

A Correlation of

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

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to the

**South Washington
County
Social Studies Curriculum Maps
Grades K-5**



G/SS-33

Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the objectives of South Washington County Social Studies Curriculum Maps. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

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

Content

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

Accessibility

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

Motivation

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

Accountability

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

TABLE OF CONTENTS

Kindergarten.....1

Grade One.....5

Grade Two.....10

Grade Three.....17

Grade Four.....26

Grade Five.....33

**Scott Foresman Social Studies—Here We Go
to the
South Washington County
Social Studies Curriculum Maps**

Kindergarten

Essential Questions

How do families, homes, and schools work?

Content

- **Family Structures, Home, School**

TE: Families, 19–22; Homes, 23–26; Getting Along, 27–30; Positions, 31–34; School Rules, 35–38; Solving Problems, 39–42; School Helpers, 43–47

- **Name, address, telephone number**

TE: My Name and Address, 26

- **School workers**

TE: School Helpers, 43–47

- **Rules**

TE: School Rules, 35–38; Signs, 77–80; Rules, 81–84; Home Fire Safety, 158

- **Minnesota Studies**

TE: For related information see: United States Map, 213–216; National Symbols, 251–254; Celebrations, 267–270

- **Transportation**

TE: Changes in Travel, 271–274

- **Current Events**

TE: For related information see pages 39–42, 225–229, and 267–270.

Skills:

- **Recite name, address, telephone number**
TE: My Name and Address, 26

- **Tell what school workers do**
TE: School Helpers, 43–47

- **Explain reasons for family & school rules**
TE: School Rules, 35–38; Signs, 77–80; Rules, 81–84; Home Fire Safety, 158

- **Discuss differences in families & homes**
TE: Families, 29–22; Homes, 23–26; Alike and Different, 301–304; Everyday Routines, 305–308; Family Celebrations, 309–312; Then and Now, 313–316

- **Demonstrate respect for classroom & school rules**
TE: School Rules, 35–38; Solving Problems, 39–42; School Rules, 43–47

- **Identify & name MN on a U.S. map**
TE: United States Map, 214–215

- **Discuss characteristics of the beaver * *optional***
TE: For related information see Living Off the Land page 255.

- **Recognize different methods of travel**
TE: Changes in Travel, 271–274

- **Recognize shape of Minnesota**
TE: United States Map, 214–215

- **View local community’s location on a Minnesota map**
TE: Maps, 209–212; United States Map, 213–216

- **Retell current events**
TE: For related information see pages 39–42, 225–229, and 267–270

Essential Questions

How do we show respect?

TE: Getting Along, 27–30; Solving Problems, 39–42; Signs, 77–80; Rules, 81–84; Celebrations, 93–97; Alike and Different, 301–304; Family Celebrations, 309–312

Content

- **Respect for self and others**

TE: Getting Along, 27–30; Solving Problems, 39–42; Signs, 77–80; Rules, 81–84; Celebrations, 93–97; Alike and Different, 301–304; Family Celebrations, 309–312

- **Symbols of America**

TE: National Symbols, 251–254

 - Flag**

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

 - Pledge of Allegiance**

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

 - White House**

 - TE:** For related information see Symbols of Our Country pages 252–253.

- **Holidays and traditions**

 - specific examples depend upon student population**

 - TE:** Celebrations, 93–97; Thanksgiving, 263–266; Celebrations, 267–270; Family Celebrations, 309–312

- **Current events**

 - TE:** For related information see pages 39-42, 225-229, and 267-270.

Skills:

- **Demonstrate respect for self and others, understanding differences**

 - TE:** Getting Along, 27–30; Solving Problems, 39–42; Signs, 77–80; Rules, 81–84; Celebrations, 93–97; Alike and Different, 301–304; Family Celebrations, 309–312

- **Recognize symbols of the United States**

TE: National Symbols, 251–254; Comparing Flags, 270; The Pledge of Allegiance, 270; Make a United States Flag, 282

- **Recite Pledge of Allegiance**

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

- **Retell current events**

TE: For related information see pages 39-42, 225-229, and 267-270.

**Scott Foresman Social Studies—All Together
to the
South Washington County
Social Studies Curriculum Maps**

Grade One

Essential Questions

How can I be a responsible citizen of my school and community?

PE/TE: Citizenship in Action, H4-H5; Community Laws and Leaders, 70a–73a; Caring for Our Resources, 170a–173; Vocabulary, 186-187, Choosing Our Country’s Leaders, 218-221; The Star Spangled Banner, 224–225; Voting, 226; TE only: Citizenship, 4, 16, 19, 21a, 27a, 69, 73, 113, 159, 161, 172, 186, 204, 209, 211, 225

Content

• **Community**

PE/TE: Begin with a Song, 44–45; Welcome to My Neighborhood, 50a–55a; Different Kinds of Communities, 56a–57; Then and Now: How a Community Changed, 58–61a; Special Things We Do, 62a–65; Chinese New Year, 66–69a; Community Laws and Leaders, 70a–73a; Where in the World Do I Live? 74a–79a; End with a Poem: One Great Big Community, 80–81; Unit 2 Review, 82–85; Discovery Channel School: News for All, 86

• **Wants & Needs**

PE/TE: Needs and Wants, 100–101; TE only: What Will You Pack? 100a; What Do I Need? 100a; A Wish List, 103a

• **Respect for self and others**

PE/TE: Citizen Heroes, 18–19, 68–69, 112–113, 160–161, 222–223, 244–245; Solve a Problem, 26–27; Getting to Know Andrew, 8–9; Home and School, 14–17; Rules We Follow, 22–25; Our Earth’s Resources, 156–159; Caring for Our Resources, 170–173; Here and There: Endangered Animals, 174–175; Life Around the World, 258–261

• **The need for rules**

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

- **Country, state, city**

PE/TE: Welcome to My World, 50–53; Different Kinds of Communities, 56–57; Where in the World Do I Live? 74–77; One Great Big Community, 80–81; United States Map, R6–R7, R8–R9

- **Atlantic and Pacific Oceans**

PE/TE: Map of the World, R4–R5; Locate Land and Water, 154–155; United States Map, R6–R7, R8–R9

- **Minnesota and U.S. symbols**

PE/TE: Washington, D.C., 221; Statue of Liberty, 208, 228; Symbols in Our Country, 208a–209; Our Country’s Flag, 210–211a; We Celebrate Holidays, 212a–217a; The Star Spangled Banner, 224–225

- **Special Americans**

PE/TE: Biographies, 10–11, 32–33, 72–73, 78–79, 114–115, 122–123, 162–163, 168–169, 206–207, 216–217, 256–257, 262–263; Citizen Heroes, 18–19, 68–69, 112–113, 160–161, 222–223, 244–245

