

A Correlation of

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

© 2011

to the

IOWA
Core Curriculum

Grades K - 6



G/SS-52

INTRODUCTION

This document demonstrates how **Scott Foresman Social Studies** © 2011 meets the *Iowa Core Curriculum for Social Studies (2009)*. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition contain facsimile pages of the Student Edition.

Scott Foresman is pleased to introduce our **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 © 2011, Here We Go
to the
Iowa Core Curriculum
Kindergarten**

Iowa Core Curriculum Kindergarten	Scott Foresman Social Studies
Social Studies	
1: Behavioral sciences include, but are not limited to, the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.	
1.1: Understand the changing nature of society.	
1.1.1: Society is constantly changing because people are constantly changing. Individuals grow and change due to factors such as the environment, economy and technology. These individual changes affect society because society is made up of the people within it. Including but not limited to:	
1.1.1.1: Identify and describes people who make up the society in which they live.	10-11, 12-13, 43-46, 255-258
1.1.1.2: Explain that as people change, the society they live in also changes.	127-130
1.1.1.3: Explain that as the world changes, people also change.	127-130
1.2: Understand all people have individual traits.	
1.2.1: People have individual traits, personalities, interests, talents, and challenges that impact their behavior. Including but not limited to:	
1.2.1.1: Identify and understands various individual traits.	10-11, 12-13, 19-22
1.2.1.2: Explain that traits combine to form an individual's personality.	19-22, 27-30, 301-304
1.2.1.3: Identify individuals who have various interests, challenges and talents.	12-13, 43-46, 60-61, 123-126, 267-270, 275-278
1.3: Understand interactions between self and the peer group.	
1.3.1: Society consists of individuals who form groups. All the actions of the individual as well as interactions with the group affect the success of the society. Including but not limited to:	
1.3.1.1: Recognizes that people have a responsibility to their group/society.	12-13, 27-30, 35-38, 39-42, 72, 77-80, 81-84, 85-88, 119-122
1.3.1.2: Understands that a peer group is composed of those with whom a person lives, works or plays.	10-11, 12-13, 19-22, 35-38, 39-42, 292-296
1.3.1.3: Explains how an individual's actions will affect a group.	12-13, 27-30, 35-38, 39-42, 72, 81-84, 85-88, 119-122
1.3.1.4: Gives examples of how working collectively is more powerful than working individually and allows a group's strengths to overcome challenges.	35-38, 39-42, 72, 85-88, 119-122
1.4: Understand the relationship of the individual to the components of society and culture.	
1.4.1: Society is created by individuals who live, work and play together. Individuals in society are members of families, neighborhoods and communities. In addition, society is affected by a broad range of cultural elements such as religion, media and language. Including but not limited to:	
1.4.1.1: Compare how families, neighborhoods, and communities vary both locally and around the world.	19-22, 23-26, 62-63, 69-72, 89-92, 112-113, 158, 217-220, 255-258, 263-266, 292-293, 301-304, 309-312, 317-320, 321-324, 325-328

Iowa Core Curriculum Kindergarten	Scott Foresman Social Studies
1.4.1.2: Identify specific characteristics of various families, neighborhoods, and communities.	19-22, 23-36, 60-61, 62-63, 69-72, 89-92, 112-113, 158, 176-177, 217-220, 255-258, 263-266, 292-293, 301-304, 305-308, 309-312, 317-320, 321-324, 325-328
1.4.1.3: Describe how an individual makes choices based on individual, family, neighborhood, and community perspectives.	27-30, 35-038, 39-42, 139-142, 267-270
2: Economics addresses the production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.	
2.1: Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.	
2.1.1: Scarcity and economic trade offs are essential to all economic activity. They affect resources, spending, prices, income and production decisions made by households, businesses and countries in today's global economy. The unequal distribution of resources locally and throughout the world creates economic conditions of wealth and poverty which in turn have an impact on how people live. Including but not limited to:	
2.1.1.1: Identify and describe types of resources and that they are limited.	40
2.1.1.2: Identify the economic trade-offs that individuals and households weigh when making decisions involving the use of limited resources.	139-142
2.2: Understand that the basic nature of economics is an exchange of resources.	
2.2.1: Individuals in a society need to purchase many items for their daily lives. These include things such as shelter, food, clothing, etc. Money is usually exchanged for items that people need or want. Including but not limited to:	
2.2.1.1: Understand that fulfilling needs and wants requires economic resources.	134
2.2.1.2: Describe how people exchange money for the resources they need.	135-138
2.2.1.3: Explain why an individual may in some situations exchange goods for other goods rather than exchanging money for goods.	Related Content: 135-138
2.3: Understand how governments throughout the world influence economic behavior.	
2.3.1: Government policies influence the economy. The government regulates certain businesses and economic processes. Including but not limited to:	
2.3.1.1: Explore how government provides relief in emergencies.	Related Content: 85-88
2.3.1.2: Describe the purpose of taxes.	Related Content: 135-138
2.4: Understand people in all parts of the world trade with one another.	
2.4.1: People trade within communities, across the nation and around the world. Goods and services in one area can be provided to people in other parts of the nation and the world. Including but not limited to:	
2.4.1.1: Understand why industries which produce goods and services vary from place to place.	199
2.4.1.2: Explain how and why people trade with others in various places for many reasons, including a lack of local resources and price differences.	161
2.4.1.3: Explain how goods are transported locally, regionally, nationally and globally.	159-162, 271-274

Iowa Core Curriculum Kindergarten	Scott Foresman Social Studies
2.5: Understand that changes in technology impact individuals, the economy and society.	
2.5.1: Technology directly impacts peoples' lives. As technological changes occur, the way individuals work and live changes as well. Including but not limited to:	
2.5.1.1: Understand the concept of technology as the tools that we create and use to fulfill our needs and wants.	126, 127-130, 275-278, 313-316
2.5.1.2: Identify the technology individuals use in their daily lives.	126, 127-130, 271-274, 275-278, 313-316
2.5.1.3: Explore how technology impacts the economy and society.	126, 127-130, 271-274, 275-278, 313-316
2.6: Understand the universal economic concept of needs and wants.	
2.6.1: Needs are the essentials, the basics of life that we cannot live without. Wants are items, activities or services that are not necessary for survival. Including but not limited to:	
2.6.1.1: Define the concepts of wants and needs.	110-111, 143-146, 147-150, 151-154, 155-159
2.6.1.2: Identify universal human needs.	23-26, 110-111, 143-146, 147-150, 151-154, 155-158
2.6.1.3: Explain how needs and wants impact the quality of an individual's life.	143-146, 147-150, 151-154, 155-158
3: Geography is the study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.	
3.1: Understand the use of geographic tools to locate and analyze information about people, places, and environments.	
3.1.1: Some of the tools geographers use to make sense of the world include maps, globes, and photographs. These tools are needed to look at and understand people and the places they live. Including but not limited to:	
3.1.1.1: Distinguish between the different types of maps.	209-212, 212-215, 217-220
3.1.1.2: Label the basic parts of a map.	31-34, 60-61, 73-76, 209-212, 213-216, 217-220
3.1.1.3: Understand that a globe represents the world.	178-179, 211, 221-224
3.1.1.4: Recognize the United States and Iowa on a map.	213-216
3.2: Understand how geographic and human characteristics create culture and define regions.	
3.2.1: The basic unit of geographic study is the region, an area that has common characteristics. Regions help us understand and study the various types of land, the people who live there, and their cultures. Including but not limited to:	
3.2.1.1: Classify the various kinds of regions.	176-177, 178-179, 192-195, 197-200, 201-204, 205-208
3.2.1.2: Identify where Iowa is located in the United States.	213-216
3.2.1.3: Compare and contrast Iowa's characteristics to other places in the United States.	216
3.2.1.4: Compare and contrast Iowa's characteristics to other regions in the world.	19-22, 93-96, 301-304, 317-320
3.3: Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.	

Iowa Core Curriculum Kindergarten	Scott Foresman Social Studies
3.3.1: Physical and human characteristics of places help us learn how people work and live within their environment. Some characteristics can cause people to move to or away from a place. Including but not limited to:	
3.3.1.1: Explain the reasons people choose for living where they do.	69-72, 139-142
3.3.1.2: Compare and contrast the differences between a neighborhood, town, city, state and country.	23-26, 69-72, 89-92, 158
3.4: Understand how geographic processes and human actions modify the environment and how the environment affects humans.	
3.4.1: The environment provides basic needs of life, such as air, water, food, and other natural resources. Environmental changes impact people and people impact the environment. Including but not limited to:	
3.4.1.1: Explain how people interact with the environment and how those interactions have consequences.	96, 193-196, 225-228
3.4.1.2: Explain ways in which people care for the environment.	96, 193-196, 225-228
3.4.1.3: Describe how weather impacts an environment.	151-154, 176, 178-179, 185-188, 189-192
4: History is the study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.	
4.1: Understand people construct knowledge of the past from multiple and various types of sources.	
4.1.1: Students use many sources and types of information to understand history. Various skills help students make sense of this information about the past. As they build skills and encounter numerous types of information, students construct increasingly complex understandings of history. Including but not limited to:	
4.1.1.1: Read and interpret historical narratives - fiction and non-fiction.	127-130, 255-258, 259-262, 263-266, 271-274, 275-279, 313-316
4.1.1.2: Study and analyze primary sources (such as letters, newspapers, diaries, physical artifacts, video and photographs).	255-258, 263-266, 267-270, 313-316
4.1.1.3: Combine various sources into a narrative understanding of past events and topics.	255-158, 259-262, 263-266, 271-274
4.2: Understand how and why people create and participate in governance.	
4.2.1: Governing systems begin with the family unit and expand through local, national and international organizations and institutions. Government has played a role in many events of the past, and people have influenced that role. Including but not limited to:	
4.2.1.1: Explore change over time through the lens of evolving government services, such as the postal service and community infrastructure such as sewer systems, roads, water systems, schools, etc.).	271-274
4.2.1.2: Explore how government has reacted to problems in the past, such as social, environmental, political and/or economic issues and how the government's actions affected individuals.	Related Content: 255-258, 267-270

Iowa Core Curriculum Kindergarten	Scott Foresman Social Studies
4.2.1.3: Explore how individuals influenced government actions in past events.	267-270
4.3: Understand culture and cultural diffusion affects the development and maintenance of societies.	
4.3.1: Culture plays a crucial role in the development of societies across time. Culture influences the interactions of various social groups as well as economic and political decisions. Culture provides the means for expressing individual or collective beliefs which can include religious practices, literature, music, and art. Including but not limited to:	
4.3.1.1: Explore change over time through the lens of evolving culture, such as religious practices, literature, food, dance, music, and art.	255-258, 263-266, 317-320, 321-324
4.3.1.2: Describe the methods by which a society transmits culture across time, such as storytelling, songs, religious services, food, clothing, holiday customs, etc.	93-96, 255-258, 263-266, 267-270, 294-295, 309-312, 317-320, 321-324, 325-328
4.3.1.3: Compare and contrasts the culture of the politically and economically dominant groups with the culture of minority groups.	267-270
4.3.1.4: Survey the ways in which a society dealt with the introduction or influence of another society's culture.	263-266
4.4: Understand individuals and groups within a society may promote change or the status quo.	
4.4.1: History is often shaped by highly visible movements and major events or tensions among various groups. The actions of a group or even one individual can change the course of history. Including but not limited to:	
4.4.1.1: Identify specific individuals who affected historical development in positive or negative ways.	244-245, 267-270, 275-278
4.4.1.2: Explore how the actions and motivations of individuals and groups affected the development of an historical event.	259-262, 267-270, 275-278
4.5: Understand economic needs and wants affect individual and group decisions.	
4.5.1: Economic needs and wants have influenced political, social, and cultural structures throughout time. As technology has become more complex the ability of individuals or groups to control economic resources has affected the environment and society. Including but not limited to:	
4.5.1.1: View change over time through the lens of major technological developments.	91, 127-130, 244-245, 271-274, 275-278, 313-316
4.5.1.2: Explore how the nature of work has changed over time.	127-130
4.5.1.3: Explain the ways in which economic factors influence the movement of people.	259-262, 271-274
4.6: Understand relationships between geography and historical events.	
4.6.1: Throughout time, history and geography have been intertwined. To fully understand one, there must be a solid foundation of knowledge regarding the other. Geography has provided the context in which history has occurred and therefore has impacted historical events. Including but not limited to:	
4.6.1.1: Explore how societies throughout time have evolved in or migrated into specific places, and have both affected and been affected by those places.	220, 259-262

Iowa Core Curriculum Kindergarten	Scott Foresman Social Studies
4.6.1.2: Explore how throughout time industries such as mining, agriculture and logging have both affected and been affected by the places in which they occur.	Related Content: 193-196, 201-204, 225-229
4.7: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.	
4.7.1: History can provide opportunities for students to develop analysis and critical reasoning skills. Understanding cause and effect relationships is the foundation of historical analysis. Students use critical thinking skills to question and explore historical events and issues. Including but not limited to:	
4.7.1.1: Use writings, images, artifacts and other records to describe life in the past.	255-258, 263-266, 313-316
4.7.1.2: Determine cause and effect in historic events.	259-262
4.7.1.3: Compare and contrast different experiences, beliefs, motives, traditions, hopes, and fears of people from various groups and backgrounds and at various times to analyze how these factors influenced behaviors.	259-262, 267-270, 275-278
4.7.1.4: Generate questions about a historical document, artifact, photo and historical site, to acquire information concerning it.	251-254, 255-258, 263-266, 267-270
4.7.1.5: Brainstorm alternative proposals for dealing with historic problems and analyzes the decisions.	Related Content: 255-258, 259-262, 263-266, 267-270
5: Political science is the study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual's social and political participation.	
5.1: Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens.	
5.1.1: Governments provide organizational structure for human activities. The principles of democracy allow people to participate in the government and choose their leaders. The Constitution provides the rules for the United States and defines the rights of U.S. citizens. Including but not limited to:	
5.1.1.1: Provide examples of how each person in a democracy can contribute to the decisions that affect the whole group.	27-30, 35-38, 39-42, 81-84
5.1.1.2: Understand that the Constitution provides the rules for the United States and define the rights and responsibilities of U.S. citizens.	Related Content: 27-30, 35-38, 39-42, 81-84
5.1.1.3: Describe the relationship between rights and responsibilities.	Related Content: 27-30, 35-38, 39-42, 81-84
5.1.1.4: Explore ways people contribute to their communities.	35-38, 39-42, 43-46, 85-88, 96, 267-270
5.2: Understand how government affects citizens and how citizens affect government.	
5.2.1: Government performs various services and organizing duties for its citizens. Citizens may influence the government through civic activities such as voting, petitioning, lobbying, and serving in public office. Free elections provide the fair means for citizens in the democracy to participate in local, state and national governments. Including but not limited to:	
5.2.1.1: Explore ways groups and individuals influence government action.	Related Content: 39-42, 85-88

