

A Correlation of

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

© 2005

to the

South Dakota
Social Studies Content Standards
Grades K-6



G/SS-41

Scott Foresman Social Studies

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

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

Content

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

Accessibility

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

Motivation

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

Accountability

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

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**Scott Foresman Social Studies – Here We Go
to the
South Dakota Social Studies Content Standards**

KINDERGARTEN

The standards for kindergarten students include learning the concepts of people, places, and self as related to self and family. Yearlong goals involve learning about historical time sequence, geographic direction, and economic choices. Kindergarten students will use maps and globes to identify and locate places related to their lives and stories in history. Citizenship education includes trust, respect, responsibility, fairness, and caring. Students will have opportunities to learn about national symbols. They will learn how individuals acquire the economic goods and services they need and want.

HISTORY STANDARDS

Students will:

- 1. describe examples of past events in legends and historical accounts, such as stories of Johnny Appleseed, Betsy Ross, Squanto, and George Washington Carver.**
K: 95, 240, 242-243, 244-245, 255, 256-257, 258, 259, 260-261, 262, 263, 264-265, 266, 268-269, 270, 276-277, 278, 312, 316, TR18, TR19, TR22

- 2. recognize characteristics of American leaders through exposure to biographies of important people of our past, such as George Washington, Abraham Lincoln, Thomas Jefferson, Theodore Roosevelt, and Rosa Parks.**
K: 240, 254, 258, 262, 270, 276-277, 278, TR22

- 3. connect people and events honored in commemorative holidays, including Native American Day, Veterans Day, Thanksgiving, Independence Day, Martin Luther King Day, Presidents' Day, and Memorial Day.**
K: 93, 94-95, 96, 97, 240, 242-243, 244-245, 260-262, 263-266, 267, 268-270, TR11, TR12, TR18, TR19, TR20, TR22, TR23, TR26, TR28

GEOGRAPHY STANDARDS***Students will:***

- 1. compare and contrast the relative size and location of people, places, and things by identifying here/there, near/far, up/down, left/right, and behind/in front.**
K: 32-33, 34, 73, 74-75, 76, 174, 204, 210-211, 212, 214-215, 216

- 2. use a map and map symbols to recognize directions, continents, and poles.**
K: 216, 218-219, 221, 222-223, TR9

- 3. use map symbols to recognize land, water, roads, and cities.**
K: 62-63, 70-71, 72, 74-75, 76, 175, 209, 210-211, 212, 214-215, 216, 224

- 4. locate areas referenced in historically based legends and stories.**
K: 220, 240, 255, 256-257, 258, 259, 260-261, 262, 263, 264-265, 266, 267, 270, 272-273, 274, 278

- 5. compare the globe and a map as models of the earth.**
K: 178-179, 217, 218-220, 221, 222-223, 224

- 6. recognize that, in addition to maps and globes, geographic locations are communicated through various representational models: pictographs, bar graphs, and diagrams.**
K: 70-71, 72, 73, 74-75, 76, 89, 90-91, 196, 201, 209, 210, 216, 220, 224, 229, 256-257, 258, 261, 264-265, 267

- 7. demonstrate familiarity with the layout of his or her school.**
K: 34, 44-45, 209, 212

CIVICS STANDARDS***Students will:***

- 1. recognize the important actions required in demonstrating citizenship: respecting roles of members and leaders in a group; sharing responsibilities in a group; identifying ways to help others; respecting the individual right to express an opinion; and acknowledging that people think and act differently.**
K: 36-37, 38, 39, 40-41, 42, 44-45, 46, 72, 78, 81, 83, 84, 87, 149, 215, 226, 243, 254, 266, 269, 270
- 2. discuss the attributes of a good citizen with emphasis on trust, respect, responsibility, fairness, and caring.**
K: 27, 28-29, 30, 36-37, 38, 39, 40-41, 42, 72, 81, 82-83, 86-87, 149, 225, 226-227, 228, 265, 266, 268-269, 270, 305, 308, 310-311, 322-323, 328, TR22, TR23, TR28
- 3. recognize patriotic symbols and activities: national flag; "The Star Spangled Banner"; and Pledge of Allegiance.**
K: 240, 241, 243, 244-245, 251, 252-253, 254, 270, 279, 280, 282, TR27

ECONOMICS STANDARDS***Students will:***

- 1. match occupations with simple descriptions of work.**
K: 85, 86-87, 88, 100, 108, 109, 110-111, 112-113, 119, 120-121, 122, 123, 124-125, 126, 128-129, 130, 132-133, 134, 166, TR7
- 2. will identify basic economic concepts, including the difference between basic needs (food, clothing, and shelter) and wants (luxuries); and the practice of exchanging money for goods.**
K: 40, 72, 111, 125, 131, 132-133, 134, 135, 136-137, 138, 139, 140-141, 142, 143, 144-145, 146, 147, 148-149, 150, 151, 152-153, 154, 155, 156-157, 158, 160-161, 162, 165, TR7

**Scott Foresman Social Studies – All Together
to the
South Dakota Social Studies Content Standards
GRADE ONE**

The standards for first grade students include comparisons of people and traditions in different places and times. The importance of leaders and achievers will be examined in comparison to the past and the future. First grade students construct simple maps to identify places in South Dakota and the United States. Students will study economic concepts of productive resources, consumption, jobs, and work responsibilities. Civics standards include the value of rights and responsibilities, and help to make and enforce class rules.

