

A Correlation of

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

© 2005

to the

Missouri
Social Studies
Grade-Level Expectations
Grades K-6



G/SS-31

Scott Foresman Social Studies

This document demonstrates how **Scott Foresman Social Studies** meets the Missouri Social Studies Grade Level Expectations. Correlation page references are to the Teacher's Edition and associated Student 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.

Content

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

Accessibility

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

Motivation

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

Accountability

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

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**Scott Foresman Social Studies – Here We Go
to the
Missouri Social Studies Grade-Level Expectations**

Kindergarten

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark:

The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do

- **Identify why laws and rules are made**

TE: Rules, 35–38, 78–79, 81, 82, 83–84

Benchmark:

Knowledge of the symbols of our nation

- **Identify the flag as a symbol of our nation**

TE: United States Flag, 252; An American Symbol, 251; Lesson Wrap-Up, 254; Comparing Flags, 270; Make a United States Flag, 282

- **Recite the Pledge of Allegiance**

TE: The Pledge of Allegiance, 253, 270; Make a United States Flag, 282

Standard 3. Principles and Process of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark:

Knowledge of democratic principles of governance, especially as applied to school, community and state

- **Participate in a democratic decision-making processes**

TE: For related information see Tallying Votes on pages 254 and Solving Problems pages 39–42.

- **Explain how to resolve disputes peacefully in the classroom and on the playground**

TE: How Do People In a Family Get Along? 27–29; Why Do We Need Rules at School? 35–38; Why Do We Have Rules? 81–84; Problem Solving, 40–41, 149, 226, 228

Benchmark:

A general knowledge of how authoritative decisions are made, enforced and interpreted and by whom within these governance systems

- **Describe how groups need to make decisions and how those decisions are made in families and classrooms**

TE: Decision Making, 10, 37, 153; How Do You Make Choices? 139-141; How Can We Help Each Other? 40–41; How Can We Help the Earth? 226–227

Benchmark:

Identification of the functions of the three branches of government

- **Explain what it means to make rules and how it is necessary to carry out or enforce rules**

TE: Why Do We Need Rules at School, 35–38; Rules, 79; Why Do We Have Rules? 81–84

Standard 4. Economic Concepts and Principles Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark:

Knowledge of basic economic concepts, being able to explain them and use them to interpret current and historical events

- **Identify examples of scarcity**

TE: For related information see Money Matters page 131, How Do You Spend Money pages 136–137, and How Do You Make Choices pages 139–141.

- **Identify examples of opportunity cost**

TE: For related information see Money Matters page 131, How Do You Spend Money pages 136–137, How Do You Make Choices pages 139–141 and What Do You Need? What Do You Want? pages 143–146.

Standard 5. Elements of Geographical Study and Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark:

Knowledge of how to read and construct maps

- **Identify maps and globes as geographic tools**

TE: Our School Map, 34; What Does a Map Show? 73–76; Maps, 209–212; United States Map, 213–216; World Map, 217–220; Globe, 221–224

Standard 6. Relationships of Individual and Groups to Institutions and Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark:

Knowledge of how people have common needs and how those needs are met

- **Name common physical, social and emotional needs**

TE: Families, 19–22; Homes, 23–26; Needs and Wants, 143–146; Needs: Food, 147–151; Needs: Clothing, 151–154; Needs: Shelter, 155–158; Alike and Different, 301–304; Everyday Routines, 305–308; Family Celebrations, 309–312

Standard 7. Tools of Social Science Inquiry Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark

Knowledge of how to identify, select, use and create appropriate resources for social science inquiry

TE: Hand-on Activities, 22, 26, 30, 34, 38, 42, 46, 72, 76, 80, 84, 88, 92, 96, 122, 126, 130, 134, 138, 142, 146, 150, 154, 158, 162, 188, 192, 196, 200, 204, 208, 212, 216, 220, 224, 228, 254, 258, 262, 266, 270, 274, 278, 304, 308, 312, 316, 320, 324, 328

- **Identify visual, graphic and auditory aids (posters and recordings)**

TE: Multimedia Library, 3, 53, 103, 169, 235, 285; Audio CD, 11, 61, 111, 177, 243, 293; Songs and Music CD, 3, 10, 53, 60, 103, 110, 169, 176, 235, 242, 285, 292; Website, 3, 49, 53, 99, 103, 165, 169, 231, 235, 281, 285, 331

- **Identify primary and secondary sources (diaries, letters, people, interviews, journals and photos)**

TE: Bibliography, 8, 58, 108, 174, 240, 290; Poems, 8, 11, 19, 23, 27, 31, 35, 43, 58, 60, 69, 73, 77, 81, 85, 89, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 159, 189, 193, 197, 201, 205, 209, 213, 221, 225, 240, 251, 255, 259, 263, 267, 271, 275, 290, 293, 293, 301, 305, 309, 313, 317, 321, 325; End With a Poem, 48, 98, 230; 330; End with a Song, 280; End with a Story, 164; Curriculum Connection: Literature, 6, 25, 42, 56, 76, 88, 90, 106, 122, 130, 157, 161, 172, 191, 195, 204, 220, 224, 227, 238, 254, 262, 270, 278, 288, 304, 319, 320

- **Identify library and media resources (videos, computers, newspapers, periodicals and books)**

TE: Bibliography, 8, 58, 108, 174, 240; Multimedia Library, 3, 53, 103, 169, 235, 285; Teacher Resources CD-ROM, 3, 16, 18, 21, 25, 29, 33, 37, 41, 45, 49, 53, 66, 68, 71, 75, 79, 83, 87, 91, 95, 99, 103, 116, 118, 121, 125, 129, 137, 141, 145, 149, 153, 157, 161, 163, 165, 169, 182, 184, 187, 191, 195, 199, 203, 207, 211, 215, 219, 223, 227, 231, 235, 248, 250, 253, 257, 261, 265, 269, 273, 277, 281, 285, 298, 300, 303, 307, 311, 315, 319, 323, 327, 331; Multimedia Library, 3, 53, 103, 169, 235, 285; Audio CD, 11, 61, 111, 177, 243, 293; Songs and Music CD, 3, 10, 53, 60, 103, 110, 169, 176, 235, 242, 285, 292; Website, 3, 49, 53, 99, 103, 165, 169, 231, 235, 281, 285, 331

- **Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)**

TE: Artifacts, 251–254; Who Were the First Americans? 255; Makers of the Artifacts, 256; Learn About Artifacts, 257; Make Pottery, 258; How Did Explorers Come to America? 259–262; Thanksgiving, 263–266; Travel, 272–273

**Scott Foresman Social Studies – All Together
to the
Missouri Social Studies Grade-Level Expectations**

Grade One

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark:

The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do

- **Explain how laws and rules are made and changed to promote the common good**

PE/TE: Rules and Laws, 5, 22a, 22–25, 26–27, 27a, 38, 46, 70a, 70–71, 82, 220

Benchmark:

Citizens have both rights and responsibilities

- **List the rights and responsibilities of citizens**

PE/TE: Rights and Responsibilities of Citizens, H6–H7, 62a, 62–63, 70–71, 72–73, 73a, 202–205, 206–207, 207a, 208a, 208–209, 210–211, 211a, 212a, 212–215, 216–217, 217a, 218a, 218–221, 222–223, 223a, 224–225

Benchmark:

Knowledge of the symbols of our nation

- **Recognize and explain the significance of the following national symbols:**
 - the Statue of Liberty
 - the Nation’s capitol

PE/TE: Washington, D.C., 221; Statue of Liberty, 208, 228

Standard 2. Missouri, U. S. and World History

Knowledge of continuity and change in the history of Missouri, the United States and the world

Benchmark: **US History**

- **Describe the contributions of non- Missourians students typically study in K-4 programs, i.e., George Washington, Abraham Lincoln**

PE/TE: Contributions of Individuals, 10–11, 29, 30, 32–33, 58–59, 72–73, 78–79, 114–115, 122–123, 162–163, 164–167, 168–169, 190–191, 192–193, 194–195, 195a, 196–199, 200–201, 201a, 202–205, 206–207, 207a, 212–215, 216–217, 222–223, 242–243, 246–249, 256–257, 262–263

Standard 3. Principles and Process of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark: **Knowledge of democratic principles of governance, especially as applied to school, community and state**

- **Examine how individual rights are protected**

PE/TE: Rights and Responsibilities of Citizens, H6–H7, 62a, 62–63, 70–71, 72–73, 73a, 202–205, 206–207, 207a, 208a, 208–209, 210–211, 211a, 212a, 212–215, 216–217, 217a, 218a, 218–221, 222–223, 223a, 224–225

- **Propose peaceful resolutions of disputes in the classroom and on the playground**

PE/TE: Problem on the Playground, 26–27; Making Decisions, 105, 239, 269; Solve Problems, 72, 113, 175, 219, 261

Benchmark: **A general knowledge of how authoritative decisions are made, enforced and interpreted and by whom within these governance systems**

- **Describe how authoritative decisions are made, enforced and interpreted within schools**

PE/TE: Rules and Laws, 5, 22a, 22–25, 27a, 38, 46, 70a, 70–71, 82, 220; Making Decisions, 105, 239, 269; Solve Problems, 72, 113, 175, 219, 261

Benchmark:

Identification of the functions of the three branches of government

- **Explain what it means to make, enforce (carry out) and interpret rules (i.e., explain what rules mean in specific cases)**

PE/TE: Rules and Laws, 5, 22a, 22–25, 27a, 38, 46, 70a, 70–71, 82, 220

Standard 4. Economic Concepts and Principles Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark:

Knowledge of basic economic concepts, being able to explain them and use them to interpret current and historical events

- **Identify private goods and services**

PE/TE: Goods and Services, 94a, 94–99, 99a, 100–101, 104a, 104–105, 107a, 108a, 108–113, 115a, 116–119

- **Describe the relationships among consumers, consumption, producers and production**

PE/TE: Economics, 94–99, 100–103, 104–107, 108–115, 116–123, 124–127, 238–239

Standard 5. Elements of Geographical Study and Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark:

Knowledge of how to read and construct maps

- **Read maps**

PE/TE: Maps, H20–H26, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8; Construct a Map, 54–55, 55a, 60–61, 61a, 74a, 74–75, 79a, 121, 123a, 179, 182, 265a

Use a compass rose to identify cardinal directions

PE/TE: For related information see Use a Map Key on pages 54–55 and Use Four Directions pages 60–61.

