 94, 99, 121, 122, 126, 137, 145, 150, 160, 179, 198, 203, 226, 229, 243, 275, 281, 285, 290, R4–R5, R6–R7, R8–R9, R10–R11, R14–R17, R20, R21, R22, R23
<b>Content Standard 2:</b> All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)	
<b>1. Pose a social science question about Michigan or the United States.</b>	<b>PE/TE:</b> H22, 4, 40, 55, 60, 68, 102, 103, 114, 147, 160, 167, 172, 207, 218, 266, 303, 305
<b>2. Gather and analyze information using appropriate information technologies to answer the question posed.</b>	<b>PE/TE:</b> H16–H22, 40, 55, 68, 102, 103, 139, 141, 147, 160, 167, 207, 303, 305

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Construct an answer to the question posed and support their answer with evidence.</b>	<b>PE/TE:</b> H22, 40, 55, 68, 102, 103, 147, 160, 167, 207, 303, 305
<b>4. Report the result of their investigation including the procedures followed.</b>	<b>PE/TE:</b> H22, 40, 55, 68, 102, 103, 147, 160, 167, 207, 303, 305
<b>VI. Public Discourse and Decision Making</b>	
<b>Content Standard 1:</b> All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)	
<b>1. Pose local, state, and national policy issues as questions.</b>	<b>PE/TE:</b> H5, 231, 281, 283, 287, 297, 299, 301–302, 303, 304–305
<b>2. Explain how a particular public issue became a problem and why people disagree about it.</b>	<b>PE/TE:</b> H5, 231, 281, 283, 287, 297, 299, 301–302, 303, 304–305
<b>3. Evaluate possible resolutions of a public issue.</b>	<b>PE/TE:</b> H5, 231, 281, 283, 287, 297, 299, 301–302, 303, 304–305
<b>Content Standard 2:</b> All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)	
<b>1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.</b>	<b>PE/TE:</b> 22, 30, 31, 40, 231, 274, 283, 297, 298, 299, 302, 305
<b>Content Standard 3:</b> All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)	
<b>1. Compose a short essay expressing a decision on a local, state, or national policy issue.</b>	<b>PE/TE:</b> H22, 30, 233, 281, 283, 287, 296, 301, 303, 305

Michigan Content Standards	Scott Foresman Social Studies References
<b>VII. Citizen Involvement</b>	
<b>Content Standard 1:</b> All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)	
<b>1. Report how their behavior has been guided by concern for the law.</b>	<b>PE/TE:</b> 274, 287, 292–293, 295
<b>2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.</b>	<b>PE/TE:</b> H4, 28, 29, 33, 283, 299, 300–302, 305

**Scott Foresman Social Studies—The United States  
to the  
Michigan Content Standards and Working Draft Benchmarks  
Later Elementary  
Grade Five**

Michigan Content Standards	Scott Foresman Social Studies References
<b>I. Historical Perspective</b>	
<b>Content Standard 1:</b> All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585–1763); Revolution and the New Nation (1754–1815); Expansion and Reform (1801–1861); and Civil War and Reconstruction (1850–1877); The Development of the Industrial United States (1870–1900); The Emergence of Modern America (1890–1930); The Great Depression and World War II (1929–1945); Post War United States (1945–1970); and Contemporary United States (1968–present). (Time and Chronology).	
<b>1. Measure chronological time by decades and centuries.</b>	<b>PE/TE:</b> 135–139, 224–227, 232–233, 289–291, 302–308, 312–313, 314–319, 339–340, 401, 409, 461, 477, 479, 514–515, 517–521, 556, 613, 642–644
<b>2. Place major events in the development of their local community and the state of Michigan in chronological order.</b>	Instruction in sequence and specific events from history prepare students to meet this objective. <b>PE/TE:</b> 109, 130–131, 138, 145, 150, 152, 186, 308, 534–535, 541, 552, 557–558, 567, 586 <i>Related content:</i> Vocabulary Routines: Unit 4
<b>3. Place major events in the early history of the United States in chronological order.</b>	<b>PE/TE:</b> 62–63, 135–139, 170, 289–291, 302–308, 312–319, 339–340, 345–347, 373–374
<b>Content Standard 2:</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)	
<b>1. Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.</b>	<b>PE/TE:</b> 109, 130–131, 135–139, 138, 145, 150, 152, 186, 224–227, 232–233, 289–291, 302–308, 312–313, 314–319, 339–340, 401, 409, 461, 477, 479, 514–515, 517–521, 534–535, 541, 552, 556–558, 567, 586, 613, 642–644

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>2. Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.</b></p>	<p><b>PE/TE:</b> 8, 10–12, 111, 211, 277, 347, 383, 433, 443, 465–466, 472, 493, 549, 565, 570, 626, 647</p>
<p><b>3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.</b></p>	<p><b>PE/TE:</b> 23–24, 31–32, 163–164, 183–184, 221–222, 283–284, 301–302, 309–310, 351–352, 367–368, 385–386, 407–408, 421–422, 437–438, 475–476, 483–487, 497–498, 583–584, 623–624, 631–632, 645–646</p>
<p><b>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</b></p>	<p><b>PE/TE:</b> 40–41, 92–93, 184–185, 274–275, 422–423, 504–505, 668–669</p>
<p><b>Content Standard 3:</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)</p>	
<p><b>1. Use primary sources to reconstruct past events in their local community.</b></p>	<p><b>PE/TE:</b> H4–H6, 2–3, 126–127, 194–195, 260–261, 284–285, 330–331, 394–395, 456–457, 530–531</p>
<p><b>2. Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.</b></p>	<p><b>PE/TE:</b> 468–469</p> <p>Analyzing issues for which there were opposing points of view prepares students to meet this objective. 222, 310, 368, 468–469, 576</p>
<p><b>3. Compose simple narratives of events from the history of the state of Michigan and the United States.</b></p>	<p>Instruction in sequence and specific events from history prepare students to meet this objective. <b>PE/TE:</b> 109, 130–131, 138, 145, 150, 152, 186, 243, 534–535, 541, 552, 557–558, 567, 586</p>
<p><b>Content Standard 4:</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)</p>	