HISTORY STANDARDS

Students will:

- 1. identify through biographies and stories the admirable deeds performed by past leaders, such as: Helen Keller, Ben Franklin, Martin Luther King, Clara Barton, Alexander Graham Bell, Thomas Edison, George Washington, and Abraham Lincoln.**
1: 10-11, 32-33, 63, 66-67, 68-69, 72-73, 78-79, 114-115, 122-123, 159, 162-163, 168-169, 184-185, 196-197, 198, 199, 202-203, 206-207, 212-213, 214-215, 216-217, 222-223, 244, 248, 249, 256-257, 262-263, TR17, T18, TR22, TR23

- 2. compare the lives of people and events associated with major holidays, including Native American Day, Thanksgiving, Veterans Day and Memorial Day, Independence Day, and Presidents' Day.**
1: 63, 166, 168-169, 184, 191, 196-197, 198-199, 203, 206-207, 213, 214, 216-217, TR20, TR21, TR22, TR23, TR26, TR28

- 3. recall people and events from the past and make inferences about everyday life of the time period.**
1: E2-E3, 33, 34, 59, 73, 79, 115, 159, 163, 166, 169, 176, 193, 197, 203, 205, 247, 248, 262, TR17, TR18

- 4. compare everyday life in school and community and recognize that people, places, and things change over time.**
1: E2-E3, 30, 34-35, 58-59, 79, 79a, 102-103, 125, 169a, 186, 210-211, 214

GEOGRAPHY STANDARDS***Students will:***

- 1. construct a simple map using a map key and symbols.**
1: H24, H25, 54-55, 60-61, 84, 120-121, 123a, 155
- 2. use the globe to identify cardinal directions, the four oceans, the United States, South Dakota, and the local community.**
1: H10-H11, H12-H14, 60-61, 74a, 75, 76-77, 79a, 154-155, 155a, 200-201, 227, R4-R5, R6-R7, R8-R9
- 3. use a picture map to locate home and school addresses.**
1: 50-51, 54-55, 55a, 60-61, 84-85

CIVICS STANDARDS***Students will:***

- 1. recognize attributes and consequences of citizenship that apply to family, school, and community units, such as respecting roles of authority, following rules created for the protection of all, and accepting consequences of rules.**
1: E12-E13, H4-H5, 18-19, 22a, 22-25, 26-27, 27a, 32-33, 68-69, 70a, 70-71, 72-73, 73a, 112-113, 160-161, 163, 170-173, 174-175, 222-223, 244-245
- 2. recognize political roles of leaders in the larger community, such as the mayor, the governor, the legislators, the congressmen, senators, and the president.**
1: E14-E15, 70a, 70-71, 73a, 163, 218a, 218-219, 220-221, 223a
- 3. differentiate between a paid worker and a volunteer.**
1: 18-19, 108a, 108-109, 110-111, 112-113, 114-115, 115a, 122-123, 160-161, 244-245
- 4. acknowledge patriotic connections by explaining the design of the flag, understanding the importance of the eagle symbol, reciting the Pledge of Allegiance, and identifying the Lincoln Memorial and Washington Monument.**
1: E12-E13, E16, H6-H7, 14, 16-17, 21a, 62a, 208-209, 210-211, 211a, 224-225

ECONOMICS STANDARDS***Students will:***

- 1. describe the differences between human resources (people at work); natural resources (water, soil, wood, coal, etc.); and capital resources (machines, tools, etc.) used to produce goods or services.**
1: E4-E5, 35a, 88-89, 90-91, 92-93, 108a, 108-109, 110-111, 112-113, 115a, 116-118, 120-121, 122-123, 124-125, 126-127, 127a, 128a, 128-129, 134, 136-137, 138-139, 150a, 150-153, 156a, 156-159, 160-161, 162-163, 163a, 164a, 164-167, 170a, 170-173, 174-175, 175a

- 2. explain the differences between goods and services and how people are both buyers and sellers of goods and services.**
1: E4-E5, 88-89, 90-91, 92-93, 104a, 108a, 108-111, 112-113, 116a, 116-119, 134

- 3. explain that limits on resources require people to make choices about producing and consuming goods and services.**
1: 90-91, 104a, 104-105, 107a, 116a, 116-119, 124, 125, 160-161, 162-163, 163a, 164a, 164-167, 170a, 170-173

**Scott Foresman Social Studies – People and Places
to the
South Dakota Social Studies Content Standards**

GRADE TWO

The standards for second grade students include an introduction to the heritage and contributions of historic groups of people throughout the world. Second graders will continue the development of map skills, including map symbols. Economic concepts of spending and saving will be emphasized. Students will use charts and graphs to demonstrate an understanding of these basic economic concepts. The rights and freedoms of citizens will be taught.

