A Correlation of

SCOTT FORESMAN
SOCIAL STUDIES

to the

South Dakota
Social Studies Standards

Grades K-5
Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using Scott Foresman Social Studies in meeting the South Dakota Social Studies Standards. Correlation page references are to the Teacher’s Edition. Lessons in the Teacher’s Edition contain 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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U.S. HISTORY STANDARDS
K-2

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.
✓ Students are able to identify examples of legendary and/or historical American figures.

TE: First Americans, 255-258; Explorers, 259–262; Thanksgiving, 263-266; Celebrations, 267-270; Changes in Travel, 271–274; Scientists and Inventors, 275–279; Bibliography, 8, 58, 108, 174, 240, 290

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.
✓ Students are able to identify local and national celebrations.

TE: Holidays, 93-96, 263-266, 267-270; School at Home, TR11; Calendar Activities, TR17–TR28

WORLD HISTORY
K-2

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.
Note: Mastery is not expected at this grade level.

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.
Note: Mastery is not expected at this grade level.

GEOGRAPHY STANDARDS
K-2

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

K.G.1.1. (Application) Use map colors to recognize land and water.
K.G.1.2. (Comprehension) Compare the globe and a map as models of the Earth.

TE: Globe, 221–224; Maps, 34, 73-76, 209-212, 213-216, 217-220

K.G.1.3. (Application) Demonstrate familiarity with the layout of their own school.

TE: Our School Map, 34; A Simple Map, 209; Map the School, 212; Make a Map, 212; Treasure Hunt, 212

CIVICS (GOVERNMENT) STANDARDS
K-2

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

✓ Students are able to identify patriotic symbols and participate in activities.

TE: Celebrations, 93–97; National Symbols, 251-254; Holidays, 263–270; End with a Song, 280-282; Family Celebrations, 309–312

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

✓ Students are able to recognize the important actions required in demonstrating citizenship.

TE: Getting Along, 27–30; Solving Problems, 39–42, 149, 226; Alike and Different, 301–304; Citizenship, 38, 72, 78, 83, 87, 215, 243, 253, 254, 266, 270

✓ Name the attributes of a good citizen.

TE: Citizenship, 38, 72, 78, 83, 87, 215, 243, 253, 254, 266, 270

ECONOMICS STANDARDS
K-2

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.
K.E.1.1. (Knowledge) Identify occupations with simple descriptions of work.

TE: Work, 119-122; Jobs, 123-126; Jobs Then and Now, 127-130

K.E.1.2. (Knowledge) Identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).


K.E.1.3. (Comprehension) Describe the role of money in everyday life.

TE: Earning Money, 131–134; Using Money, 135–138; Making Choices, 139–142
Scott Foresman Social Studies—All Together
to the
South Dakota Social Studies Standards
Grade One

U.S. HISTORY STANDARDS
K-2

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

1.US.1.1. (Application) Use timelines from birth to present to relate self and family to changes over time.

SE/TE: Read a Time Line, 146–147; Time Lines, 166, 180, 210–211, 252–253
Additional TE Pages: Living Time Lines, 149a

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

1.US.2.1. (Comprehension) Connect people and events honored in commemorative holidays.

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

WORLD HISTORY
K-2

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Note: Mastery is not expected at these grade levels.

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

✓ Students are able to identify holidays celebrated in other countries.

SE/TE: Chinese New Year, 66-67
GEOGRAPHY STANDARDS
K-2

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

1.G.1.1. (Application) Construct a simple map using a map key and at least three symbols.

SE/TE: Construct a Map, 54–55, 55a, 60–61, 61a, 74a, 74–75, 79a, 121, 123a, 179, 182, 265a

1.G.1.2. (Application) Use a picture map to locate an address.


1.G.1.3. (Knowledge) Identify a continent as a large land mass and an ocean as a large body of water.


CIVICS (GOVERNMENT) STANDARDS
K-2

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

1.C.1.1. (Knowledge) Identify American symbols and landmarks.

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

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

1.C.2.1. (Knowledge) List rules in different groups for different situations.

SE/TE: Rules We Follow, 22-25; Community Laws, 70-71
Additional TE Pages: Rules of the Game, 22a; Rules, 27a; Choose a Rule, 70a

1.C.2.2. (Knowledge) Identify the attributes of good citizenship.
ECONOMICS STANDARDS
K-2

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

1.E.1.1. (Knowledge) Define goods and services.


1.E.1.2. (Comprehension) Explain choices families have to make when buying goods and services.