Benchmark:

Geography of Missouri and the US: Location

- **Locate a place by pointing it out on map and by describing its relative location (description of a location by explaining where the place is in relation to one or more other places)**

PE/TE: Where In the World Do I Live? 74–77; Locate Land and Water, 154; Maps, H10-H11, H12-H13, H14, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8

Standard 6. Relationships of Individual and Groups to Institutions and Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark:

Knowledge of how people have common needs and how those needs are met

- **Explain how people have common physical, social and emotional needs**

PE/TE: Getting To Know You, 8a; Groups, 8a, Getting To Know Andrew, 8–13; Things I Like, 13a, Home and School, 14a–17; Rules We Follow, 22–25; Learning About My School, 28–31; Alike and Different, 48–49; Welcome to My Neighborhood, 50a–53; Needs and Wants, 100–101; Biography, 10, 32, 72, 78, 114, 122, 162, 168, 206, 216, 256, 262

Standard 7. Tools of Social Science Inquiry Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark

Knowledge of how to identify, select, use and create appropriate resources for social science inquiry

- **Identify and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)**

PE/TE: Use Primary and Secondary Sources, 10–11, 12, 18, 29, 30, 32–33, 58–59, 72–73, 78–79, 114–115, 122–123, 162–163, 164–167, 168–169, 190–191, 192–193, 194–195, 195a, 196–199, 200–201, 201a, 202–205, 206–207, 207a, 212–215, 216–217, 222–223, 242–243, 246–249, 250–251, 256–257, 262–263

- **Identify library and media resources (videos, computers, newspapers, books and periodicals)**

TE: Bibliography, 1h, 43h, 87h, 135h, 183h, 231h; Grade Level Bibliography, TR41–TR46; Curriculum Connection, 1f, 12, 19, 37, 43f, 57, 59, 61a, 79a, 87f, 111, 127a, 133, 135f, 148, 175a, 181, 183f, 229, 231f, 263, 267; Additional Internet Links, 1c, 43c, 87c, 135c, 183c, 231c; Web Site, 1c, 5, 8, 10, 16, 22, 33, 39, 42, 43c, 51, 56, 70, 72, 75, 78, 83, 87c, 91, 95, 100, 106, 109, 114, 123, 124, 131, 134, 143, 146, 150, 155, 156, 163, 164, 169, 175, 186, 197, 201, 202, 206, 212, 217, 219, 227, 235, 239, 256, 259

- **Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)**

PE/TE: Artifacts, 10–11, 29, 30, 32–33, 34, 57, 58–59, 66–67, 69, 72–73, 78–79, 114–115, 122–123, 162–163, 164–167, 168–169, 189, 190–191, 192–193, 194–195, 195a, 196–199, 200–201, 201a, 202–205, 206–207, 207a, 212–215, 216–217, 222–223, 242–243, 246–249, 256–257, 262–263

**Scott Foresman Social Studies – People and Places
to the
Missouri Social Studies Grade-Level Expectations**

Grade Two

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark:

The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do

- **Explain and apply the concept of majority rule**

PE/TE: Voting for Leaders, 172–179; TE only: Background, 162; Let’s Vote On It, 172a; Why Should I Vote? 179a

Benchmark:

Citizens have both rights and responsibilities

PE/TE: Citizenship Skills, H2–H9; Voting for Leaders, 172–179; Citizen Heroes, 12, 88, 110, 158, 206, 254; TE only: Being a Good Citizen, 111a; Background, 162; Let’s Vote On It, 172a; Why Should I Vote? 179a

- **Explain the rights of citizens**

PE/TE: Citizenship Skills, H2–H9; Voting for Leaders, 172–179; Citizenship, H4, 89; Citizen Heroes, 12, 88, 110, 158, 206, 254; TE only: Background, 162; Let’s Vote On It, 172a; Why Should I Vote? 179a

Benchmark:

Knowledge of the symbols of our nation

- **Describe the importance of the Pledge of Allegiance**

PE/TE: Pledge of Allegiance, H6–H7; TE only: Background, H6; Reading, H6

Standard 2. Missouri, U. S. and World History

Knowledge of continuity and change in the history of Missouri, the United States and the world

Benchmark:
US History

- **Compare and contrast the habitats, resources, art and daily life of Native American peoples, Woodland and Plains Indians**

PE/TE: The First Americans, 202–205; Ella Cara Deloria, 206–207; Native Americans Meet English Colonists, 208–209; Thanksgiving, 212–213; TE only: Home Sweet Home, 202a; Who? 202a; Lesson Wrap-Up, 209a, 215a

Standard 3. Principles and Process of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark:
Knowledge of democratic principles of governance, especially as applied to school, community and state

- **Explain the importance of promoting the common good**

PE/TE: Citizenship Skills, H2–H9; Thinking Skills: Problem Solving at the Library, 14–15; Make a Decision, 108–109; Local Government, 154–157; State Government, 160–163; Federal Government, 166–169; Voting for Leaders, 172–175

- **Demonstrate a peaceful resolution to a dispute**

PE/TE: Citizenship Skills, H2–H3; Citizenship in Action: Problem Solving and Decision Making, H4–H5; Thinking Skills: Problem Solving at the Library, 14–15; Make a Decision, 108; Voting for Leaders, 172–175; Leaders and Lawmakers, 176–177; TE only: 154a, 159a, 160a, 165a, 166a, 171a, 172a, 179a

- **Explain how disputes can threaten the peace in a community and how they are and may be resolved peacefully**

PE/TE: See Biography: Thurgood Marshall pages 170–171 and Susan B. Anthony pages 178–179. See also: Citizenship Skills, H2–H3; Citizenship in Action: Problem Solving and Decision Making, H4–H5; Thinking Skills: Problem Solving at the Library, 14–15; Make a Decision, 108; Voting for Leaders, 172–175; Leaders and Lawmakers, 176–177; TE only: 172a, 179a

Benchmark:

A general knowledge of how authoritative decisions are made, enforced and interpreted and by whom within these governance systems

- **Describe how authoritative decisions are made, enforced and interpreted within local communities**

PE/TE: Local Government, 154–157; State Government, 160–163; Federal Government, 166–169; Voting for Leaders, 172–175; Leaders and Lawmakers, 176–177; TE only: 154a, 159a, 160a, 165a, 166a, 171a, 172a, 179a

Standard 4. Economic Concepts and Principles Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark:

Knowledge of basic economic concepts, being able to explain them and use them to interpret current and historical events

- **Show how people trade using money and bartering**

PE/TE: Choosing Goods and Services, 104–107; Make a Decision, 108–109; A Trip to the Bank, 126–129; Bartering Goods and Services, 138–139; TE only: 104a, 126a; Make Job Coupons, 98; How Does It All Add Up? 99; Trade/Barter, 212; Set Up a Trading Post, 139a

Benchmark:

Economic Decision- making

- **Explain how to make decisions using cost- benefit analysis**

PE/TE: Choosing Goods and Services, 104–107; Make a Decision, 108–109; TE only: A Classroom Store, 104a; What Should I Buy? 104a

Standard 5. Elements of Geographical Study and Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark:

Knowledge of how to read and construct maps

- **Construct maps with title and key**

PE/TE: Construct Maps, 124–125, 144, 184–185, 192, 214–215, 267

Benchmark:

Geography of Missouri and the US: Location

- **Identify and locate the world’s seven continents and four oceans**

PE/TE: Landforms and Water on a Map, 60–61; Seven Continents, 38–39;
Oceans: Map of the World, 38, R4–R5; Map of the United States, 32, 65, 160, R6–R7, R8–R9

Benchmark:

Geography of Missouri and the US: Place

- **Identify and describe *physical characteristics* in the world (landforms, water bodies, etc.)**

PE/TE: Our State and Our Country, 30–33; Our Country Is Part of Our World, 36–39; Interview with a Geographer, 56–59; Landforms and Water on a Map, 60–61; Our Earth’s Resources, 76–79

Benchmark:

Relationships within Places (Human-Environment Interactions) (Movement)

- **Describe why people of different groups settle more in one place than another and how transportation and communication systems have facilitated the movement of people, products and ideas**

PE/TE: Comparing Communities, 24–27; Where People Live, 62–65; Then and Now, 66–67; Colonies, 210–213; Thirteen Colonies, One Country, 216–219; Our Country Grows, 222–225; Westward Ho!, 228–229; Linking Our World, 278–281; Biography, 282–283; TE only: 24a, 29a, 62a, 67a, 210a, 215a, 222a, 229a, 278a, 283a

- **Describe different types of communication and transportation and identify their advantages and disadvantages**

PE/TE: Westward Ho! 228–229; Transportation, 101, 135, 142, 280–281, 284–286; Communication, 247, 278–281, 286; TE only: 222a, 229a, 278a, 283a

Benchmark:

Uses of Geography to interpret, explain and predict

- **Use geography to explain the present (e. g., why today’s supermarkets are able to sell apples throughout the year)**

PE/TE: Interview with a Geographer, 56–61; Where People Live, 62–67; From My Orchard to You, 68–75; Our Earth’s Resources, 76–81; Caring for Our Resources, 82–89; TE only: 56a, 61a, 62a, 67a, 68a, 75a, 82a

Benchmark:

Regions

- **Define regions (i.e., as places that have some unifying characteristic—political, climatic, language, physical, etc.)**

PE/TE: Regions, 8–11, 16–19, 24–27, 30–33, 36–39, 62–65, 66–67, 72–73, 76–79, 82–85

Standard 6. Relationships of Individual and Groups to Institutions and Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark:

Knowledge of how people have common needs and how those needs are met

- **Describe how needs are met by families and friends**

PE/TE: Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Services in Our Community, 112–115; Family History, 250–253

Standard 7. Tools of Social Science Inquiry Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark

Knowledge of how to identify, select, use and create appropriate resources for social science inquiry

PE/TE: Hands-on Activities, 15a, 23a, 29a, 35a, 41a, 61a, 67a, 75a, 81a, 89a, 111a, 119a, 125a, 133a, 139a, 159a, 165a, 171a, 179a, 187a, 209a, 221a, 235a, 255a, 271a, 277a, 283a

- **Identify and select visual, graphic and auditory aids (graphs and charts)**

PE/TE: Audio Text, 1c, 49c, 97c, 147c, 195c, 243c; Songs and Music CD, 1c, 2, 49c, 97c, 99, 147c, 189, 195c, 197, 237, 243c, 245; Video Field Trips, 49c, 97c, 147c, 195c, 243c; Teacher Resources CD-ROM, 5, 7, 11, 15, 19, 21, 27, 33, 55, 59, 61, 65, 71, 79, 85, 93, 96, 101, 103, 107, 115, 123, 125, 131, 137, 143, 151, 153, 157, 163, 165, 169, 183, 185, 191, 194, 195c, 199, 201, 205, 213, 215, 225, 227, 233, 239, 249, 253, 259, 263, 267, 275, 277, 287, 290; Chart and Graph Skills, 80–81, 130–131, 164–165, 226–227, 262–263, 276–277

- **Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)**

PE/TE: For related information see: 22, 28–29, 34–35, 66, 74–75, 86–87, 116–117, 132–133, 150, 151, 170–171, 176–177, 178–179, 182–183, 198–199, 202–205, 206–207, 208–209, 210–213, 214–215, 216–219, 220–221, 222–225, 226–227, 228–229, 230–233, 234–235, 236–237, 238–239, 240, 244–245, 246–247, 248–249, 250–253, 254–255, 256–259, 264–267, 270–271, 272a, 272–275, 276–277, 278–281, 282–283, 284–285, 286–287

- **Identify and select library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, books, newspapers)**

PE/TE: Bibliography, 1h, 49h, 97h, 147h, 195h, 243h; Grade-Level Bibliography, TR41–TR46; Trade Books, 1b–1c, 49b–49c, 97b–97c, 147b–147c, 195b–195c, 243b–243c; Teacher Resources CD-ROM, 5, 7, 11, 15, 19, 21, 27, 33, 55, 59, 61, 65, 71, 79, 85, 93, 96, 101, 103, 107, 115, 123, 125, 131, 137, 143, 151, 153, 157, 163, 165, 169, 183, 185, 191, 194, 195c, 199, 201, 205, 213, 215, 225, 227, 233, 239, 249, 253, 259, 263, 267, 275, 277, 287, 290

- **Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)**

PE/TE: Artifacts, 22, 28–29, 34–35, 68, 74–75, 86–87, 116–117, 132–133, 150, 151, 170–171, 176–177, 178–179, 182–183, 198–199, 202–205, 206–207, 208–209, 210–213, 214–215, 216–219, 220–221, 222–225, 226–227, 228–229, 230–233, 234–235, 236–237, 238–239, 240, 244–245, 246–247, 248–249, 250–253, 254–255, 256–259, 264–267, 270–271, 272a, 272–275, 276–277, 278–281, 282–283, 284–285, 286–287

**Scott Foresman Social Studies – Communities
to the
Missouri Social Studies Grade-Level Expectations**

Grade Three

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark:

The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do

- **Identify and explain why cities make laws and ordinances**

PE/TE: Services Local Communities Provide, 386–387; Government Officials, 391;
Fact File: Community Leaders, 392–393; State Government, 398–399

Benchmark:

Citizens have both rights and responsibilities

- **Discuss and apply responsibilities of citizens, including respect for the rights of others and treating others fairly (justice)**

PE/TE: Citizenship Skills, H2–H3; Rights and Responsibilities, 356–357;
Governments in the Past, 358–361; United States Government, 366–371;
Citizenship in History, 374–375; Being a Good Citizen, 376–379; Chapter Review,
380–381

Benchmark:

Understanding of the main purposes of U. S. documents

- **State the main purposes of The Declaration of Independence**

PE/TE: Declaration of Independence, 366–367

- **Identify the purpose of the Constitution**

PE/TE: Constitution, 360, 368; The Bill of Rights Protects Freedom, 370–371; TE only: Background: The Bill of Rights, 369

Benchmark:

Knowledge of the symbols of our nation

- **Explain why the National Anthem is a symbol of our nation**

PE/TE: For related information see The Pledge of Allegiance pages 350–351.