- **Holidays, traditions, cultural events**

PE/TE: Read a Calendar, 20–21; Special Things We Do, 62–65; Chinese New Year, 66–67; Holidays Are Special Days, 184–185; Columbus Day, 197; Thanksgiving, 199; Independence Day, 203, 205; We Celebrate Holidays, 212–215; TE only: Special Days, 21a; Celebrate a Custom, 62a; Red, White, and Boom, 202a; Holidays, 212a; Holiday Spirit, 217a

- **Current events**

PE/TE: Citizen Heroes, 18–19, 68–69, 112–113, 160–161, 222–223, 244–245; Solve a Problem, 26–27; Our Earth’s Resources, 156–159; Caring for Our Resources, 170–173; Here and There: Endangered Animals, 174–175; Life Around the World, 258–261

Skills:

- **Describe what makes a community**

PE/TE: Welcome to My Neighborhood, 50a–55a; Different Kinds of Communities, 56a–57; Then and Now: How a Community Changed, 58–61a; Special Things We Do, 62a–65; Chinese New Year, 66–69a; Community Laws and Leaders, 70a–73a; Where in the World Do I Live? 74a–79a; End with a Poem: One Great Big Community, 80–81; Unit 2 Review, 82–85

- **Identify differences between wants and needs**

PE/TE: Needs and Wants, 100a–103a

- **Demonstrate respect for self and others, understanding differences**

PE/TE: Citizen Heroes, 18–19, 68–69, 112–113, 160–161, 222–223, 244–245; Solve a Problem, 26–27; Getting to Know Andrew, 8–9; Home and School, 14–17; Rules We Follow, 22–25; Our Earth’s Resources, 156–159; Caring for Our Resources, 170–173; Here and There: Endangered Animals, 174–175; Life Around the World, 258–261

- **Describe reasons for rules**

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

- **Recognize maps and globes and their uses**

PE/TE: Maps, H16–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

- **Identify directions on a map**

PE/TE: Map and Globe Skills: Use Four Directions, 60–61; Follow a Route, 120–121

- **Locate the U.S., and the Atlantic and Pacific Oceans**

PE/TE: Map of the World, R4–R5; Locate Land and Water, 154–155; United States Map, R6–R7, R8–R9

- **Locate general proximity of local community on a state map**

PE/TE: For related information see Locate Land and Water pages 154–155 and Where in the World Do I Live? pages 74–75.

- **Identify Minnesota and its neighboring states on a map**

PE/TE: United States Map, R6–R7, R8–R9

- **Identify MN and U.S. symbols**
-State and National Flags, Pledge, Eagle, White House, Washington, D.C., state bird, mammal, fish, flower, tree, reptile, and amphibian
PE/TE: Washington, D.C., 221; Statue of Liberty, 208, 228; Symbols in Our Country, 208a–209; Our Country’s Flag, 210–211a; We Celebrate Holidays, 212a–217a; The Star Spangled Banner, 224–225

- **Name some special Americans and explain why they’re special**
- George Washington and current president, Abraham Lincoln, Martin Luther King, Rosa Parks
PE/TE: Biographies, 10–11, 32–33, 72–73, 78–79, 114–115, 122–123, 162–163, 168–169, 206–207, 216–217, 256–257, 262–263; Citizen Heroes, 18–19, 68–69, 112–113, 160–161, 222–223, 244–245

- **Discuss current events**
PE/TE: Citizen Heroes, 18–19, 68–69, 112–113, 160–161, 222–223, 244–245; Solve a Problem, 26–27; Our Earth’s Resources, 156–159; Caring for Our Resources, 170–173; Here and There: Endangered Animals, 174–175; Life Around the World, 258–261

- **Read a graph**
PE/TE: Read a Bar Graph, 254–255

- **Read and label a map**
PE/TE: Maps, H16–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

- **Connect prior knowledge to information explored in class**
PE/TE: Preview, 8, 14, 22, 28, 50, 54, 56, 58, 60, 62, 66, 70, 74, 80, 94, 104, 108, 140, 142, 146, 150, 156, 164, 170, 174, 190, 192, 196, 202, 206, 210, 212, 216, 218, 238, 240, 242, 244, 246, 250, 252, 258, 262

- **Discuss holidays, traditions, & cultural events based upon student population**

PE/TE: Read a Calendar, 20–21; Special Things We Do, 62-65; Chinese New Year, 66-67; Holidays Are Special Days, 184–185; Columbus Day, 197; Thanksgiving, 199; Independence Day, 203, 205; We Celebrate Holidays, 212–215; TE only: Special Days, 21a; Celebrate a Custom, 62a; Red, White, and Boom, 202a; Holidays, 212a; Holiday Spirit, 217a

**Scott Foresman Social Studies—People and Places
to the
South Washington County
Social Studies Curriculum Maps**

Grade Two

Essential Questions

How does a community meet the needs of its people?

PE/TE: Living in a Neighborhood, 8a–11; A Walk Through a Community, 16a–19; How a Community Changes, 22–23; Comparing Communities, 24a–27; Our Country Is Part of Our World, 36a–39; Local Government, 154–157; State Government, 160–163; Federal Government, 166z169; Voting for Leaders, 172–175

Content

- **Features of Communities**

PE/TE: Living in a Neighborhood, 8a–11; A Walk Through a Community, 16a–19; How a Community Changes, 22–23; Comparing Communities, 24a–27; Our Country Is Part of Our World, 36a–39

- **Wants & Needs (Junior Achievement)**

PE/TE: Wants and Needs, 106–107; Make a Decision, 108–109

- **Jobs**

PE/TE: Choosing Goods and Services, 104–105; Services in Our Community, 112a–115; Goods from the Factory to You, 120a–123; Can You Guess These Workers? 140–141; **TE only:** Make a Jobs Booklet, 111a

- **Services & Products**

PE/TE: Choosing Goods and Services, 104a–107; Make a Decision, 108–109; Services in Our Community, 112a–115; Goods from the Factory to You, 120a–123; A Trip to the Bank, 126a–129; Countries Trade and Move Goods, 134a–137; Bartering Goods and Services, 138–139

- **Communication**

PE/TE: Linking Our World, 278a–281; Communication, 247

- **Transportation**

PE/TE: Linking Our World, 278a–281; Transportation, 101, 135, 142, 228–229, 284–286

- **Citizenship**

PE/TE: Citizenship Skills, H2–H9; Voting, 11; Voting for Leaders, 172–179; Begin with a Song, 148–149; Discovery Channel School: Get Out the Vote, 194–195; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; **TE only:** Citizenship, 4, 12, 15a, 29, 75, 89, 98, 105, 111a, 117, 183, 211