HISTORY STANDARDS

Students will:

- 1. recognize the contributions of ancient Egyptian and Chinese civilizations which have impacted present day life, including communication, architectural monuments, calendar system, number system, and laws.**
2: 252, 260-261, 262-263, 264-267, 268-269, 270-271, 272a, 272-275, 276-277, 277a, 278-279

- 2. study various community structures and the roles of men, women, and children within the community with emphasis on Pilgrims; pioneers; Native Americans (Sioux); and reservation, rural, suburban, and urban communities of the present.**
2: E2-E3, E10-E11, E12-E13, E14-E15, H2-H3, H4-H5, H10-H11, 8-11, 12-13, 14-15, 16a, 16-19, 22-23, 24-27, 28-29, 34-35, 47, 66-67, 74-75, 86-87, 88-89, 110-111, 132-133, 158-159, 178-179, 196-197, 202a, 202-205, 206-207, 208-209, 210-213, 214-215, 215a, 222-225, 228-229, 229a, 230-233, 234-235, 254-255, 268-269

GEOGRAPHY STANDARDS

Students will:

- 1. construct a simple aerial view map of the classroom using a map key and symbols.**
2: H20-H21, (construction of simple map of playground); 20-21, 23a, 46, and 144 (construction of simple map of neighborhood); 192 (construction of simple map of classroom)

- 2. use the globe to label the equator and continents.**
2: H18, H19, 36-37, 38-39, 40-41, R4-R5

- 3. use a map to identify the four directions on a compass rose; interpret the symbols of a map key/legend; identify South Dakota through the use of boundary lines; locate Washington, D.C.; and transfer and label the seven continents, oceans, North American countries/ major mountain ranges/ major rivers, and the Great Lakes.**
2: H20-H21, H22, H23, H24, H25, 20-21, 30a, 30-31, 32-33, 35a, 38-39, 40-41, 41a, 46, 60-61, 61a, 93, 124-125, 125a, 144, 184-185, 202, 215a, 223, 225, 250, 252, R4-R5, R6-R7, R8-R9

CIVICS STANDARDS

Students will:

- 1. distinguish the difference between rules and laws.**
2: E14-E15, 4, 9-10, 11-12, 14-15, 33, 44, 83, 154-157, 162-163, 167-169

- 2. recognize that laws are needed in a community.**
2: E14-E15, 150-151, 152-153, 154a, 154-157

- 3. discuss the lawmaking process and how leaders work together.**
2: E14-E15, 150, 151, 152-153, 154-155, 156-157, 160-163, 166-169, 170-171, 176-177

- 4. recognize that there are legal consequences for lawbreakers.**
2: E14-E15, 152-153, 154, 156-157, 169, 170-171

- 5. define conservation in terms of ways citizens protect global resources with emphasis on reducing, reusing, and recycling.**
2: E12-E13, 53, 74-75, 76a, 76-79, 81a, 82a, 82-85, 86-87, 88-89, 89a, 90a, 92

ECONOMICS STANDARDS***Students will:***

- 1. explain the interdependence of producers and consumers in a market economy by describing factors that have influenced consumer demand; and ways that producers have used natural resources, human resources, and capital resources to produce goods and services in the past and present.**
2: E4-E5, 12-13, 68a, 68-71, 72-73, 74-75, 76-79, 86-87, 88-89, 100-101, 104a, 104-107, 110-111, 120a, 120-123, 132-133, 134a, 134-137, 138-139, 139a

- 2. simulate the exchange of money for goods and services and will identify ways to save money.**
2: E4-E5, 14-15, 98-99, 104-107, 126a, 126-127, 128-129, 130, 139a

- 3. distinguish between money and barter economics.**
2: 100-101, 138-139

**Scott Foresman Social Studies – Communities
to the
South Dakota Social Studies Content Standards**

GRADE THREE

The standards for third grade students will include distinguishing basic functions of community government and the officials responsible for each. Students will learn about elements of civilizations and their relationships by studying several early civilizations. Third graders will identify geographic features and various landforms on maps and globes. Economic standards will include the interdependence between transportation, communication, mediums of exchange, supply and demand.

