

A Correlation of

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

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to the

**Kansas City**  
**Quarterly Standards and Objectives**  
**Aligned with Resources**  
Grades K-5



G/SS-37

## Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the Kansas City Quarterly Standards and Objectives Aligned with Resources. 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.....	11
Grade Two.....	23
Grade Three.....	38
Grade Four.....	56
Grade Five.....	78

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: K**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS5 Elements of Geography	<p>1. Interpret relative location from pictures and actual surroundings (up/down, left/right, north, south, east, and west). (Introduction) MAP: 5.2a.2 – Students can communicate the location of a place by pointing it out on a map by describing... its relative location. Source: Core Curriculum, p. 136; MAP, Grade 4 – 5.2a.2, p. 9 Bloom’s Taxonomy: Synthesis</p>	Concepts: Relative Location/ Pictures	Scott Foresman, Here We Go, 2005, pp. 12-13, 31, 32-33, 34, 62-63, 73-74, 75, 76, 77, 209, 210-211, 212, 213, 214-215, 216, 218-219, 222-223
	<p>2. Study the school surroundings in order to describe the physical features. (Introduction) [MAP: 5.2b.1 – Students can explain how the features of a place depend upon: its physical characteristics (landforms, water bodies, climate, natural vegetation, animal life, etc.)]. Source: Core Curriculum, p. 136; MAP, Grade 4 – 5.2b.1, p. 9 Bloom's Taxonomy: Comprehension</p>	Concepts: School/Physical Features	Scott Foresman, Here We Go, 2005, pp. 176-177, 178-179, 193, 194-195, 196, 197, 198-199, 200, 201, 202-203, 204, 205, 206-207, 208, 209, 210-211, 212, 213, 214-215, 216, 217, 218-219, 220, 221, 222-223, 224, 229

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: K**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>3. Observe how time plays a role in change by recording changes in weather and seasons. (Introduction) [MAP: 5.2b.1 – Students can explain how the features of a place depend upon: its physical characteristics (landforms, water bodies, climate, natural vegetation, animal life, etc.), 5.2c.3 – Human-Environment Interactions: Students can describe how people are affected by, depend on, adapt to, and change their environment.]. Source: Core Curriculum, pg. 136; MAP, Grade 4 – 5.2b.1, 5.2c.3, p. 9-10 Bloom’s Taxonomy: Application</p>	<p>Weather: Seasons/Record Changes</p>	<p>Scott Foresman, Here We Go, 2005, pp. 174, 175, 176, 177, 178-179, 180-181, 185, 186-187, 188, 189, 190-191, 192, TR24</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: K**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS6 Institutions and Culture	<p>4. Share and compare interests, feelings, and beliefs with other students, and communicate how people may differ. (Introduction) MAP: 6.1- Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times. Source: Core Curriculum, p. 136: MAP, Grade 4 – 6.1, p.11 Bloom’s Taxonomy: Application</p>	Diversity: Communicate How People Differ	<p>Scott Foresman, Here We Go, 2005, pp. 8, 10-11, 12-13, 19, 20-21, 22, 23, 24-25, 26, 27, 28-29, 30, 35, 36-37, 38, 39, 40-41, 42, 44-45, 47, 50, 69, 72, 81, 82-83, 84, 86-87, 90-91, 93, 94-95, 96, 97, 267, 268-269, 301, 302-303, 304, 305, 309, 310-311, 312, 325, 326-327, 329, TR22</p>
	<p>5. Listen to others describe how they help family members at home, and suggest some original ways to help others. (Introduction) MAP: 1.2b – Citizens have both rights and responsibilities: b. – Responsibilities include respect for the rights of others and treating others fairly (justice), 3.1 d – Knowledge of democratic principles of governance, especially as applied to school, community, and state: d. – peaceful resolution of disputes by courts or other legitimate</p>	Family: Help At Home/Original	<p>Scott Foresman, Here We Go, 2005, pp. 27, 28-29, 30, 35, 36-37, 38, 39, 40-41, 42, 81, 82-83, 84, 86-87, 268-269, 292-293, 305, 306-307, 321, 322-323, 324, 326-327, 328, 329, 330</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: K**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
(continued)	<p>authorities such as parents, teachers, principals, etc., 3.2a – A general knowledge of how authoritative decisions are made, enforced, and interpreted and by whom within these governance systems: a. – family. Source: Core Curriculum, p. 136; MAP Grade 4 – 1.2b, p. 4, 3.2 a, 3.1d, p. 7 Bloom’s Taxonomy: Comprehension</p>		
	<p>6. Describe changes in his/her personal life, and observe and record how others change as they grow. (Introduction) MAP: 6.1 – Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times. Source: Core Curriculum, p. 136; MAP, Grade 4 – 6.1, p. 11 Bloom’s Taxonomy: Comprehension</p>	<p>Diversity: Changes/Describe/Grow</p>	<p>Scott Foresman, Here We Go, 2005, pp. 19, 20-21, 22, 123, 124-125, 127, 128-129, 130, 294-295, 304, 310-311, 313, 314-315, 316</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: K**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
<p>CS5 Elements of Geography</p>	<p>7. Draw and compare pictures of important events (e.g., births, birthdays, first day of school), sequencing the pictures in a timeline format, and use the information to draw conclusions about how life changes as a result of major events. (Introduction)</p> <p>[MAP: 6.1 – Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times, 6.2 – Knowledge of how the needs of individuals are met by families, friends, groups, and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.), 7.2 - Knowledge of how to create maps, timelines, diagrams, and cartoons that communicate to readers.]</p> <p>Source: Core Curriculum, p. 136; MAP Grade 4 – 6.1, 6.2, p. 11, 7.2, p. 12 Bloom’s Taxonomy: Analysis</p>	<p>Change: Important Events</p>	<p>Scott Foresman, Here We Go, 2005, pp. 127, 130, 315; related content, pp. 14, 22, 293, 302-303, 304, 305, 308, 309, 310-311, 312, 320, 322-323, 329</p>



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: K**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS4 Economic Concepts	<p>8. Use observation and prior knowledge to identify basic wants. (Introduction) [MAP: 4.1d – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: d.-consumer.] Source: Core Curriculum, p. 136; MAP, Grade 4 – 4.1d, p. 8 Bloom's Taxonomy: Knowledge</p>	Goods/Services: Wants/Basic	Scott Foresman, Here We Go, 2005, pp. 143, 144-145, 146, 148-149, 150, 151, 152-153, 155, 156-157, 159, 160-161, 162, 166
CS6 Institutions and Culture	<p>9. Read stories and share personal information to identify those who help others meet their needs (e.g., firefighters, police officers). (Master) [MAP: 6.2 – Knowledge of how the needs of individuals are met by families, friends, groups, and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.). Source: Core Curriculum, p. 136; MAP, Grade 4 – 6.2, p. 11 Bloom's Taxonomy: Knowledge</p>	Goods/Services: Needs/Who Helps Others	Scott Foresman, Here We Go, 2005, pp. 43, 44-45, 46, 62-63, 77, 85, 86-87, 88, 123, TR19

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: K**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>10. Observe surroundings and ask questions to describe where in the community we get the things we need (i.e., bank, grocery, store, etc.). (Introduction)</p> <p>[MAP: 6.2 – Knowledge of how the needs of individuals are met by families, friends, groups, and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.).</p> <p>Source: Core Curriculum, p. 136; MAP, Grade 4 – 6.2, p. 11</p> <p>Bloom's Taxonomy: Comprehension</p>	<p>Goods/Services: Needs/Describe Where We Go</p>	<p>Scott Foresman, Here We Go, 2005, pp. 72, 112-113, 123, 124-125, 128-129, 131, 132-133, 134, 135, 136-137, 138, 141, 160-161, 166</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: K**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
S3 Governance Systems	<p>11. List family and school rules and draw conclusions about why they are necessary. (Introduction)</p> <p>MAP: 1.1a – The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do. Guiding principles include: a – the idea that laws and rules are made, 1.2b – Citizens have both rights and responsibilities: b. – Responsibilities include respect for the rights of others and treating others fairly (justice), 3.2 a &amp; b – A general knowledge of how authoritative decisions are made, enforced, and interpreted and by whom within these governance systems: a. – the family, b. – community.</p> <p>Source: Core Curriculum, p. 136; MAP, Grade 4, 1.1a, 1.2b, p. 4, 3.2a &amp; b, p. 7</p> <p>Bloom’s Taxonomy: Analysis</p>	<p>Authority: Rules/Family/School/ Necessary</p>	<p>Scott Foresman, Here We Go, 2005, pp. 35, 36-37, 38, 42, 77, 78-79, 80, 81, 82-83, 84</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: K**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>12. Collaborate to make and follow class rules. (Introduction) MAP: 1.1a - The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do. Guiding principles include: a – the idea that laws and rules are made, 1.2b – Citizens have both rights and responsibilities: b. – Responsibilities include respect for the rights of others and treating others fairly (justice), 3.1a &amp; c – Knowledge of democratic principles of governance, especially as applied to school, community, and state: a. – protection of individual rights, c. – democratic decision-making processes. Source: Core Curriculum, p. 136; MAP, Grade 4 – 1.1a, 1.2b, p. 4, 3.1a &amp; c, p. 7 Bloom’s Taxonomy: Application</p>	<p>Citizenship: Rules/Make/Follow</p>	<p>Scott Foresman, Here We Go, 2005, pp. 35, 36-37, 38, 81, 82-83, 84</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: K**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS1 Democratic Principles/ Documents	<p>13. Identify symbols of our nation, such as the flag, the Statue of Liberty, and the nation’s capitol, as well as understanding the Pledge of Allegiance and the National Anthem. (Introduction) Source: MAP, Grade 4 – 1.4, p. 4.</p>	National Symbols	Scott Foresman, Here We Go, 2005, pp. 244-245, 251, 252-253, 254, 267, 270, 279, TR27
	<p>14. Listen to others without interrupting, and contribute personal ideas to a conversation. (Introduction) MAP: 1.2b – Citizens have both rights and responsibilities: b. – Responsibilities include respect for the rights of others and treating others fairly (justice), 6.1 – Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times. Source: Core Curriculum, p. 136; MAP, Grade 4 – 1.2b, p. 4, 6.1, p. 11.</p>	Social Relations: Listen/Contribute	Scott Foresman, Here We Go, 2005, pp. 82-83, 84, 87, 91, 125, 141, 145, 149, 157, 191, 195, 207, 219, 257, 261, 265, 269

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS5 Elements of Geography	<p>1. Identify specific locations within the community, state (Kansas City, St. Louis, Missouri River, Mississippi River), country, and continent by using direction and distance. (Reinforce)</p> <p>MAP: 5.2a.1 – Students can locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph; the Mississippi and Missouri Rivers; the states bordering Missouri; and the world’s continents and oceans, 5.2a.2 – Students can communicate the location of a place by pointing it out on a map.</p> <p>Source: Core Curriculum, p. 137; MAP, Grade 4 – 5.2a.1 &amp; 2, p. 9.</p> <p>Bloom’s Taxonomy: Knowledge</p>	<p>Concepts: Locations/Directions</p>	<p>Scott Foresman, All Together, 2005, pp. H16-H17, H20-H21, H22-H23, H24-H25, H26, 4-5, 26-27, 28-31, 42, 44-45, 46-47, 48-49, 50a, 50-51, 52-53, 54-55, 55a, 60-61, 79a, TR24</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>2. Observe, describe, and record changes in the neighborhood or community. (Master)                      MAP: 5.2b.1 – students can explain how the features of a place depend upon; 1. – its physical characteristics (landforms, water bodies, climate, natural vegetation, animal life, etc.), 2. – its human characteristics (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.), 5.2c.3 – Human – Environment Interactions: Students can describe how people are affected by, depend on, adapt to, and change their environment.                      Source: Core Curriculum, p. 137; MAP, Grade 4 – 5.2b 1 &amp; 2, 5.2c.3, p. 9-10.                      Bloom’s Taxonomy: Analysis</p>	<p>Physical Resources: Land Use/ Changes</p>	<p>Scott Foresman, All Together, 2005, pp. E2-E3, E6-E7, E8-E9, H10-H11, 58-59, 190a, 242-243, 244-245, 245a, 246-249, 250-251, 252a, 252-253</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>3. Compare ways we use the land in the city and in rural areas. (Introduction) MAP: 5.2e.2 – Students can compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in a plains region). Source: Core Curriculum, page 137; MAP, Grade 4 – 5.2e.2, p. 11. Bloom’s Taxonomy: Analysis</p>	<p>Physical Resources: Land Use/ Changes</p>	<p>Scott Foresman, All Together, 2005, pp. 56a, 56-57, 61a, 116-119, 120-121, 122-123, 138-139, 150a, 150-151, 152-153, 156-159, 160-161, 162-163, 164a, 164-167</p>
	<p>4. Ask people why they live in Kansas City, and communicate the findings through pictures and simple sentences. (Master) MAP: 5.2d.1 – Movement: Students can explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other. Source: Core Curriculum, p. 137; MAP, Grade 4 – 5.2d.1, p. 10. Bloom’s Taxonomy: Application</p>	<p>Population: Kansas City/Findings</p>	<p>Scott Foresman, All Together, 2005, pp. 45, 47, 53</p>