- **Ethnic Diversity/Cultural differences**

PE/TE: The Land of Freedom, 180–183; People Celebrate, 256–259; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Biography, 28, 34, 74, 86, 116, 132, 170, 178, 220, 234, 268, 282; **TE only:** Prejudice Reduction, H3, 12, 17, 18, 23a, 29, 41a, 110, 117, 159, 171, 183, 257, 258, 266

- **Pioneer life/settlements**

PE/TE: Thirteen Colonies, One Country, 216a–219; Our Country Grows, 222a–225; Westward Ho!, 228–229

- **Impact of early settlements on American Indians**

PE/TE: The First Americans, 202a–205; Native Americans Meet European Colonists, 208–209; Colonies, 210a–213

- **Current events**

PE/TE: Unit Projects, 48, 96, 146, 194, 242, 290; Then and Now, 66–67, 138–139, 228–229, 287–288; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Local Government, 154–157; State Government, 160–163; Federal Government, 166z169; Voting for Leaders, 172–175

Skills

- **Identify features of communities**
- **Neighborhoods**

PE/TE: Living in a Neighborhood, 8a–11, 15a

-
- **Places to work, play, live, shop, learn, get help**
PE/TE: A Walk Through a Community, 16a–19, How a Community Changes, 16–17, 17a; Comparing Communities, 24a–27, 29a

 - **Identify types of communities**
 - **city, town, suburb, farm**
PE/TE: Comparing Communities, 24a–27, 29a; End with a Poem: In the Country, In the City, 42–43

 - **Identify connections among wants & needs, jobs, services, and products**
PE/TE: Choosing Goods and Services, 104–107; Make a Decision, 108–109; Services in Our Community, 112–115; A Trip to the Bank, 126–129; Countries Trade and Move Goods, 134–137; **TE only:** A Classroom Store, 104a; What Should I Buy? 104a; The Flow of Money, 107; Is the Price Right? 109

 - **List examples of how communication & transportation unite people**
PE/TE: Linking Our World, 278a–281; Biography, 282–283a; Transportation, 101, 135, 142, 228–229, 284–286; Communication, 247

 - **Explain the need for cooperation among groups in early settlements**
PE/TE: The First Americans, 202a–205; Native Americans Meet European Colonists, 208–209; Colonies, 210a–213

 - **Read a timeline, graph, table**
PE/TE: Chart and Graph Skills: Read a Bar Graph, 80–81; Read a Pie Chart, 130–131; Read a Table, 164–165; Read a Time Line, 226–227; Time Lines, 240, 256–257; Interpret Graphs, 81, 137

 - **Compare & Contrast**
 - **Life now/Life long ago**
PE/TE: Then and Now, 22–23, 66–67, 138–139, 229–230

 - **Life in U.S./Life in another country**
PE/TE: Historical Events, 22, 66, 150, 151, 176–177, 182–183, 198–199, 202–205, 206–207, 208–209, 210–213, 214–215, 216–219, 222–225, 226–227, 228–229, 230–233, 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, 284–285, 286–287

- **Give examples of cause and effect**

PE/TE: Reading Social Studies: Cause and Effect, 54–55; Cause and Effect, 11, 29, 54, 63, 67, 68, 69, 75, 79, 82, 83, 88, 93, 108, 110, 111, 135, 156, 162, 167, 168, 171, 179, 182, 183, 204, 211, 216, 221, 224

- **Examine different points of view**

PE/TE: Biographies, 28–29, 34–35, 74–75, 86–87, 116–117, 132–133, 170–171, 178–179, 220–221, 234–235, 268–269, 282–283; Analyze Primary Sources, 233

- **Discuss responses to current events related to social studies topics**

PE/TE: Unit Projects, 48, 96, 146, 194, 242, 290; Then and Now, 66–67, 138–139, 228–229, 287–288; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Local Government, 154–157; State Government, 160–163; Federal Government, 166z169; Voting for Leaders, 172–175

Essential Questions

How do geographic features affect communities?

PE/TE: Living in a Neighborhood, 8-11; A Walk Through a Community, 16-19; Where People Live, 62-65; From My Orchard to You, 68-71; Our Earth's Resources, 76-79; Caring for Our Resources, 82-85; Biography: Rachel Carson, 86–87; The First Americans, 202-205

Content

- **Maps, Mental maps**

PE/TE: Maps, 12, 29, 31, 32, 35, 38, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 133, 158, 160, 161, 171, 179, 202, 206, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2–R8; Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215; Mapmaking, 19, 21, 33, 39, 46, 61, 125a, 125, 215

- **Country, state, city**

PE/TE: Comparing Communities, 24A–27, 28a; Our State and Our Country, 30a–33, 35a; Our Country Is Part of Our World, 36a–39

- **Neighboring countries**

PE/TE: Our Country Is Part of Our World, 36a–39, 41a; Atlas: Map of the World, R4–R5

- **Globe**
 - **Continents and Oceans**
PE/TE: Geography Skill, H18, H19, H24, H25; Continents, 37, 39; Oceans, 58, 205, 222, 281
 - **Equator, North & South Poles**
PE/TE: Equator, 38; Map Handbook, H19

- **Location impacts basic needs**
PE/TE: Region, H17; Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Comparing Communities, 24–27; Our Country Is Part of Our World, 36–39

- **Landforms**
PE/TE: Landforms and Water on a Map, 60–61; Geography Skill, H18, H19, H24, H25

- **Minnesota landforms**
 - **plains, hills, valleys**
PE/TE: Landforms and Water on a Map, 60–61; Geography Skill, H18, H19, H24, H25

- **Minnesota bodies of water**
 - **Mississippi River, Minnesota River, Red River, St. Croix River**
PE/TE: Map: Atlas, R8–R9
 - **Lake Superior**
PE/TE: Map: Atlas, R8–R9; Lake, 50, 59, 61

- **Minnesota’s neighboring states**
PE/TE: Map: Map of Our Fifty States, R8–R9

- **American Indians**
PE/TE: Native Americans, 66-67, 202-205, 206-207, 208-209, 212-213, 222-225, 241

- **Loons**
PE/TE: For related information see Caring for Our Resources pages 82–85, The Earth Angels pages 88–89, and Animal Facts page 89a.