HISTORY STANDARDS

Students will:

- 1. study their local community and its history.**
3: E2-E3, E4-E5, E8-E9, E10-E11, 9, 15, 17, 22, 23, 44, 200-201, 202-203, 212-213, 218

- 2. summarize the various reasons for exploration and settlement of the United States through the study of Spanish, English, and French explorers, including religious reasons, economic reasons, and geographical reasons.**
3: 200-201, 202-203, 205, 206-207, 208-211, 214-219, 224-227, 228-229, 230-235, 236-237, 242-244, 280

- 3. analyze the obstacles and successes of the early settlers in creating communities, including landforms, resources, and waterways.**
3: 205, 218-219, 224-227, 228-229, 230-235, 360-361, 362-363, 364-365, 367, 374-375

- 4. draw connections to present day migration and settlement patterns, including rural to urban, and the continued global migration to America.**
3: 19, 20, 21, 22-23, 39, 41, 44-47, 49, 173, 175, 204, 244, 246-247, 260, 275, 320

GEOGRAPHY STANDARDS***Students will:***

- 1. integrate the study of communities through map work by identifying, locating, and using map title, map key, compass rose, lines and borders, roads and routes, and objects and symbols.**
3: H16, H17, H18, H19, 9, 20-21, 32-33, 51, 80, 148-149, 174, 222-223, 241, 245, 320, 357, 369
- 2. use grid systems to locate communities.**
3: H19, 388-389
- 3. construct a map using map key and symbols, map scale, title, compass rose including intermediate directions, and boundaries.**
3: H14, H15, H19, 32-33, 35, 98-99, 110-111, 146, 149, 245
- 4. construct and label a landform map of the United States, including the five mountain ranges, bordering oceans and the Gulf of Mexico, major rivers, and the Great Lakes.**
3: H12, H13, H17, H18, 142-143, 148-149, R8-R9, R10-R11, R12-R13

CIVICS STANDARDS***Students will:***

- 1. recognize the relationship between rights, respect, responsibilities and consequences of citizenship.**
3: E10-E11, E12-E13, H2-H3, 16-17, 24-25, 40, 46-47, 82-83, 96-97, 121, 156-157, 164-165, 166-167, 190-191, 256-257, 272-273, 298-299, 312-313, 332, 344-349, 350-351, 370-371, 376-379, 396-397, 399, 400-401, 402-403
- 2. analyze human relationships and roles between and among individuals and groups, cultural groups and a community, and communities and state.**
3: E10-E11, H2-H3, 12, 16-17, 24-25, 28, 40, 55, 79, 82-83, 84-89, 90-95, 96-97, 121, 122-123, 190-191, 195, 246, 254, 273, 298-299, 373, 399, 400-401, 402-403, TR17, TR18, TR20, TR22, TR23, TR24, TR26

- 3. explain the fundamental ideas and principles that form the foundation of our government and various communities of the past and present with emphasis on life, liberty, pursuit of happiness, and equality under the law.**
3: E14-E15, H4-H5, 216, 233, 350-351, 352-353, 354-355, 357, 358-359, 360-361, 362-363, 364-365, 366-367, 368, 369, 370-371, 372-373, 374-375, 384-385, 386, 391, 392-393, 394-395, 396-397, 398-401, 402-403, 406, 407, 408, 410, TR25, TR28

- 4. explain why communities have rules or laws and how they protect the rights and freedoms of individuals.**
3: E14-E15, H2-H3, 12, 359, 360, 361, 366-367, 368, 370-371, 374-375, 376-377, 391, 392-393, 398-399

- 5. explain the process of making rules and laws, enforcing laws, voting, becoming a citizen.**
3: E14-E15, 361, 378-379, 378-379, 390-391, 394, 395

- 6. recognize that there are various government bodies such as councils, boards, and legislatures.**
3: E12-E13, E14-E15, 233, 355, 370, 379, 384-387, 390-393, 395, 396-397, 398-401, 402-403, 410

ECONOMICS STANDARDS

Students will:

- 1. explain scarcity by citing examples of limited supplies and scarce resources.**
3: E4-E5, 286, 318, 319, 320, 321, 326-327, 328-329, 330, 332-333, 336, 340-341

- 2. explain goods and services available in the students' community and how changing modes of transportation and communication impact their distribution.**
3: E4-E5, 306-308, 309, 310-311, 318-320, 321, 322-323, 324-325, 326-327, 330, 334-335, 336-337, 338-339, 340, 384, 385, 386, 390-391

- 3. explain the relationships between taxation and government service.**
3: 292, 354-355, 362-363, 377, 379, 386, 387

- 4. summarize how various government regulations affect use of local resources.**
3: 318-319, 338-339, 355, 385, 386, 392-393

**Scott Foresman Social Studies – Regions
to the
South Dakota Social Studies Content Standards**

GRADE FOUR

The standards for fourth grade students will include the leaders, founders, and achievers of South Dakota and the United States. Fourth graders will apply the concepts of latitude and longitude as they study the geography of South Dakota and the regions of the United States. Students will learn about the influence of technology on productivity and economic growth. Students will learn about South Dakota history from the first written record to the present, including the earliest interactions between Indian and non-Indian cultures.