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS7 Social Science Inquiry	<p>5. Discuss important family events and create picture timelines to show when the events happened. (Reinforce)</p> <p>MAP: 7.2 – Knowledge of how to create maps, timelines, diagrams, and cartoons that communicate to readers.</p> <p>Source: Core Curriculum, p. 137; MAP, Grade 4 – 7.2, p. 12</p> <p>Bloom’s Taxonomy: Comprehension, Application</p>	Family: Important Events/ Timelines	Scott Foresman, All Together, 2005, pp. 59, 146-147, 180

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS6 Institutions and Culture	<p>6. Describe aspects of family life long ago and today (clothes, homes, jobs, use of technology, etc) in order to understand the changes and to speculate on what may have caused them. (Introduction)</p> <p>MAP: 5.2c.3 – Human-Environment Interactions: Students can describe how people are affected by, depend on, adapt to, and change their environment, 6.1 – Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times, 6.2 – Knowledge of how the needs of individuals are met by families, friends, groups, and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc). Source: Core Curriculum, p. 137; MAP, Grade 4 – 5.2c.3, p. 10, 6.1, 6.2, p. 11. Bloom’s Taxonomy: Comprehension</p>	Family: Long Ago/Today/Change	Scott Foresman, All Together, 2005, pp. E2-E3, 12-13, 28-31, 32-33, 34-35, 58-59, 164a, 164-167, 188-189, 190a, 190-193, 194-195, 195a, 196a, 196-199, 202a, 202-205, 206-207, 207a, 213-214, 216-217, 242-243, 244-245, 245a, 246a, 246-249, 250-251, 252-253

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS6 Institutions and Culture	<p>7. Tell family stories in order to compare family life from various cultures represented in the classroom. (Master)</p> <p>MAP: 6.1 – Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times. 6.2 – Knowledge of how the needs of individuals are met by families, friends, groups and organizations. (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.).</p> <p>Source: Core Curriculum, p. 137; MAP, Grade 4 – 6.1, 6.2, p. 11.</p> <p>Bloom’s Taxonomy: Analysis</p>	Family: Stories/Compare/Cultures	Scott Foresman, All Together, 2005, pp. E2-E3, E10-E11, 50, 64, 66-67, 68-69, 69a, 102-103, 169, 258-261, 262-263, 264-265, TR21, TR22, TR23

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS4 Economic Concepts	<p>8. Use observation and prior knowledge to compare wants of people. (Introduction)                      MAP: 4.1d – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events; d. – consumer, consumption, producer, and production, 6.1 – Knowledge of how people have common physical, social, and emotional needs and of how these needs have been met in different ways in different cultures and times.                      Source: Core Curriculum, p. 137; MAP, Grade 4 – 4.1d, p. 6.1, p. 11                      Bloom’s Taxonomy: Analysis</p>	Goods/Services: Wants/Compare	Scott Foresman, All Together, 2005, pp. E4-E5, 100a, 100, 101, 103a, 104a, 104-105, 107a

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
<p>CS4 Economic Concepts (Continued)</p>	<p>9. Give examples of how or community helps meet the wants of people by describing goods that people make and services that people provide. (Introduction) MAP: 4.1 – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: d. – consumer, consumption, producer, and production, e. – supply and demand, f. – natural, capital, and human resources, 6.2 – Knowledge of how the needs of individuals are met by families, friends, groups, and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.). Source: Core Curriculum, p. 137; MAP, Grade 4 – 4.1d-f, p.8, 6.2, p. 11 Bloom’s Taxonomy: Comprehension</p>	<p>Goods/Services: Wants/ Community</p>	<p>Scott Foresman, All Together, 2005, pp. E4-E5, 108a, 108-109, 110-111, 112-113, 116a, 116-119, 122-123, 123a, 124a, 124-125, 126-127, 127a</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>10. Share ways that families earn, spend and save money, and explain the importance of each. (Introduction) MAP: 4.1 Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: c. – trade using money and bartering, d. – consumer, consumption, producer, and production, h. – saving ad investment. Source: Core Curriculum, p. 137; MAP, Grade 4 – 4.1c, d, h, p. 8. Bloom’s Taxonomy: Comprehension</p>	<p>Income: Earn/Spend/Save Money</p>	<p>Scott Foresman, All Together, 2005, pp. 92-93, 104a, 104-105, 106-107, 107a, 108a, 108-109, 116-119</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS3 Governance Systems	<p>11. List home and school rules and collaborate in a group to explain why the rules are needed. (Introduction)</p> <p>MAP: 1.1a and b – The Constitution as a fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do. Guiding principles include: a – the idea that laws and rules are made, b. – the concept of majority rule, 1.2b – Citizens have both rights and responsibilities: b. – Responsibilities include respect for the rights of others and treating others fairly (justice), 3.1b – Knowledge of democratic principles of governance, especially as applied to school, community, and state: b. – promotion of the common good, 3.2a – A general knowledge of how administrative decisions are made, enforced and interpreted and by whom within these governance systems: a – family.</p> <p>Source: Core Curriculum, p. 137; MAP, Grade 4 – 1.1a and b, 1.2b, p. 4, 3.1b, 3.2a, p. 7.</p> <p>Bloom’s Taxonomy: Comprehension</p>	<p>Authority: Rules/Home/School/ Needed</p>	<p>Scott Foresman, All Together, 2005, pp. E14-E15, H2-H3, H8, H4-H5, 22a, 22-23, 24-25, 26-27, 27a</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
<p>CS1 Democratic Principles/ Documents</p>	<p>12. Discuss examples of rights and responsibilities in different situations at home and at school, in order to understand and communicate the importance of responsible behavior. (Introduction)</p> <p>MAP: 1.1a and c – The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do. Guiding principles include: a. – the idea that laws and rules are made, c. – the concept of citizens having rights, 1.2b – Citizens have both rights and responsibilities: b. – Responsibilities include respect for the rights of others and treating others fairly (justice), 3.1a, b, d, - Knowledge of democratic principles of governance, especially as applied to school, community and state: a. – protection of individual rights, b. – promotion of the common good, d. – peaceful resolution of disputes by courts or other legitimate authorities such as parents, teachers, principals, etc., 3.2a – A general knowledge of how authoritative decisions</p>	<p>Rights/Responsibilities: Examples/ Homes</p>	<p>Scott Foresman, All Together, 2005, pp. E12-E13, E14-E15, H2-H3, H4-H5, 16-17, 18-19, 22-25, 26-27</p>



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 1**

**Quarter: 4**

Standard	Objectives	Key Concepts	Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)
	<p><b>(continued)</b> are made, enforced, and interpreted and by whom within these governance systems: a. – the family, b. – the community. Source: Core Curriculum, p. 137; MAP, Grade 4 – 1.1a and c, 1.2b, p.4, 3.1a, 3.1b, 3.1d, 3.1a and b, p. 7. Bloom’s Taxonomy: Comprehension</p>		
	<p>13. Identify symbols of our nation, such as the flag, the Statue of Liberty, and the nation’s capitol, as well as understanding the Pledge of Allegiance and the National Anthem. (Introduction) Source: MAP, Grade 4 – 1.4, p. 4</p>	National Symbols	Scott Foresman, All Together, 2005, pp. E16, H6-H7, 4, 16, 38, 208, 209, 210-211, 228, TR19, TR27
CS7 Social Science Inquiry	<p>14. Contribute to a conversation on a specific topic. (Master) Source: Core Curriculum, p. 137</p>	Social Relations: Conversation/ Topic	Scott Foresman, All Together, 2005, pp. 7, 9, 11, 13, 25, 27, 31, 35, 53, 57, 63, 65, 71, 73, 77, 97, 101, 105, 111, 119, 125, 145, 153, 159, 167, 173, 191, 199, 205, 209, 215, 217, 221, 239, 241, 243, 249, 253, 261, 263, 264

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS5 Elements of Geography	<p>1. Interpret scale and distance to identify locations. (Introduction) MAP: 5.1 – Knowledge of how to read and construct maps, attend to such features as the map’s title key, and compass rose, 5.2a.2 – Students can communicate the location of a place by pointing it out on a map, or by describing its relative location (description of a location by explaining where the place is in relation to one or more other places). Source: Core Curriculum, p. 138; MAP, Grade 4 – 5.1, 5.2a2, p. 9. Bloom’s Taxonomy: Knowledge</p>	Concepts: Scale/Distance/Direction	Scott Foresman, People and Places, 2005, pp. H19, H20-H21, H22-H23, H24-H25, H26, 16-17, 20-21, 23a, 31, 32, 36, 37, 38-39, 40-41, 41a, 60-61, 65, 124-125, 184-185, 186-187, 214-215, 216, 239, R4-R5, R6-R7
	<p>2. Use direction to identify locations. (Reinforce) MAP: 5.1 – Knowledge of how to read and construct maps, attend to such features as the map’s title key, and compass rose, 5.2a.2 – Students can communicate the location of a place by pointing it out on a map, or by describing its relative location (description of a location by explaining where the place is in relation to one or more other places). Source: Core Curriculum, p. 138; MAP, Grade 4 – 5.1, 5.2a2, p. 9. Bloom’s Taxonomy: Application</p>	Concepts: Scale/Distance/Direction	Scott Foresman, All Together, 2005, pp. E8-E9, H19, H20-H21, H22-H23, H24-H25, H26, 16-17, 20-21, 23a, 31, 32, 36, 37, 38-39, 40-41, 41a, 46, 60-61, 65, 124-125, 144, 161, 184-185, 186-187, 192, 202, 214-215, 216, 228, 239, 250, 252, 265, R4-R5, R6-R7, R8-R9, R10-R11