Iowa Core Curriculum Kindergarten	Scott Foresman Social Studies
5.2.1.2: Explore ways government affects the lives of citizens.	Related Content: 27-30, 35-38, 39-42, 81-84
5.2.1.3: Analyze the election process and how it affects individuals' lives.	Related Content: 39-42
5.3: Understand the United States has a role in current world affairs.	
5.3.1: The United States' role in world affairs is varied and influenced by many factors. Awareness of these factors enhances understanding of the United States and the world. Including but not limited to:	
5.3.1.1: Explore ways the United States interacts with other nations in the world.	Related Content: 159-163
5.3.1.2: Know examples of world conflict and/or cooperation.	Related Content: 159-163

**Scott Foresman Social Studies © 2011, All Together
to the
Iowa Core Curriculum
Grade 1**

Iowa Core Curriculum Grade 1	Scott Foresman Social Studies
Social Studies	
1: Behavioral sciences include, but are not limited to, the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.	
1.1: Understand the changing nature of society.	
1.1.1: Society is constantly changing because people are constantly changing. Individuals grow and change due to factors such as the environment, economy and technology. These individual changes affect society because society is made up of the people within it. Including but not limited to:	
1.1.1.1: Identify and describes people who make up the society in which they live.	8-9, 164-167, 190-191
1.1.1.2: Explain that as people change, the society they live in also changes.	12-13, 18-19, 32-33, 72-73, 148-149, 164-167
1.1.1.3: Explain that as the world changes, people also change.	12-13, 18-19, 32-33, 72-73, 148-149, 164-167, 234-235, 246-249, 252-253
1.2: Understand all people have individual traits.	
1.2.1: People have individual traits, personalities, interests, talents, and challenges that impact their behavior. Including but not limited to:	
1.2.1.1: Identify and understands various individual traits.	8-9, 18-19, 32-33, 68-69, 72-73, 114-115, 122-123, 216-217, 222-223, 256-257
1.2.1.2: Explain that traits combine to form an individual's personality.	18-19, 32-33
1.2.1.3: Identify individuals who have various interests, challenges and talents.	10-11, 18-19, 32-33, 68-69, 72-73, 78-79, 114-115, 122-123, 162-163, 168-169, 206-207, 214-215, 216-217, 222-223, 240-240, 244-245, 246-249, 256-257, 262-263
1.3: Understand interactions between self and the peer group.	
1.3.1: Society consists of individuals who form groups. All the actions of the individual as well as interactions with the group affect the success of the society. Including but not limited to:	
1.3.1.1: Recognizes that people have a responsibility to their group/society.	H2-H3, 26-27, 32-33, 70-71, 72-73, 94-97, 136-137, 160-161, 162-163., 170-173, 214, 216-217, 218-221, 222-223
1.3.1.2: Understands that a peer group is composed of those with whom a person lives, works or plays.	8-9, 12-13
1.3.1.3: Explains how an individual's actions will affect a group.	18-19, 22-25, 68-69, 70-71, 72-73, 78-79, 94-97, 136-137, 160-161, 170-173, 214, 216-217, 222-223, 256-257
1.3.1.4: Gives examples of how working collectively is more powerful than working individually and allows a group's strengths to overcome challenges.	26-27, 68-69, 114-115, 170-173

Iowa Core Curriculum Grade 1	Scott Foresman Social Studies
1.4: Understand the relationship of the individual to the components of society and culture.	
1.4.1: Society is created by individuals who live, work and play together. Individuals in society are members of families, neighborhoods and communities. In addition, society is affected by a broad range of cultural elements such as religion, media and language. Including but not limited to:	
1.4.1.1: Compare how families, neighborhoods, and communities vary both locally and around the world.	46-47, 48-49, 50-53, 56-57, 66-67, 164-167, 188-189, 190-191, 192-193, 194-195, 202-205, 236-237, 258-261, 262-263, 264-265
1.4.1.2: Identify specific characteristics of various families, neighborhoods, and communities.	E2-E3, 46-47, 50-53, 56-57, 58-59, 66-67, 90-91, 164-167, 188-189, 190-191, 192-193, 194-195, 236-237, 256-261, 262-263, 264-265
1.4.1.3: Describe how an individual makes choices based on individual, family, neighborhood, and community perspectives.	26-27, 68-69, 72-73, 78-79, 104-105, 110-111, 112-113, 114-115, 170-173, 244-245, 262-263
2: Economics addresses the production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.	
2.1: Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.	
2.1.1: Scarcity and economic trade offs are essential to all economic activity. They affect resources, spending, prices, income and production decisions made by households, businesses and countries in today's global economy. The unequal distribution of resources locally and throughout the world creates economic conditions of wealth and poverty which in turn have an impact on how people live. Including but not limited to:	
2.1.1.1: Identify and describe types of resources and that they are limited.	104-105, 156-159, 1601-161, 162-163, 170-173
2.1.1.2: Identify the economic trade-offs that individuals and households weigh when making decisions involving the use of limited resources.	104-105
2.2: Understand that the basic nature of economics is an exchange of resources.	
2.2.1: Individuals in a society need to purchase many items for their daily lives. These include things such as shelter, food, clothing, etc. Money is usually exchanged for items that people need or want. Including but not limited to:	
2.2.1.1: Understand that fulfilling needs and wants requires economic resources.	104-105
2.2.1.2: Describe how people exchange money for the resources they need.	104-105, 106-107
2.2.1.3: Explain why an individual may in some situations exchange goods for other goods rather than exchanging money for goods.	Related Content: 104-105
2.3: Understand how governments throughout the world influence economic behavior.	
2.3.1: Government policies influence the economy. The government regulates certain businesses and economic processes. Including but not limited to:	
2.3.1.1: Explore how government provides relief in emergencies.	Related Content: 70-71
2.3.1.2: Describe the purpose of taxes.	Related Content: 70-71, 104-105

Iowa Core Curriculum Grade 1	Scott Foresman Social Studies
2.4: Understand people in all parts of the world trade with one another.	
2.4.1: People trade within communities, across the nation and around the world. Goods and services in one area can be provided to people in other parts of the nation and the world. Including but not limited to:	
2.4.1.1: Understand why industries which produce goods and services vary from place to place.	116j-119, 164-167
2.4.1.2: Explain how and why people trade with others in various places for many reasons, including a lack of local resources and price differences.	118-119
2.4.1.3: Explain how goods are transported locally, regionally, nationally and globally.	118-119, 124-125, 126-127, 252-253
2.5: Understand that changes in technology impact individuals, the economy and society.	
2.5.1: Technology directly impacts peoples' lives. As technological changes occur, the way individuals work and live changes as well. Including but not limited to:	
2.5.1.1: Understand the concept of technology as the tools that we create and use to fulfill our needs and wants.	E6-E7, H12-H13, 164-167, 234-235, 242-243, 246-249, 250-251, 252-253
2.5.1.2: Identify the technology individuals use in their daily lives.	H12-H13, 164-167, 234-235, 242-243, 246-249, 250-251, 252-253
2.5.1.3: Explore how technology impacts the economy and society.	E6-E7, H12-H13, 78-79, 164-167, 242-243, 246-249, 250-251, 252-253
2.6: Understand the universal economic concept of needs and wants.	
2.6.1: Needs are the essentials, the basics of life that we cannot live without. Wants are items, activities or services that are not necessary for survival. Including but not limited to:	
2.6.1.1: Define the concepts of wants and needs.	100-101
2.6.1.2: Identify universal human needs.	E2-E3, 12-13, 32-33, 72-73, 100-101, 192-193, 238-239, 258-261
2.6.1.3: Explain how needs and wants impact the quality of an individual's life.	72-73, 100-101
3: Geography is the study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.	
3.1: Understand the use of geographic tools to locate and analyze information about people, places, and environments.	
3.1.1: Some of the tools geographers use to make sense of the world include maps, globes, and photographs. These tools are needed to look at and understand people and the places they live. Including but not limited to:	
3.1.1.1: Distinguish between the different types of maps.	E8-E9, 54-55, 200-201
3.1.1.2: Label the basic parts of a map.	H26, 54-55, 60-61, 120-121, 200-201
3.1.1.3: Understand that a globe represents the world.	H20-H21, 154-55
3.1.1.4: Recognize the United States and Iowa on a map.	74-75,

Iowa Core Curriculum Grade 1	Scott Foresman Social Studies
3.2: Understand how geographic and human characteristics create culture and define regions.	
3.2.1: The basic unit of geographic study is the region, an area that has common characteristics. Regions help us understand and study the various types of land, the people who live there, and their cultures. Including but not limited to:	
3.2.1.1: Classify the various kinds of regions.	H16-H17, H18-H19, 150-153
3.2.1.2: Identify where Iowa is located in the United States.	74-75
3.2.1.3: Compare and contrast Iowa's characteristics to other places in the United States.	H18-H19, 150-153, 164-167
3.2.1.4: Compare and contrast Iowa's characteristics to other regions in the world.	H18-H19, 150-153, 164-163, 258-261
3.3: Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.	
3.3.1: Physical and human characteristics of places help us learn how people work and live within their environment. Some characteristics can cause people to move to or away from a place. Including but not limited to:	
3.3.1.1: Explain the reasons people choose for living where they do.	Related Content: 50-53, 56-57
3.3.1.2: Compare and contrast the differences between a neighborhood, town, city, state and country.	46-47, 50-53, 56-57, 58-59
3.4: Understand how geographic processes and human actions modify the environment and how the environment affects humans.	
3.4.1: The environment provides basic needs of life, such as air, water, food, and other natural resources. Environmental changes impact people and people impact the environment. Including but not limited to:	
3.4.1.1: Explain how people interact with the environment and how those interactions have consequences.	E2-E3, H16-H17, 136-137, 140-141, 160-161, 162-163, 164-167, 170-173
3.4.1.2: Explain ways in which people care for the environment.	26-27, 136-137, 140-141, 160-161, 162-163, 170-173
3.4.1.3: Describe how weather impacts an environment.	142-145, 148-149
4: History is the study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.	
4.1: Understand people construct knowledge of the past from multiple and various types of sources.	
4.1.1: Students use many sources and types of information to understand history. Various skills help students make sense of this information about the past. As they build skills and encounter numerous types of information, students construct increasingly complex understandings of history. Including but not limited to:	
4.1.1.1: Read and interpret historical narratives - fiction and non-fiction.	12-13, 18-19, 32-33, 34-35, 58-59, 68-69, 72-73, 122-123, 168-169, 190-191, 194-195, 196-199, 202-205, 206-207, 212-215, 216-217, 222-223, 242-243, 246, 249, 250-251, 252-253

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4.1.1.2: Study and analyze primary sources (such as letters, newspapers, diaries, physical artifacts, video and photographs).	H10-H11, 28-31, 34-35, 58-59, 188-189, 194-195, 240-241
4.1.1.3: Combine various sources into a narrative understanding of past events and topics.	H10-H11, H14-H15, 240-241
4.2: Understand how and why people create and participate in governance.	
4.2.1: Governing systems begin with the family unit and expand through local, national and international organizations and institutions. Government has played a role in many events of the past, and people have influenced that role. Including but not limited to:	
4.2.1.1: Explore change over time through the lens of evolving government services, such as the postal service and community infrastructure such as sewer systems, roads, water systems, schools, etc.).	32-33, 78-79
4.2.1.2: Explore how government has reacted to problems in the past, such as social, environmental, political and/or economic issues and how the government's actions affected individuals.	H12-H13, 18-19, 32-33
4.2.1.3: Explore how individuals influenced government actions in past events.	32-33, 68-69, 72-73, 202-205, 206-207, 214, 216-217, 222-223
4.3: Understand culture and cultural diffusion affects the development and maintenance of societies.	
4.3.1: Culture plays a crucial role in the development of societies across time. Culture influences the interactions of various social groups as well as economic and political decisions. Culture provides the means for expressing individual or collective beliefs which can include religious practices, literature, music, and art. Including but not limited to:	
4.3.1.1: Explore change over time through the lens of evolving culture, such as religious practices, literature, food, dance, music, and art.	E2-E3, E10-E11, 12-13, 102-103, 262-263
4.3.1.2: Describe the methods by which a society transmits culture across time, such as storytelling, songs, religious services, food, clothing, holiday customs, etc.	E2-E3, E10-E11, 12-13, 62-65, 184-185, 196-199, 208-209, 210-211, 212-215, 244-245, 262-263
4.3.1.3: Compare and contrasts the culture of the politically and economically dominant groups with the culture of minority groups.	18-19, 124, 262-263
4.3.1.4: Survey the ways in which a society dealt with the introduction or influence of another society's culture.	18-19, 168-169
4.4: Understand individuals and groups within a society may promote change or the status quo.	
4.4.1: History is often shaped by highly visible movements and major events or tensions among various groups. The actions of a group or even one individual can change the course of history. Including but not limited to:	
4.4.1.1: Identify specific individuals who affected historical development in positive or negative ways.	10-11, 18-19, 32-33, 68-69, 72-73, 78-79, 114-115, 122-123, 168-169, 196-199, 202-205, 206-207, 214-215, 216-217, 222-223, 240-241, 256-257
4.4.1.2: Explore how the actions and motivations of individuals and groups affected the development of an historical event.	18-19, 32-33, 68-69, 72-73, 114-115, 168-169, 196-199, 202-205, 206-207, 214-215, 216-217, 222-223

Iowa Core Curriculum Grade 1	Scott Foresman Social Studies
4.5: Understand economic needs and wants affect individual and group decisions.	
4.5.1: Economic needs and wants have influenced political, social, and cultural structures throughout time. As technology has become more complex the ability of individuals or groups to control economic resources has affected the environment and society. Including but not limited to:	
4.5.1.1: View change over time through the lens of major technological developments.	E6-E7, H12-H13, 34-35, 58-59, 78-79, 164-167, 234-235, 242-243, 246-249, 250-251, 252-253, 256-257
4.5.1.2: Explore how the nature of work has changed over time.	E4-E5, 148-149, 164-167
4.5.1.3: Explain the ways in which economic factors influence the movement of people.	Related Content: 196-199
4.6: Understand relationships between geography and historical events.	
4.6.1: Throughout time, history and geography have been intertwined. To fully understand one, there must be a solid foundation of knowledge regarding the other. Geography has provided the context in which history has occurred and therefore has impacted historical events. Including but not limited to:	
4.6.1.1: Explore how societies throughout time have evolved in or migrated into specific places, and have both affected and been affected by those places.	68-69, 168-169, 196-199
4.6.1.2: Explore how throughout time industries such as mining, agriculture and logging have both affected and been affected by the places in which they occur.	116-119, 122-123, 148-149, 164-167
4.7: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.	
4.7.1: History can provide opportunities for students to develop analysis and critical reasoning skills. Understanding cause and effect relationships is the foundation of historical analysis. Students use critical thinking skills to question and explore historical events and issues. Including but not limited to:	
4.7.1.1: Use writings, images, artifacts and other records to describe life in the past.	E2-E3, H10-H11, H12-H13, H14-H15, 18-19, 28-31, 34-35, 102-103, 188-189, 194-195, 240-241, 250-251, 252-253
4.7.1.2: Determine cause and effect in historic events.	68-69, 168-169, 196-199, 202-205, 206-207, 214, 216-217
4.7.1.3: Compare and contrast different experiences, beliefs, motives, traditions, hopes, and fears of people from various groups and backgrounds and at various times to analyze how these factors influenced behaviors.	18-19, 68-69, 72-73, 78-79, 114-115, 168-169, 196-199, 202-205, 214, 216-217, 222-223, 240-241, 244-245, 256-257, 262-263
4.7.1.4: Generate questions about a historical document, artifact, photo and historical site, to acquire information concerning it.	E2-E3, H10-H11, 18-19, 28-31, 34-35, 58-59, 188-189, 240-241, 250-251, 252-253
4.7.1.5: Brainstorm alternative proposals for dealing with historic problems and analyzes the decisions.	202-205
5: Political science is the study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual's social and political participation.	

