A Correlation of

**SCOTT FORESMAN**

**SOCIAL STUDIES**

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to the

**South Washington County**

Social Studies Curriculum Maps

Grades K-5
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.
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  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

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

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• Transportation
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Skills:

- Recite name, address, telephone number
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- Tell what school workers do
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- Explain reasons for family & school rules
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- Discuss differences in families & homes
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- Demonstrate respect for classroom & school rules
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- Identify & name MN on a U.S. map
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- Discuss characteristics of the beaver *optional*
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- 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
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  Flag
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  Pledge of Allegiance
TE: The Pledge of Allegiance, 253, 270; Make a United States Flag, 282

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• 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.
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

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- **Community**
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- **Wants & Needs**
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- **Respect for self and others**
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- **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**  

• **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**  

**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

- Identify directions on a map
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- Locate the U.S., and the Atlantic and Pacific Oceans

- Locate general proximity of local community on a state map

- 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
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    Luther King, Rosa Parks
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• Discuss current events
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  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–
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• Read and label a map
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    140, 142, 146, 150, 156, 164, 170, 174, 190, 192, 196, 202, 206, 210, 212, 216, 218,
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• 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
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
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• Features of Communities
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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
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• Services & Products
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- **Pioneer life/settlements**  
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- **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**  

**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

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

- Read a timeline, graph, table
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- Compare & Contrast
  - Life now/Life long ago
  - Life in U.S./Life in another country
• Give examples of cause and effect

• Examine different points of view

• Discuss responses to current events related to social studies topics

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

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• 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
Globe
- Continents and Oceans
  PE/TE: Geography Skill, H18, H19, H24, H25; Continents, 37, 39; Oceans, 58, 205, 222, 281

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Location impacts basic needs
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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

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**

- **Create and label mental maps**
  - Community
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  - 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.

• 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.
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

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- Continents & Oceans
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- Occupations/careers
  PE/TE: People at Work, 321; People Helping People, 332–333

- Goods & Services
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- 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**  

• **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**  

**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
  - 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

• Identify natural resources and landforms
• Identify reasons for locations of communities (lakes, rivers, resources)

• 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

**Essential Questions**

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

**Content**

• Contributions of Native Americans

• A New Nation

- **First communities**
  - **Settlers**

- **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**

**Skills:**

- **Discuss our new nation**

- **Identify contributions of American Indians to our way of life**
  - by Indians from the geographic regions of the U.S.
- 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, 144, 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

**Essential Questions**

**What role does government play in my life?**


**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**
**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
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

• 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
• **Current events**
  

**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**
  

• **Make connections to current events**
  

**Essential Questions**

**How are U.S. regions alike and different?**


**Content**

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

• **Physical features**  

• **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)**  

• **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**  

**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

**Grade Four**  
28
-Natural resources

-Products & resources

• Locate & identify US regions on a map

• Locate and memorize US states

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

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

  -natural resources

  -products
• **Read graphs/tables/charts**

• **Group/categorize states & regions**

• **Conduct research**
  - **Paraphrase references**

  - **Take notes**

  - **Outline**

• **Communicate ideas (orally and/or written)**

• **Make connections to current events**
**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

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

• 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
Essential Questions

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

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
  -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.

-Imigration 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
- **Analyze the chronology of historical events**

- **Create a timeline**

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

- **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**

- **Develop questions**
• **Take notes**  

• **Read for information**  

• **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**  

- **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**  

• **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**  

  - **Legislative**  

  - **Judicial**  
• 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.