HISTORY STANDARDS

Students will:

- 1. examine various regions of the United States in order to focus on how the following affected development of South Dakota, including site selection of settlements (geographical location – where and why), opportunities available, natural resources, and population influences.**
4: E8-E9, E20, H4-H5, H10-H11, H22, 26-27, 28-29, 30-31, 32-33, 41-42, 229, 240-241, 243, 245, 246-249, 250-251, 272, 273, 274, 275, 279, R37, R38, R39, R40, R42-R43

- 2. explain the impact of people and geographic location on the growth and expansion of South Dakota, emphasizing Manda, Arikara, Sioux, and other historic tribes; explorers (Lewis and Clark and the Veredrye brothers) and traders (Pierre Chorteau and Manuel Lisa); railroad expansion and town building; homesteaders and gold miners; and rainfall, prairie, Great Plains, Black Hills, and the Missouri River system.**
4: 66, 68, 227, 229, 245, 246-249, 258-261, 270-275, 278-279, 281-282, R42-R43, R44

- 3. trace the history of South Dakota with emphasis on notable South Dakotans such as Red Cloud, Sitting Bull, John B. S. Todd, Fred T. Evans, Laura Ingalls Wilder, James Scotty Philip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, and Francis Case; impact of the gold rush; controversy over statehood; and Indian Wars and reservation life.**
4: 256-261, 268-269, R42-R43, R44

- 4. Analyze issues of concern in South Dakota, including water issues; farming and ranching issues; Indian and Non-Indian relationships; and urban/rural population changes.**

4: 229, 243, 244-245, 246-247, 248-249, 258-259, 260-261, 270, 271, 272, R38, R42-R43

GEOGRAPHY STANDARDS

Students will:

- 1. differentiate between state and national boundaries**

4: H16, H17, H18, H19, H22, 11,14-15, 19, 20, 22, 24-25, 98, 226, 265, 281, 294, 362, R4-R5, R6-R7, R8-R9, R10-R11, R12-R13

- 2. define regions as categorized by geographic location**

4: H10-H11, H16-H21, 4-5, 6-7, 8, 9, 10-11, 12-13, 14-15, 30, 32, 33, 98-99, 160-161, 226-227, 294-295, 362-363

- 3. use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, and migration/movement patterns.**

4: H10-H11, H16-H22, 11, 16, 19, 20, 21, 22, 32, 40, 41, 54-55, 63, 83, 86-87, 89, 98, 105, 114, 133, 144, 160, 167, 170-171,173, 174, 181, 195, 226, 234, 247, 265, 279, 281, 294, 309, 326, 333, 362, 372, 381, 387, 401, 402, 403, 408-409, 414, R4-R15, R16-R17

- 4. recognize that longitude and latitude constitute a map grid used in absolute locations.**

4: H10, H15, H20, 408-409

- 5. locate major South Dakota geographical features, such as the Missouri River; the Black Hills and Badlands; and the capital (Pierre) and the following cities: Sioux Falls, Rapid City, Aberdeen, Huron, and Yankton. 4:**

4: 226, 227, 229, 242-243, 244-245, 246-247, 252, R37, R39, R40, R42-R43

- 6. evaluate the impact geography has on the inhabitants of South Dakota such as location of cities, transportation, industries, agricultural products, and culture.**

4: 26-29, 30, 31, 32-33, 243, 244, 245, 246-247, 248-249, 250-251, R37, R38, R39, R40, R41

CIVICS STANDARDS***Students will:***

- 1. analyze the actions and rights of a responsible citizen, such as obey rules (classroom, family, community), the use of conflict resolution and compromise, voting rights, property rights, civil rights, and human rights.**
4: E12-E13, H2-H3, 29, 46, 47, 48, 49, 52, 53, 56-57, 58-59, 60-61, 63, 138, 148-149, 191, 200-201, 202, 205, 206, 207, 208-209, 260-261, 274, 318-319, 326-327, 329, 416-417
- 2. compare the changing roles and cultures of the individuals role according to gender, age, and occupation in various groups, such as family, community, and social class structure.**
4: E10-E11, 246-247, 258-259, 260-261, 271, 274-275, 328, 336
- 3. analyze the design and purpose of various patriotic celebrations, traditions, customs, and symbols, such as the flag, the Great Seal, Statue of Liberty, Uncle Sam, Mount Rushmore, and Tomb of the Unknown Soldier.**
4: E2-E3, E12-E13, E16, H4-H5, 2-3, 43, 44, 90-91, 99, 142, 144, 227, 397, R24-R25, R26-R27
- 4. identify the South Dakota state flag, song, flower, bird, and nickname.**
4: 30, R20, R36, R42-R43
- 5. identify examples from South Dakota history of conflicts over rights, how the conflicts were resolved, the important people who helped resolve them, and conflicts that remain unresolved.**
4: 258-259, 260-261, 262-263, 269, 271, 274, 278-279, R42-R43, R44

ECONOMICS STANDARDS***Students will:***

- 1. explain the role of money, banking, savings, and credit in westward expansion.**
4: 72-74, 75, 401, 402-403, 404, 412-413, 414-415, 416-417, R41, R42-R43, R44

2. identify how government pays for the goods and services it provides (taxing and borrowing).