Iowa Core Curriculum Grade 1	Scott Foresman Social Studies
5.1: Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens.	
5.1.1: Governments provide organizational structure for human activities. The principles of democracy allow people to participate in the government and choose their leaders. The Constitution provides the rules for the United States and defines the rights of U.S. citizens. Including but not limited to:	
5.1.1.1: Provide examples of how each person in a democracy can contribute to the decisions that affect the whole group.	H4-H5, 26-27, 32-33, 72-73, 186=187, 214, 218-221, 222-223
5.1.1.2: Understand that the Constitution provides the rules for the United States and define the rights and responsibilities of U.S. citizens.	E14-E15, 218-221
5.1.1.3: Describe the relationship between rights and responsibilities.	218-221
5.1.1.4: Explore ways people contribute to their communities.	E12-E13, H2-H3, 18-19, 26-27, 32-33, 68=69, 70-71, 72-73, 110-111, 112-113, 114-115, 136-137, 140-141, 160-161, 162-163, 170-173, 186-187, 214, 216-217, 218-221, 222-223, 244-245, 256-257, 262-263
5.2: Understand how government affects citizens and how citizens affect government.	
5.2.1: Government performs various services and organizing duties for its citizens. Citizens may influence the government through civic activities such as voting, petitioning, lobbying, and serving in public office. Free elections provide the fair means for citizens in the democracy to participate in local, state and national governments. Including but not limited to:	
5.2.1.1: Explore ways groups and individuals influence government action.	E14-E15, 32-33, 70-71, 72-73
5.2.1.2: Explore ways government affects the lives of citizens.	186-187, 218-221
5.2.1.3: Analyze the election process and how it affects individuals' lives.	186-187, 218-221
5.3: Understand the United States has a role in current world affairs.	
5.3.1: The United States' role in world affairs is varied and influenced by many factors. Awareness of these factors enhances understanding of the United States and the world. Including but not limited to:	
5.3.1.1: Explore ways the United States interacts with other nations in the world.	124-125
5.3.1.2: Know examples of world conflict and/or cooperation.	114-115, 202-205, 206-207

**Scott Foresman Social Studies © 2011, People and Places
to the
Iowa Core Curriculum
Grade 2**

Iowa Core Curriculum Grade 2	Scott Foresman Social Studies
Social Studies	
1: Behavioral sciences include, but are not limited to, the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.	
1.1: Understand the changing nature of society.	
1.1.1: Society is constantly changing because people are constantly changing. Individuals grow and change due to factors such as the environment, economy and technology. These individual changes affect society because society is made up of the people within it. Including but not limited to:	
1.1.1.1: Identify and describes people who make up the society in which they live.	6-7, 8-11, 250-253
1.1.1.2: Explain that as people change, the society they live in also changes.	12-13, 22-23, 28-29, 66-67, 86-87, 88-89, 110-111, 116-117, 132-133, 158-159, 206-207, 234-235, 254-255
1.1.1.3: Explain that as the world changes, people also change.	22-23, 66-67, 138-139, 222-225, 272-275
1.2: Understand all people have individual traits.	
1.2.1: People have individual traits, personalities, interests, talents, and challenges that impact their behavior. Including but not limited to:	
1.2.1.1: Identify and understands various individual traits.	28-29, 24-25, 74-75, 86-87, 116-117, 132-133, 158-159, 170-171, 178-179, 180-183, 206-207, 220-221, 222-225, 230-233, 234-235, 254-255, 268-269, 278-281
1.2.1.2: Explain that traits combine to form an individual's personality.	28-29, 24-25, 74-75, 86-87, 116-117, 132-133, 158-159, 170-171, 178-179, 180-183, 206-207, 220-221, 222-225, 230-233, 234-235, 254-255, 268-269, 278-281
1.2.1.3: Identify individuals who have various interests, challenges and talents.	28-29, 24-25, 74-75, 86-87, 116-117, 132-133, 158-159, 170-171, 178-179, 180-183, 206-207, 220-221, 222-225, 230-233, 234-235, 254-255, 268-269, 278-281
1.3: Understand interactions between self and the peer group.	
1.3.1: Society consists of individuals who form groups. All the actions of the individual as well as interactions with the group affect the success of the society. Including but not limited to:	
1.3.1.1: Recognizes that people have a responsibility to their group/society.	E12-E12, H2-H3, 6-7, 8-11, 28-29, 50-51, 82-85, 88-89, 110-111, 206-207, 220-221, 230-233
1.3.1.2: Understands that a peer group is composed of those with whom a person lives, works or plays.	6-7
1.3.1.3: Explains how an individual's actions will affect a group.	E12-E13, H20H#, 6-7, 82-85, 110-111

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1.3.1.4: Gives examples of how working collectively is more powerful than working individually and allows a group's strengths to overcome challenges.	6-7, 14-15, 74-75, 82-85, 110-111, 230-233
1.4: Understand the relationship of the individual to the components of society and culture.	
1.4.1: Society is created by individuals who live, work and play together. Individuals in society are members of families, neighborhoods and communities. In addition, society is affected by a broad range of cultural elements such as religion, media and language. Including but not limited to:	
1.4.1.1: Compare how families, neighborhoods, and communities vary both locally and around the world.	E8-E9, E10-E11, 4-5, 16-19, 24-27, 66-67, 202-205, 206-207, 256-259, 260-261, 270-271, 272-275
1.4.1.2: Identify specific characteristics of various families, neighborhoods, and communities.	E8-E9, E10-E11, 4-5, 16-19, 24-27, 56-59, 66-67, 202-205, 256-259, 260-261, 264-267, 270-271, 272-275
1.4.1.3: Describe how an individual makes choices based on individual, family, neighborhood, and community perspectives.	82-85, 86-87, 88-89, 104-107, 206-207, 220-221, 230-233, 250-253
2: Economics addresses the production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.	
2.1: Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.	
2.1.1: Scarcity and economic trade offs are essential to all economic activity. They affect resources, spending, prices, income and production decisions made by households, businesses and countries in today's global economy. The unequal distribution of resources locally and throughout the world creates economic conditions of wealth and poverty which in turn have an impact on how people live. Including but not limited to:	
2.1.1.1: Identify and describe types of resources and that they are limited.	76-79, 82-85, 120-123
2.1.1.2: Identify the economic trade-offs that individuals and households weigh when making decisions involving the use of limited resources.	104-107, 126-129
2.2: Understand that the basic nature of economics is an exchange of resources.	
2.2.1: Individuals in a society need to purchase many items for their daily lives. These include things such as shelter, food, clothing, etc. Money is usually exchanged for items that people need or want. Including but not limited to:	
2.2.1.1: Understand that fulfilling needs and wants requires economic resources.	104-107, 126-129
2.2.1.2: Describe how people exchange money for the resources they need.	104-107, 126-129
2.2.1.3: Explain why an individual may in some situations exchange goods for other goods rather than exchanging money for goods.	138-139
2.3: Understand how governments throughout the world influence economic behavior.	
2.3.1: Government policies influence the economy. The government regulates certain businesses and economic processes. Including but not limited to:	
2.3.1.1: Explore how government provides relief in emergencies.	Related Content 112-115
2.3.1.2: Describe the purpose of taxes.	112-115, 160-163

Iowa Core Curriculum Grade 2	Scott Foresman Social Studies
2.4: Understand people in all parts of the world trade with one another.	
2.4.1: People trade within communities, across the nation and around the world. Goods and services in one area can be provided to people in other parts of the nation and the world. Including but not limited to:	
2.4.1.1: Understand why industries which produce goods and services vary from place to place.	E4-E5, 68-71, 100-101, 120-123, 134-137
2.4.1.2: Explain how and why people trade with others in various places for many reasons, including a lack of local resources and price differences.	68-71, 100-101, 120-123, 134-137
2.4.1.3: Explain how goods are transported locally, regionally, nationally and globally.	E6-E7, 68-71, 100-101, 120-123, 134-137, 228-229, 276-277, 278-281
2.5: Understand that changes in technology impact individuals, the economy and society.	
2.5.1: Technology directly impacts peoples' lives. As technological changes occur, the way individuals work and live changes as well. Including but not limited to:	
2.5.1.1: Understand the concept of technology as the tools that we create and use to fulfill our needs and wants.	E6-E7, 272-275, 278-281
2.5.1.2: Identify the technology individuals use in their daily lives.	E6-E7, 228-229, 278-281
2.5.1.3: Explore how technology impacts the economy and society.	E6-E7, 228-229, 272-275, 278-281
2.6: Understand the universal economic concept of needs and wants.	
2.6.1: Needs are the essentials, the basics of life that we cannot live without. Wants are items, activities or services that are not necessary for survival. Including but not limited to:	
2.6.1.1: Define the concepts of wants and needs.	104-107
2.6.1.2: Identify universal human needs.	Related Content: 8-11, 68-71, 250-253
2.6.1.3: Explain how needs and wants impact the quality of an individual's life.	104-107
3: Geography is the study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.	
3.1: Understand the use of geographic tools to locate and analyze information about people, places, and environments.	
3.1.1: Some of the tools geographers use to make sense of the world include maps, globes, and photographs. These tools are needed to look at and understand people and the places they live. Including but not limited to:	
3.1.1.1: Distinguish between the different types of maps.	H26, 20-21
3.1.1.2: Label the basic parts of a map.	H20-H26, 20-21, 36-39, 60-61, 124-125, 185-185, 214-215
3.1.1.3: Understand that a globe represents the world.	H18-H19, 36-39
3.1.1.4: Recognize the United States and Iowa on a map.	30-33

Iowa Core Curriculum Grade 2	Scott Foresman Social Studies
3.2: Understand how geographic and human characteristics create culture and define regions.	
3.2.1: The basic unit of geographic study is the region, an area that has common characteristics. Regions help us understand and study the various types of land, the people who live there, and their cultures. Including but not limited to:	
3.2.1.1: Classify the various kinds of regions.	56-59, 62-65
3.2.1.2: Identify where Iowa is located in the United States.	30-33
3.2.1.3: Compare and contrast Iowa's characteristics to other places in the United States.	56-59, 62-65, 264-267
3.2.1.4: Compare and contrast Iowa's characteristics to other regions in the world.	36-39, 40-41, 270-271, 272-275, 276-277
3.3: Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.	
3.3.1: Physical and human characteristics of places help us learn how people work and live within their environment. Some characteristics can cause people to move to or away from a place. Including but not limited to:	
3.3.1.1: Explain the reasons people choose for living where they do.	66-67, 104-107
3.3.1.2: Compare and contrast the differences between a neighborhood, town, city, state and country.	E8-E9, 16-19, 22-23, 24-27, 30-33, 36-39
3.4: Understand how geographic processes and human actions modify the environment and how the environment affects humans.	
3.4.1: The environment provides basic needs of life, such as air, water, food, and other natural resources. Environmental changes impact people and people impact the environment. Including but not limited to:	
3.4.1.1: Explain how people interact with the environment and how those interactions have consequences.	50-51, 82-85, 86-87, 88-89
3.4.1.2: Explain ways in which people care for the environment.	50-51, 82-85, 86-87, 88-89
3.4.1.3: Describe how weather impacts an environment.	62-65
4: History is the study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.	
4.1: Understand people construct knowledge of the past from multiple and various types of sources.	
4.1.1: Students use many sources and types of information to understand history. Various skills help students make sense of this information about the past. As they build skills and encounter numerous types of information, students construct increasingly complex understandings of history. Including but not limited to:	
4.1.1.1: Read and interpret historical narratives - fiction and non-fiction.	22-23, 28-29, 34-35, 74-75, 116-117, 170-171, 176-177, 178-179, 180-183, 202-205, 208-209, 210-213, 216-219, 220-221, 222-225, 228-229, 230-233, 234-235, 264-267, 270-271, 272-275, 278-281, 282-283