Skills

- **Read a map**
 - map key/symbols, compass rose/directions**
PE/TE: Maps, 12, 29, 31, 32, 35, 38, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 133, 158, 160, 161, 171, 179, 202, 206, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2–R8; Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215

- **Identify features of the Globe**
 - **Continents and Oceans**
PE/TE: Geography Skill, H18, H19, H24, H25; Continents, 37, 39; Oceans, 58, 205, 222, 281

 - **Equator, North & South Poles**
PE/TE: Equator, 38; Map Handbook, H19

- **Distinguish between country, state, city**
PE/TE: Comparing Communities, 24A–27, 28a; Our State and Our Country, 30a–33, 35a; Our Country Is Part of Our World, 36a–39

- **On a map, identify the direction of neighboring states relative to Minnesota**
PE/TE: United States Map, R6–R7, R8–R9

- **Identify USA’s neighboring countries**
PE/TE: Our Country Is Part of Our World, 36a–39, 41a; Atlas: Map of the World, R4–R5

- **Create and label mental maps**
 - Community**
PE/TE: Make a Map, 125a; Construct Maps, 124–125, 144, 184–185, 192, 214–215, 267

 - Minnesota**
PE/TE: Make a Map, 125a; Construct Maps, 124–125, 144, 184–185, 192, 214–215, 267

- **Identify landforms and bodies of water**
 - **desert, forests, islands, peninsula, mountains**
PE/TE: Landforms and Water on a Map, 60–61; Geography Skill, H18, H19, H24, H25

 - **oceans, rivers, and lakes**
PE/TE: Landforms and Water on a Map, 60–61; Geography Skill, H18, H19, H24, H25; Continents, 37, 39; Oceans, 58, 205, 222, 281

- **Identify the cultural characteristics of American Indians in relation to the region they inhabit.**
PE/TE: Native Americans, 66-67, 202-205, 206-207, 208-209, 212-213, 222-225, 241

- **Identify loon features and habitats**
PE/TE: For related information see Caring for Our Resources pages 82–85, The Earth Angels pages 88–89, and Animal Facts page 89a.

**Scott Foresman Social Studies—Communities
to the
South Washington County
Social Studies Curriculum Maps**

Grade Three

Essential Questions

How are our wants and needs affected by where we live?

PE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; Biography: William Levitt, 46–47; An Urban Community, 48–50; Map Adventure: Chicago, 51–53; Here and There: Another Big City-Tokyo, Japan, 54–55; Review, 58–59; Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; A Community Business, 306–308; Supply and Demand, 311; Using Resources, 318–323; Depending on Others, 328–333; World Trade, 334–337, 338–339

Content

- **Continents & Oceans**

PE/TE: World Communities, 26–29; Oceans, 153, 210, 285; Maps, R4–R5

- **Occupations/careers**

PE/TE: People at Work, 321; People Helping People, 332–333

- **Goods & Services**

PE/TE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; A Community Business, 306–308; Supply and Demand, 311; Depending on Others, 328–333; World Trade, 338–339

- **Urban, suburban, rural**

PE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; Biography: William Levitt, 46–47; An Urban Community, 48–50; Map Adventure: Chicago, 51–53; Here and There: Another Big City-Tokyo, Japan, 54–55; Review, 58–59

- **Climate**

PE/TE: World Climate Regions pages 182–183; What’s Your Community’s Environment? 142–147; Living in Different Climates, 150–155

- **Physical features, landforms**

PE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; Biography: William Levitt, 46–47; An Urban Community, 48–50; Map Adventure: Chicago, 51–53; Here and There: Another Big City-Tokyo, Japan, 54–55; Review, 58–59; A Mountain Community, 172–173; A Water Community, 178–179; Here and There: World Climate Regions, 180–181; A Crossroads Community, 186–189; What Is Your Community’s Environment, 142–147

- **Natural resources**

PE/TE: What Is Your Community’s Environment, 142–147; Communities and Resources, 160–165, 166–167; Seattle Today, 180–181; Using Resources, 318–323; Too Few Resources, 329; Resources and Goods, 330–331; **TE only:** Compare Physical Environments, 144; Describe Scarcity of Resources and Goods, 330

- **Minnesota: towns, lakes, rivers, wolves**

PE/TE: For related information see: United States Communities pages 18–23 and Maps on pages R6–R11.

- **Locations of communities**

PE/TE: United States Communities, 18–23; World Communities, 26–29; A Mountain Community, 172–173; A Water Community, 178–179; Here and There: World Climate Regions, 180–181; A Crossroads Community, 186–189; Map Adventure, 51, 80, 174, 245, 320, 369

- **Current events**

PE/TE: Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397

Skills

- **Explain basic needs**

PE/TE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; A Community Business, 306–308; Supply and Demand, 311

- **Describe goods and services that meet the needs of the community**

PE/TE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; A Community Business, 306–308; Supply and Demand, 311; Depending on Others, 328–333; World Trade, 338–339

- **Describe the connection between natural resources and:**
 - American cities**
PE/TE: What Is Your Community's Environment, 142–147; Communities and Resources, 160–165, 166-167; Seattle Today, 180–181; Using Resources, 318–323; Too Few Resources, 329; Resources and Goods, 330–331

 - Products & services of U.S. cities**
PE/TE: A Community Business, 306–308; Depending on Others, 328–330

 - Climate/weather**
PE/TE: World Climate Regions pages 182–183; What's Your Community's Environment? 142–147; Living in Different Climates, 150–155

 - Climate of U.S. & other countries**
PE/TE: Drawing Conclusions About a Tornado pages 138–139; World Climate Regions pages 182–183; What's Your Community's Environment? 142–147; Living in Different Climates, 150–155; **TE only:** Natural Hazards in Your Home Region, 183

- **Distinguish among urban, suburban, rural communities**
PE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; Biography: William Levitt, 46–47; An Urban Community, 48–50; Map Adventure: Chicago, 51–53; Here and There: Another Big City-Tokyo, Japan, 54–55; Review, 58–59

- **Apply map skills**
 - compass rose, directions, key, distance/scale, bordering states, topography, continents, oceans, hemispheres**
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

- **Identify natural resources and landforms**
PE/TE: What Is Your Community's Environment, 142–147; Communities and Resources, 160–165, 166-167; Seattle Today, 180–181; Using Resources, 318–323; Too Few Resources, 329; Resources and Goods, 330–331; **TE only:** Compare Physical Environments, 144; Describe Scarcity of Resources and Goods, 330

- **Identify reasons for locations of communities (lakes, rivers, resources)**
PE/TE: Communities, 10–15; Citizen Heroes: Respect in a Community, 16–17; United States Communities, 18–23; Biography Sonia Manzano, 24–25; World Communities, 26–29; A Mountain Community, 172–173; Map Adventure: Glenwood Springs, 174–175; A Water Community, 178–179; A Crossroads Community, 186–189; Citizen Heroes: Leading People to Freedom, 190–191; Review, 192–193
- **Explain how wolves are a natural part of MN’s habitat**
PE/TE: For related information see A Rural Community pages 38–39.
- **Determine fact/opinion**
PE/TE: See Point of View pages 228, 344, 362–363, and 396 for related information.
- **Write & present a report**
PE/TE: Unit Projects, 62–63, 130–131, 196–197, 278–279, 346–347, 408–409

Essential Questions

How have changes in our nation affected the way we live?