Standard 2. Missouri, U. S. and World History

Knowledge of continuity and change in the history of Missouri, the United States and the world

Benchmark:

US History

- **Describe the contributions of Martin Luther King, Jr.**

PE/TE: Martin Luther King, Jr., 121, 344

Standard 3. Principles and Process of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark:

Knowledge of democratic principles of governance, especially as applied to school, community and state

- **Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc**

PE/TE: Citizen Heroes, 15–16, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229; People Change Communities, 398–401; Holidays for Freedom, 121; Conflict Resolution, 184–185; Solve Problems, 270–271; Citizenship Skills, H2–H3

Benchmark:

A general knowledge of how authoritative decisions are made, enforced and interpreted and by whom within these governance systems

- **Describe how authoritative decisions are made, enforced and interpreted within the national government**

PE/TE: Governments in the Past, 358–361; United States Government, 366–371

Benchmark:

Identification of the functions of the three branches of government

- **Identify and explain the functions of the three branches of government in the federal government**

PE/TE: United States Government, 366–371

Standard 4. Economic Concepts and Principles Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark:

Knowledge of basic economic concepts, being able to explain them and use them to interpret current and historical events

- **Identify and explain public goods and services**

PE/TE: For related information see Communities Meet Needs and Wants pages 284–285, A Community Business pages 306–308, and Community Services pages 384–387.

- **Distinguish among natural, capital and human resources**

PE/TE: Natural Resources, 160-161, 164-165, 166-167, Capital and Human Resources, 290–299, 306–308; Using Resources, 318–325; A World of Trade, 334–336

Benchmark:

Economic Decision- making

- **Conduct a cost- benefit analysis**

PE/TE: Choosing Wisely, 300–303; Making a Decision, 304–305

Benchmark:

Knowledge of the existence and purposes of taxes

- **Identify taxes students experience, such as sales taxes**

PE/TE: Taxes, 362, 363, 377, 387

- **List how tax moneys are used, who benefits from tax- supported services and who pays for those services**

PE/TE: Taxes, 377, 387

Standard 5. Elements of Geographical Study and Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark:

Knowledge of how to read and construct maps

- **Read and construct maps**

PE/TE: Map Adventure, 51, 80, 174, 245, 320, 369; Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398; Map and Globe Skills, 32, 98, 110, 222, 388

- **Use a compass rose to identify intermediate directions**

PE/TE: Use Intermediate Directions, 98–99, 101

Benchmark:

Geography of Missouri and the US: Location

- **Identify and locate the Mississippi and Missouri Rivers**

PE/TE: Mississippi River, 243; Atlas, R4–R7, R8–R9, R10–R11

- **Identify the states bordering Missouri**

PE/TE: Map, 357, 376; Atlas, R4–R7, R8–R9, R10–R11

Describe and use *absolute location* using a grid system

PE/TE: Using Latitude and Longitude, 388–389; Locating Places, 9, 37, 73, 103, 141, 171, 207, 241, 289, 317, 357, 383

Benchmark:

Geography of Missouri and the US: Place

- **Identify and describe *physical characteristics* (climate, natural vegetation, animal life, etc.)**

PE/TE: Community Environments, 140–141, What’s Your Community’s Environment, 142–149; Living in Different Climates, 150–159; Community and Resources, 160–167; Places Where Communities Start, 170–171; A Mountain Community, 172–177; A Water Community, 178–185; A Crossroads Community, 186–193

Benchmark:

Relationships within Places (*Human-Environment Interactions*) (Movement)

- **Explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other**

PE/TE: Communities, 10–17; United States Communities, 18–25; World Communities, 26–31; A Rural Community, 38–41; A Suburban Community, 42–45; An Urban Community, 48–55

- **Describe how changes in communication and transportation technologies affect people’s lives**

PE/TE: Transportation Over Time, 242–247; Communication Over Time, 250–255

Benchmark:

Regions

- **Identify examples of different regions (e. g., urban, rural, recreational area, wheat- producing region, business district)**

PE/TE: Communities, 10–17; United States Communities, 18–25; World Communities, 26–31; A Rural Community, 38–41; A Suburban Community, 42–45; An Urban Community, 48–55

Standard 6. Relationships of Individual and Groups to Institutions and Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark:

Knowledge of how people have common needs and how those needs are met

- **Compare how people’s needs have been met in different ways in different cultures and times**

PE/TE: Communities, 10–17; United States Communities, 18–25; World Communities, 26–31; A Rural Community, 38–41; A Suburban Community, 42–45; An Urban Community, 48–55; Communities and Their Histories, 206–207; Explorers Come to North America, 208–211; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235

- **Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision)**

PE/TE: Citizen Heroes, 15, 82, 190, 256, 298, 396; Issues and Viewpoints, 166, 228; People Change Communities, 398–401; Holidays for Freedom, 121; Solving Problems, 270–271; Make a Decision, 304–305

Standard 7. Tools of Social Science Inquiry Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark

Knowledge of how to identify, select, use and create appropriate resources for social science inquiry

- **Identify, select and use visual, graphic and auditory aids (timelines and diagrams)**

PE/TE: Audio Text, 1c, 8b, 36b, 65c, 72b, 102b, 133c, 140b, 170b, 199c, 206b, 240b, 281c, 288b, 316b, 349c, 356b, 382b; Songs and Music CD, 1c, 65c, 133c, 199c, 281c, 282, 349c; Video Field Trip, 1c, 65c, 133c, 199c, 281c, 349c; Analyze Pictures, 3, 5, 13, 28, 52, 54, 55, 61, 67, 69, 85, 88, 97, 105, 108, 113, 115, 118, 125, 129, 135, 162, 164, 176, 195, 203, 216, 218, 225, 226, 231, 235, 236, 260, 262, 272, 283, 310, 326, 329, 332, 341, 351, 373, 375; Interpret Charts, 31, 57, 87, 302; Interpret Graphs, 105, 159, 327

- **Identify, use and create primary and secondary sources (diaries, letters, people, interviews, journals and photos)**

PE/TE: Primary Sources, 190, 229, 273, 299, 313, 327, 345, 364, 367, 396, 403; Poems, 2, 3, 40, 66–67, 116, 128–129, 134–135, 180, 200–201, 209, 276; Bibliographies, 1h, 65h, 133h, 199h, 281h, 349h; Folk Tale, 194–195; Myths, 406–407; Analyze Primary Sources, 40, 60, 116, 128, 190, 229, 299, 313, 327, 344, 345, 364, 396, 397, 403

- **Identify and use library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, newspapers)**

PE/TE: Bibliographies, 1h, 65h, 133h, 199h, 281h, 349h; Internet Links, 1c, 8b, 36b, 65c, 72b, 102b, 133c, 140b, 170b, 199c, 206b, 240b, 281c, 288b, 316b, 349c, 356b, 382b

- **Identify, use and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)**

PE/TE: For related information see: 5, 13, 28–29, 46–47, 68–69, 82–83, 85, 86, 87–89, 92, 94, 96–97, 118–119, 121, 122–123, 154, 156–157, 176–177, 179, 190–191, 209–211, 214–217, 220–221, 225, 228–229, 231, 232–233, 236–237, 242–244, 250–25, 258–261, 267–269, 272–273, 296–297, 312–313, 321, 322, 326–327, 337, 352, 353, 358–361, 362–363, 364–365, 368, 370, 372–373, 374–375, 396–397, 402–403, 406, 407

**Scott Foresman Social Studies – Missouri
to the
Missouri Social Studies Grade-Level Expectations**

Grade Four

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark:

The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do

- **Identify and explain why Missouri has a constitution and why the state makes and enforces laws**

PE: Missouri State Government, 104–105; Three Branches of Government, 106–107; Local Governments, 108–109; TE: 68–71

Benchmark:

Citizens have both rights and responsibilities

- **Identify rights included in the Bill of Rights, including freedoms of religion, speech and press, to assemble peacefully, to petition the government and to be treated fairly by the government**

PE: For related information see Our National Government page 103 and Missouri State Government pages 104–105. TE: 68–71

Benchmark:

Understanding of the main purposes of U. S. documents

- **Explain the major purpose of the Constitution and the Bill of Rights**

PE: For related information see Our National Government page 103.

Standard 2. Missouri, U. S. and World History

Knowledge of continuity and change in the history of Missouri, the United States and the world

Benchmark:

Famous Missourians Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times

- **Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton**

PE: Mark Twain, 10; Lewis and Clark, 58; John Scott, 62; Alexander McNair, 67; Thomas Hart Benton, 68; George and Mary Sibley, 69; Manuel Lisa, 72; Mary Hempstead Kenney, 72; John Berry Meacham, 75; Dred Scott, 79; Joseph Smith, 78; Jesse James, 80; James B. Eads, 83; Susan Blow, 84; Joseph Pulitzer, 85; Harry S. Truman, 90, 95; George Pershing, 91; Omar Bradley, 94, 99; William Clay, 97; Laura Ingalls Wilder, 119, 121; George Washington Carver, 126; Biography, George Catlin, 55; Biographical Dictionary, R8–R9; TE: 41–64

- **Locate and describe settlements in Missouri of people of European and African heritage**

PE: Europeans Arrive in Missouri, 50–51; Early Settlements, 52–553; Europeans Under the Spanish, 54; TE: 44–47

- **Outline issues of Missouri statehood and the Missouri Compromise when Missouri became a state, why statehood was difficult to obtain and Missouri as a slave state**

PE: Missouri Seeks Statehood, 62–63; TE: 48–51

- **Summarize the events in westward expansion, including people’s motivation, their hardships and Missouri as a jumping-off point to the West**

PE: The Twenty-fourth State, 66–74; TE: 52–55

- **State Missouri’s role in the Civil War, i.e., Missouri as a border state**

PE: Tensions Rise, 77; The Issue of Slavery, 78–79; The Civil War, 80–81; TE: 56–69

Describe the changes in Missouri since the Civil War in education, transportation and communication

PE: After the War, 82–83; Changes in Education and Communication, 84–85; Life in the Late 1800s, 86–87; Times of Growth and Challenge, 88–98; TE: 60–63

Benchmark:
US History

- **Describe the contributions of Thomas Jefferson**

PE: See Thomas Jefferson and the Louisiana Purchase page 57.