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4.1.1.2: Study and analyze primary sources (such as letters, newspapers, diaries, physical artifacts, video and photographs).	H10-H11, 22-23, 2020-205, 272-275
4.1.1.3: Combine various sources into a narrative understanding of past events and topics.	66-67, 19;8-199, 202-205, 206-207, 208-209, 220-221, 222-225, 228-229, 230-233, 234-235, 272-275, 276-277, 278-281
4.2: Understand how and why people create and participate in governance.	
4.2.1: Governing systems begin with the family unit and expand through local, national and international organizations and institutions. Government has played a role in many events of the past, and people have influenced that role. Including but not limited to:	
4.2.1.1: Explore change over time through the lens of evolving government services, such as the postal service and community infrastructure such as sewer systems, roads, water systems, schools, etc.).	228-229
4.2.1.2: Explore how government has reacted to problems in the past, such as social, environmental, political and/or economic issues and how the government's actions affected individuals.	170-171, 230-233
4.2.1.3: Explore how individuals influenced government actions in past events.	170-171, 222-225
4.3: Understand culture and cultural diffusion affects the development and maintenance of societies.	
4.3.1: Culture plays a crucial role in the development of societies across time. Culture influences the interactions of various social groups as well as economic and political decisions. Culture provides the means for expressing individual or collective beliefs which can include religious practices, literature, music, and art. Including but not limited to:	
4.3.1.1: Explore change over time through the lens of evolving culture, such as religious practices, literature, food, dance, music, and art.	E10-E11, 22-23, 66-67, 202-205, 206-207, 210-213, 256-259, 260-261
4.3.1.2: Describe the methods by which a society transmits culture across time, such as storytelling, songs, religious services, food, clothing, holiday customs, etc.	E10-E11, 16-19, 202-205, 206-207, 210-213, 216-219, 256-259, 260-261
4.3.1.3: Compare and contrasts the culture of the politically and economically dominant groups with the culture of minority groups.	170-171, 178-179, 180-183, 202-205, 206-27, 208-209, 210-213, 222-225, 230-233, 234-235
4.3.1.4: Survey the ways in which a society dealt with the introduction or influence of another society's culture.	208-209, 210-213, 222-225, 230-233
4.4: Understand individuals and groups within a society may promote change or the status quo.	
4.4.1: History is often shaped by highly visible movements and major events or tensions among various groups. The actions of a group or even one individual can change the course of history. Including but not limited to:	
4.4.1.1: Identify specific individuals who affected historical development in positive or negative ways.	28-29, 34-35, 74-74, 116-117, 170-171, 176-177, 178-179, 180-183, 220-221, 222-225, 230-233, 234-235
4.4.1.2: Explore how the actions and motivations of individuals and groups affected the development of an historical event.	34-35, 74-75, 116-117, 170-171, 176-177, 178-179, 180-183, 216-219, 220-221, 222-225, 228-229, 230-233, 234-235, 250-253

Iowa Core Curriculum Grade 2	Scott Foresman Social Studies
4.5: Understand economic needs and wants affect individual and group decisions.	
4.5.1: Economic needs and wants have influenced political, social, and cultural structures throughout time. As technology has become more complex the ability of individuals or groups to control economic resources has affected the environment and society. Including but not limited to:	
4.5.1.1: View change over time through the lens of major technological developments.	E6-E7, 22-23, 278-281, 282-283
4.5.1.2: Explore how the nature of work has changed over time.	74-75, 116-117, 120-123
4.5.1.3: Explain the ways in which economic factors influence the movement of people.	208-209, 210-213
4.6: Understand relationships between geography and historical events.	
4.6.1: Throughout time, history and geography have been intertwined. To fully understand one, there must be a solid foundation of knowledge regarding the other. Geography has provided the context in which history has occurred and therefore has impacted historical events. Including but not limited to:	
4.6.1.1: Explore how societies throughout time have evolved in or migrated into specific places, and have both affected and been affected by those places.	22-23, 66-67, 74-75, 202-205, 210-213, 222-225, 228-229, 250-253, 276-277
4.6.1.2: Explore how throughout time industries such as mining, agriculture and logging have both affected and been affected by the places in which they occur.	72-73
4.7: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.	
4.7.1: History can provide opportunities for students to develop analysis and critical reasoning skills. Understanding cause and effect relationships is the foundation of historical analysis. Students use critical thinking skills to question and explore historical events and issues. Including but not limited to:	
4.7.1.1: Use writings, images, artifacts and other records to describe life in the past.	H10-H11, 202-205
4.7.1.2: Determine cause and effect in historic events.	178-179, 216-219, 230-233
4.7.1.3: Compare and contrast different experiences, beliefs, motives, traditions, hopes, and fears of people from various groups and backgrounds and at various times to analyze how these factors influenced behaviors.	178-179, 206-207, 210-213, 216-219, 220-221, 222-225, 230-233, 234-235, 250-253
4.7.1.4: Generate questions about a historical document, artifact, photo and historical site, to acquire information concerning it.	H10-H11, 202-205, 264-267, 270-271
4.7.1.5: Brainstorm alternative proposals for dealing with historic problems and analyzes the decisions.	Related Content: 202-205, 208-209, 210-213, 216-219, 222-225, 228-229, 230-233, 272-275

Iowa Core Curriculum Grade 2	Scott Foresman Social Studies
5: Political science is the study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual's social and political participation.	
5.1: Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens.	
5.1.1: Governments provide organizational structure for human activities. The principles of democracy allow people to participate in the government and choose their leaders. The Constitution provides the rules for the United States and defines the rights of U.S. citizens. Including but not limited to:	
5.1.1.1: Provide examples of how each person in a democracy can contribute to the decisions that affect the whole group.	152-153, 154-157, 172-175
5.1.1.2: Understand that the Constitution provides the rules for the United States and define the rights and responsibilities of U.S. citizens.	154-157, 166-169, 180-183
5.1.1.3: Describe the relationship between rights and responsibilities.	8-11, 154-157
5.1.1.4: Explore ways people contribute to their communities.	E12-E13, E14-E15, H2-H3, 8-11, 12-13, 14-15, 28-29, 82-85, 86-87, 88-89, 110-111, 112-115, 154-157, 158-159, 170-171, 178-179, 180-183, 206-207, 268-269
5.2: Understand how government affects citizens and how citizens affect government.	
5.2.1: Government performs various services and organizing duties for its citizens. Citizens may influence the government through civic activities such as voting, petitioning, lobbying, and serving in public office. Free elections provide the fair means for citizens in the democracy to participate in local, state and national governments. Including but not limited to:	
5.2.1.1: Explore ways groups and individuals influence government action.	178-179, 180-183
5.2.1.2: Explore ways government affects the lives of citizens.	E14-E15, 154-157
5.2.1.3: Analyze the election process and how it affects individuals' lives.	8-11, 148-149, 172-175, 178-179
5.3: Understand the United States has a role in current world affairs.	
5.3.1: The United States' role in world affairs is varied and influenced by many factors. Awareness of these factors enhances understanding of the United States and the world. Including but not limited to:	
5.3.1.1: Explore ways the United States interacts with other nations in the world.	134-137
5.3.1.2: Know examples of world conflict and/or cooperation.	134-137

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to the
Iowa Core Curriculum
Grade 3**

Iowa Core Curriculum Grade 3	Scott Foresman Social Studies
Social Studies	
1: Behavioral sciences include, but are not limited to, the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.	
1.1: Understand the changing nature of society.	
1.1.1: Society is constantly changing. Individuals grow and change due to factors such as the environment, economy and technology. Including but not limited to:	
1.1.1.1: Explain how "acceptable" human behavior varies from one culture to another over time.	H2, 16-17, 28-29, 76-77, 79, 92-93, 105-109, 209, 228-229, 358-361, 394-395, 396-397
1.1.1.2: Explain why some behaviors are "unacceptable" in almost all cultures.	Related Content: H2, 16-17, 28-29, 76-77, 79, 92-93, 105-109, 209, 228-229, 358-361, 394-395, 396-397
1.1.1.3: Describe the impact of new technologies on society.	E6-E7, 240-241, 242-247, 250-255, 258-263, 264-265, 266-269, 270-271, 276-277
1.1.1.4: Describe how change affects people's perceptions and interactions.	240-241, 244, 246-247, 250-255, 258-263, 335
1.2: Understand the influences on individual and group behavior and group decision making.	
1.2.1: Components of culture such as religion, media and language impact and help shape individuals, group behavior and decisions regarding society. Including but not limited to:	
1.2.1.1: Describe, compare and contrast various types of societies and cultural groups.	26-29, 54-55, 78-81, 90-95, 104-109, 112-113, 114-117, 120-123, 124-125
1.2.1.2: Explain how and why the expression of differing points of view can lead to compromise.	H3, 184-185, 270-271, 304-305, 362-363
1.2.1.3: Demonstrate that one person's exercise of freedom may conflict with the freedom of others.	Related Content: 74-77, 78-81
1.2.1.4: Show how rules can help resolve conflict.	H3, 76-77, 184-185, 270-271, 304-305
1.2.1.5: Summarize how individuals impact groups and groups impact individuals.	16-17, 24-25, 46-47, 82-83, 166-167, 190-191, 402-403
1.3: Understand how personality and socialization impact the individual.	
1.3.1: Personality is an individual's broad, long-lasting pattern of behavior. This pattern is partially influenced by components of a person's culture. Including but not limited to:	
1.3.1.1: Present examples of how internalizing culture begins at birth and is a complex lifelong process.	104-109, 114-117, 120-123
1.3.1.2: Understand that language, stories, folktales, music and artistic creations are expressions of culture.	E10-E11, 26-29, 40, 54-55, 60-61, 68-69, 87-89, 93, 96-97, 108-109, 112-113, 114-117, 124-125, 128-129, 156-157, 180, 319, 337
1.3.1.3: Compare different types of personalities.	16-17, 24-25, 46-47, 82-83, 96-97, 118-119, 156-157, 176-177, 190-191, 236-237, 256-257, 272-273, 298-299, 312-313, 402-403

Iowa Core Curriculum Grade 3	Scott Foresman Social Studies
1.3.1.4: Demonstrate how various factors contribute to the shaping of a person's identity.	16-17, 78-81, 104-109, 120-123, 124-125
1.4: Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.	
1.4.1: Learning and adaptation are continuous throughout life. These processes are central to understanding human development. As humans develop, learn and adapt to their environment, they absorb cultural aspects. Including but not limited to:	
1.4.1.1: Explain how perspective reflects personal beliefs, experiences, and attitudes.	16-17, 78-81, 84-89, 90-95, 96-97, 104-109, 114-117, 120-123, 124-125, 166-167, 228-229, 256-257, 298-299, 396-397, 402-403
1.4.1.2: Illustrate/demonstrate how human beings tend to repeat behaviors that feel good or have pleasant consequences and avoid behaviors that feel bad or have unpleasant consequences.	16-17, 24-25, 82-83, 104-109, 112-113, 114-117, 120-123, 124-125, 256-257, 298-299, 376-379, 296-397, 402-403
1.4.1.3: Describe how people adopt and learn about culture.	16-17, 78-81, 104-109, 120-123, 124-125
1.5: Understand current social issues to determine how the individual formulates opinions and responds to issues.	
1.5.1: Social issues are matters which directly or indirectly affect many or all members of a society and are viewed as problems. They tend to be controversial and are typically related to moral values. Each person, as a member of a community, needs to understand the context in which a social problem develops and how it is experienced on an individual basis. Including but not limited to:	
1.5.1.1: Identify current social issues and formulates a personal position.	166-167, 256-257, 298-299, 396-397, 332-333
1.5.1.2: Compare the social and historical context of specific issues.	74-77, 78-81, 82-83, 84-89, 90-95, 189, 190-191, 230-235
1.5.1.3: Describe how global issues affect the United States.	256-257, 338, 340-341
1.5.1.4: Recognize how historical events impact personal development and belief systems.	84-89, 90-95, 96-97, 189, 190-191, 272-273, 402-403
1.6: Understand how to evaluate social research and information.	
1.6.1: Social scientists study how people behave, interact and experience their social environment. They use specific research processes and tools to address research questions. Studies attempt to provide accurate information rather than to establish what is "right" or "wrong." Including but not limited to:	
1.6.1.1: Apply appropriate research procedures and skills to investigate an issue.	H6-H8, 6-7, 70-71, 212-213, 286-287, 324-325, 362-363
1.6.1.2: Identify primary and secondary sources.	H4-H5
1.6.1.3: Evaluate the power of utilizing various resources including the Internet.	H6-H8, 212-213
2: Economics addresses the production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.	

Iowa Core Curriculum Grade 3	Scott Foresman Social Studies
2.1: Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.	
2.1.1: Scarcity and economic trade-offs are essential to all economic activity. They affect resources, spending, prices, income and production decisions made by households, businesses, and countries in today's global economy. The unequal distribution of resources locally and throughout the world creates economic conditions of wealth and poverty which in turn have an impact on how people live. Including but not limited to:	
2.1.1.1: Explain that choices usually involve tradeoffs: people can give up buying or doing one thing in order to buy or do something else.	282-283, 300-303, 304-305
2.1.1.2: Summarize the wide disparities between the "haves" and "have-nots" of the world in terms of economic well being.	82-83
2.1.1.3: Identify the goods and services that the local school and community provide and the people who provide them.	12, 76-77, 82-83, 92, 284-287
2.2: Understand the functions of economic institutions.	
2.2.1: Institutions evolve in economies to help individuals and groups accomplish their goals. Banks, corporations, legal systems, and not-for-profit organizations are examples of important institutions. Including but not limited to:	
2.2.1.1: Identify the economic roles of various institutions, including households, businesses, and government.	290-295, 300-303, 306-311, 334-339
2.2.1.2: Identify the various ways in which money is exchanged in the economy.	282, 236, 296
2.2.1.3: Describe and explain the role of money, banking, and savings in everyday life.	282, 286, 290-295, 296
2.3: Understand how governments throughout the world influence economic behavior.	
2.3.1: Government policies influence the economy. Citizens evaluate the impact of economic policies and how they affect the individual on the local, state, national, and international levels. Including but not limited to:	
2.3.1.1: Explain the purpose of taxes.	376-377, 284-287
2.3.1.2: Understand the concept of capitalism.	306-311, 339
2.3.1.3: Identify goods and services provided by the government.	384-387
2.4: Understand factors that create patterns of interdependence in the world economy.	
2.4.1: The increasing influence of globalization on America's economy impacts global trade and interdependence including exports, imports, balance of trade, and exchange rates. Including but not limited to:	
2.4.1.1: Understand how the exchange of goods and services by individuals, groups and nations create economic interdependence and change.	334-339
2.4.1.2: Explain and illustrate how values and beliefs influence various economic decisions.	210-211, 228-229, 298-299, 300-303, 304-305, 312-313, 329, 332-333
2.4.1.3: Explain the concept of interstate commerce.	334-339