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>Draw and interpret maps in order to compare location, physical features, climate and resources of selected communities around the world. (Introduction) MAP: 5.1 – Knowledge of how to read and construct maps, attend to such features as the map’s title key, and compass rose, 5.2a.2 – Students can communicate the location of a place by pointing it out on a map, or by describing its absolute location (description of a location using some grid system), relative location (description of a location by explaining where the place is in relation to one or more other places)., 5.2e.1 and 2 – Regions: 1. – Students can define regions (i.e., as places that have some unifying characteristic-political, climatic, language, physical, etc.), and identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district), 2. – Students can compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions</p>	<p>Map: Compare Communities/World</p>	<p>Scott Foresman, All Together, 2005, pp. H21, H22-H23, H24-H25, H26, 56a, 60-61, 65, 78, 90a, R10-R11</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>(continued) look different from landscapes in a plains region), 7.2 – Knowledge of how to create maps, timelines, diagrams, and cartoons that communicate to readers. Source: Core Curriculum, p. 138; MAP, Grade 4 – 5.1, 5.2a2, p. 9 , 5.2e.1 and 2, p. 10, 7.2, p. 12. Bloom’s Taxonomy: Analysis</p>		
<p>CS6 Institutions and Culture</p>	<p>3. Describe aspects of daily life (clothes, food, activities, etc.) in selected communities around the world. (Introduction) MAP: 5.2b.2 – Students can explain how the features of a place depend upon: 2. – its human characteristics (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.), 5.2c.3 – Human-Environment Interactions: 3. – Students can describe how people are affected by, depend on, adapt to, and change their environment – 6.1 – Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times. Source: Core Curriculum, p. 138; MAP, Grade 4 – 5.2b.2, p. 9, 5.2c.2, p. 10, 5.1, p.11. Bloom’s Taxonomy: Comprehension</p>	<p>Community: World/Daily Life</p>	<p>Scott Foresman, All Together, 2005, pp. 8-11, 12-13, 16-19, 22- 23, 24-27, 38-39, 40-41, 62, 63, 64, 68-71, 72-73, 88-89, 110-111, 120-123, 134-137, 260-261, 264- 267, 268-269, 270-271, TR18, TR26</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS5 Elements of Geography	<p>4. Discuss ways that technology in transportation and communication has changed daily life. (Introduction) MAP: 2.1b.9 – Broad knowledge about the following developments, their importance and general sequence: 9. – changes in Missouri since the Civil War in education, transportation, and communication, 5.2c.2 – Human – Environment Interactions: 2. – Students can describe why people of different groups settle more in one place than another and how transportation and communication systems have facilitated the movement of people, products, and ideas, 5.2d.2 and 3 – Movement: - 2. – Students can describe different types of communication and transportation and identify their advantages and disadvantages, 3. – Students can describe how changes in communication and transportation technologies affect people’s lives. Source: Core Curriculum, p. 138; MAP, Grade 4 – 2. 1b.9, p. 5, 5.2c.2, p. 9, 5.2d.2 and 3, p 10. Bloom’s Taxonomy: Comprehension</p>	Technology: Daily Life	Scott Foresman, All Together, 2005, pp. E6-E7, 100-101, 135, 228-229, 247, 254-255, 278-281, 280-281, 286, TR26, TR28

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
<p>CS2 Continuity and Change in History (US and MO)</p>	<p>5. Describe or reenact major events in communication and transportation in proper sequence, and explain the effects of the events on daily life. (Introduction)                      MAP: 2.1b.9 - Broad knowledge about the following developments, their importance and general sequence: 9. – Changes in Missouri since the Civil War in education, transportation, and communication, 5.2d.2 and 3 – movement: 2. – Students can describe different types of communication and transportation and identify their advantages and disadvantages, 3. – Students can describe how changes in communication and transportation technologies affect people’s lives.                      Source: Core Curriculum, p. 138; MAP, Grade 4 – 2.1b.9, p. 5, 5.2d.2 and 3, p. 10.                      Bloom’s Taxonomy: Comprehension</p>	<p>Time: Major Events/Sequence/ Daily Living</p>	<p>Scott Foresman, All Together, 2005, pp. E6-E7, 100-101, 135, 228-229, 247, 254-255, 278-281, 280-281, 286, TR26, TR28</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS4 Economic Concepts	<p>6. Identify resources, demonstrate how they are used, and illustrate situations that result from scarcity or abundance. (Reinforce)</p> <p>MAP: 4.1 – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: a. – scarcity, d. – consumer, consumption, producer, production, e. – supply and demand, f, - natural, capital, and human resources.</p> <p>Source: Core Curriculum, p. 138; MAP, Grade 4 – 4.1a, 4.1d-f, p. 8.</p> <p>Bloom’s Taxonomy: Knowledge</p>	Economics: Scarcity/Abundance	<p>Scott Foresman, All Together, 2005, pp. 52-53, 54-55, 56a, 68a, 68-71, 72-73, 74-75, 76a, 76-79, 81a, 82a, 82-85, 86-87, 88-89, 89a, 90a, 108-109, TR25, TR27</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>7. Compare jobs held in different communities, and speculate on why the jobs may be different. (Master)</p> <p>MAP: 4.1 – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: c. – trade using money and bartering, d. – consumer consumption, producer, and production, f. – natural, capital, and human resources, 5.2d.1 – Movement: Students can explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other.</p> <p>Source: Core Curriculum, p. 138; MAP, Grade 4 – 4.1c, d, f, p. 8 5.2d.1, p.10.</p> <p>Bloom’s Taxonomy: Analysis</p>	<p>Employment: Job/Compare</p>	<p>Scott Foresman, All Together, 2005, pp. 97h, 98-99, 100-101, 104a, 104-107, 110-111, 111a, 112a, 112-115, 118-119, 119a, 120a, 120-123, 124-125, 126-129, 132-133, 134a, 134-137, 139a, 140-141, 146</p>



Scott Foresman Social Studies to the  
 Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

Social Studies

Grade: 2

Quarter: 2

Standard	Objectives	Key Concepts	Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)
CS4 Economic Concepts	<p>8. Explain the relationship between scarcity and economic choices. (Reinforce)            MAP: 4.1 – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: a. – scarcity.            Source: Core Curriculum, p. 138; MAP, Grade 4-4.1a, p. 8.            Bloom’s Taxonomy: Comprehension</p> <p>9. Define the opportunity cost of an economic decision. (Introduction)            MAP: 4.1 – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: b. – opportunity cost.            Source: Core Curriculum, p. 138; MAP, Grade 4 – 4.1b, p. 8.            Bloom’s Taxonomy: Knowledge</p>	<p>Economics:            Scarcity/Choices/ Relation</p>           <p>Economics: Opportunity            Cost/ Define</p>	<p>Scott Foresman, All Together, 2005, pp. 108-109</p>           <p>Scott Foresman, All Together, 2005, pp. 107</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS6 Institutions and Culture	<p>10. List problems that may result when people from different cultures live together, and suggest ways to work out the problems. (Reinforce)</p> <p>MAP: 3.2d- Knowledge of democratic principles of governance, especially as applied to school, community, and state: d. – peaceful resolution of disputes by courts or other legitimate authorities such as parents, teachers, principals, etc., 6.1 – Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times, 6.3 – Knowledge of constructive processes or methods for resolving conflicts.</p> <p>Source; Core Curriculum, p. 138; MAP, Grade – 3.1d, p.7, 6.1, 6.3, p. 11.</p> <p>Bloom’s Taxonomy: Comprehension</p>	Diversity: Problems/Suggestions	Scott Foresman, All Together, 2005, pp. H4, 15, 45

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>11. Contribute ideas that are related to the topic and support ideas with explanations or reasons. (Introduction) MAP: 6.3 – Knowledge of constructive processes. Source: Core Curriculum, p. 138; MAP, Grade 4-6.3, p. 11</p>	<p>Social Relations: Contribute/ Support</p>	<p>Scott Foresman, All Together, 2005, pp. 11, 12, 29, 30, 33, 34, 58, 59, 69, 74, 77, 84, 87, 88, 90, 115, 117, 127, 128, 131, 156, 161, 167, 168, 171, 173, 181, 204, 205, 211, 217, 225, 229, 231, 232, 235, 237, 248, 250, 254, 257, 258, 260, 263, 266, 272, 273, 275, 280, 281, 285, 287</p>
	<p>12. Consider the perspective of others. (Reinforce) MAP: 6.1 – Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times. Source: Core Curriculum, p. 138; MAP, Grade 4 – 6.1, p. 11.</p>	<p>Social Relations: Consider Perspective</p>	<p>Scott Foresman, All Together, 2005, pp. E2-E3, E10-E11, 12-13, 28-29, 74-75, 86-87, 88-89, 110-111, 158-159, 170-171, 178-179, 183, 202a, 202-205, 206-207, 208-209, 216-219, 230a, 230-233, 234-235, 236-237, 250-253, 254-255, 256-259, 260-261, 272-275, 279</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS5 Elements of Geography	<p>Analyze and compare the impact of physical features, climate, and natural resources on culture. (Introduction)</p> <p>MAP: 5.2b.1 and 2 – Students can explain how the features of a place depend upon: 1. – its physical characteristics (landforms, water bodies, climate, natural vegetation, animal life, etc.), 2. – its human characteristics (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.), 5.2c.1-3 – Human-Environment Interactions: 1. – Students can describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are (for example when provided with maps, students can answer such questions as: Why is it warmer at the equator than the North Pole? Why does it rain more on one side of a mountain than the other?), 2., – Students can describe why people of different groups settle more in one place than another and how transportation and communication systems</p>	Culture: Features/Climate/Resources	<p>Scott Foresman, All Together, 2005, pp. E8-E9, E12-E13, H16-H17, H20-H21, 49h, 50-51, 52-53, 54-55, 56a, 56-59, 60-61, 61a, 62a, 62-65, 66-67, 67a, 68-71, 72-73, 74-75, 75a, 76a, 76-79, 81a, 82a, 82-85, 86-87, 88-89, 89a, 90a, 90-91, R10-R11</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>(continued) have facilitated the movement of people, products and ideas, 3. – Students can describe how people are affected by, depend on, adapt to, and change their environment. Source: Core Curriculum, p. 138; MAP, Grade 4 – 5.2b.1-2, 5.2c.1-3, p. 9. Bloom’s Taxonomy: Analysis</p>		
<p>CS6 Institutions and Culture</p>	<p>13. Infer how other people might feel in specific situations, and list ways that people from diverse cultures can learn from each other. (Reinforce) MAP: 6.1 – Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times. Source: Core Curriculum, p. 138; MAP, Grade 4 – 6.1, p.11. Bloom’s Taxonomy: Comprehension, Evaluation</p>	<p>Diversity: Learn From Each Other</p>	<p>Scott Foresman, All Together, 2005, pp. E10-E11, H6-H7, H8-H9, H14-H15, 17, 18, 23a, 27, 41a, 67, 183, 205, 206, 209a, 247, 256, 258, 289, TR17, TR18, TR19, TR22</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS3 Governance Systems	<p>14. Identify people in authority in his/her own life and in selected communities around the world, and explain how such people influence daily life. (Reinforce)</p> <p>MAP: 1.1b – The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do. Guiding principles include: b. – the concept of majority rule, 3.2a –c – A general knowledge of how authoritative decisions are made, enforced and interpreted and by whom within these governance systems: a. – family, b. – community, c. – local, state and national governments, 6.2 – Knowledge of how the needs of individuals are met by families, friends, groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.)</p> <p>Source: Core Curriculum, p. 138; MAP, Grade 4 – 1.1b, p. 4, 3.2a-c, p. 7, 6.2, p. 11.</p> <p>Bloom’s Taxonomy: Knowledge, Comprehension</p>	<p>Authority: Identify/Influence Daily</p>	<p>Scott Foresman, All Together, 2005, pp. 4-5, 6-7, 8-9, 10-11, 14-15, 15a, 112-113, 114-115, 118-119, 119a, 150-151, 152-153, 154a, 154-157, 158-159, 159a, 160-161, 162-163, 166a, 166-169, 170-171, 171a, 176-177, 179a, TR20, TR23</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS1 Democratic Principles/ Documents	15. Identify symbols of our nation, such as the flag, the Statue of liberty, and the nation’s capitol, as well as understanding the Pledge of Allegiance and the National Anthem. (Reinforce) Source: MAP, Grade 4 – 1.4. p. 4.	National Symbols	Scott Foresman, All Together, 2005, pp. E16, 168, 180a, 180, 181, 182, 188-189, TR18, TR27