SE/TE: Spending and Saving, 104-105; Kid’s Kitchen, 112-113

Additional TE Pages: What Will You Buy? 104a; Piggy Bank Saving, 107a
Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

2.US.1.1. (Application) Place important historical events in the order in which they occurred.

**SE/TE:** Read a Time Line, 226-227; Time Lines, 240, 256-257; Sequence, 107, 109, 120, 121, 122, 172, 173, 200-201, 202, 226, 230, 239, 256, 268

2.US.1.2. (Comprehension) Compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.

**SE/TE:** Then and Now, 22–23, 66–67, 138–139, 229–229

2.US.1.3. (Comprehension) Describe ways historical figures contributed to modern-day life.


Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

2.US.2.1. (Comprehension) Compare ways different cultures shared traditions.

**SE/TE:** Flags Around the World, 186–187; People Celebrate, 256–259; Spring, 260–261; Landmarks Around the World, 270–271

**Additional TE Pages:** Culture, 18; Special Days, 256a; People Celebrate, 256–259; Picturing Spring Celebrations, 261

**WORLD HISTORY**

K-2
Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

*Note: Mastery is not expected at these grade levels.*

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

2.W.2.1. (Comprehension) Compare holidays celebrated in different countries.

**SE/TE:** People Celebrate, 256–259; Spring, 260–261

**Additional TE Pages:** Culture, 18; Special Days, 256a; People Celebrate, 256–259; Picturing Spring Celebrations, 261

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**GEOGRAPHY STANDARDS K-2**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

2.G.1.1. (Application) Construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.

**SE/TE:** For related information see: Mapmaking, 19, 21, 33, 39, 46, 61, 125a, 125, 215

2.G.1.2. (Knowledge) Use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.

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

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**CIVICS (GOVERNMENT) STANDARDS K-2**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

2.C.1.1. (Comprehension) Explain the difference between rules and laws.
2.C.1.2. (Analysis) Identify why laws are needed in a community and why there are legal consequences for lawbreakers.

SE/TE: Rules and Laws, 4, 9, 33, 44, 154, 156

2.C.1.3. (Comprehension) Explain the basic political roles of leaders in the larger community.


Additional TE Pages: Diagram Leadership, 133a; In the Mayor’s Chair, 154a; Community Government, 155; Our Town, 159a; Familiar Leaders, 161; The President’s Job, 166a

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

2.C.2.1. (Application) Describe the meaning of majority rule and its related function in a democracy.


ECONOMICS STANDARDS K-2

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

2.E.1.1. (Knowledge) Identify the differences between natural resources and human resources and how they are used.

SE/TE: Choosing Goods and Services, 104–105; Services in Our Community, 112–115; Goods from the Factory to You, 120a–123; Can You Guess These Workers? 140–141; Countries Trade and Move Goods, 134–137; From My Orchard to You, 68-71; Our Earth’s Resources, 76-79; Caring for Our Resources, 82-85; Biography: Rachel Carson, 86–87

2.E.1.2. (Comprehension) Explain the importance of making informed decisions about spending, borrowing, and saving.
SE/TE: Choosing Goods and Services, 104–107; Make a Decision, 108–109; A Trip to the Bank, 126-129; Read a Pie Chart, 130–131; Review, 142-143, 178
Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

3.US.1.1. (Knowledge) Identify the obstacles and successes of the early settlers and Native Americans in creating communities.


Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

3.US.2.1. (Knowledge) Describe characteristics of a community.

SE/TE: Communities, 10–17; United States Communities, 18–25; World Communities, 26–31; A Rural Community, 38–41; A Suburban Community, 42–45; An Urban Community, 48–55; Moving to a New Community, 74–77; Learning New Customs, 78–79; What’s Your Community’s Environment? 142–147

3.US.2.2. (Knowledge) Identify a community’s culture and history.

WORLD HISTORY STANDARDS
3-5

Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.

3.W.1.1. (Knowledge) Identify events as past or present.

SE/TE: Make a Time Line, 275, 339; Time Lines, 248–249; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235; Then And Now, 44, 154, 331, 360; Reading Social Studies: Compare and Contrast, 70–71

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

3.W.2.1. (Knowledge) List the reasons why people immigrate.

SE/TE: People Move from Place to Place, 72–73; Moving to a New Community, 74–77; Learning New Customs, 78–79; Map Adventure: Boston, 80–81; Citizen Heroes: A Country for Everyone, 82–83; Where Did They Come From? 84–89; A New Life in America, 90–95

GEOGRAPHY STANDARDS
3-5

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

3.G.1.1. (Knowledge) Identify and use map components.