- **Sequence and describe the importance of:**
 - The Louisiana Purchase
 - The Lewis and Clark Expedition

PE: The Louisiana Purchase, 57; Americans Move In, 58; TE: 44–47

- **Evaluate the impact of westward expansion on Indians in Missouri**

PE: The Osage and the American Settlers, 60–61; TE: 48–51

Standard 3. Principles and Process of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark:

A general knowledge of how authoritative decisions are made, enforced and interpreted and by whom within these governance systems

- **Describe how authoritative decisions are made, enforced and interpreted within the state government**

PE: Missouri State Government, 104–105; Three Branches of Government, 106–107; Local Governments, 108–109; TE: 68–71

Benchmark:

Identification of the functions of the three branches of government

- **Identify and explain the functions of the three branches of government in the state government**

PE: Three Branches of Government, 106–107; TE: 68–71

Standard 4. Economic Concepts and Principles Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark:

Knowledge of basic economic concepts, being able to explain them and use them to interpret current and historical events

- **Compare saving and investment**

PE: For related information see Resources, Economy, and Weather pages 28–37.
TE: 32–35

- **Explain supply and demand**

PE: For related information see Resources, Economy, and Weather pages 28–37 and Missouri’s People pages 38–43. TE: 32–35, 36–39

Benchmark:

Economic Decision- making

- **Interpret past, explain present and predict future consequences of economic decisions (decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the environment)**

PE: Resources, Economy, and Weather, 28–37; Missouri’s People, 38–43; Life in the Late 1800s, 86–87; Great Depression, 92–93; Missouri in World War II, 94; Missouri Meets New Challenges, 96. TE: 32–35, 36–39

Benchmark:

Knowledge of the existence and purposes of taxes

- **Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes**

PE: Missouri State Government, 104–105; Three Branches of Government, 106–107; Local Governments, 108–109; TE: 68–71

Benchmark:

Knowledge of how households, businesses and governments are interdependent

- **Explain how decisions of households, businesses and governments affect one another**

PE: For related information see Missouri's People pages 38–43. TE: 36–39

Standard 5. Elements of Geographical Study and Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark:

Knowledge of how to read and construct maps

- **Construct and interpret maps**

PE: Maps, 2, 5, 7, 12, 13, 15, 17, 18, 23, 24, 29, 43, 45, 50, 52, 57, 58, 62, 64, 65, 71, 80, 101, 103, 125, 126, 128, R1–R3

Benchmark:

Geography of Missouri and the US: Location

- **Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph**

PE: Maps, 2, 5, 7

Benchmark:

Geography of Missouri and the US: Place

- **Describe various ecosystems in Missouri and the United States and draw conclusions about physical factors that influence them**

PE: Rivers, Caves, Highlands, and Plains, 6–11; Missouri’s Regions, 14–21; Missouri’s Climate and Weather, 22–27; Natural Missouri, 34–35; Protecting Natural Missouri, 36–37; TE: 20–35

Benchmark:

Relationships within Places (Human-Environment Interactions) (Movement)

- **Describe human characteristics of a place (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.)**

PE: Resources, Economy, and Wildlife, 28–37; Missouri’s People, 38–43; Times of Growth and Change, 88–98; Missouri’s Places to Visit, 122–131; TE: 32–39, 60–63, 76–79

- **Describe how people are affected by, depend on, adapt to and change their environment**

PE: Then and Now: Ste. Genevieve, 53; Wilson’s Creek Battlefield, 81–83; Forest Par, 115; The Geography of Missouri, 5, 6–13, 14–21, 22–27, 28–37, 38–37, 38–43; TE: 17–40

Benchmark:

Uses of Geography to interpret, explain and predict

- **Use geography to interpret the past (e. g., why rivers have played an important role in human transportation) and predict future consequences (e. g., what will likely happen if the population of a city increases considerably)**

PE: Map Skills: Read a Special Purpose Map, 12; Use a Historical Map, 64; Map Skills associated with each map allow students opportunities to interpret the past. See pages 2, 5, 7, 12, 13, 15, 17, 18, 23, 24, 29, 43, 45, 50, 52, 57, 58, 62, 64, 65, 71, 80, 101, 103, 125, 126, and 128.

Benchmark:
Regions

- **Compare regions (e. g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions)**

PE: Missouri's Regions: 14; Looking at Missouri's Four Regions, 15; The Plains Regions, 16–17; The Ozark Plateau, 18–19; Regions Depend on One Another, 20–21; TE: 24–27

Standard 6. Relationships of Individual and Groups to Institutions and Traditions
Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark:
Knowledge of how people have common needs and how those needs are met

- **Analyze how needs are met by groups, and organizations (e. g., governments, businesses, schools, religious institutions, charitable organizations, etc.)**

PE: Missouri's People, 38–43; Civics and Government, 102–109; Art and Culture, 110–121; Kindergartners, 84; TE: 36–39, 68–71

- **Evaluate constructive processes or methods for resolving conflicts**

PE: For related information see the Missouri Compromise pages 62–63 and the Civil Rights Movement page 97. TE: Solve Problems, 81

Standard 7. Tools of Social Science Inquiry Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark
Knowledge of how to identify, select, use and create appropriate resources for social science inquiry

- **Identify, select and use visual, graphic and auditory aids**

PE: Songs, 74, 139; Graphic Organizer, 4, 11, 21, 27, 37, 43, 44, 54, 63, 74, 87, 98, 109, 120, 129, 135, 138; Drawing, 37; TE: Songs, 55, 85; Graphic Organizer, 20, 23, 24, 27, 28, 31, 32, 35, 36, 39, 40, 44, 47, 48, 52, 56, 68, 69, 71, 72, 75, 76, 79, 80, 82, 84; Art, 11, 47, 75

Use and evaluate primary and secondary sources (diaries, letters, people, interviews, journals and photos)

PE: Read a Newspaper, 136; Primary Sources, 10, 78, 85, 99, 121; TE: Bibliography, 13; Analyze Primary Sources, 22, 47, 58; Curriculum Connection, 63

- **Identify and use library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, newspapers and cartoons)**

PE: Lesson Reviews, 11, 21, 27, 37, 54, 63, 74, 87, , 98, 109, 120, 129, 135, Chapter Review, 44, 100, 138

- **Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)**

PE: Artifacts, 3, 9, 46, 48, 51, 53, 55, 57, 59, 63, 67, 68, 69, 73, 74, 78, 79, 83, 85, 89, 91, 92, 93, 94, 95, 99, 116, 117, 118, 119, 121

- **Create maps, timelines, diagrams and cartoons**

PE: Graphing, 27, 43; Drawing, 37, 63, 129; Poster, 120; TE: Mural, 47

**Scott Foresman Social Studies – Regions
to the
Missouri Social Studies Grade-Level Expectations**

Grade Four

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark:

The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do

- **Identify and explain why Missouri has a constitution and why the state makes and enforces laws**

PE/TE: For related information see We the People page 46, A Government for the People page 47, and The Three Branches of Government pages 50–51.

Benchmark:

Citizens have both rights and responsibilities

- **Identify rights included in the Bill of Rights, including freedoms of religion, speech and press, to assemble peacefully, to petition the government and to be treated fairly by the government**

PE/TE: The Flexibility of the Government, 52; TE only: Make a Bill of Rights Poster, 52

Benchmark:

Understanding of the main purposes of U. S. documents

- **Explain the major purpose of the Constitution and the Bill of Rights**

PE/TE: For related information see We the People page 46 and A Government for the People page 47.

Standard 2. Missouri, U. S. and World History

Knowledge of continuity and change in the history of Missouri, the United States and the world

Benchmark:

Famous Missourians Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times

- **Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton**

PE/TE: Lewis and Clark Expedition, 41, 278, 279; Mark Twain, 283. See also Biography pages 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407

- **Locate and describe settlements in Missouri of people of European and African heritage**

PE/TE: See The Fur Trade on pages 264–267 and 268–269.

- **Outline issues of Missouri statehood and the Missouri Compromise when Missouri became a state, why statehood was difficult to obtain and Missouri as a slave state**

PE/TE: For related information see Building Farms pages 270–274.

- **Summarize the events in westward expansion, including people's motivation, their hardships and Missouri as a jumping-off point to the West**

PE/TE: See A Gateway to the West for related information on page 278.

- **State Missouri's role in the Civil War, i.e., Missouri as a border state**

PE/TE: See Grade Five: The Early Stages of the War pages 492–497.

- **Describe the changes in Missouri since the Civil War in education, transportation and communication**

PE/TE: Railroads Crisscross the Nation, 281; Superhighways Span the States, 282; Bountiful Midwest Farms, 246–249

Benchmark:
US History

- **Describe the contributions of Thomas Jefferson**

PE/TE: Thomas Jefferson, 41, 197, 278

- **Sequence and describe the importance of:**
 - The Louisiana Purchase
 - The Lewis and Clark Expedition

PE/TE: A Gateway to the West, 278; Lewis and Clark Expedition, 279

- **Evaluate the impact of westward expansion on Indians in Missouri**

PE/TE: For related information see The Ojibwa on pages 256–261 and Trading for Goods pages 268– 269.

Standard 3. Principles and Process of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark:

A general knowledge of how authoritative decisions are made, enforced and interpreted and by whom within these governance systems

- **Describe how authoritative decisions are made, enforced and interpreted within the state government**

PE/TE: For related information see We the People pages 46-52.

Benchmark:

Identification of the functions of the three branches of government

- **Identify and explain the functions of the three branches of government in the state government**

PE/TE: For related information see We the People pages 46-52.

Standard 4. Economic Concepts and Principles Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark:

Knowledge of basic economic concepts, being able to explain them and use them to interpret current and historical events

- **Compare saving and investment**

PE/TE: For related information see Making Choices page 78.

- **Explain supply and demand**

PE/TE: Trading for Needs and Wants, 73; Free Trade, 76; The Amount of a Product, 77; Making Choices, 78

Benchmark:

Economic Decision- making

- **Interpret past, explain present and predict future consequences of economic decisions (decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the environment)**

PE/TE: Economic Issues, 66–71, 72–79, 112–115, 116–119, 178, 246–247, 248–249, 314–319, 338–340, 384–388

Benchmark:

Knowledge of the existence and purposes of taxes

- **Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes**

PE/TE: For related information see Government by the People pages 4–49. See Grade Five: Taxes, 339–340.

Benchmark:

Knowledge of how households, businesses and governments are interdependent

- **Explain how decisions of households, businesses and governments affect one another**

PE/TE: Economic Choices, 74, 78–79, 88–89

Standard 5. Elements of Geographical Study and Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark:

Knowledge of how to read and construct maps

- **Construct and interpret maps**

PE/TE: Maps, H10–H22, 13, 19, 20, 22, 24, 25, 40, 41, 54, 83, 86, 105, 114, 133, 144, 167, 170, 173, 174, 181, 191, 195, 234, 247, 265, 279, 281, 309, 326, 333, 341, 347, 372, 381, 387, 401, 402, 403, 409, 414, R2–R15

Benchmark:

Geography of Missouri and the US: Location

- **Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph**

PE/TE: See Maps on page 226 and 281.