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 2**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS4 Economic Concepts	16. Define income. (Reinforce) MAP: 4.1 – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: c – trade using money and bartering, d. – consumer, consumption, producer, production, h. – saving and investment. Source: Core Curriculum, p. 138; MAP, Grade 4 – 4.1c,d,h, p.8. Bloom’s Taxonomy: Comprehension	Income: Define	Scott Foresman, All Together, 2005, pp. 104-105, 106-107, 108-109
	17. Give examples of how people produce and consume goods and services. (Reinforce) MAP: 4.1 – Knowledge of basic economic concepts, being able to explain them and us hem to interpret everyday events: d. – consumer, consumption, producer, production, g. – private goods and public goods. Source: Core Curriculum, p. 138; MAP, Grade 4 – 4.1d and g, p. 8. Bloom’s Taxonomy: Comprehension	Goods/Services: Consumers/ Producers	Scott Foresman, All Together, 2005, pp. 68a, 68-71, 72-73, 74-75, 78-79, 104a, 104-107, 112-115, 118-119, 119a, 120a, 120-123, 125a, 126-129, 130-131, 132-133, 134-137, 138-139, 139a, 146



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
S5 Elements of Geography	<p>1. Locate Kansas City within the state, country, and hemisphere. (Master)            MAP: 5.1 – Knowledge of how to read and construct maps, attend to such features as the map’s title key, and compass rose, 5.2a.1 and 2 – 1. – students can locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph; the Mississippi and Missouri Rivers; the states bordering Missouri; and the world’s continents and oceans 2. students can communicate the location of a place by pointing it out on a map, by describing its absolute location (description of a location using some grid system) and by describing its relative location (description of a location by explaining where the place is in relation to one or more other places).            Source: Core Curriculum, p. 139; MAP, Grade 4 – 5.1, 5.2a.1 and 2, p. 9.            Bloom’s Taxonomy: Comprehension</p>	Map/Globe: Kansas City/Locate	Scott Foresman, Communities, 2005, pp. H15, H19, 6, 7, 15, 18-23, 51

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS 5 Elements of Geography	<p>2. Interpret scale to identify location and compare distances. (Reinforce)</p> <p>MAP: 5.1 – Knowledge of how to read and construct maps, attend to such features as the map’s title key, and compass rose, 5.2a.1 and 2 – 1. – Students can locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph; the Mississippi, and Missouri Rivers; the states bordering Missouri; and the world’s continents and oceans 2. Students can communicate the location of a place by pointing it out on a map by describing its absolute location (description of a location using some grid system) and by describing its relative location (description of a location by explaining where the place is in relation to one or more other places.</p> <p>Source: Core Curriculum, p. 139; MAP, Grade 4 – 5.1, 5.2a.1 and 2, p. 9.</p> <p>Bloom’s Taxonomy: Knowledge, Analysis</p>	<p>Concepts: Scale/Location/Distances</p>	<p>Scott Foresman, Communities, 2005, pp. H19, 32-33, 174, 222, 388-389, R4-R5, R6-R7, R8-R9, R10-R11</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS 5 Elements of Geography	<p>3. Draw maps to show early physical features in the Kansas City area and ways in which the physical environment has changed. (Reinforce)            MAP: 2.1b.2 and 7 - Broad knowledge about the following developments, their importance and general sequence: 2. – Settlements in Missouri of people of European and African heritage, 7. – Western Expansion (Missouri as a jumping off point to the West), 5.1 – Knowledge of how to read and construct maps, attend to such features as the map’s title key, and compass rose, 5.2a.1 – Students can locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph; the Mississippi and Missouri Rivers; the states bordering Missouri; and the world’s continents and oceans, 7.2 – Knowledge of how to create maps, timelines, diagrams, and cartoons that communicate to readers.            Source: Core Curriculum, - p. 139; MAP, Grade 4 – 2.1b.2 and 7, p. 5, 5.1, 5.2a.1, p. 9, 7.2, p. 12.            Bloom’s Taxonomy: Application</p>	Map: Draw/Kansas City Area	Scott Foresman, Communities, 2005, pp. H17, 19, 21, 23

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS5 Elements of Geography	<p>4. Observe and record weather on a regular basis in order to discuss how climate affects the way we live and where we settle. (Reinforce)</p> <p>MAP: 5.2b.1 and 2 – Students can explain how the features of a place depend upon; 1. – its physical characteristics (landforms, water bodies, climate, natural vegetation, animal life, etc.), 2. – its human characteristics (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.), 5.2c.3 – Students can describe how people are affected by, depend on, adapt to, and change their environment, 7.1a – Knowledge of how to identify, select, and use appropriate resources for social science inquiry: a. – visual, graphic, and auditory aids (e.g., charts, graphs, timelines, maps, globes, diagrams, ads, posters, and recordings).</p> <p>Source: Core Curriculum, p. 139; MAP, Grade 4 – 5.2b.1 and 2, 5.2c.3, p. 9,-10, 7.1a, p. 12.</p> <p>Bloom’s Taxonomy: Comprehension, Application</p>	Weather: Observe/Record	Scott Foresman, Communities, 2005, pp. 23, 143, 150-151, 152-153, 154-155, 182-183

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS5 Elements of Geography	<p>5. Classify areas of the city as residential, industrial, commercial, or recreational and describe the physical features of these. (Reinforce)            MAP: 5.2b.1 and 2 – Students can explain how the features of a place depend upon: 1. – its physical characteristics (landforms, water bodies, climate, natural vegetation, animal life, etc.), 2. – its human characteristics (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.), 5.2e.1 and 2 – Regions: 1. – Students can define regions (i.e., as places that have some unifying characteristic – political, climatic, language, physical, etc.), and identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district), 2. – Students can compare regions e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in a plains region).            Source: Core Curriculum, p. 139; MAP, Grade 4 – 5.2b.1 and 2, 5.2e.1 and 2, p. 9 – 10.            Bloom’s Taxonomy: Comprehension</p>	Regions: City/Classify Areas	Scott Foresman, Communities, 2005, pp. 1h, 2-3, 10-15, 16-17, 18, 19, 20, 21, 22-23, 24-25, 42-45, 48-53, 54-55, 57, 80-81, 82-83, 284-285, 288

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS4 Economic Concepts	<p>6. Describe businesses in Kansas City past and present, and give examples of what they produce, distribute, and sell. (Introduction)</p> <p>MAP: 2.1b.7 – Broad knowledge about the following developments, their importance and general sequence 2.1b.2 – Settlements in Missouri of people of European and African heritage, 7. – Westward Expansion (people’s motivation, their hardships, Missouri as a jumping off point to the West), 4.1d, e, f – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: d. – consumer, consumption, producer, production, e. – supply and demand, f. – natural, capital, and human resources, 4.2 – Knowledge of how to interpret past, explain present, and predict future consequences of economic decisions.</p> <p>Source: Core Curriculum, p. 139; MAP, Grade 4-2.1,B.2, 2.1b.7, p. 5, 4.1d, e, f, 4.2, p. 8.</p> <p>Bloom’s Taxonomy: Comprehension</p>	Economics: Local/Kansas City/ Business	Scott Foresman, Communities, 2005, pp. 281, 299, 301, 306, 309, 315

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 2**

Standard	Objectives	Key Concepts	Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)
	<p>7. Discuss the interdependence of producers and consumers, and the criteria used to make economic choices. (Reinforce)</p> <p>MAP: 4.1 – Knowledge of economic concepts: a. scarcity, c. trade using money and bartering, d. consumer, consumption, producer, production, e. supply and demand, f. natural, capital, and human resources, g. goods (private, public), h. saving and investment. 4.4 – Knowledge of how to make decisions using cost-benefit analysis.</p> <p>Source: Core Curriculum, p. 139; MAP, Grade 4 – 4.1, 4.4, p. 8.</p> <p>Bloom’s Taxonomy: Comprehension</p>	<p>Goods/Service: Consumers/ Producers</p>	<p>Scott Foresman, Communities, 2005, pp. 330, 334-335, 336, 337, 338-339</p>
<p>CS4 Economic Concepts</p>	<p>8. Describe the services provided by government. (Introduction)</p> <p>MAP: 4.3 – Knowledge of the existence and purpose of taxes, especially taxes students experience such as sales taxes. (Students should know how tax moneys are used, who benefits from tax-supported services, and who pays for those services.)</p> <p>Source: Core Curriculum, p. 139; MAP, Grade 4 – 4.3, p. 8.</p>	<p>Government: Laws/Services</p>	<p>Scott Foresman, Communities, 2005, pp. E14-E15, 354, 355, 384-385, 386-387, 390-391, 392-393</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
<p>CS2 Continuity and Change in History (US and MO)</p>	<p>9. Use a variety of sources of information to compare the present and the past in order to describe changes in various aspects of life (i.e., goods and services, jobs, architecture, landscape, transportation, communication, technology, and use of local resources). (Introduction)</p> <p>MAP: 2.1b.7 – Broad knowledge about the following developments, their importance and general sequence: 7. – Westward Expansion (people’s motivation, their hardships, Missouri as a jumping off point to the West), 9. – Changes in Missouri since the Civil War in education, transportation, and communication, 4.1 – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: c. – trade using money and barter, d. – consumer, consumption, producer, production, e. – supply and demand, 5.2b.2 – Students can explain how the features of a place depend upon: 2. – its human characteristics (population composition, architecture, kinds of economic and recreational</p>	<p>Change: Compare Present/Past</p>	<p>Scott Foresman, Communities, 2005, pp. 44-45, 46-47, 154-155, 243, 244, 245, 246, 247, 250-255, 258-263, 264-265, 266-269, 272-273, 296-297, 298-299, 309, 312-313, 319, 321, 322, 326-327, 331, 359, 360-361, 362-363, 370-371, 372-373</p>



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

Standard	Objectives	Key Concepts	Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)
	<p>(continued)            activities, transportation and communication networks, etc.), 5.2d.3 – Students can describe how changes in communication and transportation technologies affect people’s lives, 7.1a-d – Knowledge of how to identify, select, and use appropriate resources for social science inquiry: a. – visual, graphic, and auditory aids (e.g., charts, graphs, timelines, maps, globes, diagrams, ads, posters, and recordings), b. – primary and secondary sources (diaries, letters, people, interviews, journals), c. – library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, books, newspapers), d. – artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments), 2.1b.1 – Knowledge about the habitats, resources, art, and daily life of Native American people and b.2 – the settlements of Missouri people of European and African heritage. Source: Core Curriculum, p. 139; MAP, Grade 4 – 2.1b.1, 2, 7, 9, p. 5, 4.1c-e, p. 8, 5.2b.2, 5.2d.3, p. 9-10, 7.1a-d, p. 12.            Bloom’s Taxonomy: Comprehension, Analysis</p>		

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS2 Continuity and Change in History (US and MO)	<p>10..Use a variety of sources to interpret significant events from different perspectives, and speculate on what may have led to the events. (Introduction)</p> <p>MAP: 2.1b.5 – Broad knowledge about the following developments, their importance, and general sequence: 5. – The impact of westward expansion on Indians in Missouri, 7. – Westward Expansion (people’s motivation, their hardships, Missouri as a jumping off point to the West), 8. – Civil War, 7.1a-d – Knowledge of how to identify, select, and use appropriate resources for social science inquiry: a. – visual, graphic, and auditory aids (e.g. charts, graphs, timelines, maps, globes, diagrams, ads, posters, and recordings), b. – primary and secondary sources (diaries, letters, people, interviews, journals), c. – library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, books, newspapers), d. – artifacts (building structures and materials, works of art representative</p>	Analysis: Events/Different Perspectives	Scott Foresman, Communities, 2005, pp. 82-83, 86-87, 88-89, 93, 94-95, 96-97, 104-109, 121, 162-163, 164-165, 166-167, 216-217, 228-229, 244, 256-257, 264-265, 344-345, 363-364, 366-367, 367, 370-371, 396-397