4: 58, 74, 75, 76, 77, R41

3. summarize the factors that affect economic systems, including family finance, drought, and tourism.

4: E4-E5, 18-23, 27-28, 29, 70-71, 73, 76, 77, 79, 80-82, 84-85, 182, 244-245, 250, 268, 272, 281, 282, 315, 346, 347, 348, 349, 350-351, 358, 387, 403, 410, 411, 412, 414-415, 416-417, R38, R41

**Scott Foresman Social Studies – The United States
to the
South Dakota Social Studies Content Standards**

GRADE FIVE

The standards for fifth grade relate to the history of the United States from Native American cultures to the Civil War. Students will learn fundamental concepts in civics, economics, and geography. Fifth grade students will learn about change and continuity in our history and examine the everyday life of people at different times in our history. Students will have instruction to strengthen map and globe skills and historical thinking skills (cause and effect, growth and expansion).

HISTORY STANDARDS

Students will:

- 1. describe life in America before the 17th century by identifying and describing the arrival, settlement, and culture of the first Americans, including Indians of the Northwest, Southwest, Plains, Eastern Woodlands, and Middle America; and inferring how climate and geography influenced the way various Indian tribes lived.**
5: E2-E3, 46-47, 48-49, 50-51, 52-53, 54-57, 60-61, 62-63, 64, 65, 74-75, 76-80, 81, 82-85, 86-87, 88-91, 94-97, 98-99, 120-121, 122-123, 124

- 2. locate the routes and evaluate early explorations of the Americas in terms of reasons for explorations, obstacles and accomplishments of key expeditions from Spain, Portugal, France, and England; life changing impact on the first Americans; and competition that developed among European powers for control of North America.**
5: 110-115, 126-129, 130, 131, 132-133, 134-135, 136-137, 138-139, 140-141, 146-151, 152-153, 164-167, 230-231, 232-236, 240-243, 246-251, 252-253, 256-257

- 3. relate factors of colonial America that led to the founding of the colonies, emphasizing the reasons for settling in the colonies, including escape from religious persecution, release from prison, economic opportunity, and adventure; and contrasts of the colonial regions (New England, mid-Atlantic, and South) in regard to geography, economy, and culture.**
5: E2-E3, H4-H5, 131, 154-155, 156-163, 164-167, 168-173, 174-175, 176-183, 184-185, 186-187, 188-189, 190-191, 199, 203-207, 210-215, 216-211, 225-227, 228-229

- 4. describe the political and economic relationship between the colonies and England; and conflicts between the colonies and England that led to the American Revolution.**
5: H4-H5, 176-177, 178-179, 180, 181, 182, 183, 184-185, 194-197, 198, 199, 200-201, 202-207, 210-214, 216-220, 222-223, 260-261, 262-263, 264, 265, 266-267, 268-273, 274-275, 276-282, 283, 284-285, TR23, TR29, TR30, TR36
- 5. compare influential people and events in the American Revolution, such as King George, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, and Patrick Henry.**
5: 221, 222-223, 262-263, 265, 268, 269, 270, 271, 272, 274-275, 276, 277, 278, 280, 281, 282, 283, 284-285, 286-289, 290-291, 292, 296, 297, 298, 299, 300, 301, 302-303, 304-308, 306, 309, 310, 314-319, 320-321, 328, TR23, TR29
- 6. describe military strategies which resulted in the defeat of the British.**
5: 288-291, 302-305, 306, 307, 308, 314-319
- 7. identify the steps in the formation of the new government in terms of British and Colonial belief in representative government as demonstrated in the Magna Carta, English Bill of Rights, the Mayflower Compact, and the Articles of Confederation; the philosophy of government expressed in the Declaration of Independence; the U.S. Constitution and Bill of Rights; and the separation of powers in the federal government and the powers reserved for states.**
5: E14-E15, E16, 170, 221, 222-223, 269, 271, 272, 274-275, 278, 281, 297-300, 301, 319, 329h, 330-331, 335, 336-337, 338-343, 344-351, 352-355, 358-359, TR23, TR26, TR28, TR31
- 8. weigh the challenges faced by the new United States government in regard to ratification of the Constitution, major issues facing the first four presidents in establishing a strong cohesive government, conflicts that resulted in the emergence of two political parties, and conflicts involved with the War of 1812.**
5: E14-E15, 330-331, 332-333, 335, 344-345, 346-347, 348, 349, 350, 351, 352-355, 362-366, 367, 368-369, 370-371, 372-373, 380-381, 382-383, 384-385, 386-387, 388-389, 390-391, 392, TR26

9. summarize the growth and change in America from the Revolution to 1861 with emphasis on territorial exploration, expansion, and settlement of the Louisiana Purchase; acquisition of Florida, Texas, Oregon, and California; the influence of geographic, economic, and climatic factors on the movement of people, goods, and services (voluntarily and involuntarily as in the Trail of Tears); the effect of American relationships with other countries on our westward expansion; and the impact of inventions such as the steamboat, cotton gin, and locomotives on life in America.

