A Correlation of

* * * SCOTT FORESMAN * * *
SOCIAL STUDIES
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to the

Missouri
Social Studies
Grade-Level Expectations
Grades K-6
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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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 Sates 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

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**
  

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


**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)


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

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


• 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
  

*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


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


- 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


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


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)


*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)


• 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)

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

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


• 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

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, 
lace, 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.)


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 Though 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)**


- **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)

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)

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

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

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
  

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
  

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
  

- Distinguish among natural, capital and human resources
  

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

- 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


**Benchmark:**
**Geography of Missouri and the US: Place**

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


**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)

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


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

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**

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


- Explain supply and demand


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


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)


- 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


- 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

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)
  

**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
  
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


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.)


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


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)


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)

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.)


- Evaluate constructive processes or methods for resolving conflicts


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)


• **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)


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

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


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


- 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)

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**
  
  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


• 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

Knowledge of principles and processes of governance systems

Benchmark:
Knowledge of principles and process of government

• Identify limited and unlimited government


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

• Distinguish between powers and functions of local, state and national government

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)


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


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

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


- Construct maps


**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,
• Locate states and major topographic features of the United States


• Locate and describe real places using absolute and relative location

Place

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

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

Human Systems

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

Regions

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

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,
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


- 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

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


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

• 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


• 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, 341, 468, 495, 500, 572, 647, 655

• Identify, research and defend a point of view/ position


Grade Five 50
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
  

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


- 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)

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**
  

- **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**
  

- **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

Knowledge of principles and processes of governance systems

  Benchmark:
Knowledge of principles and process of government

• Identify limited and unlimited government


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

• Distinguish between powers and functions of local, state and national government

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)


*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


*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

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


- Construct maps


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,
Locate states and major topographic features of the United States


Locate and describe real places using absolute and relative location


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

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


**Human Systems**

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


**Regions**

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


**Uses of geography**

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

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


- 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


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


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


• 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,
• **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**

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


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
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


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


*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

Benchmark: Knowledge of the consequences of personal and public economic decisions

- Identify the consequences of personal and public economic decisions


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


- Construct maps

**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
  

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

- Locate and describe real places using absolute and relative location
  

Place

- Describe physical characteristics, such as climate, topography, relationship to water and ecosystems
  
• Describe human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political system


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


Human- Environment Interactions

• Identify world-wide patterns of resource distribution


• Identify how technology and culture influence resource use


• Identify environmental consequences of how people use resources

• Identify the effect of natural forces upon human activities


Movement

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


Regions

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


Uses of geography

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

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


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


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

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


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


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

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


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, 477, 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