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

Standard	Objectives	Key Concepts	Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)
	<p>(continued) of cultures, fossils, pottery, tools, clothing, musical instruments). 1.3 – Understanding of the main purpose of the Declaration of Independence. 2.1b – Broad knowledge about the importance and sequence of the 2.1b.3 – Louisiana Purchase and the 2.1b.4 – Lewis and Clark Expedition. Source: Core Curriculum, p. 139; MAP, Grade 4 – 1.3a, 2.1.b3 and 4, 2.1b.5, 7, 8, p. 5, 7.1a-d, p. 12. Bloom’s Taxonomy: Evaluation</p>		
	<p>11. Describe and compare ethnic groups in Kansas City in the past and present to discover how time has changed life for them. (Reinforce) MAP: 2.1b.1, 2, 5, 7 – Broad knowledge about the following developments, their importance, and general sequence: 1. – the habitats, resources, art, and daily life of Native American peoples, 2. – settlements in Missouri of people of European and African heritage, 5. – the impact of western expansion on Indians in Missouri, 7. – westward expansion (people’s motivation, their hardships,</p>	<p>Diversity: Kansas City/Describe/ Compare</p>	<p>Scott Foresman, Communities, 2005, pp. 12, 16-17, 21, 25, 26, 35, 51, 79, 81, 89, 91, 93, 104, 105, 108, 109, 112, 115</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>(continued) Missouri as a jumping off point to the West), 5.2c.2 – Students can describe why people of different groups settle more in one place than another and how transportation and communications have facilitated the movement of people, products, and ideas, 6.1 – Knowledge of how people have common physical, social, and emotional needs and how those needs have been met in different ways in different cultures and times. Source: Core Curriculum, p. 139; MAP, Grade 4 – 2.1b.1, 2, 5, 7, p. 5, 5.2c.2, p. 9, 6.1, p. 11, p. 11 Bloom’s Taxonomy: Comprehension, Analysis</p>		

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS6 Institutions and Culture	<p>12. Select specific problems past or present, identify the perspective of those involved, and describe how the problem was/is solved. (Reinforce)</p> <p>MAP: 6.3 – Knowledge of constructive processes or methods for resolving conflicts. (Such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives, and making a decision.)</p> <p>Source: Core Curriculum, p. 139; MAP, Grade 4 – 6.3, p. 11.</p> <p>Bloom’s Taxonomy: Knowledge, Comprehension</p>	Analysis: Problems/Perspective/ Solutions	Scott Foresman, Communities, 2005, pp. H3, H5, 16-17, 46-47, 82-83, 91, 94, 96-97, 121, 189, 190-191, 202, 228-229, 294, 256-257, 298-299, 312-313, 332, 364-365, 370, 371, 385, 401, 402-403

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>13. Identify conflicts (e.g., stereotyping, prejudice) that may result from diversity, and design realistic strategies to find solutions. (Reinforce)                      MAP: 1.2b – Citizens have both rights and responsibilities: b. – Responsibilities include respect for the rights of others and treating others fairly (justice), 6.3 – Knowledge of constructive processes or methods for resolving conflicts. (Such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives, and making a decision.)                      Source: Core Curriculum, p. 139; MAP, Grade 4 – 1.2b, p. 5, 6.3, p. 11.                      Bloom’s Taxonomy: Knowledge</p>	<p>Diversity: Conflict Handling/ Recognition</p>	<p>Scott Foresman, Communities, 2005, pp. 12, 16, 25, 79, 82, 104, 112, 184, 191, 195, 228, 370, 402</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS3 Governance Systems	<p>14. Describe the function of laws and summarize reasons why government is necessary. (Reinforce)</p> <p>MAP: 3.1a-d – Knowledge of democratic principles of governance, especially as applied to school, community, and state: a. – protection of individual rights, b. – promotion of the common good, c. – democratic decision-making processes (i.e., decision making by the people or by their elected people), d. – peaceful resolution of disputes by courts or other legitimate authorities such as parents, teachers, principals, etc., 3.2c – A general knowledge of how authoritative decisions are made, enforced, and interpreted and by whom within these governance systems: c. – local, state, and national governments, 3.3 – Identification of the functions of the three branches of government at the state and federal levels. 4.5 – Knowledge of how households, businesses, and governments are interdependent (i.e. explain how decisions of households, businesses, and governments affect one another).</p> <p>Source: Core Curriculum, p. 139; MAP, Grade 4 – 3.1a-d, 3.2c, 3.3, p. 7, 4.5, p. 8.</p> <p>Bloom’s Taxonomy: Comprehension</p>	Government: Laws/Services/ Necessity	Scott Foresman, Communities, 2005, pp. 76-77, 90, 177, 360, 391, 392-393, 395, 399-400

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS2 Continuity and Change in History (US and MO)	<p>15. Discuss qualities of an effective leader and practice demonstrating those qualities in the classroom. (Reinforce)</p> <p>MAP: 1.1 – Knowledge of principles and ideas, b. the concept of majority rule, c. citizens have rights, 1.2b – Responsibilities include respect for the rights of others and treating others fairly. 2.2 – Knowledge about the contributions of non-Missourians (i.e. George Washington, Martin Luther King, Abraham Lincoln).</p> <p>Source: Core Curriculum, p. 139; MAP, Grade 4, 1.1b,c.p. 5, 2.2, p. 6.</p> <p>Bloom’s Taxonomy: Knowledge</p>	Public Service: Leadership/ Qualities	Scott Foresman, Communities, 2005, pp. 367, 368, 370-371, 374-375, 390-395, 396-397, 398-399, 400-401, 402-403
CS3 Governance Systems	<p>16. Identify major offices of city government and explain the function of each. (Master)</p> <p>MAP: 3.2c – A general knowledge of how authoritative decisions are made, enforced, and interpreted and by whom within these governance systems: c. – local, state, and national governments.</p> <p>Source: Core Curriculum, p. 139; MAP, Grade 4 – 3.2c, p. 7.</p> <p>Bloom’s Taxonomy: Comprehension</p>	Local: Functions/Community/ Describe	Scott Foresman, Communities, 2005, pp. 390-391, 392-393, 394-395



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS2 Continuity and Change in History (US and MO)	17. Identify symbols of our nation, such as the flag, the Statue of Liberty, and the nation’s capitol, as well as understanding the Pledge of Allegiance and the National Anthem. (Master) Source: MAP, Grade 4 – 1.4, p. 4. Bloom’s Taxonomy: Knowledge	National Symbols	Scott Foresman, Communities, 2005, pp. E16, 85, 350-351
	18. State ideas explicitly for a group to consider and support ideas with related information. (Reinforce) Source: Core Curriculum, p. 139 Bloom’s Taxonomy: Application	Analysis: State/Support Ideas	Scott Foresman, Communities, 2005, pp. 17, 29, 31, 45, 52, 64, 82, 85, 94, 98, 108, 131, 132, 165, 197, 198, 235, 263, 267, 280, 295, 348, 401, 403, 410
	19. Discuss the interdependence of producers and consumers, and the criteria used to make economic choices. (Reinforce)	Goods/Service: Consumers/Producers	Scott Foresman, Communities, 2005, pp. 317, 330, 323-333, 335-338

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 3**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>20. MAP: 4.1-Knowledge of economic concepts: a. scarcity, c. trade using money and bartering, d. consumer, consumption, producer, production, e. supply and demand, f. natural, capital, and human resources, g. goods (private, public), h. saving and investment. 4.4-Knowledge of how to make decisions using cost-benefit analysis. Source: Core Curriculum, p. 139; MAP, grade 4 – 4.1,4.4, p.8 Bloom’s Taxonomy: Comprehension</p>	<p>Goods/Service: Consumers/Producers</p>	<p>Scott Foresman, Communities, 2005, pp. E4-E5, 282-283, 284-285, 287, 290-295, 296-297, 298-299, 300-303, 304-305, 306-311, 312-313, 318-323, 324-325, 326-328, 329, 330-333, 334-339, 348</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS5 Elements of Geography	<p>1. Use scale, number/letter grid systems, and latitude/longitude to determine the location of places and distances between them. (Master) [MAP: 5.2a.2 – Students can communicate the location of a place by pointing it out on a map by describing its absolute location (description of allocation using some grid system) and by describing its relative location (description of a location by explaining where the place is in relation to one or more other places).].</p> <p>Source: Core Curriculum, p. 140; MAP, Grade 4 – 5.2a.2, p. 9.</p> <p>Bloom’s Taxonomy: Application</p>	<p>Concepts: Scale/Grid/Latitude/ Longitude</p>	<p>Scott Foresman, Regions, 2005, pp. H11, H15, H16, H17, H18, H19, H20, H21, 54-55, 86-87, 226, 234, 408-409</p> <p>Scott Foresman, Missouri, 2004, TE: pp.15, 17, 21, 23, 25, 29, 38, 46, 49, 51, 54, 57, 77, 78, R1, R2, R3 SE: pp. 2, 5, 7, 12-13, 15, 23, 43, 52, 58, 64-65, 71, 80, 125, 126, 128, R1, R2, R3</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>2. Use and draw maps to locate major landforms in Missouri, and discuss ways in which people have used the land. (Master)</p> <p>[MAP: 5.1 – Knowledge of how to read and construct maps, attend to such features as the map’s title key, and compass rose, 5.2b.1 and 2 – Students can explain how the features of a place depend upon: 1. – its physical characteristics (landforms, water bodies, climate, natural vegetation, animal life, etc. ), 2. – its human characteristics (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.) 7.1a and c – Knowledge of how to identify, select, and use appropriate resources for social science inquiry: a. – visual, graphic, and auditory aids (e.g., charts, graphs, timelines, maps, globes, diagrams, ads, posters, and recordings), b. – primary and secondary sources (diaries, letters, people, interviews, journals), c. – library and media resources (computers, dictionaries, encyclopedias, telephone directories, books, newspapers), 7.2 –</p>	<p>Map: Use/Draw/Major Landforms</p>	<p>Scott Foresman, Regions, 2005, pp. H17, 12-13, 16-17, 30, 32-33, 35, 230, 231, 246-247, 248-249, 250-251, 252, R14-R15, R16-R17, R37</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 25, 26 SE: pp. 15, 16, 17, 18</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>(continued)                      Knowledge of how to create maps, timelines, diagrams, and cartoons that communicate to readers.].                      Source: Core Curriculum, p. 140; MAP, Grade 4 – 5.1, 5.2b.1 and 2, p. 9, 7.1a and c, 7.2, p. 12.                      Bloom’s Taxonomy: Application</p>		