PE/TE: Transportation Over Time, 242–247; Map Adventure: Traveling West, 245–246; Chart and Graph Skills: Use a Time Line, 248–249; Communication Over Time, 250–255; Citizen Heroes: Students of West Columbia, South Carolina, 256–257; Inventions Over Time, 258–263; Colonial Williamsburg: Spreading the News, 264–265; Medicine Improves Over Time, 266–269; Biography: Helen Keller, 272–273; Review, 274–275

Content

- **Contributions of Native Americans**

PE/TE: Native Americans, 23, 118–119, 122–123, 154–155, 173, 179, 206–209, 229, 231, 236–237, 365

- **A New Nation**

PE/TE: Explorers Come to North America, 208–211; Literature and Social Studies, 209; Research and Writing Skills: Use the Library, 212–213; A Spanish Community, 214–219; Here and There: Cadiz, Spain, 220–221; Map and Globe Skills: Use a Locator Map, 222–223; A French Community, 224–227; Issues and Viewpoints: Who Owns the Land? 228–229; An English Community, 230–235; Biography: Pocahontas, 236–237; Review, 238–239

Governments in the Past, 358–361; Then and Now: The Magna Carta and the U.S. Constitution, 360; Thinking Skills: Identify Point of View, 362–363; Biography: William Bradford, 364–365; United States Government, 366–371; Literature and Social Studies: The Declaration of Independence, 367; Map Adventure: Washington D.C., 369; Colonial Williamsburg: Citizenship in History, 374–375; Being a Good Citizen, 376–379; Review, 380–381

- **First communities**

- **Settlers**

PE/TE: Explorers Come to North America, 208–211; Literature and Social Studies, 209; Research and Writing Skills: Use the Library, 212–213; A Spanish Community, 214–219; Here and There: Cadiz, Spain, 220–221; Map and Globe Skills: Use a Locator Map, 222–223; A French Community, 224–227; Issues and Viewpoints: Who Owns the Land? 228–229; An English Community, 230–235; Biography: Pocahontas, 236–237; Review, 238–239

- **Community changes over time**

PE/TE: Then and Now: From Farm to Town, 44; Homes of the Pueblo, 154; The All-American Professional Baseball League, 331; The Magna Carta and the U.S. Constitution, 360

- **Current events**

PE/TE: Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397

Skills:

- **Discuss our new nation**

PE/TE: Governments in the Past, 358–361; Then and Now: The Magna Carta and the U.S. Constitution, 360; Thinking Skills: Identify Point of View, 362–363; Biography: William Bradford, 364–365; United States Government, 366–371; Literature and Social Studies: The Declaration of Independence, 367; Map Adventure: Washington D.C., 369; Colonial Williamsburg: Citizenship in History, 374–375; Being a Good Citizen, 376–379; Review, 380–381

- **Identify contributions of American Indians to our way of life
-by Indians from the geographic regions of the U.S.**

PE/TE: Native Americans, 23, 118–119, 122–123, 154–155, 173, 179, 206–209, 229, 231, 236–237, 365

-by Minnesota's Ojibwe and Dakota people

PE/TE: For related information see: Native Americans, 23, 118–119, 122-123, 154-155, 173, 179, 206-209, 229, 231, 236-237, 365

- **Investigate community changes over time**

PE/TE: Then and Now: From Farm to Town, 44; Homes of the Pueblo, 154; The All-American Professional Baseball League, 331; The Magna Carta and the U.S. Constitution, 360

- **Compare and contrast
-responses to events**

PE/TE: Then And Now, 44, 154, 331, 360; Reading Social Studies: Compare and Contrast, 70–71; TE only: Compare and Contrast, 11, 12 20, 21, 22, 27, 40, 46, 49, 50, 55, 67, 69, 70, 74, 75, 77, 78, 79, 81, 83, 91, 92, 93, 95, 96, 104, 107, 109, 113, 114, 115, 116, 117, 121, 123, 124, 129, 137, 1 44, 148, 151, 153, 154, 173, 180, 183, 188, 203, 221, 235, 243, 244, 251, 253, 254, 255, 261, 265, 283, 294, 297, 302, 307, 312, 313, 321, 322, 334, 339, 359, 360, 361, 386

- **Read timelines**

PE/TE: Time Lines, 248–249, 275, 339

- **Create timelines**

PE/TE: Make a Time Line, 275, 339

- **Conduct research**

- **Ask questions, take notes, develop categories, main idea**

PE/TE: Research and Writing Skills, 212–213; Reading Social Studies, 6, 70, 138, 204, 286, 354; Thinking Skills, 56, 184, 270, 304, 382; Unit Projects, 62–63, 130–131, 196–197, 278–279, 346–347, 408–409

- **Make connections to current events**

PE/TE: Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397

Essential Questions

What role does government play in my life?

PE/TE: Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Rights and Responsibilities, 356–363; United States Government, 366–371; Here and There, 372–373; Citizenship in History, 374–375; Being a Good Citizen, 376–379; State Government, 398–401; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229

Content

- **Community**

PE/TE: Communities, 10–15; Citizen Heroes: Respect in a Community, 16–17; United States Communities, 18–23; World Communities, 26–29; Review, 34–35; A Rural Community, 38–39; A Suburban Community, An Urban Community, 48–50; Review, 58–59

- **Community laws**

PE/TE: The Bill of Rights, 370; Services Local Governments Provide, 386; Community Leaders, 392

- **Local government**

PE/TE: Community Leaders, 392; Election, 394–305

- **State Capital**

PE/TE: State Government, 187, 398–401

- **National Capital**

PE/TE: Washington D.C., 102, 120, 353, 357, 372–373

- **Community Improvement Projects**

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

- **Current events**

PE/TE: Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397

Skills

- **Define community as a place**

- identify customs**

- PE/TE:** Celebrating Cultures, 104–109; Dancing to Celebrate Culture, 112–113; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123; Here and There: N’cwala, an African Thanksgiving, 124–125; Review, 126–127

- realize community uniqueness**

- PE/TE:** Communities, 10–15; Citizen Heroes: Respect in a Community, 16–17; United States Communities, 18–23; World Communities, 26–29; Review, 34–35; A Rural Community, 38–39; A Suburban Community, An Urban Community, 48–50; Review, 58–59; Celebrating Cultures, 104–109; Dancing to Celebrate Culture, 112–113; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123; Here and There: N’cwala, an African Thanksgiving, 124–125; Review, 126–127

- recognize people’s roles**

- 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.