Iowa Core Curriculum Grade 3	Scott Foresman Social Studies
2.4.1.4: Describe the concept of resource wealth and resource scarcity.	160-165, 318-323, 328-333, 340
2.5: Understand that advancing technologies impact the global economy.	
2.5.1: Modern technologies transform the speed and scope of economic activity. They allow ideas, innovations, goods and services to be exchanged rapidly and efficiently. Including but not limited to:	
2.5.1.1: Describe changes in local, regional and world economies that have resulted from the use of new technology.	45, 50, 146-147, 162-165, 166-167, 180-181, 188, 242-247, 250-255, 258-263, 266-269, 321-323, 326-327, 334-339, 340-341
2.5.1.2: Describe how personal decisions regarding the economy can affect people's lives locally, nationally and internationally.	290-295, 300-303
2.5.1.3: Describe the issues associated with global climate change and Iowa's role in both the problems and the solutions.	Related Content: 143, 146-147, 150-155, 182-183
2.6: Understand that all economies throughout the world rely upon universal concepts.	
2.6.1: The concepts of needs and wants, supply and demand, production, distribution, consumption, and labor and wages are the basis on which economies function. Including but not limited to:	
2.6.1.1: Understand the concepts of supply and demand.	306-311
2.6.1.2: Compare and contrast needs and wants in various types of economies.	284-285, 294-295
2.6.1.3: Identify local goods and services that are part of the global economy.	306-307, 330, 334-339, 340-341
3: Geography is the study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.	
3.1: Understand the use of geographic tools to locate and analyze information about people, places, and environments.	
3.1.1: Some of the tools geographers use to make sense of the world include maps, globes, photographs, and geospatial technologies. These tools are essential to portraying, analyzing, evaluating and predicting human and physical patterns and processes on the Earth's surface. These tools also play a critical role in helping people make sense of a complex world from a spatial perspective. Including but not limited to:	
3.1.1.1: Identify and describe the detailed elements of a map.	H14-H20, 32-33, 98-99, 110-111, 222-223, 388-389
3.1.1.2: Use atlases, databases, grid systems, charts, graphs, and/or maps to gather information about the local community, Iowa, the United States, and the world.	Representative Pages: H14-H20, 9, 51, 110-111, 174, 191, 245, 248, 372, 388-389
3.1.1.3: Construct maps, showing the location of major land masses, bodies of water, and/or mountain regions.	Related Content: 18-23, 26-29, 172-175, 178-183, 186-189

Iowa Core Curriculum Grade 3	Scott Foresman Social Studies
3.2: Understand how geographic and human characteristics create culture and define regions.	
3.2.1: A basic unit of geographic study is the region, an area that displays common characteristics. Regions may be defined by criteria such as language, religion, culture, and other geographic characteristics. A region serves as a tool to examine, define, describe, explain and analyze the human and physical environment. Including but not limited to:	
3.2.1.1: Describe ways in which people interact with the physical environment, including use of land, locations of communities, methods of construction, and design of shelters.	10-15, 136, 142-147, 150-155, 160-165, 172-175, 178-181, 186-189
3.2.1.2: Compare political, economic, and social differences among regions.	10-15, 18-23, 26-29, 30-31, 38-41, 42-45, 48-53, 54-55, 142-148, 172-175, 178-181, 186-189
3.2.1.3: Use selected criteria to identify geographic regions on maps.	144-145, 148-149, 150-155
3.2.1.4: Explain how the local physical environment has affected the way people live in the community.	10-15, 136, 142-147, 150-155, 160-165, 172-175, 178-181, 186-189
3.3: Understand how human factors and the distribution of resources affect the development society and the movement of populations.	
3.3.1: Physical and human characteristics of places provide keys to identifying and interpreting the simple to complex interactions and interrelations between people and their environments. Some characteristics include population distribution, economic resources (capital, power supplies, labor, information, air quality, water and land) and the movement among them. Including but not limited to:	
3.3.1.1: Give examples of how the location of an area has affected the culture of the people.	10-15, 136, 142-147, 150-155, 160-165, 172-175, 178-181, 186-189
3.3.1.2: Identify examples of physical and cultural barriers to population movement and migration.	74-77, 78-81, 82-83, 84-87, 90-93, 205
3.3.1.3: Locate specific human features such as cities, capitals, and roads on a map of North America.	H14-H20, 9-10, 37-38, 73-74, 103-104, 141-142, 171-172, 207-208, 241-242, 289-290, 317-318, 357-358, 383-384
3.3.1.4: Examine the interaction of human beings and their physical environment such as their use of land, building of cities, and their impact on ecosystems.	10-15, 136, 142-147, 150-155, 160-165, 172-175, 178-181, 186-189, 230-235
3.4: Understand how physical processes and human actions modify the environment and how the environment affects humans.	
3.4.1: To understand the spatial patterns and processes distributed across the Earth's surface, it is essential to know that places may be distinguished by their physical and human characteristics. Physical processes create natural landscapes and environments. Human actions modify these natural processes, landscapes and the ecosystems. Examples of natural physical features include landforms, soils, water bodies, vegetation, animal life, seasons, weather and climate. Including but not limited to:	
3.4.1.1: Describe the social and economic effects of environmental changes as well as crises arising from phenomena such as floods, storms and droughts.	142-147, 160-165, 172-175, 178-183, 186-189
3.4.1.2: Give examples of human alterations of the physical environment that have produced positive and negative consequences.	142-147, 150-155, 160-165, 172-175, 178-181, 186-189
3.4.1.3: Analyze how changes in the weather affect people.	143, 146-147, 150-155, 182-183

Iowa Core Curriculum Grade 3	Scott Foresman Social Studies
4: History is the study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.	
4.1: Understand historical patterns, periods of time, and the relationships among these elements.	
4.1.1: Students describe the historical events that define a period in history. In exploring change over time, students explore how a society or culture evolves. Including but not limited to:	
4.1.1.1: Compare and contrast various civilizations within a time period.	10-15, 18-23, 26-29, 208-211, 214-219, 224-227, 228-229, 230-235
4.1.1.2: Explain the idea of cause and effect of events and actions within a period.	189, 190-191, 204-205, 208-211, 214-221, 224-227, 230-235
4.1.1.3: Describe the historical development of a region.	10-15, 176, 178-181, 186-189
4.2: Understand how and why people create, maintain, or change systems of power, authority, and governance.	
4.2.1: Governance systems begin with the family unit and expand through local, national and international organizations and institutions. Students understand the role government has played in past events and how people have influenced that role. Every group creates governing systems to meet their needs. Including but not limited to:	
4.2.1.1: Analyze how structures of power affect various groups in different ways.	118-119, 189, 190-191, 204-205, 208-211, 214-221, 224-227, 230-235, 365-371
4.2.1.2: Examine why governments change, how they change and the role individuals play in bringing about change.	366-371
4.2.1.3: Compare and contrast the development of various governmental systems.	358-361, 366-371
4.3: Understand the role of culture and cultural diffusion on the development and maintenance of societies.	
4.3.1: Culture plays a crucial role in the development of societies across time. Culture influences the interactions of various social groups as well as economic and political decisions. Culture provides the means for expressing individual or collective beliefs which can include religious practices, literature, music, and art. Including but not limited to:	
4.3.1.1: Describe and analyze the influence of culture on the interactions of various groups over time.	16-17, 78-81, 104-109, 120-123, 124-125
4.3.1.2: Analyze the methods by which a society transmits culture across time.	16-17, 78-81, 104-109, 120-123, 124-125
4.3.1.3: Assess the effect of culture on the decisions of a society, group, or individual.	16-17, 78-81, 104-109, 120-123, 124-125
4.4: Understand the role of individuals and groups within a society as promoters of change or the status quo.	
4.4.1: History is often shaped by highly visible movements and major events or tensions among various groups. The actions however of a group or even one individual can change the course of history. Including but not limited to:	
4.4.1.1: Identify and evaluate the contributions of leaders in various eras and locations.	Representative Pages: 82-83, 176-177, 209, 228-229, 236-237, 254-255, 358-361, 366-368, 374-375, 402-403

Iowa Core Curriculum Grade 3	Scott Foresman Social Studies
4.4.1.2: Identify significant individuals who have impacted history in a positive or negative way and analyze how their contributions impacted the world.	Representative Pages: 87-89, 96-97, 176-177, 228-229, 254-255, 358-361, 366-368, 374-375, 402-403
4.5: Understand the effect of economic needs and wants on individual and group decisions.	
4.5.1: Economic needs and wants have influenced political, social, and cultural structures throughout time. As technology has become more complex the ability of individuals or groups to control economic resources has affected the environment and society. Including but not limited to:	
4.5.1.1: Examine the ways in which various societies meet their economic needs and wants.	26-29, 160-165, 172-175, 178-183, 186-189, 318-323, 326-327, 328-333, 334-339, 340-341
4.5.1.2: Analyze the role of economic factors in conflicts and in decisions to use military force.	214-216, 224-225, 228-229, 230-233
4.5.1.3: Explain the ways economic factors influence the movement of people.	74-77, 78-81, 84-87, 90-95, 214-216, 224-225, 228-229, 230-233
4.5.1.4: Describe the movement of economic goods and the trade networks that connect suppliers and consumers.	180-181, 334-339
4.6: Understand the effects of geographic factors on historical events.	
4.6.1: Throughout time, history and geography have been inter-twined. To fully understand one, there must be a solid foundation of knowledge regarding the other. Geography has provided the context in which history has occurred over time, and therefore has impacted historical events. Including but not limited to:	
4.6.1.1: Identify the impact of geographic systems (physical and human) on historical events.	26-27, 85-86, 94-95, 122-123, 162-163, 173, 176-177, 179, 188-189, 190-191, 228-229, 230-233, 242-244, 252, 260
4.6.1.2: Trace the major land and water routes of explorers throughout the world.	208-211, 214-219, 224-227, 230-235
4.6.1.3: Identify the role that geography has played during historical events.	26-27, 85-86, 94-95, 122-123, 162-163, 173, 176-177, 179, 188-189, 190-191, 228-229, 230-233, 242-244, 252, 260
4.6.1.4: Explain how and why a region was settled and developed and compare this early development to the region today.	10-15, 18-23, 26-29, 38-41, 42-45, 48-53, 142-147, 172-175, 178-181, 186-189
4.7: Understand the role of innovation on the development and interaction of societies.	
4.7.1: Innovations range from the development and application of new technologies to the establishment of new social, political or economic structures. These elements influenced the way societies developed and interacted throughout history. Including but not limited to:	
4.7.1.1: Identify major technological advancements and evaluates their impact on social, political, and historical events.	E6-E7, 240-241, 242-247, 250-255, 258-263, 264-265, 266-269, 270-271, 276-277
4.7.1.2: Analyze why some technologies have been adopted while others have not.	Related Content: E6-E7, 240-241, 242-247, 250-255, 258-263, 264-265, 266-269, 270-271, 276-277

Iowa Core Curriculum Grade 3	Scott Foresman Social Studies
4.8: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.	
4.8.1: History can provide opportunities for students to develop analysis and critical reasoning skills. Understanding cause and effect relationships is the foundation of historical analysis. Students must use critical thinking skills to actively question and explore historical events and issues. Including but not limited to:	
4.8.1.1: Identify important events and movements that changed life in various regions of the world in the past.	26-27, 85-86, 94-95, 121, 122-123, 162-163, 173, 176-177, 179, 188-189, 190-191, 228-229, 230-233, 242-244, 252, 258-263, 260, 266-269, 326-327, 358-361, 366-368
4.8.1.2: Determine the validity and accuracy of primary sources and secondary sources and evaluates them for bias.	Related Content: 212-213
4.8.1.3: Use historical events to explain and understand contemporary issues.	26-27, 85-86, 94-95, 121, 122-123, 162-163, 173, 176-177, 179, 188-189, 190-191, 228-229, 230-233, 242-244, 252, 258-263, 260, 266-269, 326-327, 358-361, 366-368
5: Political science is the study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual's social and political participation.	
5.1: Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.	
5.1.1: The U.S. Constitution defines the rights of citizens. Civic action is the responsibility of all. From childhood through adulthood, this responsibility is a realized choice based on experiences with other citizens which shape personal beliefs. Including but not limited to:	
5.1.1.1: Identify examples of citizens' rights and responsibilities.	H2-H3, 370-371, 374-375, 376-379, 394-395
5.1.1.2: Examine social contexts and identifies appropriate and effective civic action.	16-17, 166-167, 184-185, 270-271, 298-299, 304-305, 376-379
5.1.1.3: Define and provide examples of civic virtues.	E12-E13, 16-17, 24-25, 76-77, 82-83, 90-93, 118-119, 120-121, 164-165, 166-167, 189, 190-191, 209, 233, 350-351, 366-371, 374-375, 376-379, 394-395, 396-397, 402-403
5.1.1.4: Participate in civic life in ways appropriate for young people at local, state, national and global levels.	16-17, 166-167, 184-185, 270-271, 298-299, 304-305, 376-379
5.2: Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.	
5.2.1: The opening statement of the United States Constitution, "We the people," embodies the enduring values and principles of democracy on which our republic was established. This statement puts the citizen at the forefront of the government which honors individual rights and responsibilities, appropriate ways to exercise those rights and respect for others' rights. Including but not limited to:	

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5.2.1.1: Describe the origins and explore the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law at local, state, national and global levels.	358-361, 368-371, 372-373
5.2.1.2: Know the role the U.S. Constitution plays in governance of the United States and stay informed about how it impacts day-to-day life.	366-371
5.2.1.3: Know the basic purposes of government in the United States and demonstrate the rights and obligations of citizenship for young people at a local, state, national and global level.	E12-E13, E14-E15, H2-H3, 164-165, 166-167, 256-257, 366-371, 376-379, 398-401
5.2.1.4: Are informed about and explore life in a democracy compared with life under other forms of government.	E12-E13, E14-E15, 230-235, 366-371, 376-379, 398-401
5.3: Understand the purpose and function of each of the three branches of government established by the U.S. Constitution.	
5.3.1: Each of the three branches of government has a defined function as provided by the U.S. Constitution. These functions are limited by a system of checks and balances. The relationship between these branches is dynamic and changes over time. Including but not limited to:	
5.3.1.1: Identify basic principles and responsibilities associated with each branch of government and explores how citizens become involved in each.	E14-E15, 398-401
5.3.1.2: Explore historical and contemporary examples of how the branches of government have checked each other and the impact of those examples.	E14-E15, 398-401
5.4: Understand the differences among local, state, and national government.	
5.4.1: The American government is a complex institution organized at the local, state and national levels. Each level of government has inherent, implied and expressed powers that are used to define its role. The ultimate power however, resides with the people through constitutional authority. Including but not limited to:	
5.4.1.1: Describe various kinds and levels of elections.	84-89, 90-95, 378-379, 394-395
5.4.1.2: Analyze the major roles of government at the local, state, national and international levels.	E14-E15, 355, 370-371, 384-387, 398-401
5.5: Understand the role of the United States in current world affairs.	
5.5.1: The United States' role in world affairs is complex and impacted by historical, economic, political and social factors. Studying the interactions of the United States with other nations and international and nongovernmental organizations aids in understanding world affairs. Including but not limited to:	
5.5.1.1: Analyze how U.S. economic aid affects other nations' views of the United States and actions of its government.	Related Content: 366-371
5.5.1.2: Compare the value of acting individually (as a nation) vs. acting collectively (groups of nations) to solve problems.	Related Content: 366-371
5.5.1.3: Recognize that international factors such as exchange rates and child labor affect relations between and among nations.	Related Content: 334-339

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5.5.1.4: Compare realities of life in the United States with perceptions held by people from other countries.	Related Content: 104-109