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
<p>CS5 Elements of Geography (continued)</p>	<p>3. Define “boundary” and “region” and compare regions (geographic, population, cultural, and economic) in Missouri. (Master) [MAP: 2.1b.2 – Broad knowledge of the following developments, their importance, and their general sequence: 2. – Settlements in Missouri of people of European and African heritage, 4.1f – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: f. – natural, capital, and human resources, 5.2e.1 and 2 – Regions: 1. – Students can define regions (i.e., as places that have some unifying characteristic – political, climatic, language, physical, etc.) and identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing areas, business district), 2. – Students can compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in a mountainous region look different from a plains region).] Source: Core Curriculum, p. 140; MAP, Grade 4 – 2.1b.2, p. 5, 4.1f, p. 8, 5.2e.1 and 2, p. 10. Bloom’s Taxonomy: Comprehension, Analysis</p>	<p>Regions: Define Boundary/ Compare Regions</p>	<p>Scott Foresman, Regions, 2005, pp. 10-11, 12-13, 14-15, 226, 227, 229, 231, 236-237, 240-241, 247, 248-249, 250-251, 252-253</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 24, 25, 26 SE: pp. 7, 14, 15, 16, 17, 18, 19, 20-21</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
<p>CS2 Continuity and Change in History (US and MO)</p>	<p>4. Describe daily life of Native Americans, early settlers and present-day cultural groups (geographical setting, economic activity, food, clothing, homes, art, and traditions). (Master) [MAP: 2.1b.1, 2, 7 – Broad knowledge about the following developments, their importance and general sequence: 1. – the habitats, resources, art, and daily life of Native American peoples, 2. – Settlements in Missouri of people of European and African heritage, 7. – Westward Expansion (people’s motivations and hardships), 4.1f- Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: f. – natural, capital, and human resources, 5.2b.1 and 2 – Students can explain how the features of a place depend upon: 1. – its physical characteristics (landforms, water bodies, climate, natural vegetation, animal life, etc.), 2. – it’s human characteristics (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.)]. Source: Core Curriculum, p. 140; MAP, Grade 4 – 2.1b.1,2,7, p. 5, 4.1f, p. 8, 5.2b.1 and 2, p. 9. Bloom’s Taxonomy: Comprehension</p>	<p>Indigenous People: Describe</p>	<p>Scott Foresman, Regions, 2005, pp. 126-129, 245, 256-259, 264-266, 269, 277, 302, 324-329, 334-336, 340, 342, 347, 394-399, 401, R42-R43</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 44, 45, 46, 47, 48, 49, 50, 51, 54, 55, 56, 57, 58, 72, 73, 74 SE: pp. 46-47, 48-49, 50-51, 52-53, 54, 55, 56-57, 58-59, 60-61, 62-63, 64-65, 70-71, 72-73, 75, 76-77, 78-79, 86-87, 110-111, 112-113, 114-115, 116-117, 118-119</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
<p>CS2 Continuity and Change in History (US and MO) (continued)</p>	<p>5. Use primary and secondary sources to discuss westward movement through Missouri and the effect that westward movement had on all Americans. (Master)</p> <p>[MAP: 2.1b.3, 4, 5, 7 – Broad knowledge about the following developments, their importance, and general sequence: 3. – The Louisiana Purchase, 4. – The Lewis and Clark Expedition, 5. – The impact of westward expansion on Indians in Missouri, 7. – Westward Expansion (people’s motivation, their hardships, Missouri as a jumping off point to the West), 7.1a –d – Knowledge of how to identify, select, and use appropriate resources for social science inquiry: a. visual, graphic, and auditory aids (e.g., charts, graphs, timelines) b. – primary and secondary sources (diaries, letters, people, interviews, journals), c. – library and media resources (computers, periodicals, atlases, videos, newspapers, and books d. – artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).].</p> <p>Source: Core Curriculum, p. 140; MAP, Grade 4 – 2.1b.3, 4, 5, and 7, p. 5, 7.1a-d, p. 12.</p> <p>Bloom’s Taxonomy: Comprehension</p>	<p>Western Development: Movement/ Missouri</p>	<p>Scott Foresman, Regions, 2005, pp. 268-269, 270-271, 272-273, 274, 275, 278, 279, 280-281, R42-R43</p> <p>Scott Foresman, Missouri, 2004, TE: pp.47, 58 SE: pp. 55, 82-83</p>



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>6. Describe hardships experienced by various groups in Missouri (e.g., Native Americans, pioneers, free blacks), and discuss comparable or ongoing problems today. (Master)</p> <p>[MAP: 2.1b.1,2,4,5,7,9 – Broad knowledge about the following developments, their importance, and general sequence: 1. – the habitats, resources, art, and daily life of Native American peoples, 2. – Settlements in Missouri of people of European and African heritage, 7. – Westward Expansion (people’s motivations and hardships, Missouri as a jumping off point to the West), 9. – Changes in Missouri since the Civil War in education, transportation, and communication.].</p> <p>Source: Core Curriculum, p. 140; MAP, Grade 4 – 2.1b.1,2,4,5,7,9, p. 5</p> <p>Bloom’s Taxonomy: Comprehension</p>	<p>Missouri: Hardships/Ongoing</p>	<p>Scott Foresman, Regions, 2005, pp. 229, 247, 248, 271, 272, 273, 274, 275, R42-R43</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 45, 46, 50, 54, 55, 56-57, 58, 61, 62 SE: pp.49, 52-53, 62-63, 73, 75, 76-77, 78-79, 80-81, 82-83, 84-85, 92-93, 94</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS4 Economic Concepts	<p>7. Explain the relationship between goods/services and productive resources (land, labor, and capital). (Master)</p> <p>[MAP: 4.1a-f – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: a – scarcity, b – opportunity cost, c – trade using money and barter, d – consumer, consumption, producer, production, e – supply and demand, f – natural, capital, and human resources.].</p> <p>Source: Core Curriculum, p. 140; MAP Grade 4 – 4.1a-f, p. 8.</p> <p>Bloom’s Taxonomy: Comprehension</p>	Goods/Services: Relationship/ Resource	<p>Scott Foresman, Regions, 2005, pp. E4-E5, 27, 73, 76, 81, 82, 14, 112-115, 116-119, 180-181, 182, 183, 250, 268, 314, 315, 316, 317, 342-343, 358, 384-386, 387, 388, 403, 412-413, 414, 415, R40-R41</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 32, 33, 34, 37 SE: pp. 28-29, 30-31, 32-33, 34-35, 36-37, 40, 41</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>8. Analyze the choices and opportunity costs involved in economic decisions by individuals, families, and communities. (Master) [MAP: 4.1b – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: b – opportunity cost, 4.4 – Knowledge of how to make decisions using cost-benefit analysis.]. Source: Core Curriculum, p. 140; MAP, Grade 4 – 4.1b, 4.4, p. 8. Bloom’s Taxonomy: Analysis</p>	<p>Economics: Opportunity Cost/ Choice</p>	<p>Scott Foresman, Regions, 2005, pp. E4-E5, 27, 73, 76, 81, 82, 14, 112-115, 116-119, 180-181, 182, 183, 250, 268, 314, 315, 316, 317, 342-343, 358, 384-386, 387, 388, 403, 412-413, 414, 415, R40-R41</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 26, 37 SE: pp. 20, 40, 41</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>9. Explain the laws of supply and demand. (Master) [MAP: 4.1 – Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: e. – supply and demand.]. Source: Core Curriculum, p. 140; MAP, Grade 4 – 4.1e, p. 8. Bloom’s Taxonomy: Comprehension</p>	<p>Supply/Demand: Explain</p>	<p>Scott Foresman, Regions, 2005, pp. E4-E5, 27, 73, 76, 81, 82, 14, 112-115, 116-119, 180-181, 182, 183, 250, 268, 314, 315, 316, 317, 342-343, 358, 384-386, 387, 388, 403, 412-413, 414, 415, R40-R41</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 33 SE: pp. 29, 30-31</p>
<p>CS5 Elements of Geography</p>	<p>10. Give examples of changes in Missouri (architectural, ecological, demographic, etc.). The learner will also speculate on reasons for the changes, and predict how things might look in the future. (Master) [MAP: 5.2c.1-3 – Human-Environment Interactions: 1. – Students can describe various ecosystems in Missouri and the world and what</p>	<p>Missouri: Changes/Examples/ Speculate</p>	<p>Scott Foresman, Regions, 2005, pp. 234, 241, 270-271, 273, 274, 277, 279, 281, 283</p> <p>Scott Foresman, Missouri, 2004,</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>(continued) physical factors cause them to be as they are (for example, when provided with maps, students can answer such questions as: Why is it warmer at the equator than at the North Pole? Why does it rain more on one side of a mountain than the other?), 2. – Students can describe why people of different groups settle more in one place than another and how transportation and communication systems have facilitated the movement of people, products, and ideas, 3. – Students can describe how people are affected by, depend on, adapt to, and change their environment, 5.3 – Knowledge of how to use geography to interpret the past, explain the present, and predict future consequences.]. Source: Core Curriculum, p. 140; MAP, Grade 4 – 5.2c.1-3, 5.3, p. 9-10. Bloom’s Taxonomy: Synthesis</p>		<p>TE: pp. 22, 25, 26, 46, 53, 57, 58, 62, 73, 78, 83 SE: pp. 10, 11, 16, 17, 19, 26-27, 53, 68-69, 81, 83, 96-97, 115, 129, 137</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS2 Continuity and Change in History (US and MO)	<p>11. Develop questions and conduct an inquiry on how significant people and events in Missouri have affected life for all people in the state. (Master)</p> <p>[MAP: 2.1a – Knowledge of people from Missouri who have made contributions to our state and national heritage. Examples of a few such people include Lewis and Clark, Mary Easton Sibley, John Berry Meachum, George Washington Carver, Laura Ingals Wilder, Mark Twain, Harry S Truman, and Thomas Hart Benton, 2.1b – Broad knowledge about 1 – habitats, resources, art, and daily life of Native American peoples. 2. – Settlements of Missouri of people of European and African heritage, 3. – Louisiana Purchase, 4. – Lewis and Clark Expedition, 7. – Westward Expansion, 8. – Civil War, 2.2 - Knowledge about the contributions of non-Missourians students typically study in K-4 programs: George Washington, Thomas Jefferson, Abraham Lincoln, Martin Luther King, 7.1a-d – Knowledge of how to identify, select, and use appropriate resources for</p>	Missouri: Significant People/Events	<p>Scott Foresman, Regions, 2005, pp. R42-R43, R44</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 22, 47, 50, 50, 52, 53, 54, 55, 56, 57, 58, 61, 62, 63, 74, 75 SE: pp. 10, 55, 60-61, 62-63, 66-67, 68, 69, 70-71, 72-73, 75, 76-77, 78-79, 80-81, 82-83, 84-85, 89, 90-91, 92-93, 94, 95, 96, 99, 116, 117, 118, 119, 121</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>(continued) social science inquiry: a. – visual, graphic, and auditory aids (e.g., charts, graphs, timelines, maps, globes, diagrams, ads, posters, and recordings), b. – primary and secondary sources (diaries, letters, people, interviews, journals), c. – library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, books, and newspapers), d. – artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments.]. Source: Core Curriculum, p. 140; MAP, Grade 4 – 2.1a, 2.1b, 1, 2, 3, 2.2, p. 5, 7.1a-d, p. 12</p>		

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
<p>CS6 Institutions and Culture</p>	<p>12. Identify or participate in opportunities for public service in the school, community, and state, and explain how people dedicated to public service help make life better for others. (Master)</p> <p>[MAP: 6.2 – Knowledge of how families, friends, groups, and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.) meet the needs of individuals].</p> <p>Source: Core Curriculum, p. 140; MAP, Grade 4 – 6.2, p. 11.</p> <p>Bloom’s Taxonomy: Comprehension</p>	<p>Public Service: Opportunities/ Dedication</p>	<p>Scott Foresman, Regions, 2005, pp. 45, 53, 60-61, 139, 147, 148-149, 200-201, 207, 260-261, 267, 318-319, 416-417</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 33, 34, 37, 80-81 SE: pp. 30-31, 32-33, 34-35, 36-37, 40, 41, 132-133, 134</p>



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS1 Democratic Principles/ Documents	13. Identify symbols of our nation, such as the flag, the Statue of Liberty, and the nation’s capitol, as well as understanding the Pledge of Allegiance and the National Anthem. (Master) Source: MAP, Grade 4 – 1.4, p. 4.	National Symbols	Scott Foresman, Regions, 2005, pp. E16, 2-3, 50, 57, 99, 142, 144  Scott Foresman, Missouri, 2004, TE: pp. 69, 79 SE: pp. 103, 130-131
CS3 Governance Systems	14. Discuss the benefits of government after listing major responsibilities of each branch of Missouri government and the services they provide (e.g., education, law enforcement, health services/hospitals, roads/highways, public welfare). (Master) [MAP: 3.1a-d – Knowledge of democratic principles of governance, especially as applied to school, community and the state: a. – protection of individual rights, b. – promotion of the common good, c. – democratic decision-making processes (i.e. decision making by the people or by their	State: Missouri/Responsibilities/ Benefits	Scott Foresman, Regions, 2005, pp. 49, R44  Scott Foresman, Missouri, 2004, TE: pp. 68-69, 70-71 SE: pp. 102-103, 104-105, 106-107, 108-109

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>(continued) elected officials), d. – peaceful resolution of disputes by courts or other legitimate authorities such as parents, teachers, principals, etc., 3.2c- A general knowledge of how authoritative decisions are made, enforced, and interpreted and by whom within these governments, 3.3 – Identification of the functions of the three branches of government at the state and federal levels.]. Source: Core Curriculum, p. 140; MAP, Grade 4 – 3.1a-d, 3.2c, 3.3, p. 7. Bloom’s Taxonomy: Comprehension</p>		