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>1. Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the Interests and values of those involved.</b></p>	<p><b>PE/TE:</b> 156–158, 268–270, 276–277, 294–330, 344–348, 380–382, 416–425, 464–467, 470–471, 476–479, 484–487, 642–649</p> <p><i>Related content:</i> Vocabulary Routines: Unit 7</p>
<p><b>2. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.</b></p>	<p><b>PE/TE:</b> H3, 40–41, 92–93, 184–185, 222, 274–275, 310, 368, 422–423, 504–505, 576, 666–669</p>
<p><b>II. Geographic Perspective</b></p>	
<p><b>Content Standard 1:</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)</p>	
<p><b>1. Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.</b></p>	<p><b>PE/TE:</b> 56–57, 61–64, 67–69, 78–79, 83–84, 89–90, 95–96, 108, 214</p>
<p><b>2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.</b></p>	<p><b>PE/TE:</b> 61–64, 76–80, 82–85, 88–91, 94–97, 430–432, 442–445</p>
<p><b>3. Locate and describe the major places, cultures, and communities of the nation and compare their characteristics.</b></p>	<p><b>PE/TE:</b> 24–30, 430–432, 442–445</p>
<p><b>Content Standard 2:</b> All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)</p>	
<p><b>1. Explain basic ecosystem concepts and processes.</b></p>	<p><b>PE/TE:</b> H10–H11, 19, 28, 36–38, 62, 89, 95, 240–243, 424–430</p>
<p><b>2. Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use.</b></p>	<p><b>PE/TE:</b> 25, 27–28, 57, 78, 165, 199, 240–243, 373, 411, 414–415, 599, 604–605</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country and explain the processes that created them.</b>	<b>PE/TE:</b> H10–H11, 28, 57, 62–63, 89, 438–441, 476, 479, 547–548, 550–551, 569, 581, 620–621
<b>4. Explain how various people and cultures have adapted to and modified the environment.</b>	<b>PE/TE:</b> 28, 57, 401, 409, 629–630, 637
<b>Content Standard 3:</b> All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)	
<b>1. Describe major kinds of economic activity and explain the factors influencing their location.</b>	<b>PE/TE:</b> 19, 21, 203–205
<b>2. Describe the causes, consequences, routes and movement of major migration to the United States.</b>	<b>PE/TE:</b> 202–204, 206–207, 211, 214, 216–220, 254–255
<b>3. Explain how transportation and communication link people and communities.</b>	<b>PE/TE:</b> 512–515, 539–541, 547, 563, 565 <i>Related content:</i> Vocabulary Routines: Unit 8
<b>4. Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movements.</b>	<b>PE/TE:</b> H10–H11, 55, 240–243, 370–373, 438–439, 442–443, 538–541, 568–574, 648–649
<b>Content Standard 4:</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)	
<b>1. Draw sketch maps of the community, region, and nation.</b>	Pages with instruction on map skills prepare students to meet this objective. <b>PE/TE:</b> H16–H22, 32–33, 140–141, 244–245, 378–379, 512–513, 542–543, 656–657
<b>2. Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.</b>	<b>PE/TE:</b> 24–30, 173, 182, 198–199, 214, 227–228, 398–399, 413, 424, 436
<b>3. Describe the geography of Michigan at major times in its history and explain the reasons for its change.</b>	<b>PE/TE:</b> Pages H10–H11 and 424–430 discuss community environment and geography

Michigan Content Standards	Scott Foresman Social Studies References
<b>4. Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.</b>	<b>PE/TE:</b> Pages H10–H11 and 424–430 discuss community environment and geography.
<b>5. Describe the Great Lakes ecosystem, and explain physical and human processes that act upon them.</b>	<b>PE/TE:</b> Pages 36 and 38 discuss ecosystems and the impact that humans have on them.
<b>6. Describe the geography of major United States regions, compare the regions, and explain the processes that created them.</b>	<b>PE/TE:</b> 19, 28, 36–38, 62, 89, 95, 240–243, 424–430
<b>Content Standard 5:</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)	
<b>1. Locate major world events and explain how they impact people and the environment.</b>	<b>PE/TE:</b> 608–614, 616–617, 624–625, 636–641, 650–655, 658–667
<b>III. Civic Perspective</b>	
<b>Content Standard 1:</b> All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)	
<b>1. Distinguish among local, state, and national government in the United States and describe the roles of government institutions at all three levels.</b>	<b>PE/TE:</b> 15–17, 339, 346–350, 354–355, 477, 485, 487
<b>2. Give examples of authority and the use of power without authority.</b>	<b>PE/TE:</b> 269–270, 274–275, 339, 346, 348
<b>3. Give reasons for limiting the power of government.</b>	<b>PE/TE:</b> 15, 339, 346, 348 <i>Related content:</i> Vocabulary Routines: Unit 5
<b>Content Standard 2:</b> All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)	
<b>1. Interpret the development and summarize the main points in the Declaration of Independence.</b>	<b>PE/TE:</b> 295, 298–301, 339, R26–R29

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law.</b>	<b>PE/TE:</b> 15, 333, 337, 345–348, R30–R49
<b>3. Explain responsibilities citizens have to uphold constitutional rights.</b>	<b>PE/TE:</b> 5, 16, 184–185, 270, 272, 274–275, 299–300, 310–311, 353–354, 404, 416, 418–420, 422–423, 612, 614, 642–643, 646–648
<b>Content Standard 3:</b> All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)	
<b>1. Describe what state and federal courts are expected to do.</b>	<b>PE/TE:</b> 339
<b>2. Describe issues that arise over constitutional rights.</b>	<b>PE/TE:</b> 184–184, 353–354, 416, 418–423, 463, 466–467, 478, 480, 643
<b>Content Standard 4:</b> All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (American Government and Politics)	
<b>1. Distinguish among making, enforcing, and interpreting laws.</b>	<b>PE/TE:</b> 269–270, 274–275, 339, 346, 348, 642–644
<b>2. Explain how law is used to manage conflict in American society.</b>	<b>PE/TE:</b> 269–270, 274–275, 339, 346, 348, 642–644
<b>3. Explain the basic organization of the local, state, and federal governments.</b>	<b>PE/TE:</b> 15–17, 339, 346–350, 354–355, 477, 485, 487
<b>4. Describe how citizens participate in election campaigns.</b>	<b>PE/TE:</b> 16–17, 363, 404, 466, 517–520, 612, 646
<b>Content Standard 5:</b> All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)	
<b>1. Explain various ways that nations of the world interact with each other.</b>	<b>PE/TE:</b> 608–614, 624–625, 636–641, 650–655, 658–667