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to the
Iowa Core Curriculum
Grade 4**

Iowa Core Curriculum Grade 4	Scott Foresman Social Studies
Social Studies	
1: Behavioral sciences include, but are not limited to, the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.	
1.1: Understand the changing nature of society.	
1.1.1: Society is constantly changing. Individuals grow and change due to factors such as the environment, economy and technology. Including but not limited to:	
1.1.1.1: Explain how "acceptable" human behavior varies from one culture to another over time.	38-44, 56-59, 200-201, 202-206, 207
1.1.1.2: Explain why some behaviors are "unacceptable" in almost all cultures.	Related Content: 38-44, 56-59, 200-201, 202-206, 207
1.1.1.3: Describe the impact of new technologies on society.	E6-E7, 79, 84-85, 1450-146, 1498-149, 210-213, 232-237, 250-251, 262-263, 270-274, 275, 276-282, 314-317, 346-348, 349, 407, 416-417
1.1.1.4: Describe how change affects people's perceptions and interactions.	E12-E13, 148-149, 202-206, 207, 330-331, 332-337, 350-352, 416-417
1.2: Understand the influences on individual and group behavior and group decision making.	
1.2.1: Components of culture such as religion, media and language impact and help shape individuals, group behavior and decisions regarding society. Including but not limited to:	
1.2.1.1: Describe, compare and contrast various types of societies and cultural groups.	Representative Pages: E10-E11, 38-44, 72-73, 160-161, 214-215, 256-259, 295, 302, 332-337, 344-345
1.2.1.2: Explain how and why the expression of differing points of view can lead to compromise.	Related Content: 46-52, 194-199
1.2.1.3: Demonstrate that one person's exercise of freedom may conflict with the freedom of others.	Related Content: 38-44, 46-52, 56-59
1.2.1.4: Show how rules can help resolve conflict.	Related Content: 38-44, 46-52, 56-59
1.2.1.5: Summarize how individuals impact groups and groups impact individuals.	E12-E13, 46-52, 53, 60-61, 136-138, 139, 140-141, 147, 188-192, 193, 200-201, 202-206, 207, 260-261, 332-337
1.3: Understand how personality and socialization impact the individual.	
1.3.1: Personality is an individual's broad, long-lasting pattern of behavior. This pattern is partially influenced by components of a person's culture. Including but not limited to:	
1.3.1.1: Present examples of how internalizing culture begins at birth and is a complex lifelong process.	E10-E11, 43-44, 214-215, 260-261
1.3.1.2: Understand that language, stories, folktales, music and artistic creations are expressions of culture.	E10-E11, 43-44, 98-99, 193, 2140215, 2240-225, 260-261, 283, 295, 324-328, 330-331, 332-337, 394-397, 398-399

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1.3.1.3: Compare different types of personalities.	45,53, 60-61, 139, 147, 148-149, 200-201, 202-206, 207, 260-261, 267, 275, 283, 305, 318-319, 329, 349, 416-417
1.3.1.4: Demonstrate how various factors contribute to the shaping of a person's identity.	Representative Pages: 38-44, 56-59, 60-61, 116-121, 126-129, 166-169, 200-201, 207, 218-219, 394-397
1.4: Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.	
1.4.1: Learning and adaptation are continuous throughout life. These processes are central to understanding human development. As humans develop, learn and adapt to their environment, they absorb cultural aspects. Including but not limited to:	
1.4.1.1: Explain how perspective reflects personal beliefs, experiences, and attitudes.	53, 60-62, 148-149, 193, 200-201, 202-206, 207, 260-261, 268-269, 318-319, 324-328, 329, 332-337, 350-351, 416-417
1.4.1.2: Illustrate/demonstrate how human beings tend to repeat behaviors that feel good or have pleasant consequences and avoid behaviors that feel bad or have unpleasant consequences.	60-61, 148-149, 206, 207, 214-215, 318-319, 400-405, 410-415
1.4.1.3: Describe how people adopt and learn about culture.	E10-E11, 43-44, 126-129, 188-192, 207, 214-215, 256-259, 260-261, 324-328, 329, 332-337, 394-397, 398-399
1.5: Understand current social issues to determine how the individual formulates opinions and responds to issues.	
1.5.1: Social issues are matters which directly or indirectly affect many or all members of a society and are viewed as problems. They tend to be controversial and are typically related to moral values. Each person, as a member of a community, needs to understand the context in which a social problem develops and how it is experienced on an individual basis. Including but not limited to:	
1.5.1.1: Identify current social issues and formulates a personal position.	E6-E7, 148-149, 178-179, 238-239, 350-351
1.5.1.2: Compare the social and historical context of specific issues.	E12-E13, 38-44, 148-149, 188-192, 200-201, 202-206, 207, 324-328, 330-331, 350-351, 416-417
1.5.1.3: Describe how global issues affect the United States.	80-85, 148-149, 330-331, 414
1.5.1.4: Recognize how historical events impact personal development and belief systems.	E2-E3, E12-E13, 66-71, 148-149, 188-192, 200-201, 202-206, 207, 324-328, 329, 330-331, 332-337, 416-417
1.6: Understand how to evaluate social research and information.	
1.6.1: Social scientists study how people behave, interact and experience their social environment. They use specific research processes and tools to address research questions. Studies attempt to provide accurate information rather than to establish what is "right" or "wrong." Including but not limited to:	
1.6.1.1: Apply appropriate research procedures and skills to investigate an issue.	H6-H9, 134-135, 208-209, 240-241, 262-263, 306-307, 330-331, 376-377

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1.6.1.2: Identify primary and secondary sources.	H4-H9, 2-3, 96-97, 148-149, 158-159, 224-225, 292-293, 297, 330-331, 360-361
1.6.1.3: Evaluate the power of utilizing various resources including the Internet.	H6-H8, 84-85, 208-209, 262-263
2: Economics addresses the production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.	
2.1: Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.	
2.1.1: Scarcity and economic trade-offs are essential to all economic activity. They affect resources, spending, prices, income and production decisions made by households, businesses, and countries in today's global economy. The unequal distribution of resources locally and throughout the world creates economic conditions of wealth and poverty which in turn have an impact on how people live. Including but not limited to:	
2.1.1.1: Explain that choices usually involve tradeoffs: people can give up buying or doing one thing in order to buy or do something else.	78, 350-351
2.1.1.2: Summarize the wide disparities between the "haves" and "have-nots" of the world in terms of economic well being.	416-417
2.1.1.3: Identify the goods and services that the local school and community provide and the people who provide them.	E4-E5, 226-227, 246-249, 250-251, 270-274, 275
2.2: Understand the functions of economic institutions.	
2.2.1: Institutions evolve in economies to help individuals and groups accomplish their goals. Banks, corporations, legal systems, and not-for-profit organizations are examples of important institutions. Including but not limited to:	
2.2.1.1: Identify the economic roles of various institutions, including households, businesses, and government.	E4-E5, 26-31, 180-183, 210-213, 226-227, 228-229, 246-249, 250-251, 270-274, 275, 338-343, 384-388, 407
2.2.1.2: Identify the various ways in which money is exchanged in the economy.	72-75
2.2.1.3: Describe and explain the role of money, banking, and savings in everyday life.	72-75
2.3: Understand how governments throughout the world influence economic behavior.	
2.3.1: Government policies influence the economy. Citizens evaluate the impact of economic policies and how they affect the individual on the local, state, national, and international levels. Including but not limited to:	
2.3.1.1: Explain the purpose of taxes.	58-59
2.3.1.2: Understand the concept of capitalism.	76
2.3.1.3: Identify goods and services provided by the government.	210-213, 416-417
2.4: Understand factors that create patterns of interdependence in the world economy.	
2.4.1: The increasing influence of globalization on America's economy impacts global trade and interdependence including exports, imports, balance of trade, and exchange rates. Including but not limited to:	

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2.4.1.1: Understand how the exchange of goods and services by individuals, groups and nations create economic interdependence and change.	26-31, 64-65, 80-85, 143, 180-183, 268-269, 270-274, 275, 332-337, 407, 410-415
2.4.1.2: Explain and illustrate how values and beliefs influence various economic decisions.	E6-E7, 66-71, 78, 250-251, 268-269, 270-274, 275, 350-351, 407, 416-417
2.4.1.3: Explain the concept of interstate commerce.	E4-E5, 64-65, 81, 180-183, 332-337
2.4.1.4: Describe the concept of resource wealth and resource scarcity.	26-31, 68-69, 112-115, 116-121, 178=183, 210-213, 242-245, 246-251, 276-282, 314-317, 384-388, 400-406
2.5: Understand that advancing technologies impact the global economy.	
2.5.1: Modern technologies transform the speed and scope of economic activity. They allow ideas, innovations, goods and services to be exchanged rapidly and efficiently. Including but not limited to:	
2.5.1.1: Describe changes in local, regional and world economies that have resulted from the use of new technology.	70-71, 79, 210-213, 232-237, 262-263, 270-274, 275, 314-317, 346-348, 349, 407, 410-415, 416-417
2.5.1.2: Describe how personal decisions regarding the economy can affect people's lives locally, nationally and internationally.	72-78, 142-146, 147, 210-213, 276-282, 314-317, 338-343, 346-348, 349, 400-406, 410-415, 416-417
2.5.1.3: Describe the issues associated with global climate change and Iowa's role in both the problems and the solutions.	Related Content: E6-E7, 18-23
2.6: Understand that all economies throughout the world rely upon universal concepts.	
2.6.1: The concepts of needs and wants, supply and demand, production, distribution, consumption, and labor and wages are the basis on which economies function. Including but not limited to:	
2.6.1.1: Understand the concepts of supply and demand.	77, 264-267, 268-269
2.6.1.2: Compare and contrast needs and wants in various types of economies.	73, 130-133, 142-146, 194-199, 210-213, 250-251, 264-266, 270-274, 276-282, 314-317, 338-343, 400-406, 410-415
2.6.1.3: Identify local goods and services that are part of the global economy.	E4-E5, 64-65, 80-85, 226-227, 232-237, 246-249, 250-251, 270-274, 275
3: Geography is the study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.	
3.1: Understand the use of geographic tools to locate and analyze information about people, places, and environments.	
3.1.1: Some of the tools geographers use to make sense of the world include maps, globes, photographs, and geospatial technologies. These tools are essential to portraying, analyzing, evaluating and predicting human and physical patterns and processes on the Earth's surface. These tools also play a critical role in helping people make sense of a complex world from a spatial perspective. Including but not limited to:	

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3.1.1.1: Identify and describe the detailed elements of a map.	H10-H11, H12-H15, H16-H22, 24-25, 54-55, 86-87, 170-171, 408-409
3.1.1.2: Use atlases, databases, grid systems, charts, graphs, and/or maps to gather information about the local community, Iowa, the United States, and the world.	Representative Pages: H10-H11, 9, 54-55, 86-87, 98, 170-171, 226-227, 240-241, 341, 408-409
3.1.1.3: Construct maps, showing the location of major land masses, bodies of water, and/or mountain regions.	Related Content: 10-15, 104-109, 166-169, 232-237, 242-245, 300-304, 368-373
3.2: Understand how geographic and human characteristics create culture and define regions.	
3.2.1: A basic unit of geographic study is the region, an area that displays common characteristics. Regions may be defined by criteria such as language, religion, culture, and other geographic characteristics. A region serves as a tool to examine, define, describe, explain and analyze the human and physical environment. Including but not limited to:	
3.2.1.1: Describe ways in which people interact with the physical environment, including use of land, locations of communities, methods of construction, and design of shelters.	Representative Pages: 10-15, 66-71, 104-109, 162-163, 178-183, 242-245, 300-304, 308-313, 368-373
3.2.1.2: Compare political, economic, and social differences among regions.	Representative Pages: 10-15, 66-71, 104-109, 162-163, 178-183, 242-245, 300-304, 308-313, 368-373
3.2.1.3: Use selected criteria to identify geographic regions on maps.	Representative Pages: 10-15, 66-71, 104-109, 162-163, 178-183, 242-245, 300-304, 308-313, 368-373
3.2.1.4: Explain how the local physical environment has affected the way people live in the community.	Representative Pages: 10-15, 66-71, 104-109, 162-163, 178-183, 242-245, 300-304, 308-313, 368-373
3.3: Understand how human factors and the distribution of resources affect the development society and the movement of populations.	
3.3.1: Physical and human characteristics of places provide keys to identifying and interpreting the simple to complex interactions and interrelations between people and their environments. Some characteristics include population distribution, economic resources (capital, power supplies, labor, information, air quality, water and land) and the movement among them. Including but not limited to:	
3.3.1.1: Give examples of how the location of an area has affected the culture of the people.	Representative Pages: 10-15, 66-71, 104-109, 162-163, 178-183, 242-245, 300-304, 308-313, 368-373
3.3.1.2: Identify examples of physical and cultural barriers to population movement and migration.	16-17, 18-25, 66-71, 132-133, 178-183, 188-192, 194-199, 202-206, 207, 242-245, 300-204, 208-313, 324-328, 346-348, 368-373, 374-375
3.3.1.3: Locate specific human features such as cities, capitals, and roads on a map of North America.	86-87, 98, 102-103, 124-125, 160, 164-165, 186-187, 226, 230-231, 254-255, 294, 298-299, 322-323, 362, 366- 367, 392-393