5: 332-333, 342-343, 360-361, 372-377, 378-379, 386-387, 391, 394-397, 398-399, 400-401, 403-407, 408-409, 410-411, 412-413, 414-415, 426-427, 428-429, 430-437, 438-441, 442-445, 448-449, 450-451, 452-453, 454

10. describe key events, and identify causes and effects of the Civil War and Reconstruction in terms of social, economic, and philosophical differences between the North and the South as embodied in the Lincoln/Douglas debates; events leading to secession and war; prominent leaders of the North and South such as Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and Harriet Tubman; campaign strategies and pivotal battles; the Emancipation Proclamation and Gettysburg Address; and the impact of reconstruction policies on both the North and the South.

5: 396-397, 418, 420, 421, 422-423, 424-425, 453, 456-459, 461, 462-463, 464-467, 468-469, 470-474, 475, 476-482, 483, 484-487, 488-489, 490-491, 492-496, 497, 498-499, 500-503, 506-507, 508-509, 510-511, 512-513, 514-515, 516-517, 518, 519-521, 522-523, 524-525, 526-527

GEOGRAPHY STANDARDS

Students will:

1. apply longitude and latitude to find absolute locations on a map.

5: H15, 140-141, 191, 365, 478, R4-R5, R6, R7

2. determine the purpose of and use appropriate maps, including relief, product, road maps and mileage tables, time zones, migration/movement patterns, population, and historical.

5: H16, H17, H18, H19, H20, H21, 32-33, 140-141, 159, 242, 244-245, 248, 278, 365, 412, 378-379, 507, 512-513, 542-543, 550, 604, 656-657

3. compare maps of different scales.

5: H18, 244-245

CIVICS STANDARDS**Students will:**

- 1. describe how citizens of a democracy give the government authority to make decisions on their behalf.**
5: E14-E15, 14-15, 16-17, 19, 21, 22, 222-223, 354, 362-364, 368-369, 392, 416-420, 421, 477, 520-521
- 2. define and list examples of various forms of government, including a democracy, republic, monarchy, and dictatorship.**
5: E14-E15, 14-17, 68-69, 170, 222-223, 234, 265, 268-269, 348-349, 368-369
- 3. define our democratic government in terms of levels of government such as local, state, and national; branches of government such as legislative, executive, and judicial; and the governmental bodies such as councils, boards, and legislatures.**
5: 14-15, 348-349, 358-359, 362-366, 368-369, 390, 477
- 4. discuss democratic principles in regard to political parties and their symbols.**
5: 353, 356-357, 364, 368-369, 370, 606
- 5. interpret patriotic slogans, excerpts from notable speeches, and documents in United States history through the Civil War, including "give me liberty or give me death" by Patrick Henry, "remember the Alamo," Gettysburg Address, Preamble to the Constitution, and Declaration of Independence.**
5: 269, 270, 274-275, 279, 281, 282, 287, 288, 290, 298-300, 304, 346, 348, 354, 361, 363, 388-389, 418, 419, 421, 422-423, 424-425, 432, 463, 468-469, 475, 480, 481, 483, 491, 497, 500, 506, 508, 519, R26-R29, R30-R52
- 6. identify examples from history of conflicts over rights, how the conflicts were resolved, and the important people who helped resolve them from colonial times through the Civil War with emphasis on the Revolutionary War and the Civil War.**
5: 183, 184-185, 199, 221, 222-223, 224-227, 232-236, 246-251, 252-253, 256, 265, 268-273, 274-275, 276-282, 283, 286-291, 296-300, 301, 302-308, 309, 310, 314-319, 321, 322-323, 326-327, 341, 380-384, 385, 394-397, 400b, 403, 405-406, 416-420, 421, 422-423, 424-425, 428b, 430-436, 437, 456-459, 464-467, 468-469, 470-474, 475, 476-482, 483, 516-519, 520-521

ECONOMICS STANDARDS***Students will:***

- 1. summarize the role of supply and demand in early United States history.**
5: E6-E7, 22, 30, 35, 103, 114, 179, 203, 205-207, 212, 340, 410, 464-466, 493-494, 502-503, 627

- 2. analyze the economic differences between the North and South during the Civil War period.**
5: 205, 212-213, 224-227, 409-413, 464-466, 494, 496, 502-503

- 3. describe examples of various institutions that make up economic systems, such as households, businesses, banks, government agencies, labor unions, and corporations.**
5: 21, 22, 202-207, 211-214, 348-350, 373, 408-409, 410-411, 412-413, 420, 443-445, 502-503, 538-541, 545, 553, 563-567, 617-622, 627, 644