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Describe events in other countries that have affected Americans and, conversely, events within the United States that have affected other countries.</b>	<b>PE/TE:</b> 608–614, 616–617, 626–627, 650–655
<b>IV. Economic Perspective</b>	
<b>Content Standard 1:</b> All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)	
<b>1. Explain why people must face scarcity when making economic decisions.</b>	<b>PE/TE:</b> 19, 32, 619
<b>2. Identify the opportunity costs in personal decision making situations.</b>	<b>PE/TE:</b> 19, 32, 619
<b>3. Use a decision making model to explain a personal choice.</b>	<b>PE/TE:</b> Page H3 describes a decision-making model.
<b>4. Analyze the costs, benefits, and alternatives to using consumer credit.</b>	<b>PE/TE:</b> 21 <i>Related content:</i> Vocabulary Routines: Unit 5
<b>Content Standard 2:</b> All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)	
<b>1. Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.</b>	<b>PE/TE:</b> 35–36, 602–603
<b>2. Distinguish among individual ownership, partnership, and corporation.</b>	These pages prepare students to meet this objective. <b>PE/TE:</b> 401, 409, 564, 566

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.</b>	These pages prepare students to meet this objective. <b>PE/TE:</b> 401, 409, 564, 566 <i>Related content:</i> Vocabulary Routines: Unit 6
<b>Content Standard 3:</b> All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)	
<b>1. Use a decision making model to explain a choice involving a public good or service.</b>	<b>PE/TE:</b> H3
<b>2. Distinguish between the economic roles of local, state, and federal governments and cite examples of each.</b>	<b>PE/TE:</b> 19, 339, 346, 348
<b>3. Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute.</b>	<b>PE/TE:</b> 19
<b>Content Standard 4:</b> All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)	
<b>1. Explain how prices are determined in a market economy and how they serve as a means of allocating resources.</b>	<b>PE/TE:</b> 19
<b>2. Describe how they act as a producer and a consumer.</b>	<b>PE/TE:</b> E4–E5, 19
<b>3. Analyze how Michigan’s location has impacted its economic development.</b>	<b>PE/TE:</b> Pages 24–28 discuss regional impact.
<b>Content Standard 5:</b> All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)	
<b>1. Trace the national origin of common household items and the trade flows which brought them to the United States.</b>	<b>PE/TE:</b> 102–104, 106–108, 112–115, 206
<b>2. Describe benefits of international trade to consumers and producers.</b>	<b>PE/TE:</b> 102–104, 106–108, 112–115, 206

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Describe how businesses are involved in trade as producers, distributors, importers, and exporters.</b>	<b>PE/TE:</b> 20, 61, 102–104, 106–108, 112, 114–115, 206–207
<b>V. Inquiry</b>	
<b>Content Standard 1:</b> All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)	
<b>1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.</b>	<b>PE/TE:</b> H6–H8, 12–13, 58–59, 86–87, 114, 116–117, 208–209, 248, 278, 284–285, 356–357, 365, 412, 414–415, 507, 550, 604, 606–607
<b>2. Organize social science information to make maps, graphs and tables.</b>	<b>PE/TE:</b> H12–H22, 8–9, 12–13, 20, 58–59, 114, 136, 159, 161, 181, 211, 225, 248, 278, 347, 365, 412, 416, 465, 493, 507, 519, 550, 570, 604, 647
<b>3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.</b>	<b>PE/TE:</b> H12–H22, 8–9, 12–13, 20, 58–59, 114, 136, 159, 161, 181, 211, 225, 248, 278, 347, 365, 412, 416, 465, 493, 507, 519, 550, 570, 604, 647
<b>Content Standard 2:</b> All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)	
<b>1. Pose a social science question about Michigan or the United States.</b>	<b>PE/TE:</b> These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. 86–87, 208–209, 284–285, 356–357  These pages highlight various issues that prepare students to consider issues in their own communities or in the United States. 222–223, 310–311, 368–369, 576–577

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>2. Gather and analyze information using appropriate information technologies to answer the question posed.</b></p>	<p><b>PE/TE:</b> These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. H6–H8, 86–87, 208–209, 284–285, 356–357</p> <p>These pages highlight various issues that prepare students to consider issues in their own communities or in the United States: 222–223, 310–311, 368–369, 576–577</p>
<p><b>3. Construct an answer to the question posed and support their answer with evidence.</b></p>	<p><b>PE/TE:</b> These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. H9, 86–87, 208–209, 284–285, 356–357</p> <p>These pages highlight various issues that prepare students to consider issues in their own communities or in the United States: 222–223, 310–311, 368–369, 576–577</p>
<p><b>4. Report the result of their investigation including the procedures followed.</b></p>	<p><b>PE/TE:</b> These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. H9, 86–87, 208–209, 284–285, 356–357</p> <p>These pages highlight various issues that prepare students to consider issues in their own communities or in the United States: 222–223, 310–311, 368–369, 576–577</p>
<p><b>VI. Public Discourse and Decision Making</b></p>	
<p><b>Content Standard 1:</b> All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)</p>	

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>1. Pose local, state, and national policy issues as questions.</b></p>	<p><b>PE/TE:</b> Page H3 provides a problem-solving model.</p> <p>These pages offer issues that can be examined and evaluated. 222–223, 310–311, 368–369, 576–577</p>
<p><b>2. Explain how a particular public issue became a problem and why people disagree about it.</b></p>	<p><b>PE/TE:</b> Page H3 provides a problem-solving model.</p> <p>These pages offer issues that can be examined and evaluated. 222–223, 310–311, 368–369, 576–577</p>
<p><b>3. Evaluate possible resolutions of a public issue.</b></p>	<p><b>PE/TE:</b> Page H3 provides a problem-solving model.</p> <p>These pages offer issues that can be examined and evaluated. 222–223, 310–311, 368–369, 576–577</p>
<p><b>Content Standard 2:</b> All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)</p>	
<p><b>1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.</b></p>	<p>Issues discussed on these pages prepare students to discuss issues about their own communities. <b>PE/TE:</b> 222–223, 310–311, 368–369, 576–577</p>
<p><b>Content Standard 3:</b> All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)</p>	
<p><b>1. Compose a short essay expressing a decision on a local, state, or national policy issue.</b></p>	<p>These pages prepare students to meet this objective. <b>PE/TE:</b> H3, H9, 86–87, 208–209, 284–285, 356–357, 642–644, 646</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>VII. Citizen Involvement</b>	
<b>Content Standard 1:</b> All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)	
<b>1. Report how their behavior has been guided by concern for the law.</b>	<b>PE/TE:</b> 16, 184–185, 270, 272, 274–275, 299–300, 310–311, 353–354, 404, 416, 418–420, 422–423, 612, 614, 642–643, 646–648
<b>2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.</b>	Reading on these pages about ways in which other issues have been resolved prepares students to engage in activities of their own. <b>PE/TE:</b> 40–41, 92–93, 184–185, 274–275, 422–423, 504–505, 668–669

**Scott Foresman Social Studies—Building a Nation  
to the  
Michigan Content Standards and Working Draft Benchmarks  
Later Elementary  
Grade Five**