Benchmark:

Geography of Missouri and the US: Place

- **Describe various ecosystems in Missouri and the United States and draw conclusions about physical factors that influence them**

PE/TE: For related information see Bountiful Midwestern Farms pages 246–249.

Benchmark:

Relationships within Places (Human-Environment Interactions) (Movement)

- **Describe human characteristics of a place (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.)**

PE/TE: For related information see Bountiful Midwestern Farms pages 246–249. Human-Environment Interactions, 10–17, 18–25, 26–35, 66–71, 104–111, 112–115, 116–123, 166–171, 172–177, 178–185, 232–241, 242–245, 246–253, 300–307, 308–313, 314–321, 368–377, 378–383, 384–391

- **Describe how people are affected by, depend on, adapt to and change their environment**

PE/TE: For related information see Bountiful Midwestern Farms pages 246–249. See also pages 10–17, 18–25, 26–35, 66–71, 104–111, 112–115, 116–123, 166–171, 172–177, 178–185, 232–241, 242–245, 246–253, 300–307, 308–313, 314–321, 368–377, 378–383, and 384–391.

Benchmark:

Uses of Geography to interpret, explain and predict

- **Use geography to interpret the past (e. g., why rivers have played an important role in human transportation) and predict future consequences (e. g., what will likely happen if the population of a city increases considerably)**

PE/TE: 72–79, 80–89, 126–129, 130–135, 136–141, 142–151, 188–193, 194–201, 202–209, 210–217, 256–263, 264–267, 268–275, 276–285, 324–331, 332–337, 338–345, 346–351, 394–399, 400–409, 410–419

Benchmark:

Regions

- **Compare regions (e. g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions)**

PE/TE: Regions, H10–H22, 6, 7, 8, 11, 12–15, 17, 20, 21, 26–31, 80–85, 104–109, 112–115, 142–146, 178–183, 246–249, 268–272, 314–317, 338–343, 346–348, 384–388, 410–415

Standard 6. Relationships of Individual and Groups to Institutions and Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark:

Knowledge of how people have common needs and how those needs are met

- **Analyze how needs are met by groups, and organizations (e. g., governments, businesses, schools, religious institutions, charitable organizations, etc.)**

PE/TE: Citizen Heroes, 60, 148, 200, 260, 318, 416; Biography, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 39, 407; Americans All, 38–45; We the People, 46–55; The Strength of Our Freedoms, 56–62; Native American Groups, 39, 126–129, 188–193, 256–259, 324–329, 334–336, 394–399

- **Evaluate constructive processes or methods for resolving conflicts**

PE/TE: Citizen Heroes, 60, 148, 200, 260, 318, 416; Issues and Viewpoints, 238, 350; Building Citizenship Skills, H2; Citizenship in Action, H3; TE only: Solve Problems, H5, 29, 109, 182, 260, 281, 304, 343, 349; Make Decisions, 14, 28, 49, 51, 76, 78, 111, 118, 174, 180, 200, 245, 265, 339, 341, 380, 402

Standard 7. Tools of Social Science Inquiry Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark

Knowledge of how to identify, select, use and create appropriate resources for social science inquiry

- **Identify, select and use visual, graphic and auditory aids**

PE/TE: Audio Text, 1c, 8b, 36b, 64b, 95c, 102b, 124b, 157c, 164b, 186b, 223c, 230b, 254b, 291c, 322b, 359c, 366b, 392b; Audio CD, 90, 218, 286, 420; Songs and Music CD-ROM, 1c, 90, 95c, 157c, 218, 223c, 286, 291c, 359c, 420; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419; Graphic Organizers, 6, 15, 23, 31, 34, 44, 52, 59, 62, 71, 79, 85, 88, 100, 109, 115, 119, 122, 129, 133, 138, 146, 150, 162, 169, 175, 183, 192, 199, 206, 213, 216, 228, 237, 245, 249, 252, 259, 266, 272, 282, 284, 296, 304, 311, 317, 320, 328, 337, 343, 348, 352, 364, 373, 383, 388, 390, 397, 406, 415, 418

- **Use and evaluate primary and secondary sources (diaries, letters, people, interviews, journals and photos)**

PE/TE: Primary Source, 2–3, 96–97, 158–159, 224–225, 292–293, 360–361; For related information see: 38, 40, 41, 45–46, 53–54, 74–75, 83, 107–108, 118, 130, 133, 135, 136, 139–140, 144, 150, 174, 179–180, 188, 191, 193–194, 197, 202, 207–208, 216, 240, 264, 265, 267–268, 271–272, 273–274, 276, 277, 279, 281, 283–284, 305–306, 310–311, 324, 326, 329–330, 332, 333, 334, 335, 338, 341, 346, 349–350, 352, 385–386, 389–390, 400, 401, 402, 403, 404, 407–408, 413, 414, 418; Literature and Social Studies, 74, 107, 179, 271, 310, 385; TE only: Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Grade-Level Biography, TR59–TR64; Curriculum Connection, 4, 17, 41, 98, 115, 139, 160, 183, 197, 206, 207, 226, 271, 362, 272

- **Identify and use library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, newspapers and cartoons)**

PE/TE: Multimedia Library, 1c, 95c, 157c, 223c, 291c, 359c; TE only: Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Grade-Level Biography, TR59–TR64; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419

- **Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)**

PE/TE: Artifact, 38, 40, 41, 45–46, 53–54, 74–75, 83, 107–108, 118, 130, 133, 135, 136, 139–140, 144, 150, 174, 179–180, 188, 191, 193–194, 197, 202, 207–208, 216, 240, 264, 265, 267–268, 271–272, 273–274, 276, 277, 279, 281, 283–284, 305–306, 310–311, 324, 326, 329–330, 332, 333, 334, 335, 338, 341, 346, 349–350, 352, 385–386, 389–390, 400, 401, 402, 403, 404, 407–408, 413, 414, 418

- **Create maps, timelines, diagrams and cartoons**

PE/TE: Maps, 23, 24–25, 54–55, 86–87, 93, 170–171, 408–409; Graphing, 259; Timeline, 217; Poster, 52, 129; TE only: Maps, 9, 37, 65, 103, 125, 165, 187, 231, 255, 299, 323, 367, 393

**Scott Foresman Social Studies – The United States
to the
Missouri Social Studies Grade-Level Expectations**

Grade Five

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark:

Knowledge of principles expressed in documents shaping constitutional democracy in the United States

- **Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed**

PE/TE: Declaration of Independence, 295, 298–301, 339; Text of the Declaration of Independence, R26–R29

- **Identify important principles in the Constitution including:**
 - limited government
 - rule of law
 - majority rule
 - minority rights
 - separation of powers
 - checks and balances

PE/TE: Constitution. 344–351, 352–359; Text of the Constitution of the United States, R30–R52

- **Identify important principles in the Bill of Rights such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9)**

PE/TE: Bill of Rights, 354–355, 358–359, R42–R43

Standard 2a. American History

Knowledge of continuity and change in the history of Missouri, the United States, and the world

Benchmark:

Knowledge of causes, consequences and general sequences of events and developments in U. S. history and of the roles people played in them

- **Summarize the viability and diversity of Native American cultures before Europeans came**

PE/TE: Native Americans of North America, 74–75; The Eastern Woodlands, 76–81; The Great Plains, 82–87; The Southwest Desert, 88–93; The Northwest Coast, 94–97; Chapter Review, 98–99

- **Outline the discovery, exploration and early settlement of America**

PE/TE: European Explorers, 110–115; Spain Builds an Empire, 132–153; The Struggle to Find Colonies, 154–187; Life in the English Colonies, 200–229; The Fight for a Continent, 230–253

- **Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the Americans were successful**

PE/TE: The Road to War, 266; Trouble Over Taxes, 268–275; The Colonists Rebel, 276–285; The Revolution Begins, 286–291; Declaring Independence, 296–31; Patriots at War, 302–313; The World Turned Upside Down, 314–321

- **Relate the drafting of the Constitution and the formation of a new nation**

PE/TE: Forming a New Government, 336–337; A Weak Government, 338–343; Debate in Philadelphia, 344–351; Ratifying the Constitution, 352–357; Chapter Review, 358–359

- **Investigate the causes and consequences of Westward Expansion, including:**

- Texas and the Mexican War
- Oregon Territory
- The California Gold Rush

PE/TE: People Move South and West, 428–429; The Story of Texas, 430–437; Trails to the West, 438–441; The Golden State, 442–447; Chapter Review, 448–449

- **Examine cultural interactions among these groups:**
 - Native Americans
 - Immigrants from Europe
 - Africans brought to America

PE/TE: New Americans, 568–577; Slavery in the Colonies, 224–227; The Struggle Over Slavery, 476–483; Native Americans, 405, 406, 438–441, 554–557, 558–559

- **Identify political, economic and social causes and consequences of the Civil War and Reconstruction**

PE/TE: A Divided Nation, 462–489; War and Reconstruction, 490–523; Unit Review, 526–527

Standard 3. Principles & Processes of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark:

Knowledge of principles and process of government

- **Identify limited and unlimited government**

PE/TE: Government, 14–17, 295, 296–301, 339, 344–350, 352–355, 642–644, 647, R26–R52

Benchmark:

Knowledge of local, state and national governments in the United States

- **Distinguish between powers and functions of local, state and national government**

PE/TE: Distribution of Powers, 3, 14–17, 295, 296–301, 339, 344–350, 352–354, 358–359, 642–643, 647, R26–R52

Standard 4. Economic Concepts & Principles

Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark:

Knowledge of economic concepts

- **Apply the following economic concepts:**
 - scarcity
 - supply and demand
 - trade-offs (opportunity cost)

PE/TE: Economic Concepts, 18–22, 23, 106–109, 202–207, 408–411, 414–415, 538–541, 544–545, 562–567, 602–603, 604–605, 607, 617–623, 626–627, 648, 649, 664

Benchmark:

Knowledge of the role of technology in our economy and of how our economy has changed from an agricultural economy to an industrial economy

- **Identify the role of technology in our economy and of how our economy has changed from an agricultural economy to an industrial economy**

PE/TE: Technology, 21, 22, 23, 31, 34–39, 409, 410, 496, 499, 514–515, 539, 544–545, 548, 551, 559, 562, 563, 564, 565, 566, 609, 615, 617, 621, 629–630, 661, 664–665

Benchmark:

Knowledge of how to interpret the past, explain the present and predict the future

- **Interpret the past, explain the present and predict future consequences of economic decisions**

PE/TE: Economic Decisions, 18–22, 23, 106–109, 202–207, 408–411, 414–415, 538–541, 544–545, 562–567, 602–603, 604–605, 607, 617–623, 626–627, 648, 649, 664

Standard 5. Elements of Geographical Study & Analysis Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark:

Knowledge of geographic research sources (e. g., maps, satellite images, globes, charts, graphs and databases) and how to evaluate and use them

- **Use geographic research sources to acquire information and answer questions**

PE/TE: Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14; TE: Link to Geography, 30, 91, 109, 150, 162, 182, 214, 251, 291, 366, 436, 582, 641, 656; Social Studies Strand, 27, 32, 113, 115, 140, 165, 245, 372, 378, 379, 478, 513, 625, 656, 680, 689

- **Construct maps**

PE/TE: Construct Maps, 30, 109, 182, 291, 366, 391; TE only: Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429, 537, 601, 635

Benchmark:

Knowledge of the geography of Missouri, the United States, the Americas and world to make predictions and solve problems:

Location

- **Locate cities of Missouri and the United States**

PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176,

177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14

- **Locate states and major topographic features of the United States**

PE/TE: Read an Elevation Map, 32; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14