- **Recognize the duties of local, state, national government officials: mayor, city council, governor, President, Congress**

- PE/TE:** United States Government, 366–371; Being a Good Citizen, 376–379; Review, 380–381; Community Services, 384–387; Community Leaders, 390–395; State Government, 398–401; Review, 404–405

- **Explain the importance of and need for community laws**

- PE/TE:** The Bill of Rights, 370; Services Local Governments Provide, 386; Community Leaders, 392

- **Discuss how to improve school, community, or environment**

- 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

- **Make connections to current events**

PE/TE: Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397

**Scott Foresman Social Studies—Regions
to the
South Washington County
Social Studies Curriculum Maps**

Grade Four

Essential Questions

How does government affect my life and how does it work?

PE/TE: We the People, 46–52; The Strength of Our Freedoms, 56–59; **TE only:** Government, 42, 51, 189, 282. Learning About Your State and Community Booklet: 20–23, 37

Content

- **Representative government**

PE/TE: A Government for the People, 47; The Three Branches of Government, 50–52, The Strengths of Our Freedoms, 56–59; Votes for Women, 138; Civil Rights, 205; Civil Rights Movement, 206. Learning About Your State and Community Booklet: 20–23, 37

- **Community action**

PE/TE: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; The Strengths of Our Freedoms, 56–59. Learning About Your State and Community Booklet: 20–23, 37, 38, 39, 40

- **Roles of community and state leaders in government**

PE/TE: We the People, 46–52; The Strength of Our Freedoms, 56–59; **TE only:** Government, 42, 51, 189, 282. Learning About Your State and Community Booklet: 20–23, 37

- **Community Improvement**

PE/TE: Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; Issues and Viewpoints, 238–239, 350–351. Learning About Your State and Community Booklet: 20–23, 37, 38, 39, 40

- **Current events**

PE/TE: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; The Strengths of Our Freedoms, 56–59. Learning About Your State and Community Booklet: 9, 16, 18, 39, 40, 42

Skills:

- **Identify the 3 branches of government, and what their responsibilities are (past & present)**

PE/TE: A Government for the People, 47; The Three Branches of Government, 50–52. Learning About Your State and Community Booklet: 20–23

- **Identify importance of Philadelphia, N.Y.C., and Washington, D.C. to early national gov't.**

PE/TE: Government by the People, 48; A New Nation, 131

- **Identify ways to improve communities**

PE/TE: Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; Issues and Viewpoints, 238–239, 350–351. Learning About Your State and Community Booklet: 35, 36, 38, 43, 44

- **Make connections to current events**

PE/TE: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; The Strengths of Our Freedoms, 56–59. Learning About Your State and Community Booklet: 9, 16, 18, 39, 40, 42

Essential Questions

How are U.S. regions alike and different?

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. Learning About Your State and Community Booklet: 1, 2

Content

- **Geographic 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. Learning About Your State and Community Booklet: 1, 2

- **Climate**

PE/TE: Climate, 7, 18–23, 309, 378–383. Learning About Your State and Community Booklet: 5

- **Physical features**

PE/TE: Regions and Landforms, 10–15, 166–169, 232–237, 242–245, 300–304, 368–373. Learning About Your State and Community Booklet: 1–5

- **Natural resources**

PE/TE: Natural Resources, 27–29, 76, 183, 315, 395. Learning About Your State and Community Booklet: 6, 7

- **How products and resources are shared (interdependence)**

PE/TE: Trade Then and Now, 72–73; Resources, 112–115, 116–121, 178–183, 246–249, 314–317, 384–388. Learning About Your State and Community Booklet: 6, 7

- **Minnesota Studies (geography, map study, climate)**

PE/TE: Minnesota, 257, 258; Maps, 226, 255. Learning About Your State and Community Booklet: 1, 2, 3

- **Current events**

PE/TE: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; The Strengths of Our Freedoms, 56–59. Learning About Your State and Community Booklet: 9, 16, 18, 39, 40, 42

Skills

- **Create one or more types of maps**

- Climate

- PE/TE:** Maps, 23, 93; TE only: Maps, 9, 37, 165, 187, 231, 255, 299, 323, 367, 393. Learning About Your State and Community Booklet: 5

- Physical features

- PE/TE:** Maps, 23, 24–25, 86–87, 93, 170–171; TE only: Maps, 9, 37, 103, 125, 165, 187, 231, 255, 299, 323, 367, 393. Learning About Your State and Community Booklet: 3, 4, 6

-Natural resources

PE/TE: Maps, 23, 93, 170–171; TE only: Maps, 37, 165, 187, 231, 255, 299, 323, 367, 393. Learning About Your State and Community Booklet: 6, 7

-Products & resources

PE/TE: Maps, 23, 24–25, 93; TE only: Maps, 37, 65, 103, 187, 231, 255, 299, 323, 367, 393. Learning About Your State and Community Booklet: 6, 7

• Locate & identify US regions on a map

PE/TE: Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15. Learning About Your State and Community Booklet: 1–8

• Locate and memorize US states

PE/TE: See Atlas: Map of the United States of America pages R10–R11. Learning About Your State and Community Booklet: 1, 3

• Compare and contrast one or more of the following:**-geography**

PE/TE: Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15; Regions and Landforms, 10–17; Climate, 18–23; Regional Resources, 26–31. Learning About Your State and Community Booklet: 1–8

-climate

PE/TE: Climate, 7, 18–23, 309, 378–383. Learning About Your State and Community Booklet: 5

-natural resources

PE/TE: Resources, 27–29, 112–115, 116–121, 178–183, 246–249, 314–317, 384–388. Learning About Your State and Community Booklet: 6, 7

-products

PE/TE: Products, 80–82, 142–146, 210–215, 276–278, 346–349, 410–415. Learning About Your State and Community Booklet: 6, 7

- **Read graphs/tables/ charts**
PE/TE: Chart and Graph Skills, 110–111, 134–135, 240–241; Charts, Graphs, Tables, & Diagrams, 21, 48, 50, 76, 84, 110, 235, 240, 241, 315, 334, 382, 413. Learning About Your State and Community Booklet: 1–44

- **Group/categorize states & 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. Learning About Your State and Community Booklet: 2, 3, 6

- **Conduct research**
 - Paraphrase references**
PE/TE: Summarize, 6, 10, 11, 13, 15, 16, 18, 19, 20, 22, 23, 25, 30, 40, 42, 44, 46, 47, 48, 49, 52, 56, 57, 59, 66, 69, 71, 72, 74, 79, 80, 85, 132, 148, 167, 203, 204, 205, 206, 257, 260, 282, 325, 342, 363, 377, 383, 384, 386, 388, 394, 396, 397, 401, 405, 406, 414, 415, 416. Learning About Your State and Community Booklet: 1–44

 - Take notes**
PE/TE: Lesson Review, 15, 23, 31, 44, 52, 59, 71, 79, 85, 109, 115, 119, 129, 133, 138, 146, 169, 175, 183, 192, 199, 206, 213, 237, 245, 249, 259, 266, 274, 282, 304, 311, 317, 328, 337, 343, 348, 373, 383, 388, 397, 406, 415. Learning About Your State and Community Booklet: 1–44

 - Outline**
PE/TE: Writing a Research Report, H9; For related information see Check Facts and Main Ideas pages 15, 23, 31, 44, 52, 59, 71, 79, 85, 109, 115, 119, 129, 133, 138, 146, 169, 175, 183, 192, 199, 206, 213, 237, 245, 249, 259, 266, 274, 282, 304, 311, 317, 328, 337, 343, 348, 373, 383, 388, 397, 406, and 415.