Michigan Content Standards	Scott Foresman Social Studies References
<b>I. Historical Perspective</b>	
<p><b>Content Standard 1:</b> All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585–1763); Revolution and the New Nation (1754–1815); Expansion and Reform (1801–1861); and Civil War and Reconstruction (1850–1877); The Development of the Industrial United States (1870–1900); The Emergence of Modern America (1890–1930); The Great Depression and World War II (1929–1945); Post War United States (1945–1970); and Contemporary United States (1968–present). (Time and Chronology).</p>	
<p><b>1. Measure chronological time by decades and centuries.</b></p>	<p><b>PE/TE:</b> 135–139, 224–227, 232–233, 289–291, 302–308, 312–313, 314–319, 339–340, 401, 409, 461, 477, 479, 514–515, 517–521</p>
<p><b>2. Place major events in the development of their local community and the state of Michigan in chronological order.</b></p>	<p><b>PE/TE:</b> 109, 130–131, 138, 145, 150, 152, 186, 308 <i>Related content:</i> Vocabulary Routines: Unit 4</p>
<p><b>3. Place major events in the early history of the United States in chronological order.</b></p>	<p><b>PE/TE:</b> 62–63, 135–139, 170, 289–291, 302–308, 312–319, 339–340, 345–347, 373–374</p>
<p><b>Content Standard 2:</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)</p>	
<p><b>1. Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.</b></p>	<p><b>PE/TE:</b> 109, 130–131, 135–139, 138, 145, 150, 152, 186, 224–227, 232–233, 289–291, 302–308, 312–313, 314–319, 339–340, 401, 409, 461, 477, 479, 514–515, 517–521</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>2. Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.</b></p>	<p><b>PE/TE:</b> 8, 10–12, 111, 211, 277, 347, 383, 433, 443, 465–466, 472, 493</p>
<p><b>3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.</b></p>	<p><b>PE/TE:</b> 23–24, 31–32, 163–164, 183–184, 221–222, 283–284, 301–302, 309–310, 351–352, 367–368, 385–386, 407–408, 421–422, 437–438, 475–476, 483–487, 497–498</p>
<p><b>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</b></p>	<p><b>PE/TE:</b> 40–41, 92–93, 184–185, 274–275, 422–423, 504–505</p>
<p><b>Content Standard 3:</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)</p>	
<p><b>1. Use primary sources to reconstruct past events in their local community.</b></p>	<p><b>PE/TE:</b> H4–H6, 2–3, 126–127, 194–195, 260–261, 284–285, 330–331, 394–395, 456–457</p>
<p><b>2. Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.</b></p>	<p><b>PE/TE:</b> 468–469</p> <p>Analyzing issues for which there were opposing points of view prepares students to meet this objective. 222, 310, 368, 468–469</p>
<p><b>3. Compose simple narratives of events from the history of the state of Michigan and the United States.</b></p>	<p>Instruction in sequence and specific events from history prepare students to meet this objective. <b>PE/TE:</b> 109, 130–131, 138, 145, 150, 152, 186, 243</p>
<p><b>Content Standard 4:</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)</p>	
<p><b>1. Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the Interests and values of those involved.</b></p>	<p><b>PE/TE:</b> 156–158, 268–270, 276–277, 294–330, 344–348, 380–382, 416–425, 464–467, 470–471, 476–479, 484–487</p> <p><i>Related content:</i> Vocabulary Routines: Unit 7</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.</b>	<b>PE/TE:</b> H3, 40–41, 92–93, 184–185, 222, 274–275, 310, 368, 422–423, 504–505
<b>II. Geographic Perspective</b>	
<b>Content Standard 1:</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)	
<b>1. Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.</b>	<b>PE/TE:</b> 56–57, 61–64, 67–69, 78–79, 83–84, 89–90, 95–96, 108, 214
<b>2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.</b>	<b>PE/TE:</b> 61–64, 76–80, 82–85, 88–91, 94–97, 430–432, 442–445
<b>3. Locate and describe the major places, cultures, and communities of the nation and compare their characteristics.</b>	<b>PE/TE:</b> 24–30, 430–432, 442–445
<b>Content Standard 2:</b> All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)	
<b>1. Explain basic ecosystem concepts and processes.</b>	<b>PE/TE:</b> H10–H11, 19, 28, 36–38, 62, 89, 95, 240–243, 424–430
<b>2. Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use.</b>	<b>PE/TE:</b> 25, 27–28, 57, 78, 165, 199, 240–243, 373, 411, 414–415
<b>3. Describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country and explain the processes that created them.</b>	<b>PE/TE:</b> H10–H11, 28, 57, 62–63, 89, 438–441, 476, 479

Michigan Content Standards	Scott Foresman Social Studies References
<b>4. Explain how various people and cultures have adapted to and modified the environment.</b>	<b>PE/TE:</b> 28, 57, 401, 409
<b>Content Standard 3:</b> All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)	
<b>1. Describe major kinds of economic activity and explain the factors influencing their location.</b>	<b>PE/TE:</b> 19, 21, 203–205
<b>2. Describe the causes, consequences, routes and movement of major migration to the United States.</b>	<b>PE/TE:</b> 202–204, 206–207, 211, 214, 216–220, 254–255
<b>3. Explain how transportation and communication link people and communities.</b>	<b>PE/TE:</b> 512–515
<b>4. Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movements.</b>	<b>PE/TE:</b> H10–H11, 55, 240–243, 370–373, 438–439, 442–443
<b>Content Standard 4:</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)	
<b>1. Draw sketch maps of the community, region, and nation.</b>	Pages with instruction on map skills prepare students to meet this objective. <b>PE/TE:</b> H16–H22, 32–33, 140–141, 244–245, 378–379, 512–513
<b>2. Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.</b>	<b>PE/TE:</b> 24–30, 173, 182, 198–199, 214, 227–228, 398–399, 413, 424, 436
<b>3. Describe the geography of Michigan at major times in its history and explain the reasons for its change.</b>	<b>PE/TE:</b> Pages H10–H11 and 424–430 discuss community environment and geography
<b>4. Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.</b>	<b>PE/TE:</b> Pages H10–H11 and 424–430 discuss community environment and geography.