- **Locate and describe real places using absolute and relative location**

PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14

Place

- **Identify physical characteristics, such as climate, topography, relationship to water and ecosystems**

PE/TE: 24–33, 34–41, 56–57, 60–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 374, 444, 465, 547, 548, 550–552, 604, 621

- **Identify human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political system**

PE/TE: Human Characteristics, 24–33, 55–57, 58–59, 60–64, 68, 76–80, 82–85, 88–91, 94–97, 159–161, 171, 178–181, 210–214, 234–235, 238, 241–243, 248, 308, 370–377, 438–441, 442–445, 538–544, 546–553

Human Systems

- **Identify major patterns of population distribution, demographics and migrations in the United States**

PE/TE: Migrations, 202–204, 206–207, 211, 214, 216–220, 254–255; Population Distribution, 55, 103, 104, 107–108, 111, 113–115, 134–138, 147, 159, 166, 170, 172, 226, 234, 236, 238–239, 241–243, 370–372, 374–375, 378–379, 405, 406, 411–413, 431, 439–441, 473, 539, 540, 569–570, 613

Regions

- **Identify different kinds of regions in the U. S.**

PE/TE: Regions, 24–33, 34–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 212–214, 374, 444, 465, 547, 548, 550–552, 604, 621

Uses of geography

- **Use geography to interpret the past, explain the present and plan for the future**

PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176,

177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14

Standard 6. Relationships of Individual & Groups to Institutions & Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark:

Knowledge of relationships of the individual and groups to institutions and cultural traditions

- **Analyze how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities, in the U. S. and other cultures**

PE/TE: Biography, 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, 497, 553, 575, 583, 623, 631, 645, 649; Religion, 136, 148, 169, 172, 173, 178–180, 218, 234, 238, 351, 417; Education, 173, 216–217, 342, 420, 518, 521; Government, 3, 14–17, 295, 296–301, 331, 339, 344, 345–347, 348, 349, 350, 352–354, 642–643, 647, R26–R52; Charities, 417–420

- **Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group**

PE/TE: Political Party, 364, 368, 369, 370; Suffrage, 404, 616; Great Awakening, 218; Labor Unions, 572–573

- **Identify how ideas, concepts and traditions have changed over time in the US**

PE/TE: Culture, 77, 79, 83, 89, 90, 91, 95, 96, 97, 106–109, 110–115, 143–145, 148, 149, 150, 151, 160, 161, 163, 165, 169–171, 172–173, 176–182, 183, 184–185, 416–418, 476–483, 498–505, 602–607, 616–623, 624–649; Then and Now, 10, 111, 144, 211, 277, 383, 433, 472, 549, 626

Standard 7. Tools of Social Science Inquiry Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark:

Knowledge of how to identify, select, use & create appropriate resources for social science inquiry

- **Select, investigate and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters**

PE/TE: 2–3, 11, 16, 21, 23, 31, 37, 39, 40, 41, 46–47, 65, 79, 81, 93, 103, 105, 126–127, 135, 149, 151, 158, 160, 163, 171, 174, 182, 183, 184, 185, 195, 206, 214, 215, 217, 221, 222, 223, 227, 235, 237, 241, 249, 260–261, 269, 270, 274, 275, 279, 281, 283, 284, 285, 288, 290, 293, 299, 301, 304, 309, 310, 311, 316, 327, 330–331, 343, 346, 348, 350, 351, 353, 355, 366, 367, 368, 369, 371, 374, 385, 394–395, 406, 407, 410, 418, 419, 421, 423, 432, 437, 439, 456–457, 467, 469, 471, 475, 478, 481, 483, 489, 497, 498, 500, 504, 508, 510, 511, 519, 530–531, 548, 551, 553, 555, 556, 563, 569, 572, 575, 576, 577, 583, 584, 594–595, 610, 612, 620, 621, 622, 623, 626, 627, 628, 631, 638, 640, 644, 645, 646, 647, 649, 651, 659, 660, 662, 666, 667

- **Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions**

PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14; Charts, Graphs, and Tables, 7, 8, 9, 12, 13, 20, 58, 59, 78, 136, 161, 181, 211, 212, 213, 225, 347, 354, 410, 414, 427, 443, 465, 466, 493, 519, 570, 647, 684, 686, 688; Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522, 532, 546, 554, 568, 586, 602, 616, 632, 642, 668, 678, 682

- **Create maps, graphs, timelines, charts and diagrams to communicate information**

PE/TE: Mapmaking, 30, 109, 182, 291, 366, 391; Graph, 43, 467; Diagram, 214;

- **Use technological tools for research and presentation**

PE/TE: Internet Links, 1c, 45c, 52b, 74b, 100b, 125c, 132b, 154b, 193c, 200b, 230b, 259c, 266b, 294b, 329c, 336b, 360b, 393c, 400b, 428b, 455c, 462b, 490b, 529c, 536b, 560b, 593c, 600b, 634b; Web Site, H15, 6, 14, 18, 23, 24, 28, 31, 32, 34, 39, 42, 44, 49, 53, 54, 60, 65, 66, 73, 75, 76, 82, 88, 94, 99, 101, 102, 105, 106, 110, 119, 122, 124, 129, 133, 134, 140, 142, 146, 153, 155, 156, 164, 168, 176, 183, 187, 190, 192, 197, 201, 202, 210, 215, 216, 221, 223, 224, 229, 231, 232, 237, 240, 246, 253, 256, 263, 267, 268, 276, 283, 286, 288, 290, 293, 295, 296, 301, 302, 309, 311, 314, 323, 326, 328, 333, 337, 338, 342, 344, 351, 352, 359, 361, 362, 367, 369, 370, 379, 380, 385, 387, 390, 397, 401, 402, 407, 408, 416, 421, 425, 427, 429, 430, 435, 437, 438, 442, 449, 452, 454, 459, 463, 464, 470, 475, 476, 484, 489, 491, 492, 498, 506, 516, 523, 526, 528, 533, 537, 538, 545, 546, 553, 554, 559, 561, 562, 568, 578, 583, 587, 590, 592, 597, 601, 602, 608, 615, 616, 623, 624, 631, 633, 635, 636, 642, 645, 649

- **Distinguish between fact and opinion and recognize bias and points of view**

PE/TE: Fact and Opinion, 81, 89, 174, 234, 237, 239, 291, 303, 308, 309, 432, 444, 450, 581, 583, 585, 643, 645, 660; Bias, 585; Point of View, 11, 38, 80, 150, 169, 173, 219, 221, 223, 227, 238, 243, 269, 277, 285, 289, 297, 298, 310, 315, 318, 431, 468, 495, 500, 572, 647, 655

- **Identify, research and defend a point of view/ position**

PE/TE: Point of View, 11, 38, 80, 150, 169, 173, 219, 221, 223, 227, 238, 243, 269, 277, 285, 289, 297, 298, 310, 315, 318, 431, 468, 495, 500, 572, 647, 655; Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525, 548, 551, 555, 556, 557, 563, 569, 572, 576, 579, 583, 607, 610, 612, 620, 621, 622, 626, 631, 638, 640, 644, 645, 646, 647, 651, 659, 660, 662, 667

**Scott Foresman Social Studies – Building a Nation
to the
Missouri Social Studies Grade-Level Expectations**

Grade Five

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark:

Knowledge of principles expressed in documents shaping constitutional democracy in the United States

- **Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed**

PE/TE: Declaration of Independence, 295, 298–301, 339; Text of the Declaration of Independence, R26–R29

- **Identify important principles in the Constitution including:**
 - limited government
 - rule of law
 - majority rule
 - minority rights
 - separation of powers
 - checks and balances

PE/TE: Constitution. 344–351, 352–359; Text of the Constitution of the United States, R30–R52

- **Identify important principles in the Bill of Rights such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9)**

PE/TE: Bill of Rights, 354–355, 358–359, R42–R43

Standard 2a. American History

Knowledge of continuity and change in the history of Missouri, the United States, and the world

Benchmark:

Knowledge of causes, consequences and general sequences of events and developments in U. S. history and of the roles people played in them

- **Summarize the viability and diversity of Native American cultures before Europeans came**

PE/TE: Native Americans of North America, 74–75; The Eastern Woodlands, 76–81; The Great Plains, 82–87; The Southwest Desert, 88–93; The Northwest Coast, 94–97; Chapter Review, 98–99

- **Outline the discovery, exploration and early settlement of America**

PE/TE: European Explorers, 110–115; Spain Builds an Empire, 132–153; The Struggle to Find Colonies, 154–187; Life in the English Colonies, 200–229; The Fight for a Continent, 230–253

- **Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the Americans were successful**

PE/TE: The Road to War, 266; Trouble Over Taxes, 268–275; The Colonists Rebel, 276–285; The Revolution Begins, 286–291; Declaring Independence, 296–31; Patriots at War, 302–313; The World Turned Upside Down, 314–321

- **Relate the drafting of the Constitution and the formation of a new nation**

PE/TE: Forming a New Government, 336–337; A Weak Government, 338–343; Debate in Philadelphia, 344–351; Ratifying the Constitution, 352–357; Chapter Review, 358–359

- **Investigate the causes and consequences of Westward Expansion, including:**

- Texas and the Mexican War
- Oregon Territory
- The California Gold Rush

PE/TE: People Move South and West, 428–429; The Story of Texas, 430–437; Trails to the West, 438–441; The Golden State, 442–447; Chapter Review, 448–449

- **Examine cultural interactions among these groups:**
 - Native Americans
 - Immigrants from Europe
 - Africans brought to America

PE/TE: New Americans, 568–577; Slavery in the Colonies, 224–227; The Struggle Over Slavery, 476–483; Native Americans, 405, 406, 438–441

- **Identify political, economic and social causes and consequences of the Civil War and Reconstruction**

PE/TE: A Divided Nation, 462–489; War and Reconstruction, 490–523; Unit Review, 526–527

Standard 3. Principles & Processes of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark:

Knowledge of principles and process of government

- **Identify limited and unlimited government**

PE/TE: Government, 14–17, 295, 296–301, 339, 344–350, 352–355, R26–R52

Benchmark:

Knowledge of local, state and national governments in the United States

- **Distinguish between powers and functions of local, state and national government**

PE/TE: Distribution of Powers, 3, 14–17, 295, 296–301, 339, 344–350, 352–354, 358–359, R26–R52

Standard 4. Economic Concepts & Principles

Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark:

Knowledge of economic concepts

- **Apply the following economic concepts:**
 - scarcity
 - supply and demand
 - trade-offs (opportunity cost)

PE/TE: Economic Concepts, 18–22, 23, 106–109, 202–207, 408–411, 414–415

Benchmark:

Knowledge of the role of technology in our economy and of how our economy has changed from an agricultural economy to an industrial economy

- **Identify the role of technology in our economy and of how our economy has changed from an agricultural economy to an industrial economy**

PE/TE: Technology, 21, 22, 23, 31, 34–39, 409, 410, 496, 499, 514–515

Benchmark:

Knowledge of how to interpret the past, explain the present and predict the future

- **Interpret the past, explain the present and predict future consequences of economic decisions**

PE/TE: Economic Decisions, 18–22, 23, 106–109, 202–207, 408–411, 414–415

Standard 5. Elements of Geographical Study & Analysis Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark:

Knowledge of geographic research sources (e. g., maps, satellite images, globes, charts, graphs and databases) and how to evaluate and use them

- **Use geographic research sources to acquire information and answer questions**