3.G.1.2. (Knowledge) Identify locations in a community by using grid systems.

3.G.1.3. (Application) Locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.

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

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

3.G.2.1. (Knowledge) Identify reasons people move and how it affects their communities.

**SE/TE:** People Move from Place to Place, 72–73; Moving to a New Community, 74–77; Learning New Customs, 78–79; Map Adventure: Boston, 80–81; Citizen Heroes: A Country for Everyone, 82–83; Where Did They Come From? 84–89; A New Life in America, 90–95

**CIVICS (GOVERNMENT) STANDARDS**

3-5

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

3.C.1.1. (Comprehension) Explain human relationships and roles in a community

**SE/TE:** Community Services, 384–387; Community Leaders, 390–395; State Government, 398–401; Review, 404–405

3.C.1.2. (Comprehension) Recognize government agencies and their roles in a community.

**SE/TE:** Governments in the Past, 358–361; United States Government, 366–371; Your Local Government, 382–383; Community Services, 384–387; Community Leaders, 390–395; State Government, 398–401; Review, 404–405

3.C.1.3. (Comprehension) Explain the meaning and importance of the Constitution and Declaration of Independence.

**SE/TE:** The Magna Carta and the U.S. Constitution, 360; United States Government, 366–371; Literature and Social Studies: The Declaration of Independence, 367

3.C.1.4. (Comprehension) Explain why communities have rules and laws.
Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

3.C.2.1. (Knowledge) Identify the rights and responsibilities of citizenship in students’ own communities.


ECONOMICS STANDARDS
3-5

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

3.E.1.1. (Comprehension) Explain ways producers use resources to produce goods and services.

SE/TE: Using Resources, 318–323; Diagram, 324–325; Depending on Others, 328–333

3.E.1.2. (Knowledge) Identify goods and services available in the students’ communities.

SE/TE: Goods and Services, 307; The Amount of a Product, 308; Government Services, 354–355; Community Services, 384–387

3.E.1.3. (Knowledge) Identify the relationships between taxation and government service.

SE/TE: Taxes, 362, 363, 377, 387
Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

4.US.1.1. (Comprehension) Explain factors affecting the growth and expansion of South Dakota.

SE/TE: For related information see: The Badlands of South Dakota, 242–245; The Fur Trade, 264–269; Building Farms, 270–275; Hub of the Nation, 276–282

4.US.1.2. (Knowledge) Identify basic environmental, economic, cultural, and population issues of concern to South Dakota.

SE/TE: For related information see: The Badlands of South Dakota, 242–245; The Fur Trade, 264–269; Building Farms, 270–275; Hub of the Nation, 276–282

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

4.US.2.1. (Knowledge) Describe the impact of significant turning points on the development of the culture in South Dakota.

SE/TE: For related information see: The Badlands of South Dakota, 242–245; The Ojibwa, 256–261; The Fur Trade, 264–269; Building Farms, 270–275; Hub of the Nation, 276–282

4.US.2.2. (Comprehension) Explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.


4.US.2.3. (Comprehension) Describe the influence of notable South Dakotans on the development of our state.
SE/TE: Students examine the lives of important individuals in America as they read Biography pages 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, and 407.

WORLD HISTORY STANDARDS
3-5

Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.

4.W.1.1. (Comprehension) Describe how wars affected South Dakotans.

SE/TE: For related information see: World War II, 53, 329, 330, 405, 406

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

4.W.2.1. (Knowledge) Describe influences of European cultures on South Dakota communities.

SE/TE: For related information see: The Badlands of South Dakota, 242–245; The Fur Trade, 264–269; Building Farms, 270–275; Hub of the Nation, 276–282

GEOGRAPHY STANDARDS
3-5

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

4.G.1.1. (Comprehension) Compare regions of the United States to South Dakota.


4.G.1.2. (Application) Locate major South Dakota geographical and political features.

SE/TE: The Badlands of South Dakota, 242–245
4.G.1.3. (Application) Locate major United States political features.


**Indicator 2:** Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

4.G.2.1. (Knowledge) Describe how the resources of various regions and the state of South Dakota affected the growth of each.


**CIVICS (GOVERNMENT) STANDARDS 3-5**

**Indicator 1:** Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

4.C.1.1. (Comprehension) Describe the way the government provides for the needs of its citizens.

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

4.C.1.2. (Knowledge) Describe key events related to South Dakota’s entry into statehood.