Michigan Content Standards	Scott Foresman Social Studies References
<b>5. Describe the Great Lakes ecosystem, and explain physical and human processes that act upon them.</b>	<b>PE/TE:</b> Pages 36 and 38 discuss ecosystems and the impact that humans have on them.
<b>6. Describe the geography of major United States regions, compare the regions, and explain the processes that created them.</b>	<b>PE/TE:</b> 19, 28, 36–38, 62, 89, 95, 240–243, 424–430
<b>Content Standard 5:</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)	
<b>1. Locate major world events and explain how they impact people and the environment.</b>	<b>PE/TE:</b> 134–135, 246–247, 277–278, 286–291, 302–303, 380–382, 403–406, 484–487, 507
<b>III. Civic Perspective</b>	
<b>Content Standard 1:</b> All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)	
<b>1. Distinguish among local, state, and national government in the United States and describe the roles of government institutions at all three levels.</b>	<b>PE/TE:</b> 15–17, 339, 346–350, 354–355, 477, 485, 487
<b>2. Give examples of authority and the use of power without authority.</b>	<b>PE/TE:</b> 269–270, 274–275, 339, 346, 348
<b>3. Give reasons for limiting the power of government.</b>	<b>PE/TE:</b> 15, 339, 346, 348 <i>Related content:</i> Vocabulary Routines: Unit 5
<b>Content Standard 2:</b> All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)	
<b>1. Interpret the development and summarize the main points in the Declaration of Independence.</b>	<b>PE/TE:</b> 295, 298–301, 339, R26–R29

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law.</b>	<b>PE/TE:</b> 15, 333, 337, 345–348, R30–R49
<b>3. Explain responsibilities citizens have to uphold constitutional rights.</b>	<b>PE/TE:</b> 5, 16, 184–185, 270, 272, 274–275, 299–300, 310–311, 353–354, 404, 416, 418–420, 422–423
<b>Content Standard 3:</b> All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)	
<b>1. Describe what state and federal courts are expected to do.</b>	<b>PE/TE:</b> 339
<b>2. Describe issues that arise over constitutional rights.</b>	<b>PE/TE:</b> 184–184, 353–354, 416, 418–423, 463, 466–467, 478, 480
<b>Content Standard 4:</b> All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (American Government and Politics)	
<b>1. Distinguish among making, enforcing, and interpreting laws.</b>	<b>PE/TE:</b> 269–270, 274–275, 339, 346, 348
<b>2. Explain how law is used to manage conflict in American society.</b>	<b>PE/TE:</b> 269–270, 274–275, 339, 346, 348
<b>3. Explain the basic organization of the local, state, and federal governments.</b>	<b>PE/TE:</b> 15–17, 339, 346–350, 354–355, 477, 485, 487
<b>4. Describe how citizens participate in election campaigns.</b>	<b>PE/TE:</b> 16–17, 363, 404, 466, 517–520
<b>Content Standard 5:</b> All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)	
<b>1. Explain various ways that nations of the world interact with each other.</b>	<b>PE/TE:</b> 66–69, 106–109, 142–143, 246–247, 276–277, 286–287, 341

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Describe events in other countries that have affected Americans and, conversely, events within the United States that have affected other countries.</b>	<b>PE/TE:</b> 66–69, 106–109, 142–143, 246–247, 276–277, 286–287, 341
<b>IV. Economic Perspective</b>	
<b>Content Standard 1:</b> All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)	
<b>1. Explain why people must face scarcity when making economic decisions.</b>	<b>PE/TE:</b> 19, 32
<b>2. Identify the opportunity costs in personal decision making situations.</b>	<b>PE/TE:</b> 19, 32
<b>3. Use a decision making model to explain a personal choice.</b>	<b>PE/TE:</b> Page H3 describes a decision-making model.
<b>4. Analyze the costs, benefits, and alternatives to using consumer credit.</b>	<b>PE/TE:</b> 21 <i>Related content:</i> Vocabulary Routines: Unit 5
<b>Content Standard 2:</b> All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)	
<b>1. Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.</b>	<b>PE/TE:</b> 35–36
<b>2. Distinguish among individual ownership, partnership, and corporation.</b>	These pages prepare students to meet this objective. <b>PE/TE:</b> 401, 409
<b>3. Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.</b>	These pages prepare students to meet this objective. <b>PE/TE:</b> 401, 409 <i>Related content:</i> Vocabulary Routines: Unit 6

Michigan Content Standards	Scott Foresman Social Studies References
<b>Content Standard 3:</b> All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)	
<b>1. Use a decision making model to explain a choice involving a public good or service.</b>	<b>PE/TE:</b> H3
<b>2. Distinguish between the economic roles of local, state, and federal governments and cite examples of each.</b>	<b>PE/TE:</b> 19, 339, 346, 348
<b>3. Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute.</b>	<b>PE/TE:</b> 19
<b>Content Standard 4:</b> All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)	
<b>1. Explain how prices are determined in a market economy and how they serve as a means of allocating resources.</b>	<b>PE/TE:</b> 19
<b>2. Describe how they act as a producer and a consumer.</b>	<b>PE/TE:</b> E4–E5, 19
<b>3. Analyze how Michigan’s location has impacted its economic development.</b>	<b>PE/TE:</b> Pages 24–28 discuss regional impact.
<b>Content Standard 5:</b> All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)	
<b>1. Trace the national origin of common household items and the trade flows which brought them to the United States.</b>	<b>PE/TE:</b> 102–104, 106–108, 112–115, 206
<b>2. Describe benefits of international trade to consumers and producers.</b>	<b>PE/TE:</b> 102–104, 106–108, 112–115, 206
<b>3. Describe how businesses are involved in trade as producers, distributors, importers, and exporters.</b>	<b>PE/TE:</b> 20, 61, 102–104, 106–108, 112, 114–115, 206–207

Michigan Content Standards	Scott Foresman Social Studies References
<b>V. Inquiry</b>	
<b>Content Standard 1:</b> All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)	
<b>1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.</b>	<b>PE/TE:</b> H6–H8, 12–13, 58–59, 86–87, 114, 116–117, 208–209, 248, 278, 284–285, 356–357, 365, 412, 414–415, 507
<b>2. Organize social science information to make maps, graphs and tables.</b>	<b>PE/TE:</b> H12–H22, 8–9, 12–13, 20, 58–59, 114, 136, 159, 161, 181, 211, 225, 248, 278, 347, 365, 412, 416, 465, 493, 507, 519
<b>3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.</b>	<b>PE/TE:</b> H12–H22, 8–9, 12–13, 20, 58–59, 114, 136, 159, 161, 181, 211, 225, 248, 278, 347, 365, 412, 416, 465, 493, 507, 519
<b>Content Standard 2:</b> All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)	
<b>1. Pose a social science question about Michigan or the United States.</b>	<b>PE/TE:</b> These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. 86–87, 208–209, 284–285, 356–357  These pages highlight various issues that prepare students to consider issues in their own communities or in the United States. 222–223, 310–311, 368–369