PE/TE: Map and Globe Skills, 32, 140, 244, 378, 512; Map Adventure, 114, 159, 248, 278, 365, 412, 507; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, R4, R6, R7, R8, R9, R10, R12, R14; TE: Link to Geography, 30, 91, 109, 150, 162, 182, 214, 251, 291, 366, 436; Social Studies Strand, 27, 32, 113, 115, 140, 165, 245, 372, 378, 379, 478, 513

- **Construct maps**

PE/TE: Construct Maps, 30, 109, 182, 291, 366, 391; TE only: Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429

Benchmark:

Knowledge of the geography of Missouri, the United States, the Americas and world to make predictions and solve problems:

Location

- **Locate cities of Missouri and the United States**

PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176,

177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, R4, R6, R7, R8, R9, R10, R12, R14

- **Locate states and major topographic features of the United States**

PE/TE: Read an Elevation Map, 32; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, R4, R6, R7, R8, R9, R10, R12, R14

- **Locate and describe real places using absolute and relative location**

PE/TE: Maps, Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, R4, R6, R7, R8, R9, R10, R12, R14

Place

- **Identify physical characteristics, such as climate, topography, relationship to water and ecosystems**

PE/TE: 24–33, 34–41, 56–57, 60–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 374, 444, 465

- **Identify human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political system**

PE/TE: Human Characteristics, 24–33, 55–57, 58–59, 60–64, 68, 76–80, 82–85, 88–91, 94–97, 159–161, 171, 178–181, 210–214, 234–235, 238, 241–243, 248, 308, 370–377, 438–441, 442–445

Human Systems

- **Identify major patterns of population distribution, demographics and migrations in the United States**

PE/TE: Migrations, 202–204, 206–207, 211, 214, 216–220, 254–255; Population Distribution, 55, 103, 104, 107–108, 111, 113–115, 134–138, 147, 159, 166, 170, 172, 226, 234, 236, 238–239, 241–243, 370–372, 374–375, 378–379, 405, 406, 411–413, 431, 439–441, 473

Regions

- **Identify different kinds of regions in the U. S.**

PE/TE: Regions, 24–33, 34–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 212–214, 374, 444, 465

Uses of geography

- **Use geography to interpret the past, explain the present and plan for the future**

PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, R4, R6, R7, R8, R9, R10, R12, R14

Standard 6. Relationships of Individual & Groups to Institutions & Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark:

Knowledge of relationships of the individual and groups to institutions and cultural traditions

- **Analyze how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities, in the U. S. and other cultures**

PE/TE: Biography, 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, 497; Religion, 136, 148, 169, 172, 173, 178–180, 218, 234, 238, 351, 417; Education, 173, 216–217, 342, 420, 518, 521; Government, 3, 14–17, 295, 296–301, 331, 339, 344, 345–347, 348, 349, 350, 352–354, R26–R52; Charities, 417–420

- **Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group**

PE/TE: Political Party, 364, 368, 369, 370; Suffrage, 404; Great Awakening, 218

- **Identify how ideas, concepts and traditions have changed over time in the US**

PE/TE: Culture, 77, 79, 83, 89, 90, 91, 95, 96, 97, 106-109, 110-115, 143-145, 148, 149, 150, 151, 160, 161, 163, 165, 169-171, 172-173, 176-182, 183, 184-185, 416–418, 476–483, 498–505; Then and Now, 10, 111, 144, 211, 277, 383, 433, 472

Standard 7. Tools of Social Science Inquiry Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark:

Knowledge of how to identify, select, use & create appropriate resources for social science inquiry

- **Select, investigate and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters**

PE/TE: 2–3, 11, 16, 21, 23, 31, 37, 39, 40, 41, 46–47, 65, 79, 81, 93, 103, 105, 126–127, 135, 149, 151, 158, 160, 163, 171, 174, 182, 183, 184, 185, 195, 206, 214, 215, 217, 221, 222, 223, 227, 235, 237, 241, 249, 260–261, 269, 270, 274, 275, 279, 281, 283, 284, 285, 288, 290, 293, 299, 301, 304, 309, 310, 311, 316, 327, 330–331, 343, 346, 348, 350, 351, 353, 355, 366, 367, 368, 369, 371, 374, 385, 394–395, 406, 407, 410, 418, 419, 421, 423, 432, 437, 439, 456–457, 467, 469, 471, 475, 478, 481, 483, 489, 497, 498, 500, 504, 508, 510, 511, 519

- **Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions**

PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, R4, R6, R7, R8, R9, R10, R12, R14; Charts, Graphs, and Tables, 7, 8, 9, 12, 13, 20, 58, 59, 78, 136, 161, 181, 211, 212, 213, 225, 347, 354, 410, 414, 427, 443, 465, 466, 493, 519, 570, 647, 684, 686, 688; Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522,

- **Create maps, graphs, timelines, charts and diagrams to communicate information**

PE/TE: Mapmaking, 30, 109, 182, 291, 366, 391; Graph, 43, 467; Diagram, 214;

- **Use technological tools for research and presentation**

PE/TE: Internet Links, 1c, 45c, 52b, 74b, 100b, 125c, 132b, 154b, 193c, 200b, 230b, 259c, 266b, 294b, 329c, 336b, 360b, 393c, 400b, 428b, 455c, 462b, 490b; Web Site, H15, 6, 14, 18, 23, 24, 28, 31, 32, 34, 39, 42, 44, 49, 53, 54, 60, 65, 66, 73, 75, 76, 82, 88, 94, 99, 101, 102, 105, 106, 110, 119, 122, 124, 129, 133, 134,

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- **Distinguish between fact and opinion and recognize bias and points of view**

PE/TE: Fact and Opinion, 81, 89, 174, 234, 237, 239, 291, 303, 308, 309, 432, 444, 450; Bias, 585; Point of View, 11, 38, 80, 150, 169, 173, 219, 221, 223, 227, 238, 243, 269, 277, 285, 289, 297, 298, 310, 315, 318, 431, 468, 495, 500

- **Identify, research and defend a point of view/ position**

PE/TE: Point of View, 11, 38, 80, 150, 169, 173, 219, 221, 223, 227, 238, 243, 269, 277, 285, 289, 297, 298, 310, 315, 318, 431, 468, 495, 500, 572, 647, 655; Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525

**Scott Foresman Social Studies – The World
to the
Missouri Social Studies Grade-Level Expectations**

Grade Six

Standard 1. Principles of Constitutional Democracy

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

Benchmark:

Knowledge of principles expressed in documents shaping constitutional democracy in the United States

- **Identify responsibilities governments and citizens need to accept to become effective in a constitutional democracy**

Define the following:

- limited government
- rule of law
- majority rule
- minority rights

PE/TE: Students explore this objective as they discuss different governments throughout history. See pages 45, 85, 169, 171, 245, 255, 282–287, 290, 321, 327, 335, 398, 399, 449, 458–459, 466–473, 472–473, 469, 492–497, 499–503, 546, 547, 576–581, 606–613, 614–619, 620–625, 636–643, and 644–649.

Standard 2b. World History

Knowledge of continuity and change in the history of the world (World History)

Benchmark:

Students should possess a general knowledge of cultures (literature, architecture, government, art, religion, music, technology, recreation, etc.) that preceded the era of Columbus and their contributions

- **Examine River Civilizations, including:**
 - Ancient Egypt in North Africa (pyramids and mathematics)
 - India (religions and culture)
 - Mesopotamia (beginnings of civilization)
 - China (technological advances)

PE/TE: Early Civilizations, 32–63; Ancient Egypt and Nubia, 78–97; Ancient China, 98–119; Ancient India and Persia, 120–147

- **Distinguish between Greek civilization and the Roman empire regarding:**
 - origins of democracy
 - rule of law
 - government structures

PE/TE: Ancient Greece, 244–273; Ancient Rome, 274–307

- **Investigate Europe in the Middle Ages, including:**
 - rise of kingdoms
 - feudalism
 - the Crusades

PE/TE: Medieval Europe, 390–391; Rulers and Invaders, 396–399; Life in the Middle Ages, 400–405; Crusades, Trade, and the Plague, 406–413; Chapter Review, 414–415

- **Investigate Feudal Japan, including:**
 - rise of war lords
 - art

PE/TE: Japan in Isolation, 360–363

- **Examine the Maya, Aztec, and Inca cultures**

PE/TE: The Olmec and the Maya, 168–173; The Aztecs, 174–181; The Inca, 196–203

- **Investigate African Empires, including:**
 - agriculture, arts, gold production and the trans-Saharan caravan trade
 - spread of Islam into Africa

PE/TE: African Empires, 368–369; Geography of Africa, 370–373; West African Kingdoms, 374–379; East Central, and Southern Africa, 380–386

Standard 3. Principles & Processes of Governance Systems

Knowledge of principles and processes of governance systems

Benchmark:

Knowledge of principles and process of government

- **Define limited and unlimited governments (i.e., democratic and authoritarian governments) and how people’s lives vary under these systems**

PE/TE: Students explore this objective as they discuss different governments throughout history. See pages 45, 85, 169, 171, 245, 255, 282–287, 290, 321, 327, 335, 398, 399, 449, 458–459, 466–473, 472–473, 469, 492–497, 499–503, 546, 547, 576–581, 606–613, 614–619, 620–623, 636–643, and 644–649.

Standard 4. Economic Concepts & Principles

Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Benchmark:

Knowledge of economic concepts

- **Apply the following economic concepts:**
 - scarcity*
 - supply and demand*
 - specialization of regions, nations and individuals (trade)*
 - trade-offs (opportunity cost)*
 - income, wealth and sources of wealth*

PE/TE: Economics, 38, 59, 89, 169, 269, 282–287, 336, 348, 351, 371, 374, 375, 376–378, 394, 399, 403, 411, 474–477, 478–481, 494, 543, 537, 544, 611, 621, 628–629, 630–633

Benchmark:

Knowledge of how to interpret the past, explain the present and predict the future

- **Interpret the past, explain the present and predict future consequences of economic decisions**

PE/TE: Economics, 38, 59, 89, 169, 269, 282–287, 336, 348, 351, 371, 374, 375, 376–378, 394, 399, 403, 411, 474–477, 478–481, 494, 543, 537, 544, 611, 621, 628–629, 630–633

Benchmark:

Knowledge of the consequences of personal and public economic decisions

- **Identify the consequences of personal and public economic decisions**

PE/TE: For related information see 478–481, 630–633, 636–643, and 644–649. See also Trade Links on pages 380–385, 474–477, and 668–671.

Standard 5. Elements of Geographical Study & Analysis Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment

Benchmark:

Knowledge of geographic research sources (e. g., maps, satellite images, globes, charts, graphs and databases) and how to evaluate and use them

- **Use geographic research sources to acquire and process information to answer questions and solve problems**

PE/TE: Maps and Map Skills, H10-H24, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645; Atlas, R2-R19; Map and Globe Skills, 82, 166, 194, 258, 412, 658. See also Map Adventure on pages 38, 94, 200, 261, 337, 440, 577, and 662. TE only, 9, 33, 77, 99, 121, 161, 185, 207, 245, 275, 321, 345, 369, 391, 429, 455, 485, 519, 541, 567, 605, 629, 653

- **Construct maps**

PE/TE: 82–83, 166–167, 194–195, 258–259, 412–413, and 658–659 prepare students for this task. TE only, 9, 33, 77, 99, 121, 161, 185, 207, 245, 275, 321, 345, 369, 391, 429, 455, 485, 519, 541, 567, 605, 629, 653

Benchmark:

Knowledge of the geography of Missouri, the United States, the Americas and world to make predictions and solve problems:

Location

- **Locate major cities and nations of the world**

PE/TE: Maps and Map Skills, H10-H24, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645; Atlas, R2-R19

- **Locate the world's continents, oceans and major topographic features**

PE/TE: See Atlas pages R2–R19. See also Regional Geography on pages 78–81, 100–105, 122–127, 162–167, 186–189, 208–211, 246–251, 322–325, 370–373, 392–395, and 660–663.