**SE/TE:** For related information see: The Strengths of Our Freedoms, 56–59; The Badlands of South Dakota, 242–245

**Indicator 2:** Analyze the constitutional rights and responsibilities of United States citizens.

4.C.2.1. (Knowledge) Describe the actions and rights of a responsible citizen.
ECONOMICS STANDARDS

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

4.E.1.1. (Comprehension) Describe how the economic needs of South Dakotans and people in other regions of the United States have been met.

SE/TE: The Land of Plenty, 66-71; Trade Then and Now, 72-79; Transportation and Communication, 80-86; Review, 88-89; Cities and Industry, 145

4.E.1.2. (Comprehension) Define profit and loss and explain how businesses take risks in order to make a profit.

SE/TE: Human Resources, 31; The Land of Plenty, 66-71; Trade Then and Now, 72-79; Interdependent, 81-82; Review, 88-89; Workers, 143, 146, 147, 260, 261; Cities Grow and Change, 142–146; Andre Carnegie, 147

4.E.1.3. (Knowledge) Identify how government pays for the goods and services it provides.

SE/TE: For related information see: Earning and Learning, 66–71, 72–79, 80–82
Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

5.US.1.1. (Comprehension) Differentiate the lifestyles of various Native American tribes.


5.US.1.2. (Knowledge) Identify key early American explorers and their accomplishments.

SE/TE: European Explorers, 110–115; The Voyages of Columbus, 134–139; Different Worlds Collide, 142–145; Life in New Spain, 146–150; The Spanish Move North, 232–239; French Explore the Mississippi, 240–245

5.US.1.3. (Knowledge) Identify influential people and key events during the American Revolution.

SE/TE: The Road to War, 266; Trouble Over Taxes, 268–275; The Colonists Rebel, 276–285; The Revolution Begins, 286–291; Declaring Independence, 296–31; Patriots at War, 302–313; The World Turned Upside Down, 314–321

5.US.1.4. (Knowledge) Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865.

SE/TE: Forming a New Government, 336–359; The young United States, 360–387; Times of Change, 400–427; People Moving South and West, 428–449; A Divided Nation, 462–489; War and Reconstruction, 490–523

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

5.US.2.1. (Knowledge) Identify the reasons that led to the development of colonial America.

5.US.2.2. (Knowledge) Describe the political relationship between the colonies and England.


5.US.2.3. (Comprehension) Compare and contrast social, economic, and philosophical differences between the North and the South.

SE/TE: North and South Grow Apart, 464–469; Resisting Slavery, 470–475; The Struggle Over Slavery, 476–483

WORLD HISTORY STANDARDS
3-5

Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.

5.W.1.1. (Knowledge) Identify the causes and effects of European exploration and their impact.

SE/TE: Traveling Asia’s Silk Road, 102–105; Africa’s Trading Empires, 106–19; European Explorers, 110–115; The Voyages of Columbus, 134–139; Different Worlds Collide, 142–145; The Spanish Move North, 232–239; French Explore the Mississippi, 240–245

5.W.1.2. (Comprehension) Describe the impact other countries had on the United States through exploration, trade, and conflict.


Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.
5.W.2.1. (Knowledge) Identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially.


GEOGRAPHY STANDARDS
3-5

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

5.G.1.1. (Application) Apply longitude and latitude to find absolute locations on a map and globe.


5.G.1.2. (Application) Compare maps of different types and scales.


Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

5.G.2.1. (Comprehension) Describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.


5.G.2.2. (Comprehension) Explain explorers’ discoveries in the New World.
CIVICS (GOVERNMENT) STANDARDS
3-5

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

5.C.1.1. (Knowledge) Define basic differences between various forms of government.


5.C.1.2. (Comprehension) Define and describe the roles of democratic government of the United States.


Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

5.C.2.1. (Comprehension) Describe how volunteerism helped develop the United States.

SE/TE: Citizen Heroes, 40, 92, 184, 274, 422, 504, 668

ECONOMICS STANDARDS
3-5

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

5.E.1.1. (Comprehension) Describe the role of trading in early United States history.

5.E.1.2. (Knowledge) Describe examples of various institutions that make up economic systems.


5.E.1.3. (Comprehension) Describe key economic events prior to 1865 leading to the expansion of territories in the United States.

**SE/TE:** Jefferson Looks West, 370–377; Another War with Britain, 380–386; Settling the South and Texas, 430–437; Trail to the West, 438–441; The Golden State, 442–447
Indicator 1: Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.

The committee, with input from educators throughout the state, revised the former sixth through eighth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History in eighth grade.

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

The committee, with input from educators throughout the state, revised the former sixth through eighth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History in eighth grade.

WORLD HISTORY STANDARDS

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.