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>2. Gather and analyze information using appropriate information technologies to answer the question posed.</b></p>	<p><b>PE/TE:</b> These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. H6–H8, 86–87, 208–209, 284–285, 356–357</p> <p>These pages highlight various issues that prepare students to consider issues in their own communities or in the United States: 222–223, 310–311, 368–369</p>
<p><b>3. Construct an answer to the question posed and support their answer with evidence.</b></p>	<p><b>PE/TE:</b> These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. H9, 86–87, 208–209, 284–285, 356–357</p> <p>These pages highlight various issues that prepare students to consider issues in their own communities or in the United States: 222–223, 310–311, 368–369</p>
<p><b>4. Report the result of their investigation including the procedures followed.</b></p>	<p><b>PE/TE:</b> These pages, which discuss research and writing skills, prepare students to conduct investigations by formulating a question, analyzing information, and reporting results. H9, 86–87, 208–209, 284–285, 356–357</p> <p>These pages highlight various issues that prepare students to consider issues in their own communities or in the United States: 222–223, 310–311, 368–369</p>
<p><b>VI. Public Discourse and Decision Making</b></p>	
<p><b>Content Standard 1:</b> All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)</p>	

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>1. Pose local, state, and national policy issues as questions.</b></p>	<p><b>PE/TE:</b> Page H3 provides a problem-solving model.</p> <p>These pages offer issues that can be examined and evaluated. 222–223, 310–311, 368–369</p>
<p><b>2. Explain how a particular public issue became a problem and why people disagree about it.</b></p>	<p><b>PE/TE:</b> Page H3 provides a problem-solving model.</p> <p>These pages offer issues that can be examined and evaluated. 222–223, 310–311, 368–369</p>
<p><b>3. Evaluate possible resolutions of a public issue.</b></p>	<p><b>PE/TE:</b> Page H3 provides a problem-solving model.</p> <p>These pages offer issues that can be examined and evaluated. 222–223, 310–311, 368–369</p>
<p><b>Content Standard 2:</b> All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)</p>	
<p><b>1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.</b></p>	<p>Issues discussed on these pages prepare students to discuss issues about their own communities. <b>PE/TE:</b> 222–223, 310–311, 368–369</p>
<p><b>Content Standard 3:</b> All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)</p>	
<p><b>1. Compose a short essay expressing a decision on a local, state, or national policy issue.</b></p>	<p>These pages prepare students to meet this objective. <b>PE/TE:</b> H3, H9, 86–87, 208–209, 284–285, 356–357</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>VII. Citizen Involvement</b>	
<b>Content Standard 1:</b> All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)	
<b>1. Report how their behavior has been guided by concern for the law.</b>	<b>PE/TE:</b> 16, 184–185, 270, 272, 274–275, 299–300, 310–311, 353–354, 404, 416, 418–420, 422–423
<b>2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.</b>	Reading on these pages about ways in which other issues have been resolved prepares students to engage in activities of their own. <b>PE/TE:</b> 40–41, 92–93, 184–185, 274–275, 422–423, 504–505

**Scott Foresman Social Studies—The World  
to the  
Michigan Content Standards and Working Draft Benchmarks  
Middle School  
Grade Six**

Michigan Content Standards	Scott Foresman Social Studies References
<b>I. Historical Perspective</b>	
<p><b>Content Standard 1:</b> All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585–1763); Revolution and the New Nation (1754–1815); Expansion and Reform (1801–1861); and Civil War and Reconstruction (1850–1877); The Development of the Industrial United States (1870–1900); The Emergence of Modern America (1890–1930); The Great Depression and World War II (1929–1945); Post War United States (1945–1970); and Contemporary United States (1968–present). (Time and Chronology).</p>	
<p><b>1. Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world.</b></p>	<p><b>PE/TE:</b> 3, 25, 71, 73, 156–157, 239, 241, 315, 317, 423, 425, 525, 571, 601</p>
<p><b>2. Describe major factors that characterize the following eras in United States history: The Meeting of Three Worlds (beginnings to 1620), Colonization and Settlement (1585–1763), Revolution and the New Nation (1754–1815), Expansion and Reform (1801–1861) and Civil War and Reconstruction (1850–1877).</b></p>	<p><b>PE/TE:</b> 447, 457–458, 464–465</p>
<p><b>3. Select a contemporary condition in Africa, Asia, Canada, Europe and Latin America and trace some of the major historical origins of each.</b></p>	<p><b>PE/TE:</b> 475–477, 479, 634, 654–658, 661–663, 665–667</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 2:</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)</p>	
<p><b>1. Use narratives and graphic data to describe the settings of significant events that shaped the development of Michigan as a state and the United States as a nation during the eras prior to Reconstruction.</b></p>	<p><b>PE/TE:</b> 457–458, 464–465, 472–473</p>
<p><b>2. Identify and explain how individuals in history demonstrated good character and personal virtue.</b></p>	<p><b>PE/TE:</b> 202, 293, 339, 471, 573, 643</p>
<p><b>3. Select conditions in various parts of the world and describe how they have been shaped by events from the past.</b></p>	<p><b>PE/TE:</b> 621–623, 637–641, 665, 661–663</p>
<p><b>4. Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.</b></p>	<p><b>PE/TE:</b> 51, 91, 135, 181, 265, 305, 329, 379, 394, 443, 463, 523, 555, 581, 613, 619</p>
<p><b>Content Standard 3:</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)</p>	
<p><b>1. Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation prior to the end of the era of Reconstruction.</b></p>	<p><b>PE/TE:</b> 457–458</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>2. Analyze interpretations of major events selected from African, Asian, Canadian, European and Latin American history to reveal the perspectives of the authors.</b></p>	<p><b>PE/TE:</b> 14, 50, 111, 116, 248, 280–281, 335, 463, 471, 477</p>
<p><b>3. Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered.</b></p>	<p><b>PE/TE:</b> 65, 85, 93, 219, 223–224, 529</p>
<p><b>4. Compose narratives of events from the history of Michigan and of the United States prior to the era of Reconstruction.</b></p>	<p><b>PE/TE:</b> 442, 449</p>
<p><b>Content Standard 4:</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)</p>	
<p><b>1. Identify major decisions in Michigan and the United States history prior to the end of the era of Reconstruction, analyze contemporary factors contributing to the decisions and consider alternative courses of action.</b></p>	<p><b>PE/TE:</b> 457–458</p>
<p><b>2. Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action.</b></p>	<p><b>PE/TE:</b> 24, 86, 132, 139, 165, 197, 263, 299, 349, 462, 467–471, 516–517, 521–523, 527–532, 549–554, 587, 631–633, 645–647</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.</b>	<b>PE/TE:</b> 441, 448–449, 469, 500, 559, 637, 640
<b>4. Select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.</b>	<b>PE/TE:</b> 263, 352–353, 457–459, 467, 470, 521–523, 530–531, 550–554
<b>II. Geographic Perspective</b>	
<b>Content Standard 1:</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)	
<b>1. Locate and describe the diverse places, cultures, and communities of major world regions.</b>	<b>PE/TE:</b> 187–188, 209–210, 211, 297, 393–395, 475, 634–635, 637, 639, 655–658
<b>2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.</b>	<b>PE/TE:</b> 48, 52, 56, 58–59, 86, 89, 129, 132–134, 138–139, 199–200, 219–221, 213–214, 226–227, 256, 262, 270–271, 327–328, 333, 335–338, 351–355, 357–359, 361–363, 375–378, 401–405 <i>Related content:</i> Vocabulary Routines: Unit 5
<b>3. Explain why people live and work as they do in different regions.</b>	<b>PE/TE:</b> 189, 211, 297, 475, 634–635, 637, 639, 655–658
<b>Content Standard 2:</b> All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)	
<b>1. Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.</b>	<b>PE/TE:</b> 23, 27, 78–81, 100–103, 122–125, 162–165, 186–189, 208–211, 322–325, 370–373, 392–395