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3.3.1.4: Examine the interaction of human beings and their physical environment such as their use of land, building of cities, and their impact on ecosystems.	Representative Pages: 10-15, 66-71, 104-109, 162-163, 178-183, 242-245, 300-304, 308-313, 368-373
3.4: Understand how physical processes and human actions modify the environment and how the environment affects humans.	
3.4.1: To understand the spatial patterns and processes distributed across the Earth's surface, it is essential to know that places may be distinguished by their physical and human characteristics. Physical processes create natural landscapes and environments. Human actions modify these natural processes, landscapes and the ecosystems. Examples of natural physical features include landforms, soils, water bodies, vegetation, animal life, seasons, weather and climate. Including but not limited to:	
3.4.1.1: Describe the social and economic effects of environmental changes as well as crises arising from phenomena such as floods, storms and droughts.	18-23, 162-163, 174-175, 176-177, 228-229, 238-239, 242-245, 270-274, 296-297, 300-304, 368-373, 374-375
3.4.1.2: Give examples of human alterations of the physical environment that have produced positive and negative consequences.	E6-E7, 172-175, 176-177, 242-245, 270-274, 300-304, 346-348, 362-363, 368-373
3.4.1.3: Analyze how changes in the weather affect people.	E8-E9, 6-7, 18-23, 228-229, 242-245, 250-251, 270-274, 308-311, 312-313, 346-348, 364-365, 378-383
4: History is the study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.	
4.1: Understand historical patterns, periods of time, and the relationships among these elements.	
4.1.1: Students describe the historical events that define a period in history. In exploring change over time, students explore how a society or culture evolves. Including but not limited to:	
4.1.1.1: Compare and contrast various civilizations within a time period.	38-44, 66-71, 126-129, 188-192, 202-206, 250-251, 264-267, 268-269, 324-328, 329, 332-337, 338-343, 344-345, 394-397, 398-399, 400-406
4.1.1.2: Explain the idea of cause and effect of events and actions within a period.	38-44, 66-71, 148-149, 200-201, 202-206, 207, 270-274, 276-282, 324-328, 400-405
4.1.1.3: Describe the historical development of a region.	66-71, 80, 126-129, 130-133, 136-138, 139, 140-142, 188-192, 194-199, 202-206, 207, 256-259, 232-237, 256-259, 264-266, 270-274, 276-282, 324-328, 332-337, 338-343, 394-399, 400-406
4.2: Understand how and why people create, maintain, or change systems of power, authority, and governance.	
4.2.1: Governance systems begin with the family unit and expand through local, national and international organizations and institutions. Students understand the role government has played in past events and how people have influenced that role. Every group creates governing systems to meet their needs. Including but not limited to:	
4.2.1.1: Analyze how structures of power affect various groups in different ways.	E12-E13, E14-E15, 188-193, 200-201, 202-206, 207, 324-329

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4.2.1.2: Examine why governments change, how they change and the role individuals play in bringing about change.	E12-E13, E14-E15, 130-131, 148-149, 200-21, 202-206, 207, 329
4.2.1.3: Compare and contrast the development of various governmental systems.	E14-E15, 129
4.3: Understand the role of culture and cultural diffusion on the development and maintenance of societies.	
4.3.1: Culture plays a crucial role in the development of societies across time. Culture influences the interactions of various social groups as well as economic and political decisions. Culture provides the means for expressing individual or collective beliefs which can include religious practices, literature, music, and art. Including but not limited to:	
4.3.1.1: Describe and analyze the influence of culture on the interactions of various groups over time.	E10-E11, 38-44, 200-201, 202-206, 207, 214-215, 264-267, 268-269, 324-328, 329, 332-337
4.3.1.2: Analyze the methods by which a society transmits culture across time.	E10-E11, 43-44, 214-215, 260-261, 332-337, 394-397, 398-399
4.3.1.3: Assess the effect of culture on the decisions of a society, group, or individual.	E10-E11, 43-44, 136-138, 188-192, 193, 200-201, 202-206, 207, 260-261, 324-328, 329, 330-331, 332-337
4.4: Understand the role of individuals and groups within a society as promoters of change or the status quo.	
4.4.1: History is often shaped by highly visible movements and major events or tensions among various groups. The actions however of a group or even one individual can change the course of history. Including but not limited to:	
4.4.1.1: Identify and evaluate the contributions of leaders in various eras and locations.	38-44, 45, 53, 130-133, 136-138, 139, 148, 197, 200-201, 202-206, 207, 278-279, 283, 332-337, 349, 407
4.4.1.2: Identify significant individuals who have impacted history in a positive or negative way and analyze how their contributions impacted the world.	38-44, 45, 53, 130-133, 136-138, 139, 148, 197, 200-201, 202-206, 207, 278-279, 283, 332-337, 349, 407
4.5: Understand the effect of economic needs and wants on individual and group decisions.	
4.5.1: Economic needs and wants have influenced political, social, and cultural structures throughout time. As technology has become more complex the ability of individuals or groups to control economic resources has affected the environment and society. Including but not limited to:	
4.5.1.1: Examine the ways in which various societies meet their economic needs and wants.	E4-E5, 26-31, 66-71, 142-146, 250-251, 338-343, 344-345, 410-415
4.5.1.2: Analyze the role of economic factors in conflicts and in decisions to use military force.	148-149
4.5.1.3: Explain the ways economic factors influence the movement of people.	66-71, 142-146, 198-199, 210-213, 324-328, 338-343, 400-406, 410-415
4.5.1.4: Describe the movement of economic goods and the trade networks that connect suppliers and consumers.	E4-E5, 26-31, 64-65, 72-79, 80-85, 142-146, 338-343, 407, 410-415

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4.6: Understand the effects of geographic factors on historical events.	
4.6.1: Throughout time, history and geography have been inter-twined. To fully understand one, there must be a solid foundation of knowledge regarding the other. Geography has provided the context in which history has occurred over time, and therefore has impacted historical events. Including but not limited to:	
4.6.1.1: Identify the impact of geographic systems (physical and human) on historical events.	38-44, 66-71, 130-135, 142-146, 194-199, 202-206, 264-266, 276-282, 324-328, 400-406
4.6.1.2: Trace the major land and water routes of explorers throughout the world.	38-44, 194-196, 264-266, 267, 302, 332-337
4.6.1.3: Identify the role that geography has played during historical events.	38-44, 66-71, 130-135, 142-146, 194-199, 202-206, 264-266, 276-282, 324-328, 400-406
4.6.1.4: Explain how and why a region was settled and developed and compare this early development to the region today.	38-44, 66-71, 126-129, 130-133, 188-192, 194-199, 256-259, 264-266, 276-282, 324-328, 332-337, 338-343, 394-399, 400-406
4.7: Understand the role of innovation on the development and interaction of societies.	
4.7.1: Innovations range from the development and application of new technologies to the establishment of new social, political or economic structures. These elements influenced the way societies developed and interacted throughout history. Including but not limited to:	
4.7.1.1: Identify major technological advancements and evaluates their impact on social, political, and historical events.	E6-E7, 70-71, 84-85, 250-251., 262-263, 270-274, 275, 314-317, 346-348, 349, 412, 416-417
4.7.1.2: Analyze why some technologies have been adopted while others have not.	Related Content: E6-E7, 70-71, 84-85, 250-251., 262-263, 270-274, 275, 314-317, 346-348, 349, 412, 416-417
4.8: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.	
4.8.1: History can provide opportunities for students to develop analysis and critical reasoning skills. Understanding cause and effect relationships is the foundation of historical analysis. Students must use critical thinking skills to actively question and explore historical events and issues. Including but not limited to:	
4.8.1.1: Identify important events and movements that changed life in various regions of the world in the past.	E2-E3, E12-E13, 38-44, 66-71, 120-133, 148-149, 188-192, 200-201, 202-206, 207, 324-328, 329, 330-331, 332-337, 400-406
4.8.1.2: Determine the validity and accuracy of primary sources and secondary sources and evaluates them for bias.	148-149, 208-209, 330-331
4.8.1.3: Use historical events to explain and understand contemporary issues.	38-44, 66-71, 148-149, 188-192, 200-201, 202-206, 207, 324-328, 329
5: Political science is the study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual's social and political participation.	
5.1: Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.	

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5.1.1: The U.S. Constitution defines the rights of citizens. Civic action is the responsibility of all. From childhood through adulthood, this responsibility is a realized choice based on experiences with other citizens which shape personal beliefs. Including but not limited to:	
5.1.1.1: Identify examples of citizens' rights and responsibilities.	E12-E13, 46-52, 56-59, 136-138, 129, 202-206
5.1.1.2: Examine social contexts and identifies appropriate and effective civic action.	60-61, 136-138, 139, 140-141, 148-149, 200-201, 202-206, 207, 318-319, 324-328, 350-351, 416-417
5.1.1.3: Define and provide examples of civic virtues.	E2-E3, E12-E13, H2, 44, 46-52, 53, 56-59, 60-61, 136-138, 139, 140-141, 148-149, 200-201, 202-206, 207, 318-319, 329, 330-331
5.1.1.4: Participate in civic life in ways appropriate for young people at local, state, national and global levels.	Related Content: 60-61, 148-149, 238-239, 318-319
5.2: Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.	
5.2.1: The opening statement of the United States Constitution, "We the people," embodies the enduring values and principles of democracy on which our republic was established. This statement puts the citizen at the forefront of the government which honors individual rights and responsibilities, appropriate ways to exercise those rights and respect for others' rights. Including but not limited to:	
5.2.1.1: Describe the origins and explore the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law at local, state, national and global levels.	E20E3, E12-E13, E16, 44, 46-52, 56-59, 136-138, 139, 140-141, 202-206
5.2.1.2: Know the role the U.S. Constitution plays in governance of the United States and stay informed about how it impacts day-to-day life.	E14-E15, 46-52, 56-59, 136-138, 202-206
5.2.1.3: Know the basic purposes of government in the United States and demonstrate the rights and obligations of citizenship for young people at a local, state, national and global level.	46-52, 56-59
5.2.1.4: Are informed about and explore life in a democracy compared with life under other forms of government.	E14-E15, 46-52, 56-59
5.3: Understand the purpose and function of each of the three branches of government established by the U.S. Constitution.	
5.3.1: Each of the three branches of government has a defined function as provided by the U.S. Constitution. These functions are limited by a system of checks and balances. The relationship between these branches is dynamic and changes over time. Including but not limited to:	
5.3.1.1: Identify basic principles and responsibilities associated with each branch of government and explores how citizens become involved in each.	46-52
5.3.1.2: Explore historical and contemporary examples of how the branches of government have checked each other and the impact of those examples.	46-52

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5.4: Understand the differences among local, state, and national government.	
5.4.1: The American government is a complex institution organized at the local, state and national levels. Each level of government has inherent, implied and expressed powers that are used to define its role. The ultimate power however, resides with the people through constitutional authority. Including but not limited to:	
5.4.1.1: Describe various kinds and levels of elections.	58-59
5.4.1.2: Analyze the major roles of government at the local, state, national and international levels.	46-52, 56-59
5.5: Understand the role of the United States in current world affairs.	
5.5.1: The United States' role in world affairs is complex and impacted by historical, economic, political and social factors. Studying the interactions of the United States with other nations and international and nongovernmental organizations aids in understanding world affairs. Including but not limited to:	
5.5.1.1: Analyze how U.S. economic aid affects other nations' views of the United States and actions of its government.	Related Content: 148-149
5.5.1.2: Compare the value of acting individually (as a nation) vs. acting collectively (groups of nations) to solve problems.	Related Content: 148-149
5.5.1.3: Recognize that international factors such as exchange rates and child labor affect relations between and among nations.	Related Content: 72-79, 414
5.5.1.4: Compare realities of life in the United States with perceptions held by people from other countries.	Related Content: 148-149

**Scott Foresman Social Studies © 2011,
The United States
Building a Nation
Growth of a Nation
to the
Iowa Core Curriculum
Grade 5**

Iowa Core Curriculum Grade 5	Scott Foresman Social Studies
Social Studies	
1: Behavioral sciences include, but are not limited to, the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.	
1.1: Understand the changing nature of society.	
1.1.1: Society is constantly changing. Individuals grow and change due to factors such as the environment, economy and technology. Including but not limited to:	
1.1.1.1: Explain how "acceptable" human behavior varies from one culture to another over time.	The United States Related Content: 6-7 Building a Nation Related Content: 6-7 Growth of a Nation Related Content: 8-9, 475-477
1.1.1.2: Explain why some behaviors are "unacceptable" in almost all cultures.	The United States Related Content: 6-7 Building a Nation Related Content: 6-7 Growth of a Nation Related Content: 8-9, 475-477
1.1.1.3: Describe the impact of new technologies on society.	The United States E6-E7, 23, 112, 408-413, 538-541, 562-567, 617, 661, 666 Building a Nation E6-E7, 23, 112, 408-413 Growth of a Nation 34, 128-130, 166-173, 216-221, 228, 298-305, 308-309, 354-355, 402-403, 428-430, 452, 490-491, 494, 520-521
1.1.1.4: Describe how change affects people's perceptions and interactions.	The United States Representative Pages: 10-11, 134-138, 268-273, 344-350, 408-413, 442-445, 516-521, 568-574, 642-649, 658-667 Building a Nation Representative Pages: 10-11, 134-138, 164-167, 268-273, 310-311, 344-350, 408-413, 422-423, 442-445, 516-521 Growth of a Nation Representative Pages: E12-13, 22-28, 35, 66-72, 106-111, 166-173, 184-190, 240-244, 418-424, 502-508

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1.2: Understand the influences on individual and group behavior and group decision making.	
1.2.1: Components of culture such as religion, media and language impact and help shape individuals, group behavior and decisions regarding society. Including but not limited to:	
1.2.1.1: Describe, compare and contrast various types of societies and cultural groups.	<p>The United States Representative Pages: 6-11, 54-57, 60-64, 82-85, 106-109, 142-145, 470-474, 546-552, 568-574, 642-644</p> <p>Building a Nation Representative Pages: 6-11, 54-57, 60-64, 76-80, 82-85, 106-109, 142-145, 210-214, 470-474, 516-521</p> <p>Growth of a Nation E10-E11, 8-9, 12-18, 54-57, 106-111, 138-144, 148-153, 154-159, 184-190, 232-238</p>
1.2.1.2: Explain how and why the expression of differing points of view can lead to compromise.	<p>The United States 346-347, 477-478</p> <p>Building a Nation 346-347, 477-478</p> <p>Growth of a Nation E14-E15, 66-72</p>
1.2.1.3: Demonstrate that one person's exercise of freedom may conflict with the freedom of others.	<p>The United States Related Content: 14-17, 344-350, 352-355</p> <p>Building a Nation Related Content: 14-17, 344-350, 352-355</p> <p>Growth of a Nation Related Content: 26-28</p>
1.2.1.4: Show how rules can help resolve conflict.	<p>The United States Related Content: 14-17, 344-350, 352-355, 637</p> <p>Building a Nation Related Content: 14-17, 344-350, 352-355</p> <p>Growth of a Nation Related Content: 387</p>
1.2.1.5: Summarize how individuals impact groups and groups impact individuals.	<p>The United States Representative Pages: 6-11, 106-109, 142-145, 232-236, 283, 301, 416-420, 475, 568-574, 645</p> <p>Building a Nation Representative Pages: 6-11, 106-109, 142-145, 163, 232-236, 283, 301, 309, 416-420, 475</p> <p>Growth of a Nation Representative Pages: E2-E3, 65, 232-238, 239, 240-244, 245, 327, 413, 418-426, 427</p>
1.3: Understand how personality and socialization impact the individual.	
1.3.1: Personality is an individual's broad, long-lasting pattern of behavior. This pattern is partially influenced by components of a person's culture. Including but not limited to:	
1.3.1.1: Present examples of how internalizing culture begins at birth and is a complex lifelong process.	<p>The United States Representative Pages: 6-11, 60-64, 82-85, 88-91, 142-145, 168-173, 216-220, 516-521, 568-574, 642-649</p> <p>Building a Nation Representative Pages: 6-11, 60-64, 76-80, 81, 82-85, 142-145, 146-150, 184-185, 416-420, 516, 521</p> <p>Growth of a Nation E10-E11, 8-9</p>