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
<p>CS2 Continuity and Change in History (US and MO)</p>	<p>15. Trace routes of early trade in Missouri, and list some of the important products that were traded. The learner will also analyze the role that trading played in the development of the state. (Master)</p> <p>[MAP: 2.1b.1,2,4,5, 7 – Broad knowledge about the following developments, their importance and general sequence: 1. – the habitats, resources, art, and daily life of Native American peoples, 2. – Settlements in Missouri of people of European and African heritage, 7. – Westward Expansion (people’s motivations and hardships), 4.1f- Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: a. – scarcity, b. – opportunity cost, c. – trade using money and barter, d. – consumer, consumption, producer, production, e. – supply and demand, f. – natural, capital, and human resources, 4.2 – Knowledge of how to interpret past, explain present, and predict future consequences of economic decisions, 5.2d1-3 – Movement: 1. – Students can explain why people living in different</p>	<p>Trade: Missouri/Trace Routes/ Analyze</p>	<p>Scott Foresman, Regions, 2005, pp. 265, 268-269, 279, 281, R42-R43</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 49, 53, 58 SE: pp. 58, 59, 68, 69, 82, 86</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>(continued) places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other, 2 – Students can describe how changes in communications and transportation technologies affect people’s lives.]. Source: Core Curriculum, p. 140; MAP Grade 4 – 2.1b.1, 2, 4, 5, 7, p. 5, 4.1a-f, 4.2, p. 8, 5.2d.1-3, p. 10. Bloom’s Taxonomy: Application, Analysis</p>		

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>16. Examine state buildings, statues, place names, and slogans to identify the ideas and principles they symbolize. (Master) Source: Core Curriculum, p. 140 Bloom's Taxonomy: Analysis</p>	<p>Missouri: State Symbols/Ideas/ Principles</p>	<p>Scott Foresman, Regions, 2005, pp. E2-E3, E12-E13, E14-E15, E16-E17, H4-H5, 48, 50, 210, 335, R36, R42-R43</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 15, 21, 22, 23, 29, 46, 49, 53, 57, 58, 61, 62, 69, 70, 73, 77, 78, 79 SE: pp. 3, 9, 10, 12, 13, 22, 53, 57, 59, 67, 69, 81, 83, 84, 89, 96-97, 102, 104, 105, 106, 111, 115, 124, 126, 128, 129, 131</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

Standard	Objectives	Key Concepts	Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)
	17. Give Examples of American values expresses (From 5 <sup>th</sup> Grade ????)	Identify: American Values	<p>Scott Foresman, Regions, 2005, pp. E2-E3, E12-E13, E16, H2-H3, 45, 46-47, 49, 49, 50-51, 52, 53, 56-57, 58-59, 60-61, 139, 147, 148-149, 200-201, 207, 260-261, 318-319, 416-417</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 34, 68, 69, 70, 73, 79, 81 SE: pp. 36-37, 102-103, 104-105, 106-107, 108-109, 112-113, 130-131, 133, 134, 135</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS2 Continuity and Change in History (US and MO)	18. Examine state buildings, statues, place names, and slogans to identify the ideas and principles they symbolize. (Master) Source: Core Curriculum, p. 140 Bloom's Taxonomy: Analysis	Missouri: State Symbols/Ideas/ Principles	Scott Foresman, Regions, 2005, pp. E2-E3, E12-E13, E14-E15, E16-E17, H4-H5, 48, 50, 210, 335, R36, R42-R43  Scott Foresman, Missouri, 2004, TE: pp. 15, 21, 22, 23, 29, 46, 49, 53, 57, 58, 61, 62, 69, 70, 73, 77, 78, 79 SE: pp. 3, 9, 10, 12, 13, 22, 53, 57, 59, 67, 69, 81, 83, 84, 89, 96-97, 102, 104, 105, 106, 111, 115, 124, 126, 128, 129, 131

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 4**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>19. Contribute relevant knowledge to a discussion and analyze issues from more than one point of view. (Introduction) Source: Core Curriculum, p. 140 Bloom's Taxonomy: Application, Analysis</p>	<p>Analysis: Discussion/Contributions</p>	<p>Scott Foresman, Regions, 2005, pp. 61, 90, 138, 139, 199, 238-239, 259, 282, 303, 326, 335, 337, 348, 350-351, 383, 415, 421</p> <p>Scott Foresman, Missouri, 2004, TE: pp. 40, 63 SE: pp. 44, 63</p>



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Science**

**Grade: 5**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS5 Elements of Geography	<p>1. Interpret information from maps in order to imagine how colonial America looked. (Use scale to determine locations. Interpret maps to locate and describe landforms and land uses during the Colonial period.) (Master)</p> <p>MAP: 2.2 – discovery, exploration, and early settlements of America, 5.1 – Knowledge of geographic research sources (e.g., maps, satellite images, globes, charts, graphs, and databases) and how to evaluate and use them: a. to acquire, process, and report information; b. to answer questions and solve problems; c. to construct maps.</p> <p>Source: Core Curriculum, p. 141; MAP, Grade 8, 2.2, p. 5, 5.1a-c, p. 9.</p> <p>Bloom’s Taxonomy: Evaluation</p>	Map: Interpret/Colonial America	<p>Scott Foresman, The United States, 2005, pp. H4-H5, 159, 166, 171, 177, 183, 191, 201, 205, 206</p> <p>Scott Foresman, Building a Nation, 2005 pp. H4-H5, 159, 166, 171, 177, 183, 191, 201, 205, 206</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Science**

**Grade: 5**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>2. Speculate on what settlements looked like and what may have accounted for settlement location. (Introduction)                      MAP: 2.2 – discovery, exploration, and early settlement of America.                      Source: Core Curriculum, p. 141; MAP, Grade 8, 2.2, p. 5.                      Bloom’s Taxonomy: Application</p>	<p>Geography: Colonial America/ Speculation</p>	<p>Scott Foresman, The United States, 2005, pp. 168-169, 170-171, 172-173, 174-175, 176-177, 178, 179, 180, 181, 182, 183, 188-189</p> <p>Scott Foresman, Building a Nation, 2005, pp. 168-169, 170-171, 172-173, 174-175, 176-177, 178, 179, 180, 181, 182, 183, 188-189</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 1**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>3. Describe boundary changes that occurred during the growth of the colonies, give reasons for the changes, and demonstrate why conflicts arise over boundaries (e.g., territorial explorations, expansion, settlement). (Master) MAP: 2.2 – discovery, exploration, and early settlement of America. Source: Core Curriculum, p. 141; MAP, Grade 8, 2.2, page 5. Bloom’s Taxonomy: Comprehension</p>	<p>US Geography: Colonial America/ Bound</p>	<p>Scott Foresman, The United States, 2005, pp. 232-233, 234-235, 236, 240-243, 246-251, 370-376, 377, 378-379, 403, 405, 406, 431-436, 438-439, 440, 441, 442-443, 445</p> <p>Scott Foresman, Building a Nation, 2005, pp. 232-233, 234-235, 236, 240-243, 246-251, 370-376, 377, 378-379, 403, 405, 406, 431-436, 438-439, 440, 441, 442-443, 445</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Science**

**Grade: 5**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS5 Elements of Geography	<p>4. Describe patterns of trade during the colonial period, list some of the products, and analyze the effects of changing technology and advances in transportation and communication [MAP: 2.2 - Discovery, exploration, and early settlement of America,.] (Master)</p> <p>Source: Core Curriculum, p.14; MAP, Grade 8 - 2.2, p.5.</p> <p>Bloom's Taxonomy: Comprehension</p>	Economics: Trade Patterns/Describe	<p>Scott Foresman, The United States, 2005, pp. E2-E3, 194-195, 198, 199, 202, 203, 204, 205, 206-207, 258</p> <p>Scott Foresman, Building a Nation, 2005, pp. E2-E3, 194-195, 198, 199, 202, 203, 204, 205, 206-207, 258</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Science**

**Grade: 5**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>5. Identify natural, human, and capital resources found in the colonies in order to explain the differences in regional economies [MAP: 2.2 - Discovery, exploration, and early settlement of America, 4.3 - Knowledge of how to interpret the past, explain the present, and predict future consequences of economic decisions.] (Master)</p> <p>Source: Core Curriculum, p.141; MAP, Grade 8 - 2.2, p.5, 4.3, p.8.</p> <p>Bloom's Taxonomy: Comprehension</p>	<p>Economics: Resources/Differences</p>	<p>Scott Foresman, The United States, 2005, pp. E2-E3, H4-H5, 194-195, 198, 199, 202, 203, 204, 205, 206-207, 208-209, 210-211, 212-213, 214, 215, 216-217, 218-219, 220, 221, 222-223, 224-225, 226-227, 254-255</p> <p>Scott Foresman, Building a Nation, 2005, pp. E2-E3, H4-H5, 194-195, 198, 199, 202, 203, 204, 205, 206-207, 208-209, 210-211, 212-213, 214, 215, 216-217, 218-219, 220, 221, 222-223, 224-225, 226-227, 254-255</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>6. Describe cultural aspects of colonial America (i.e., economic activities, food, clothing, homes, crafts, and traditions), tell where various groups came from and how they interacted, and identify contributions of specific people and events to the development of the United States. [MAP: 2.2 - Discovery, exploration, and early settlement of America, 2.6 - Cultural interactions among these groups: a. Native Americans, b. Immigrants from Europe, c. Africans brought to America, 4.1 - Knowledge of economic concepts, being able to explain and use them when interpreting current and historical events; a. scarcity, c. specialization of regions, nations, and individuals (trade), j. profit and profit motive, m. market economy.] (Master)</p> <p>Source: Core Curriculum, p.141; MAP, Grade 8 - 2.2, p.5, 2.6a-c, p.5, 4.1a,c,j,m, p.8. Bloom's Taxonomy: Comprehension</p>	<p>Colonial America: Cultural Aspects</p>	<p>Scott Foresman, The United States, 2005, pp. 203, 210-211, 212-213, 216-217, 218-219, 220, 221, 222-223, 226-227, 234, 235, 237, 238-239</p> <p>Scott Foresman, Building a Nation, 2005, pp. 203, 210-211, 212-213, 216-217, 218-219, 220, 221, 222-223, 226-227, 234, 235, 237, 238-239</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Science**

**Grade: 5**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS3 Governance Systems	<p>7. Use primary and secondary sources to describe types of government found in colonial America, and give examples of changes in government that resulted from changing needs of Americans [MAP: 3.1 - Knowledge of principles and process of government: a. limited and unlimited governments (i.e., principles and authoritarian governments) and how people's lives vary under these systems, 7.1 - Knowledge of how to select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, and documents] (Introduce)</p> <p>Source: Core Curriculum, p.141; MAP, Grade 8 - 3.1a, p.7, 7.1, p.12. Bloom's Taxonomy: Comprehension</p>	Colonial America: Government/Types	<p>Scott Foresman, The United States, 2005, pp. 194-195, 206, 208-209, 214, 215, 221, 227</p> <p>Scott Foresman, Building a Nation, 2005, pp. 194-195, 206, 208-209, 214, 215, 221, 227</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Science**