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Locate major ecosystems, describe their characteristics, and explain the process that created them.</b>	<b>PE/TE:</b> 79–81, 101–103, 124–125, 163–165, 187–188, 371–373
<b>3. Explain the importance of different kinds of ecosystems to people.</b>	<b>PE/TE:</b> 75, 79–81, 101–103, 123–125, 163–165, 187–188, 319, 361, 371–373
<b>4. Explain how humans modify the environment and describe some of the possible consequences of those modifications.</b>	<b>PE/TE:</b> 661–663, 665–666
<b>5. Describe the consequences of human/environment interactions in several different types of environment.</b>	<b>PE/TE:</b> 661–663, 665–666
<b>Content Standard 3:</b> All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)	
<b>1. Locate and describe major economic activities and occupations of major world regions and explain the reasons for their locations.</b>	<b>PE/TE:</b> 35–36, 79–81, 89, 94, 99, 110, 112, 124–125, 172, 209–211, 220, 248, 324, 335–336, 338, 362, 368–369, 375, 378–379, 381, 385, 391, 408, 445, 449, 631–633
<b>2. Explain how governments have divided land and sea areas into different regions.</b>	<b>PE/TE:</b> 487–489, 502–503
<b>3. Describe how and why people, goods and services, and information move within world regions and between regions.</b>	<b>PE/TE:</b> 89, 94, 99, 110, 112, 169, 268–269, 278, 295–297, 302, 328, 331–332, 335–336, 369, 375, 378, 381, 385, 408, 441, 445, 449, 631–633
<b>4. Describe the major economic and political connections between the United States and different world regions and explain their causes and consequences.</b>	<b>PE/TE:</b> 580–584, 631–633, 648

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 4:</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)</p>	
<p><b>1. Draw a sketch map of the world from memory.</b></p>	<p>These pages prepare students for this objective. <b>PE/TE:</b> H12–H23, R1–R7</p>
<p><b>2. Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.</b></p>	<p><b>PE/TE:</b> 170–171, 179, 189, 191–192, 201, 211, 219–221, 255, 283–284, 289–290, 431–433, 436–437, 637, 639</p>
<p><b>3. Describe major patterns of world population, physical features, ecosystems, cultures and explain some of the factors causing the patterns.</b></p>	<p><b>PE/TE:</b> 189, 211, 248, 277, 297, 439–440, 445, 475, 634–635, 637, 639, 655–65</p>
<p><b>4. Compare major world regions with respect to cultures, economy, governmental systems, environment, and communications.</b></p>	<p><b>PE/TE:</b> 163–164, 186–187, 208, 210–211, 255, 283–284, 289–290, 394–395, 472–473, 621</p>
<p><b>Content Standard 5:</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)</p>	
<p><b>1. Describe how social and scientific changes in regions may have global consequences.</b></p>	<p><b>PE/TE:</b> 621–623, 657, 661–663, 665–670</p>
<p><b>2. Describe the geographic aspects of events taking place in different world regions.</b></p>	<p><b>PE/TE:</b> 637–638, 655–657, 661–663</p>
<p><b>3. Explain how elements of the physical geography, culture, and history of the region may be influencing current events.</b></p>	<p><b>PE/TE:</b> 394, 661–663</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>III. Civic Perspective</b>	
<b>Content Standard 1:</b> All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)	
<b>1. Describe how the federal government in the United States serves the purposes set forth in the Preamble to the Constitution.</b>	<b>PE/TE:</b> 472
<b>2. Distinguish between representative democracy in the United States and other forms of government.</b>	<b>PE/TE:</b> 458, 468, 472
<b>3. Explain how the rule of law protects individual rights and serves the common good.</b>	<b>PE/TE:</b> H2–H3, 601, 613, 639–641, 643, 648–649, 661
<b>4. Explain the importance of limited government to protect political and economic freedom.</b>	<b>PE/TE:</b> 472–473, 621
<b>Content Standard 2:</b> All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)	
<b>1. Identify the essential ideas expressed in the Declaration of Independence and the origins of those ideas, and explain how they set the foundation for civic life, politics and government in the United States.</b>	<b>PE/TE:</b> 458, 468
<b>2. Describe provisions of the U.S. Constitution which delegate to government the powers necessary to fulfill the purposes for which it was established.</b>	<b>PE/TE:</b> 472–473

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Explain means for limiting the powers of government established by the U.S. Constitution.</b>	<b>PE/TE:</b> 472–473
<b>Content Standard 3:</b> All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)	
<b>1. Distinguish between civil and criminal procedure.</b>	<b>PE/TE:</b> See pages R42–R43 in <i>The United States</i> and <i>Building a Nation</i> .
<b>2. Identify disparities between American ideals and realities and propose ways to reduce them.</b>	<b>PE/TE:</b> 646–649
<b>Content Standard 4:</b> All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (American Government and Politics)	
<b>1. Evaluate information and arguments from various sources in order to evaluate candidates for public office.</b>	<b>PE/TE:</b> 16, 216–217, 255, 446, 464, 544, 588–589, 592, 619, 675
<b>2. Explain how the Constitution is maintained as the supreme law of the land.</b>	<b>PE/TE:</b> 472–473
<b>Content Standard 5:</b> All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)	
<b>1. Describe the purposes and functions of major international, governmental organizations.</b>	<b>PE/TE:</b> 560, 583, 615, 632, 639
<b>2. Describe means used by the United States to resolve international conflicts.</b>	<b>PE/TE:</b> 648–649