**Scott Foresman Social Studies – The World
to the
South Dakota Social Studies Content Standards**

GRADE SIX

The standards in grade six expand student understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people and their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

WORLD HISTORY/ANCIENT CIVILIZATIONS STANDARDS

Students will:

- 1. describe the early physical and cultural development of humankind from the Paleolithic period to the agricultural revolution, emphasizing the hunter-gatherer societies and their characteristics, including the development of tools and the use of fire; the locations of human communities that populated the major regions of the world and how humans adapted to a variety of environments; and the climatic changes and the human modifications of the physical environment that gave rise to the domestication of plants and animals.**

6: H2-H3, 1, 2-5, 7, 8-9, 10-13, 14-16, 17, 18-23, 24-25, 26-29, 30-31, 34-39, 40-47, 48-53, 54-59, 62-63, 70-73, 74-75, 78-83, 84-91, 92-97, 98-99, 101, 106-113, 120-121, 128-135, 154-157, 158-159, 164-165, 168-173, 174-181, 182-183, 184-185, 190-193, 196-203, 204-205, 206-207, 209-210, 212-215, 218-221, 222-227, 234-235, 238-241, 244-245, 246-251, 252-257, 260-264, 274-275, 276-279

- 2. analyze the geographic, political, economic, and social structures of Mesopotamia and Egypt with emphasis on the location and description of the river systems, the physical settings that supported permanent settlement and early civilizations, the development of agricultural techniques that increased production which led to economic surplus, the emergence of cities as centers of culture and power, the relationship between religion and the social and political orders in each civilization, the origin and influence of Judaism, the significance of Hammurabi's Code, the art and architecture of Egypt, the impact of Egyptian trade in the eastern Mediterranean and Nile Valley, the evolution of language and its written forms, and cultural contributions and their effect on modern everyday life.**
6: 4-5, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-53, 54-57, 64-65, 66-67, 70-71, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-97

- 3. analyze the geographic, political, economic, and social structures of ancient China and India with emphasis on the location and description of the river systems and the physical settings that supported the rise of these civilizations; the geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that region from the rest of the world; the significance of the Aryan invasions in India with emphasis on the social structure of the caste system; the major beliefs and practices of Hinduism; the major beliefs and practices of Buddhism and how it spread to other regions, especially during the Mauryan Empire; the fundamental teachings of Confucianism and Taoism; the policies, achievements, and political contributions of the Qin and Han dynasties in China; the locations and significance of the trans-Eurasian "silk roads"; and cultural contributions and their effect on modern everyday life.**
6: 98-99, 101-103, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 123-124, 125-126, 127, 128-129, 130-131, 132-133, 134-135, 136-139, 140-143, 146-147, 150-151

- 4. analyze the geographic, political, economic, and social structures of the early civilization of Ancient Greece with emphasis on the location and physical setting that supported the rise of this civilization; the connections between geography and the development of city-states, including patterns of trade and commerce; the transition from tyranny and oligarchy to early democratic forms of government and the significance of citizenship; the differences between Athenian, or direct, democracy and representative democracy; the significance of Greek mythology to the everyday life of people in ancient Greece and its influence on modern literature and language; the similarities and differences between life in Athens and Sparta; the rise of Alexander the Great in the north and the spread of Greek culture; and the cultural contributions in the areas of arts, science, language, architecture, government and philosophy.**
6: H6-H7, 237-241, 243, 244-245, 246-251, 252-253, 254-255, 256-257, 258-259, 260-263, 264-265, 266-267, 268-269, 270-271, 272-273
- 5. analyze the geographic, political, economic, and social structures in the development of Rome with emphasis on the location and physical setting that supported the rise of the Roman republic; the significance of the republican form of government; the political and geographic reasons for the growth of the Roman Empire; the influence of Julius Caesar and Augustus in Rome's transition from republic to empire; the origin and spread of Christianity during the Roman Empire; and the cultural contributions in the areas of art, architecture, technology, science, literature, language, and law.**
6: 237-241, 274-275, 276-277, 278-279, 282-283, 284-285, 286-287, 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 310-311
- 6. analyze the geographic, political, economic, and social structures of the Mesoamerican and Andean civilizations with emphasis on the locations and physical settings of Mexico, Central and South America that supported the rise of these civilizations; the geographic influence on Mayan, Aztec, and Incan economies, their trade, and the development of urban societies; the roles of people in each society, including class structures, family life, warfare, beliefs, and slavery; the reasons that the Spanish were able to defeat Aztec and Inca Empires; the artistic and oral traditions and architecture of the three civilizations; and the cultural contributions especially in the areas of astronomy, mathematics, and agriculture.**
6: 153, 154-157, 159, 160-161, 162-163, 164-165, 168-173, 174-175, 176-177, 178-179, 180-181, 182-183, 187-189, 196-197, 198-199, 200-201, 202-203, 204-205