**Grade: 5**

**Quarter: 3**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>8. Discuss what self-government means. (Introduction)</p> <p>MAP: 1.1a.2 – knowledge of principles in the following documents: a. – Declaration of Independence, 2. – government by the consent of the governed, 1.1b.8 and 10 – knowledge of principles in the following documents: b. – Constitution, 8. – popular sovereignty, 10. – voting by citizens, especially as later amendments were passed, 1.2 – knowledge of responsibilities citizens need to accept in order to carry out the principles listed above, 3.2a and e – knowledge of principles and processes of governments in a democracy: a. – rights and responsibilities of individuals, e. – how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)</p> <p>Source: Core Curriculum, p. 141; MAP, Grade 8 – 1.1a.2, 1.1b.8, 1.1b.10, 1.2, p. 4, 3.2a, 3.2e, p. 7.</p> <p>Bloom’s Taxonomy: Comprehension</p>	<p>Rights/Responsibilities: Self-Govern</p>	<p>Scott Foresman, The United States, 2005, pp. 296, 297, 298, 299, 300, 301, 338-339, 340-341, 342-343, 345-348, 349, 350, 351, 354-355</p> <p>Scott Foresman, Building a Nation, 2005, pp. 296, 297, 298, 299, 300, 301, 338-339, 340-341, 342-343, 345-348, 349, 350, 351, 354-355</p>



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 2**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>9. Reflect on importance of right to vote. (Master) MAP: 1.1a.2 – knowledge of principles in the following documents: a. – Declaration of Independence, 2. – government by the consent of the governed, 1.1b.8 and 10 – Knowledge of principles in the following documents: b. – Constitution, 8. – popular sovereignty, 10. – voting by citizens, especially as later amendments were passed, 1.2 – knowledge of responsibility citizens need to accept in order to carry out the principles listed above, 3.2a and e – knowledge of principles and process of governments in a democracy: a. – rights and responsibilities of individuals, e. – how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.). Source: Core Curriculum, p. 141; MAP, Grade 8 – 1.1a.2, 1.1b.8, 1.1b.10, 1.2, p. 4, 3.2a, 3.2e, p. 7.</p>	<p>Rights: Reflect on Voting</p>	<p>Scott Foresman, The United States, 2005, pp. 16, 17, 364, 368-369, 370, 404, 466, 517-520, 612, 646</p> <p>Scott Foresman, Building a Nation, 2005, pp. 16, 17, 364, 368-369, 370, 404, 466, 517-520</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS7 Social Science Inquiry	<p>10. Support a position or argument with evidence, and take the values of others into consideration. (Introduction)</p> <p>MAP: 7.6 – Knowledge of how to identify, research, and defend a point of view/position.</p> <p>Source: Core Curriculum, p. 141; MAP, Grade 8 – 7.6, p. 12</p>	Analysis: Support Position/ Evidence	<p>Scott Foresman, The United States, 2005, pp. 222-223, 310-311, 328, 368-369, 392, 454, 528, 576-577</p> <p>Scott Foresman, Building a Nation, 2005, pp. 222-223, 310-311, 328, 368-369, 392, 454, 528</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 4**

Standard	Objectives	Key Concepts	Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)
	<p>11. Investigate an issue thoroughly from the past or present: define the issue, consider the perspectives of those involved, suggest and evaluate alternative choices that people could have made, identify criteria used to decide among solutions, and present alternative solutions to the problem. (Introduction)</p> <p>MAP: 7.1 – knowledge of how to select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, and documents, 7.4 – knowledge of how to use technological tools for research and presentation, 7.5 – knowledge of how to distinguish between fact and opinion and how to recognize bias points of view, 7.6 – knowledge of how to identify, research, and defend a point of view/position.</p> <p>Source: Core Curriculum, p. 141; MAP, Grade 8 – 7.1, 7.4, 7.5, 7.6, p. 12</p>	<p>Analysis: Issues/Investigate/Define</p>	<p>Scott Foresman, The United States, 2005, pp. H3, 40-41, 87, 111, 144, 145, 159, 184-185, 203, 222-223, 251, 255, 274-275, 278, 310-311, 341, 368-369, 412, 413, 422-423, 471, 494, 503, 504-505, 518, 550, 576-577, 613, 620, 668-669</p> <p>Scott Foresman, Building a Nation, 2005, pp. H3, 40-41, 87, 111, 144, 145, 159, 184-185, 203, 222-223, 251, 255, 274-275, 278, 310-311, 341, 368-369, 412, 413, 422-423, 471, 494, 503, 504-505, 518</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS6 Institutions and Culture	<p>12. Participate in a group to design a plan for volunteering, and carry out the plan if possible. (Master)</p> <p>MAP: 6.1 – Knowledge of how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions, and charities, in this and other cultures.</p> <p>Source: Core Curriculum, p. 141; MAP, Grade 8 – 6.1, p. 11.</p> <p>Bloom’s Taxonomy: Application</p>	Volunteer: Design/Carry Out Group	<p>Scott Foresman, The United States, 2005, pp. 40-41, 92-93, 184-185, 274-275, 422-423, 504-505, 668-669</p> <p>Scott Foresman, Building a Nation, 2005, pp. 40-41, 92-93, 184-185, 274-275, 422-423, 504-505</p>
CS7 Social Science Inquiry	<p>13. Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, and documents. (Master)</p> <p>Source: MAP, Grade 8, 7.1, p. 12</p> <p>Bloom’s Taxonomy: Application</p>	Analysis: Develop Skills	<p>Scott Foresman, The United States, 2005, pp. 44, 96, 124, 192, 258, 284-285, 327, 328, 392, 454, 528, 592, 676</p> <p>Scott Foresman, Building a Nation, 2005, pp. 44, 96, 124, 192, 258, 284-285, 327, 328, 392, 454, 528</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>14. Use maps, graphs, statistical data, timelines, charts, and diagrams to interpret, draw conclusions, and make predictions. (Master) Source: MAP, Grade 8 – 7.2, p. 12 Bloom’s Taxonomy: Evaluation</p>	<p>Data Interpretation: Interpret</p>	<p>Scott Foresman, The United States, 2005, pp. E8-E9, H10-H11, H12-H13, H14-H15, H16-H17, H18-H19, H20-H21, H22, 9, 13, 20, 26, 29, 33, 47, 49, 55, 59, 62, 68, 71, 77, 84, 89, 95, 103, 107, 127, 129, 136, 137, 141, 147, 148, 161, 166, 177, 181, 197, 205, 206, 211, 225, 226, 234, 242, 245, 250, 263, 290, 305, 312, 317, 331, 333, 349, 375, 379, 397, 405, 410, 431, 435, 440, 443, 457, 459, 465, 473, 477, 486, 493, 509, 511, 513, 533, 540, 543, 597, 621, 629, 638, 647, 652, 665, 678, 679, 680, 682, 690, 691</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	(continued)		Scott Foresman, Building a Nation, 2005, pp. E8-E9, H10-H11, H12-H13, H14-H15, H16-H17, H18-H19, H20-H21, H22, 9, 13, 20, 26, 29, 33, 47, 49, 55, 59, 62, 68, 71, 77, 84, 89, 95, 103, 107, 127, 129, 136, 137, 141, 147, 148, 161, 166, 177, 181, 197, 205, 206, 211, 225, 226, 234, 242, 245, 250, 263, 290, 305, 312, 317, 331, 333, 349, 375, 379, 397, 405, 410, 431, 435, 440, 443, 457, 459, 465, 473, 477, 486, 493, 509, 511, 513

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
CS7 Social Science Inquiry	15. Create maps, graphs, timelines, charts, and diagrams to communicate information. (Master) Source: MAP, Grade 8 – 7.3, p. 12 Bloom’s Taxonomy: Application	Analysis: Communication	Scott Foresman, The United States, 2005, pp. H16, H22, 44, 75, 101, 124, 133, 141-142, 155, 231, 244, 328, 337, 361, 395, 401, 429, 491, 537, 601, 635  Scott Foresman, Building a Nation, 2005, pp. H16, H22, 44, 75, 101, 124, 133, 141-142, 155, 231, 244, 328, 337, 361, 395, 401, 429, 491
	16. Use technological tools for research and presentation. (Master) Source: MAP, Grade 8 – 7.4, p. 12	Inquiry: Technological Tools	Scott Foresman, The United States, 2005, pp. 23, 28, 31, 32, 39, 42, 44, 49, 53, 65, 73, 75, 99, 101, 105, 119, 122, 124, 129, 133, 140, 153, 155, 183, 187, 190, 192, 197, 201,

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	(continued)		<p>215, 221, 223, 229, 231, 237, 253, 256, 263, 267, 283, 288, 290, 293, 295, 301, 309, 311, 323, 326, 328, 333, 337, 342, 351, 359, 361, 367, 369, 379, 385, 387, 390, 397, 401, 407, 421, 425, 427, 429, 435, 437, 449, 452, 454, 459, 463, 475, 489, 491, 423, 526, 528, 587, 590, 592, 597, 601, 615, 623, 631, 633, 635, 645, 656, 671, 674, 676</p> <p>Scott Foresman, Building a Nation, 2005, pp. 23, 28, 31, 32, 39, 42, 44, 49, 53, 65, 73, 75, 99, 101, 105, 119, 122, 124, 129, 133, 140, 153, 155, 183, 187, 190, 192, 197,</p>



Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	(continued)		201, 215, 221, 223, 229, 231, 237, 253, 256, 263, 267, 283, 288, 290, 293, 295, 301, 309, 311, 323, 326, 328, 333, 337, 342, 351, 359, 361, 367, 369, 379, 385, 387, 390, 397, 401, 407, 421, 425, 427, 429, 435, 437, 449, 452, 454, 459, 463, 475, 489, 491, 423, 526, 528
	17. Distinguish between fact and opinion and how to recognize bias points of view. (Master) Source: MAP, Grade 8 – 7.5, p. 12 Bloom’s Taxonomy: Application, Analysis	Analysis: Fact vs. Fiction	Scott Foresman, The United States, 2005, pp. 81, 89, 174, 234, 237, 239, 291, 303, 308, 309, 432, 444, 450, 581, 583, 585, 643, 645, 660  Scott Foresman, Building a Nation, 2005, pp. 81, 89, 174, 234, 237, 239, 291, 303, 308, 309, 432, 444, 450

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>18. Identify, research, and defend a point of view/position. (Master) Source: MAP, Grade 8 – 7.6, p. 12 Bloom’s Taxonomy: Analysis</p>	<p>Analysis: Discussion/Contributions</p>	<p>Scott Foresman, The United States, 2005, pp. 222-223, 310-311, 368-369, 576-577</p> <p>Scott Foresman, Building a Nation, 2005, pp. 222-223, 310-311, 368-369</p>
<p>CS4 Economic Concepts</p>	<p>19. Discuss how supply and demand interact to determine prices in a market. (Introduction) MAP: 4.1 – knowledge of economic concepts, being able to explain and use them when interpreting current and historical events: b. supply and demand. Source: Core Curriculum, p. 141; MAP, Grade 8 – 4.1b, p. 8. Bloom’s Taxonomy: Comprehension</p>	<p>Supply/Demand: Market Prices</p>	<p>Scott Foresman, The United States, 2005, pp. E4-E5, 19, 22</p> <p>Scott Foresman, Building a Nation, 2005, pp. E4-E5, 19, 22</p>

Scott Foresman Social Studies to the  
Kansas City Quarterly Standards and Objectives Aligned with Resources

**QUARTER AT A GLANCE**

**Social Studies**

**Grade: 5**

**Quarter: 4**

<b>Standard</b>	<b>Objectives</b>	<b>Key Concepts</b>	<b>Resources (Title, Publisher, Copyright, Chapter, Unit, Pages)</b>
	<p>20. Explain the relationships between earning, spending, saving, investing, borrowing, and budgeting, and apply those concepts to personal and family finances. (Reinforce)</p> <p>MAP: 4.3 – knowledge of how to interpret the past, explain the present, and predict the future consequences of economic decisions, 4.4 – knowledge of the consequences of personal and public economic decisions.</p> <p>Source: Core Curriculum, p. 141; MAP, Grade 8 – 4.3, 4.4, p. 8.</p> <p>Bloom’s Taxonomy: Comprehension, Application</p>	<p>Income: Earn/Spend/Save/Invest, etc.</p>	<p>Scott Foresman, The United States, 2005, pp. E4-E5, 18, 19, 20, 21, 22</p> <p>Scott Foresman, Building a Nation, 2005, pp. E4-E5, 18, 19, 20, 21, 22</p>