Michigan Content Standards	Scott Foresman Social Studies References
<b>IV. Economic Perspective</b>	
<p><b>Content Standard 1:</b> All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)</p>	
<p><b>1. Use economic reasoning when comparing price, quality and features of goods and services.</b></p>	<p><b>PE/TE:</b> 630–633, 661–663</p>
<p><b>2. Evaluate employment and career opportunities in light of economic trends.</b></p>	<p><b>PE/TE:</b> 630–633, 661–663</p>
<p><b>3. Analyze the reliability of information when making economic decisions.</b></p>	<p><b>PE/TE:</b> 630–633, 661–663</p>
<p><b>Content Standard 2:</b> All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)</p>	
<p><b>1. Using a real example, describe how business practices, profit, and a willingness to take risks, enabled an entrepreneur to operate.</b></p>	<p><b>PE/TE:</b> 480, 631–633</p>
<p><b>2. Compare various methods for the production and distribution of goods and services.</b></p>	<p><b>PE/TE:</b> 631–633</p>
<p><b>3. Describe the effects of a current public policy on businesses.</b></p>	<p><b>PE/TE:</b> 631–633</p>
<p><b>4. Examine the historical and contemporary role an industry has played and continues to play in a community.</b></p>	<p><b>PE/TE:</b> 474–477</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 3:</b> All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)</p>	
<p><b>1. Distinguish between public and private goods using contemporary examples.</b></p>	<p><b>PE/TE:</b> 408, 445, 480, 631–633</p>
<p><b>2. Identify and describe different forms of economic measurement.</b></p>	<p><b>PE/TE:</b> 480, 631–633</p>
<p><b>3. Use case studies to assess the role of government in the economy.</b></p>	<p><b>PE/TE:</b> 480, 631–633</p>
<p><b>4. Distinguish different forms of taxation and describe their effects.</b></p>	<p><b>PE/TE:</b> 348</p>
<p><b>Content Standard 4:</b> All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)</p>	
<p><b>1. Compare the historical record of market economies in solving the problem of scarcity.</b></p>	<p><b>PE/TE:</b> 480</p>
<p><b>2. Describe the roles of the various economic institutions which comprise the American economic system such as governments, business firms, labor unions, banks, and households.</b></p>	<p><b>PE/TE:</b> 479–480, 621, 630–633</p>
<p><b>3. Use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in the American economy.</b></p>	<p><b>PE/TE:</b> 480, 631–633</p>
<p><b>4. Analyze how purchasers obtain information about goods and services from advertising and other sources.</b></p>	<p><b>PE/TE:</b> 216 See also Grade 5: 446–447</p>

Michigan Content Standards	Scott Foresman Social Studies References
<p><b>Content Standard 5:</b> All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)</p>	
<p><b>1. Identify the current and potential contributions of national and world regions to trade.</b></p>	<p><b>PE/TE:</b> 631–633</p>
<p><b>2. Examine the role of the United States government in regulating commerce as stated in the United States Constitution.</b></p>	<p><b>PE/TE:</b> 472–473</p>
<p><b>3. Describe the historical development of the different means of payment such as barter, precious metals, or currency to facilitate exchange.</b></p>	<p><b>PE/TE:</b> 335–336, 391, 408–409, 431, 445, 449, 631–633</p>
<p><b>V. Inquiry</b></p>	
<p><b>Content Standard 1:</b> All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)</p>	
<p><b>1. Locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies, including computers and telecommunications where appropriate.</b></p>	<p><b>PE/TE:</b> 13, 17, 23, 26, 28, 42–43, 50, 59, 78, 93, 137, 141, 172, 191, 215, 226–227, 254, 280–281, 290–291, 348</p>
<p><b>2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.</b></p>	<p><b>PE/TE:</b> 82, 104, 166, 194, 258, 340, 412, 490, 524, 562, 634, 658</p>

Michigan Content Standards	Scott Foresman Social Studies References
<b>3. Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.</b>	<b>PE/TE:</b> 14, 43, 65, 82–83, 116, 144–145, 166–167, 194–195, 229, 258–259, 280–281, 284, 291, 229, 258–259, 280–281, 284, 291, 305, 331, 352, 364–365, 383, 386–387, 401, 410, 443, 450–451, 463, 471–473, 500, 523, 577, 589, 609, 646, 648, 655, 658–659, 661
<b>Content Standard 2:</b> All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)	
<b>1. Pose a social science question about a culture, world region, or international problem.</b>	<b>PE/TE:</b> 144–145, 280–281, 472–473
<b>2. Gather and analyze information using appropriate information technologies to answer the question posed.</b>	<b>PE/TE:</b> 144–145, 280–281, 364–365
<b>3. Construct an answer to the question posed and support their answer with evidence.</b>	<b>PE/TE:</b> 144–145, 280–281, 364–365
<b>4. Report the results of their investigation including procedures followed and possible alternative conclusions.</b>	<b>PE/TE:</b> 144–145, 280–281, 364–365
<b>VI. Public Discourse and Decision Making</b>	
<b>Content Standard 1:</b> All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)	
<b>1. State public policy issues and their related ethical, definitional, and factual issues as questions.</b>	<b>PE/TE:</b> 144–145, 280–281, 364–365, 386–387, 472–473

Michigan Content Standards	Scott Foresman Social Studies References
<b>2. Trace the origins of a public issue.</b>	<b>PE/TE:</b> 144–145, 280–281, 364–365, 386–387, 472–473
<b>3. Explain how culture and experiences shape positions that people take on an issue.</b>	<b>PE/TE:</b> 144–145, 280–281, 364–365, 386–387, 472–473
<b>Content Standard 2:</b> All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)	
<b>1. Engage each other in conversations which attempt to clarify and resolve national and international policy issues.</b>	<b>PE/TE:</b> 607–612, 615–618, 621–623, 631, 637–641
<b>Content Standard 3:</b> All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)	
<b>1. Compose essays expressing decisions on national and international policy issues.</b>	<b>PE/TE:</b> 531, 561, 572, 580, 587
<b>VII. Citizen Involvement</b>	
<b>Content Standard 1:</b> All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)	
<b>1. Use laws and other ethical rules to evaluate their own conduct and the conduct of others.</b>	<b>PE/TE:</b> 339, 471, 555, 573, 619, 643, 398–399, 449, 469, 532, 640
<b>2. Engage in activities intended to contribute to solving a national or international problem they have studied.</b>	<b>PE/TE:</b> 130, 145, 171, 197, 375, 397, 436, 522, 639