- **Communicate ideas (orally and/or written)**
PE/TE: Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419; Lesson Review, 15, 23, 31, 44, 52, 59, 71, 79, 85, 109, 115, 119, 129, 133, 138, 146, 169, 175, 183, 192, 199, 206, 213, 237, 245, 249, 259, 266, 274, 282, 304, 311, 317, 328, 337, 343, 348, 373, 383, 388, 397, 406, 415. Learning About Your State and Community Booklet: 1–44

- **Make connections to current events**
PE/TE: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; The Strengths of Our Freedoms, 56–59. Learning About Your State and Community Booklet: 9, 16, 18, 39, 40, 42

Essential Questions**How has settlement affected and influenced each region (past and present)?**

PE/TE: The Land of New Beginnings, 130–133; Early History of the Southeast, 194–196; The Fur Trade, 264–266; Building Farms, 270–272; Spanish Influence, 332–334; Exploration and Growth, 400–403. Learning About Your State and Community Booklet: 9–14

Content

- **Settlement of regions/ communities**

PE/TE: The Land of New Beginnings, 130–133; Early History of the Southeast, 194–196; The Fur Trade, 264–266; Building Farms, 270–272; Spanish Influence, 332–334; Exploration and Growth, 400–403. Learning About Your State and Community Booklet: 9–14

- **Early American life**

PE/TE: The Land of New Beginnings, 130–133; Early History of the Southeast, 194–196; The Fur Trade, 264–266; Building Farms, 270–272; Spanish Influence, 332–334; Exploration and Growth, 400–403. Learning About Your State and Community Booklet: 11

- **Motivations of early European settlers/ pioneers**

PE/TE: Americans All, 38–44; The Land of New Beginnings, 130–133; Early History of the Southeast, 194–196; The Fur Trade, 264–266; Building Farms, 270–272; Spanish Influence, 332–334; Exploration and Growth, 400–403. Learning About Your State and Community Booklet: 11

- **Causes and effects of settlement**

PE/TE: Americans All, 38–44; The Land of New Beginnings, 130–133; Early History of the Southeast, 194–196; The Fur Trade, 264–266; Building Farms, 270–272; Spanish Influence, 332–334; Exploration and Growth, 400–403. Learning About Your State and Community Booklet: 9–14

- **Effects on community culture because of immigration (cultural diversity)**

PE/TE: Immigration, 45, 132, 133. Learning About Your State and Community Booklet: 16

- **Current events**

PE/TE: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; The Strengths of Our Freedoms, 56–59. Learning About Your State and Community Booklet: 9, 16, 18, 39, 40, 42

Skills

- **Compare and contrast**

- Motivations of early European settlers/ pioneers**

PE/TE: Americans All, 38–44; The Land of New Beginnings, 130–133; Early History of the Southeast, 194–196; The Fur Trade, 264–266; Building Farms, 270–272; Spanish Influence, 332–334; Exploration and Growth, 400–403. Learning About Your State and Community Booklet: 9–14

- **Describe positive & negative consequences of settlement**

PE/TE: Americans All, 38–44; The Land of New Beginnings, 130–133; Early History of the Southeast, 194–196; The Fur Trade, 264–266; Building Farms, 270–272; Spanish Influence, 332–334; Exploration and Growth, 400–403. Learning About Your State and Community Booklet: 9–14

- **Make connections between past events & related current events**

PE/TE: Then and Now, 118–119, 197–198, 277–278, 335–336, 404–405. Learning About Your State and Community Booklet: 9, 16, 18, 39, 40, 42

- **Make inferences & predictions related to settlement**

PE/TE: Americans All, 38–44; The Land of New Beginnings, 130–133; Early History of the Southeast, 194–196; The Fur Trade, 264–266; Building Farms, 270–272; Spanish Influence, 332–334; Exploration and Growth, 400–403. Learning About Your State and Community Booklet: 9–14, 15, 16, 17, 18

- **Make connections to current events**

PE/TE: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; The Strengths of Our Freedoms, 56–59. Learning About Your State and Community Booklet: 9, 16, 18, 39, 40, 42

**Scott Foresman Social Studies—Building a Nation
to the
South Washington County
Social Studies Curriculum Maps**

Grade Five

Essential Questions

How do individuals, groups, & nations react as they cooperate, conflict, and depend upon each other (past & present)?

PE/TE: See Chapter Reviews pages 72–73, 98–99, 118–119, 152–153, 186–187, 228–229, 252–253, 292–293, 32–323, 358–359, 386–387, 426–427, 448–449, 488–489, 522–523.

Content

- **Major events between the Revolution and the Industrial Revolution:**

- French & Indian War**

- PE/TE:** The French and Indian War, 246–251; Review, 252–253

- Revolutionary War**

- PE/TE:** The Road to War, 266–293; Winning the Revolution, 294–323

- Forming a new nation**

- PE/TE:** Forming a New Government, 336–359; The Young United States, 360–391

- Westward growth**

- PE/TE:** Jefferson Looks West, 370–376; Lewis and Clark, 377; People Moving South and West, 428–453

- Division of the nation**

- PE/TE:** A Divided Nation, 462–489

- Civil War & Reconstruction**

- PE/TE:** War and Reconstruction, 490–523

- Settling the West**

- PE/TE:** Topic covered after Reconstruction.

-Industrial Revolution

PE/TE: Topic covered after Reconstruction.

-Immigration and growth of cities

PE/TE: Topic covered after Reconstruction.

• **MN history-early times through the Dakota Conflict**

PE/TE: Minnesota, R19. For related information see People Moving South and West pages 428–453.