SE/TE: Digging Up the Past, 8–9; Early Gatherers and Hunters, 10–17; Early Farmers, 18–23; Developing Cultures, 26–29

6.W.1.2. (Analysis) Explain the development of the River Valley Civilizations based on their geographic locations.

SE/TE: The Fertile Crescent, 34–39; The Lifeline of the Nile, 78–81; The Geography of China, 100–103; The Geography of South Asia, 122–125; Geography of Mesopotamia, 162–165

6.W.1.3. (Analysis) Explain the development of Mediterranean civilizations.

SE/TE: Ancient Greece, 244–245; The Geography of Greece, 246–251; The Greek City-States, 252–257; The Golden Age of Athens, 260–265; Alexander the Great,
6.W.1.4. (Analysis) Explain the development of the Middle Eastern civilizations.

SE/TE: The Fertile Crescent, 34–39; Mesopotamia, 40–47; Babylon and Assyria, 48–53; Hebrews, Phoenicians, and Lydians, 54–59

6.W.1.5. (Analysis) Explain the development of the African empires.

SE/TE: African Empires, 368–369; Geography of Africa, 370–373; West African Kingdoms, 374–379; East Central, and Southern Africa, 380–386

6.W.1.6. (Analysis) Explain the development of the Mesoamerican/Andean empires.


6.W.1.7. (Analysis) Summarize the political, economic, and social changes that occurred during the Middle Ages.

SE/TE: Medieval Europe, 390–391; Geography of Europe, 392–395; Rulers and Invaders, 396–399; Life in the Middle Ages, 400–405; Crusades, Trade, and the Plague, 406–411; Review, 418–419

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

6.W.2.1. (Analysis) Describe how the structure of Stone Age society changed because of the agricultural revolution.

SE/TE: Early Farmers, 18–23

6.W.2.2. (Comprehension) Identify the cultural contributions of the River Valley civilizations.

SE/TE: Mesopotamia, 40–47; Babylon and Assyria, 48–53; Hebrews, Phoenicians, and Lydians, 54–59; Life in Egypt, 84–91; Nubia and Egypt, 92–95; China’s Past, 106–113; Legacy of Thought, 114–117; India and Persia, 128–135; Hinduism, 136–139; Buddhism, 140–143

6.W.2.3. (Comprehension) Identify the cultural contributions of the Mediterranean civilizations.
SE/TE: The Greek City-States, 252–257; The Golden Age of Athens, 260–265; Alexander the Great, 266–271; Ancient Rome, 274–275; Rome’s Beginnings, 276–279; The Roman Republic, 282–287; The Roman Empire, 288–293; The Rise of Christianity, 294–297; Rise and Fall, 298–300

6.W.2.4. (Comprehension) Identify the cultural contributions of the Middle Eastern civilizations.

SE/TE: The Fertile Crescent, 34–39; Mesopotamia, 40–47; Babylon and Assyria, 48–53; Hebrews, Phoenicians, and Lydians, 54–59

6.W.2.5. (Comprehension) Identify the cultural contributions of the African empires.

SE/TE: West African Kingdoms, 374–379; East Central, and Southern Africa, 380–386

6.W.2.6. (Comprehension) Identify the cultural contributions of the Mesoamerican/Andean empires.


6.W.2.7. (Comprehension) Identify the cultural contributions of the Middle Ages.

SE/TE: Rulers and Invaders, 396–399; Life in the Middle Ages, 400–405; Crusades, Trade, and the Plague, 406–411

GEOGRAPHY STANDARDS
6-8

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

The committee, with input from educators throughout the state, revised the former sixth through eighth seventh grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of Geography in seventh grade.

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

The committee, with input from educators throughout the state, revised the former sixth through eighth seventh grade social studies standards to facilitate effective instruction
and student mastery with emphasis on an in-depth study of Geography in seventh grade.

CIVICS (GOVERNMENT) STANDARDS
6-8

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

6.C.1.1. (Application) Relate forms of governments to their civilizations.


6.C.1.2. (Synthesis) Identify relationships of events, ideals, and written documents to changes in civilizations.


Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.


Additional TE Pages: Citizenship Strand, 17, 88, 199, 305, 351, 573, 609, 649, and 647

ECONOMICS STANDARDS
6-8

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.
6.E.1.1. (Application) Explain societies’ attempts to satisfy their basic needs and wants by utilizing resources.


6.E.1.2. (Knowledge) Identify basic economic systems through the Middle Ages.


6.E.1.3. (Application) Identify the effects of economic systems on society.