- **Locate and describe real places using absolute and relative location**

PE/TE: Maps and Map Skills, H10-H24, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645; Atlas, R2-R19

Place

- **Describe physical characteristics, such as climate, topography, relationship to water and ecosystems**

PE/TE: Regional Geography, 78–81, 100–105, 122–127, 162–167, 186–189, 208–211, 246–251, 322–325, 370–373, 392–395, 660–663

- **Describe human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political system**

PE/TE: 18–23, 26–29, 40–46, 48–53, 54–59, 81, 84–90, 92–95, 106–112, 114–117, 128–134, 136–139, 140–143, 165, 168–173, 174–180, 190–193, 196–201, 218–221, 222–224, 249, 252–253, 260–264, 266–271, 276–279, 282–287, 288–292, 294–297, 298–304, 326–328, 329, 330–333, 334–338, 346–349, 356–359, 360–363, 374–378, 380–385, 396–398, 399, 401, 404, 406–411, 416, 465, 557, 579, 585, 656

Human Systems

- **Describe major patterns of population distribution, demographics and migrations in the world and the impact of those patterns on cultures and community life**

PE/TE: 12, 14–15, 20–21, 34–39, 49, 57, 58, 78–81, 100–103, 109, 122–127, 130, 132, 138, 142, 162–165, 170, 176, 177, 186–189, 198, 208–211, 214, 218–221, 246–251, 277, 322–325, 332, 347, 348, 352, 357, 370–373, 377, 383, 392–395, 436, 441, 446, 448, 488, 490–491, 494, 546, 583, 632, 633, 639, 656, 659–659, 660–663; Here and There, 141, 171, 253, 376, 461, 584, 638; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662

Human- Environment Interactions

- **Identify world- wide patterns of resource distribution**

PE/TE: Resource Usage, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667

- **Identify how technology and culture influence resource use**

PE/TE: Technology, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667

- **Identify environmental consequences of how people use resources**

PE/TE: Resource Usage, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667

- **Identify the effect of natural forces upon human activities**

PE/TE: 7, 12, 24, 27, 75, 81, 102, 123, 125, 319, 661, 662. See also regional climates on pages 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 246–251, 322–325, 370–373, and 392–395.

Movement

- **Describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural and capital resources**

PE/TE: Trade, 38, 39, 58, 59, 89, 94, 99, 110, 112, 169, 220, 248, 324, 335, 336, 338, 362, 363, 369, 375, 378, 381, 385, 391, 408, 411, 431, 439, 445, 449, 631, 632, 633

Regions

- **Compare regions and predict how human life in one region in the world would differ from that in another**

PE/TE: Regional Climates on pages 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 246–251, 322–325, 370–373, and 392–395.

Uses of geography

- **Use geography to interpret the past, explain the present and plan for the future**

PE/TE: 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645

Standard 6. Relationships of Individual & Groups to Institutions & Traditions

Knowledge of relationships of the individual and groups to institutions and cultural traditions

Benchmark:

Knowledge of relationships of the individual and groups to institutions and cultural traditions

- **Evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities, in other cultures**

PE/TE: Governments, 290, 321, 327, 335, 398, 399, 449, 458–459, 466–473, 472–473, 469, 492–497, 499–503, 546, 547, 576–581, 606–613, 614–619, 620–625, 636–43, 644–649; Religions, 54–57, 136–139, 141–143, 294–297, 302, 321, 328, 330–339, 349, 361, 381, 409, 439–441, 611, 612; Labor Unions, 480, 621

- **Describe how cultural traditions, human actions and institutions affect people’s behavior**

PE/TE: 38–39, 40–47, 48–53, 54–59, 84–91, 92–93, 106–113, 114–117, 128–135, 136–139, 140–143, 168–173, 174–181, 190–193, 196–202, 212–215, 218–221, 222–225, 246–271, 276–305, 326–329, 330–333, 334–339, 346–349, 350–355, 356–359, 360–363, 374–379, 380–385, 396–399, 400–405, 406–411, 430–437, 438–443, 444–449, 456–464, 466–473, 474–481, 486–491, 492–497, 498–503, 520–536, 542–563, 568–575, 576–581, 582–589; TE only: Culture, 52, 55, 81, 129, 165, 249, 262, 269, 331, 376, 399, 401, 409, 416, 465, 557, 579, 585, 656

- **Describe how ideas, concepts and traditions have changed over time**

PE/TE: 84–90, 95, 108–112, 130–133, 136–139, 140–143, 176–180, 190–193, 198–201, 252–259, 260–265, 266–271, 282–287, 288–293, 294–297, 298–305, 348–353, 372–373, 397–398, 410–411, 430–437, 441, 442, 445–449, 456–462, 466–470, 480–481, 520–525, 526–533, 548–557, 558–563, 576–581, 606–613, 614–619, 620–624, 636–643, 644–649; Biography, 44, 47, 51, 91, 113, 135, 181, 203, 225, 257, 265, 305, 329, 379, 399, 443, 463, 497, 533, 555, 581, 613, 619, 642

- **Identify how personal and group experiences influence people’s perceptions and judgments of events**

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

Standard 7. Tools of Social Science Inquiry Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Benchmark:

Knowledge of how to identify, select, use & create appropriate resources for social science inquiry

- **Select, investigate and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters**

PE/TE: 2–3, 29, 37, 43, 50, 51, 52, 55, 61, 63, 70–71, 80, 85, 91, 111, 116, 135, 137, 142, 154–155, 181, 203, 228, 229, 238–239, 248, 255, 257, 265, 270, 280, 281, 284, 285, 286, 289, 291, 293, 295, 305, 307, 314–315, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 407, 409, 410, 422–423, 427, 437, 440, 443, 457, 458, 459, 463, 471, 472, 473, 476, 477, 487, 488, 495, 497, 499, 500, 501, 512–513, 523, 527, 528, 530, 532, 547, 549, 550, 552, 553, 561, 569, 570, 571, 573, 577, 579, 581, 586, 588, 589, 598–599, 607, 609, 611, 613, 619, 623, 625, 639, 641, 642, 643, 646, 647, 648, 655, 661

- **Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions**

PE/TE: Maps, 3, 29, 37, 43, 50, 51, 52, 55, 61, 63, 71, 80, 85, 91, 111, 116, 135, 137, 142, 155, 181, 203, 228, 229, 239, 248, 255, 257, 265, 270, 280, 281, 284, 285, 286, 289, 291, 293, 295, 305, 307, 315, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 407, 409, 410, 423, 427, 437, 440, 443, 457, 458, 459, 463, 471, 472, 473, 476, 477, 487, 488, 495, 497, 499, 500, 501, 513, 523, 527, 528, 530, 532, 547, 549, 550, 552, 553, 561, 569, 570, 571, 573, 577, 579, 581,

586, 588, 589, 599, 607, 609, 611, 613, 619, 623, 625, 639, 641, 642, 643, 646, 647, 648, 655, 661; Charts, Graphs, Tables, and Diagrams, 85, 104, 105, 292, 340, 341, 343, 475, 476, 490, 562, 563, 624, 631, 634, 635, 647, 651, 655, 656, 661, 665; Time Lines, 2–3, 4–5, 70–71, 72–73, 154–155, 156–157, 238–239, 240–241, 314–315, 316–317, 422–423, 424–425, 512–513, 514–515, 598–599, 600–601; Parallel Time Lines, 524–525, R29–R40; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634

- **Create maps, graphs, timelines, charts and diagrams to communicate information**

PE/TE: 82–83, 166–167, 194–195, 258–259, 412–413, and 658–659 prepare students for this task. Chapter Reviews, 30–31, 62–63, 96–97, 118–119, 146–147, 182–183, 204–205, 230–231, 272–273, 306–307, 342–343, 366–367, 388–389, 414–415, 452–453, 482–483, 504–505, 538–539, 564–565, 590–591, 626–627, 672–673; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634; TE only, 9, 33, 77, 99, 121, 161, 185, 207, 245, 275, 321, 345, 369, 391, 429, 455, 485, 519, 541, 567, 605, 629, 653

- **Use technological tools for research and presentation**

PE/TE: Internet Links, 1c, 8b, 32b, 69c, 76b, 98b, 120b, 153c, 160b, 170, 184b, 206b, 237c, 244b, 274b, 313c, 320b, 344b, 368b, 390b, 421c, 428b, 454b, 484b, 511c, 518b, 540b, 566b, 597c, 604b, 628b, 652b; Web Site 1c, 5, 8b, 9, 10, 18, 26, 31, 33, 34, 40, 44, 47, 48, 51, 54, 63, 66, 68, 69c, 73, 76b, 77, 78, 83, 84, 91, 92, 97, 98b, 99, 100, 106, 113, 114, 119, 120b, 121, 122, 128, 135, 136, 140, 147, 150, 152, 153c, 157, 160b, 161, 162, 168, 174, 181, 183, 184b, 185, 186, 190, 196, 202, 203, 205, 206b, 207, 208, 212, 218, 222, 225, 227, 229, 231, 234, 236, 237c, 241, 244b, 245, 246, 252, 260, 265, 266, 273, 274b, 275, 276, 282, 288, 294, 298, 305, 307, 310, 312, 313c, 317, 320b, 321, 322, 326, 330, 334, 343, 344b, 345, 346, 350, 356, 360, 367, 368b, 369, 370, 374, 379, 380, 389, 390b, 391, 392, 396, 399, 400, 406, 415, 418, 420, 421c, 425, 428b, 429, 430, 438, 444, 453, 454b, 455, 456, 463, 465, 466, 471, 474, 478, 483, 484b, 485, 486, 492, 497, 498, 505, 508, 510, 511c, 515, 518b, 519, 520, 526, 531, 534, 539, 540b, 541, 542, 548, 557, 558, 565, 566b, 567, 568, 576, 581, 582, 589, 591, 594, 596, 597c, 601, 604b, 605, 606, 613, 614, 620, 627, 628b, 629, 630, 636, 642, 644, 651, 652b, 653, 654, 660, 664, 668, 676, 678

- **Distinguish between fact and opinion and recognize bias and points of view**

PE/TE: Fact and Opinion, 113, 200, 213, 217, 268, 324, 337; Bias, 216–217, 464; Point of View, 16, 255, 446, 544, 588, 589, 592, 619, 675

- **Identify, research and defend a point of view/ position**

PE/TE: Bias, 216–217, 464; Point of View, 16, 255, 446, 544, 588, 589, 592, 619, 675; Analyze Primary Sources, 14, 37, 43, 52, 65, 91, 111, 116, 137, 181, 229, 253, 270, 284, 286, 289, 291, 293, 295, 305, 308, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 401, 407, 409, 410, 431, 437, 440, 443, 457, 458, 459, 463, 471, 477, 487, 495, 499, 500, 501, 523, 530, 533, 536, 547, 549, 550, 552, 559, 561, 569, 570, 577, 586, 589, 607, 609, 611, 623, 640, 642, 646, 647, 648, 655, 661