• **Self-respect and respect for others**

PE/TE: Recognize Point of View, 468–469; Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504; Unit Project, 44, 124, 192, 258, 328, 392, 454, 528

• **Current events**

PE/TE: Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504; Then and Now, 10, 111, 144, 211, 277, 383, 433, 472; Unit Project, 44, 124, 192, 258, 328, 392, 454, 528

Skills

• **Identify how a lack of respect for differences can lead to conflict**

PE/TE: Recognize Point of View, 468–469; Issues and Viewpoints, 222–223, 310–311, 368–369

• **Analyze the Cause & Effect of each major event**

PE/TE: Cause and Effect, 10, 21, 28, 38, 40, 55, 57, 63, 67, 82, 84, 103, 104, 112, 113, 114, 115, 121, 138, 150, 157, 160, 161, 164, 169, 170, 172, 180, 184, 197, 206, 212, 215, 217, 218, 220, 235, 236, 238, 242, 246, 247, 268, 269, 270, 271, 272, 276, 277, 279, 280, 286, 287, 296, 297, 299, 303, 304, 305, 308, 310, 315, 342, 343, 348, 354, 367, 372, 373, 380, 381, 382, 405, 409, 410, 411, 412, 417, 418, 419, 421, 431, 435, 443, 451, 465, 472, 474, 477, 479, 480, 481, 486, 495, 497, 500, 501, 502, 505, 507, 509, 510, 517, 520, 521; Cause and Effect Chart, 85, 167, 251, 264, 273, 282, 291, 300, 384

- **Analyze the chronology of historical events**

PE/TE: Sequence, 78, 106, 108, 109, 112, 117, 130, 134, 135, 136, 137, 138, 139, 141, 142, 143, 144, 145, 146, 147, 150, 151, 157, 165, 166, 180, 181, 203, 240, 242, 243, 249, 288, 289, 302, 308, 339, 347, 350, 354, 357, 373, 383, 440, 472, 495, 507; Time Lines, 46, 48, 54, 60, 66, 72, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 168, 176, 186, 194, 196, 202, 210, 216, 224, 228, 232, 240, 246, 252, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 338, 344, 352, 358, 362, 370, 380, 386, 394, 396, 402, 408, 416, 426, 430, 438, 442, 448, 456, 458, 464, 470, 476, 484, 488, 492, 498, 506, 516, 522

- **Create a timeline**

PE/TE: See Parallel Time Lines pages 116–117.

- **Relate events in U.S. history to events in MN history**

PE/TE: For related information see Jefferson Looks West pages 370–373. See also all Issues and Viewpoints pages 222–223, 310–311, 368–369.

- **Make connections between past events & related current events**

PE/TE: Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504; Then and Now, 10, 111, 144, 211, 277, 383, 433, 472; Unit Project, 44, 124, 192, 258, 328, 392, 454, 528

- **Use primary & secondary sources for research**

PE/TE: Print Resources, H5, H6; Begin with a Primary Source, 2–3, 46–47, 126–127, 194–195, 260–261, 330–331, 394–395, 456–457; 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; Literature and Social Studies, 79, 135, 219, 287, 374, 419, 480

- **Develop questions**

PE/TE: See Chapter Reviews pages 72–73, 98–99, 118–119, 152–153, 186–187, 228–229, 252–253, 292–293, 322–323, 358–359, 386–387, 426–427, 448–449, 488–489, and 522–523. TE only: Locate Key Words in the Question, 1e, 42, 45e, 122, 125e, 178, 193e, 247, 259e, 290, 329e, 345, 373, 393e, 435, 455e, 495, 526

- **Take notes**

PE/TE: Internet Research, 86–87; Read Newspapers, 208–209; Gather and Report Information, 356–357 See Chapter Reviews pages 72–73, 98–99, 118–119, 152–153, 186–187, 228–229, 252–253, 292–293, 322–323, 358–359, 386–387, 426–427, 448–449, 488–489, and 522–523.

- **Read for information**

PE/TE: 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; Literature and Social Studies, 79, 135, 219, 287, 374, 419, 480

- **Practice 4 genre of writing***

***see sample essay prompts**

- Descriptive**

PE/TE: 69, 73, 97, 99, 119, 139, 153, 187, 229, 236, 253, 293, 323, 359, 387, 489, 503, 523

- Clarification**

PE/TE: 69, 99, 167, 173, 187, 220, 227, 253, 273, 300, 343, 359, 387, 406, 427, 487, 489

- Problem/Solution**

PE/TE: 64, 81, 167, 173, 273, 300,343, 359, 489

- Narrative**

PE/TE: 73, 99, 119, 139, 145, 153, 187, 229, 253, 293, 323, 387, 427, 482, 489, 523

Essential Questions

How have cause & effect relationships affected the creation and continued functioning of our U.S. government?

PE/TE: Forming a New Government, 336–359

Content

- **Events leading to the Revolutionary War**

PE/TE: The Road to War, 266–294

- **Revolutionary War**

PE/TE: Winning the Revolution, 294–323

- **Constitution**

PE/TE: Debate in Philadelphia, 344–350; Biography: James Madison, 351; Ratifying the Constitution, 352–355; Review, 358–359

- **U.S. Government**

PE/TE: Government by the People, 14-17; Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

- **Other historical events and their impact on government**

PE/TE: A New Kind of Revolution, 408–411; The Struggle for Reforms, 416–421; Citizen Heroes, 422–423; North and South Grow Apart, 464–467; Resisting Slavery, 470–475; The Struggle Over Slavery, 476–483; The End of Slavery, 516–521

- **Current events**

PE/TE: Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504; Then and Now, 10, 111, 144, 211, 277, 383, 433, 472; Unit Project, 44, 124, 192, 258, 328, 392, 454, 528

Skills

- **Describe how past events led to the creation of the Constitution**

PE/TE: Debate in Philadelphia, 344–350; Biography: James Madison, 351; Ratifying the Constitution, 352–355; Review, 358–359

- **Outline roles and interrelationships of the 3 branches of government**

- Executive**

- PE/TE:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

- Legislative**

- PE/TE:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

- Judicial**

- PE/TE:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

- **Role play**

PE/TE: For related information see Practice and Extend page 346 for opportunities to role-play members of the Constitutional Convention.

Essential Questions

How has technology affected the lives of people because of the Industrial Revolution?

PE/TE: Topic covered after Reconstruction.

Content

- **Industrial Revolution**

PE/TE: Topic covered after Reconstruction.

- **Inventions & modern conveniences**

PE/TE: Topic covered after Reconstruction.

Skills

- **Describe the effects of the Industrial Revolution on all aspects of the U.S.**

PE/TE: Topic covered after Reconstruction.

- **Identify the effects of inventions & modern conveniences on**

-Home

PE/TE: Topic covered after Reconstruction.

-Work

PE/TE: Topic covered after Reconstruction.

-Communication

PE/TE: Topic covered after Reconstruction.

-Transportation

PE/TE: Topic covered after Reconstruction

- **Take notes**

PE/TE: Topic covered after Reconstruction.

- **Compare & Contrast**
-life before & after invention
PE/TE: Topic covered after Reconstruction.