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1.3.1.2: Understand that language, stories, folktales, music and artistic creations are expressions of culture.	<p>The United States Representative Pages: E10-E11, 6-11, 120-121, 219, 309, 324-325, 338-339, 480, 524-525, 672-673</p> <p>Building a Nation Representative Pages: E10-E11, 6-11, 120-121, 219, 309, 324-325, 338-339, 383, 480, 524-525</p> <p>Growth of a Nation Representative Pages: E10-E11, 70, 114-115, 279, 284-285, 312-316, 318-319, 334, 370-371, 404-405</p>
1.3.1.3: Compare different types of personalities.	<p>The United States Representative Pages: 23, 65, 163, 215, 309, 351, 407, 483, 575, 649</p> <p>Building a Nation Representative Pages: 23, 39, 65, 151, 163, 215, 309, 351, 407, 483</p> <p>Growth of a Nation Representative Pages: E2-E3, 28, 73, 183, 239, 245, 365, 413, 485, 509</p>
1.3.1.4: Demonstrate how various factors contribute to the shaping of a person's identity.	<p>The United States Related Content: 6-11</p> <p>Building a Nation Related Content: 6-11</p> <p>Growth of a Nation Related Content: E10-E11, 8-9</p>
<p>1.4: Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.</p>	
<p>1.4.1: Learning and adaptation are continuous throughout life. These processes are central to understanding human development. As humans develop, learn and adapt to their environment, they absorb cultural aspects. Including but not limited to:</p>	
1.4.1.1: Explain how perspective reflects personal beliefs, experiences, and attitudes.	<p>The United States Representative Pages: 6-11, 65, 81, 184-185, 252-255, 385, 421, 470-474, 516-521, 554-557</p> <p>Building a Nation Representative Pages: 6-11, 65, 81, 156-162, 184-185, 252-255, 385, 421, 470-474, 516-521</p> <p>Growth of a Nation Representative Pages: 154-159, 160-161, 184-190, 239, 310-316, 318-319, 418-426, 427, 486-487, 502-508</p>
1.4.1.2: Illustrate/demonstrate how human beings tend to repeat behaviors that feel good or have pleasant consequences and avoid behaviors that feel bad or have unpleasant consequences.	<p>The United States Related Content: 6-7</p> <p>Building a Nation Related Content: 6-7</p> <p>Growth of a Nation Related Content: 8-9</p>
1.4.1.3: Describe how people adopt and learn about culture.	<p>The United States Representative Pages: E10-E11, 6-11, 60-64, 65, 142-145, 240-243, 385, 476-482, 568-574, 642-649</p> <p>Building a Nation Representative Pages: E10-E11, 6-11, 60-64, 65, 88-91, 142-145, 168-174, 240-243, 385, 476-482</p> <p>Growth of a Nation E10-E11, 8-9, 318-319, 475-477</p>

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1.5: Understand current social issues to determine how the individual formulates opinions and responds to issues.	
1.5.1: Social issues are matters which directly or indirectly affect many or all members of a society and are viewed as problems. They tend to be controversial and are typically related to moral values. Each person, as a member of a community, needs to understand the context in which a social problem develops and how it is experienced on an individual basis. Including but not limited to:	
1.5.1.1: Identify current social issues and formulates a personal position.	The United States 40-41, 504-505, 576-577, 661-667, 668-669 Building a Nation 40-41, 504-505 Growth of a Nation 94-95, 418-426, 438-444, 446-453, 486-487, 502-508, 512-515
1.5.1.2: Compare the social and historical context of specific issues.	The United States Representative Pages: 10-11, 34-38, 134-138, 168-173, 310-311, 405-406, 416-420, 470-474, 568-574, 642-649 Building a Nation Representative Pages: 10-11, 34-38, 134-138, 142-145, 168-173, 268-273, 310-311, 405-406, 416-420, 470-474 Growth of a Nation Representative Pages: 54-57, 60-65, 154-159, 160, 232-238, 239, 240-244, 245, 418-426, 486-487
1.5.1.3: Describe how global issues affect the United States.	The United States 608-614, 624-630, 636-641, 650-655, 658-665 Building a Nation Related Content: 14-17, 18-22 Growth of a Nation Representative Pages: 250-258, 272-280, 340-347, 348-355, 356-364, 384-391, 406-412, 428-435, 446-453, 502-508
1.5.1.4: Recognize how historical events impact personal development and belief systems.	The United States Representative Pages: 6-11, 142-145, 156-162, 232-236, 338-343, 370-376, 416-420, 422-423, 568-574, 642-649 Building a Nation Representative Pages: 6-11, 142-145, 156-162, 232-236, 310, 338-343, 352-355, 370-376, 416-420, 422-423 Growth of a Nation Representative Pages: 54-57, 60-65, 160-161, 232-238, 240-244, 245, 318-319, 418-426, 427, 502-508
1.6: Understand how to evaluate social research and information.	
1.6.1: Social scientists study how people behave, interact and experience their social environment. They use specific research processes and tools to address research questions. Studies attempt to provide accurate information rather than to establish what is "right" or "wrong." Including but not limited to:	
1.6.1.1: Apply appropriate research procedures and skills to investigate an issue.	The United States H4-H5, H6-H9, 86-87, 284-285, 356-357, 468-469, 584-585 Building a Nation H4-H5, H6-H9, 86-87, 284-285, 356-357, 468-469

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continued	Growth of a Nation H4-H5, H6-H9, 58-59, 174-175, 260-261, 206-207, 392-393, 496-497, 518-519
1.6.1.2: Identify primary and secondary sources.	The United States Representative Pages: H6-H8, 2-3, 46-47, 126-127, 194-195, 284-285, 330-331, 394-395, 419, 456-457 Building a Nation Representative Pages: H6-H8, 2-3, 46-47, 126-127, 194-195, 284-285, 330-331, 394-395, 419, 456-457 Growth of a Nation Representative Pages: H4-H5, H6-H8, 46-47, 98, 120-121, 208-209, 376-377, 392-393, 458-459, 464-465
1.6.1.3: Evaluate the power of utilizing various resources including the Internet.	The United States H4-H5, H6-H8, 86-87 Building a Nation H4-H5, H6-H8, 86-87 Growth of a Nation H7, 452, 496-497, 515
2: Economics addresses the production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.	
2.1: Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.	
2.1.1: Scarcity and economic trade-offs are essential to all economic activity. They affect resources, spending, prices, income and production decisions made by households, businesses, and countries in today's global economy. The unequal distribution of resources locally and throughout the world creates economic conditions of wealth and poverty which in turn have an impact on how people live. Including but not limited to:	
2.1.1.1: Explain that choices usually involve tradeoffs: people can give up buying or doing one thing in order to buy or do something else.	The United States 22 Building a Nation 22 Growth of a Nation 34, 489
2.1.1.2: Summarize the wide disparities between the "haves" and "have-nots" of the world in terms of economic well being.	The United States 500, 566-567, 568-571, 613, 619-622 Building a Nation 500 Growth of a Nation E4-E5, 184-190, 222-229
2.1.1.3: Identify the goods and services that the local school and community provide and the people who provide them.	The United States Related Content: 24-30, 34-38, 546-548 Building a Nation Related Content: 24-30, 34-38 Growth of a Nation Related Content: 138-144

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2.2: Understand the functions of economic institutions.	
2.2.1: Institutions evolve in economies to help individuals and groups accomplish their goals. Banks, corporations, legal systems, and not-for-profit organizations are examples of important institutions. Including but not limited to:	
2.2.1.1: Identify the economic roles of various institutions, including households, businesses, and government.	The United States E4-E5, 18-22, 546-552, 562-567, 619 Building a Nation E4-E5, 18-22 Growth of a Nation E4-E5, 138-144, 148-153, 176-182, 192-197, 298-305, 320-326, 394-403, 488-494
2.2.1.2: Identify the various ways in which money is exchanged in the economy.	The United States Related Content: 18-22 Building a Nation Related Content: 18-22 Growth of a Nation E4-E5, 398
2.2.1.3: Describe and explain the role of money, banking, and savings in everyday life.	The United States 619 Building a Nation Related Content: 18-22 Growth of a Nation E4-E5, 398
2.3: Understand how governments throughout the world influence economic behavior.	
2.3.1: Government policies influence the economy. Citizens evaluate the impact of economic policies and how they affect the individual on the local, state, national, and international levels. Including but not limited to:	
2.3.1.1: Explain the purpose of taxes.	The United States 269-270 Building a Nation 269-270 Growth of a Nation 22-23
2.3.1.2: Understand the concept of capitalism.	The United States E4-E5, 18-22 Building a Nation E4-E5, 18-22 Growth of a Nation 176-182
2.3.1.3: Identify goods and services provided by the government.	The United States 620, 660-667 Building a Nation Related Content: 14-17, 18-22 Growth of a Nation 328-335
2.4: Understand factors that create patterns of interdependence in the world economy.	
2.4.1: The increasing influence of globalization on America's economy impacts global trade and interdependence including exports, imports, balance of trade, and exchange rates. Including but not limited to:	
2.4.1.1: Understand how the exchange of goods and services by individuals, groups and nations create economic interdependence and change.	The United States E4-E5, 18-22, 30, 67, 205, 206-207, 408-413, 442-445, 464-467, 546-552, 562-567 Building a Nation E4-E5, 18-22, 30, 67, 205, 206-207, 408-413, 442-445, 464-467 Growth of a Nation 176-182, 492-493
2.4.1.2: Explain and illustrate how values and beliefs influence various economic decisions.	The United States Representative Pages: 18-23, 110-115, 134-138, 156-162, 168-173, 224-227, 268-273, 370-376, 424-425, 442-445 Building a Nation Representative Pages: 18-23, 110-115, 134-138, 156-162, 168-173, 224-

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continued	227, 268-273, 370-376, 424-425, 442-445 Growth of a Nation Representative Pages: E4-E5, 12-18, 30-38, 54-57, 66-72, 128-133, 148-153, 176-182, 198-199, 488-494
2.4.1.3: Explain the concept of interstate commerce.	The United States E4-E5, 18-22, 30, 205, 464-466, 538-541 Building a Nation E4-E5, 18-22, 30, 205, 464-466 Growth of a Nation 26, 54-57, 128-133, 298-305
2.4.1.4: Describe the concept of resource wealth and resource scarcity.	The United States 22, 35-36, 95, 205, 442-445, 555, 562-567, 619-622 Building a Nation 22, 35-36, 95, 205, 442-445 Growth of a Nation E4-E5, 151, 176-182, 301-351, 513
2.5: Understand that advancing technologies impact the global economy.	
2.5.1: Modern technologies transform the speed and scope of economic activity. They allow ideas, innovations, goods and services to be exchanged rapidly and efficiently. Including but not limited to:	
2.5.1.1: Describe changes in local, regional and world economies that have resulted from the use of new technology.	The United States E6-E7, 23, 112, 408-413, 538-541, 562-567, 617, 661, 666 Building a Nation E6-E7, 23, 112, 408-413 Growth of a Nation E4-E5, 34, 128-129, 143, 166-173, 216-221, 228, 308-309, 402-403, 452, 490-491, 520-521
2.5.1.2: Describe how personal decisions regarding the economy can affect people's lives locally, nationally and internationally.	The United States 18-22 Building a Nation 18-22 Growth of a Nation E4-E5, 320-326, 351, 488-494, 513
2.5.1.3: Describe the issues associated with global climate change and Iowa's role in both the problems and the solutions.	The United States Related Content: 29 Building a Nation Related Content: 29 Growth of a Nation 489
2.6: Understand that all economies throughout the world rely upon universal concepts.	
2.6.1: The concepts of needs and wants, supply and demand, production, distribution, consumption, and labor and wages are the basis on which economies function. Including but not limited to:	
2.6.1.1: Understand the concepts of supply and demand.	The United States 19 Building a Nation 19 Growth of a Nation 489
2.6.1.2: Compare and contrast needs and wants in various types of economies.	The United States Related Content: 18-22 Building a Nation Related Content: 18-22 Growth of a Nation 12-18, 30-36, 54-57, 138-144, 148-153, 154-159, 160-161, 1840-190, 216-221, 222-229, 348-355, 488-494

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2.6.1.3: Identify local goods and services that are part of the global economy.	<p>The United States Related Content: 24-30, 34-38, 546-548</p> <p>Building a Nation Related Content: 24-30, 34-38</p> <p>Growth of a Nation Related Content: 138-144</p>
<p>3: Geography is the study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.</p>	
<p>3.1: Understand the use of geographic tools to locate and analyze information about people, places, and environments.</p>	
<p>3.1.1: Some of the tools geographers use to make sense of the world include maps, globes, photographs, and geospatial technologies. These tools are essential to portraying, analyzing, evaluating and predicting human and physical patterns and processes on the Earth's surface. These tools also play a critical role in helping people make sense of a complex world from a spatial perspective. Including but not limited to:</p>	
3.1.1.1: Identify and describe the detailed elements of a map.	<p>The United States H12-H15, H16-H22, 32-33, 140-141, 244-245, 378-379, 512-513, 542-543, 656-657</p> <p>Building a Nation H12-H15, H16-H22, 32-33, 140-141, 244-245, 378-379, 512-513</p> <p>Growth of a Nation H12-H15, H-16-H24, 20-21, 102-103, 134-135, 366-367, 454-455, 478-479</p>
3.1.1.2: Use atlases, databases, grid systems, charts, graphs, and/or maps to gather information about the local community, Iowa, the United States, and the world.	<p>The United States Representative Pages: H16-H22, 32-33, 58-59, 114, 206, 244-245, 378-379, 473, 512-513, 542-543</p> <p>Building a Nation Representative Pages: H16-H22, 8, 32-33, 58-59, 114, 206, 244-245, 378-379, 473, 512-513</p> <p>Growth of a Nation Representative Pages: H12-H15, 38-39, 97, 146-147, 230-231, 301, 322, 401, 483</p>
3.1.1.3: Construct maps, showing the location of major land masses, bodies of water, and/or mountain regions.	<p>The United States 30, 109, 182, 291, 366</p> <p>Building a Nation 30, 109, 182, 291, 366</p> <p>Growth of a Nation Related Content: 472-474</p>
<p>3.2: Understand how geographic and human characteristics create culture and define regions.</p>	
<p>3.2.1: A basic unit of geographic study is the region, an area that displays common characteristics. Regions may be defined by criteria such as language, religion, culture, and other geographic characteristics. A region serves as a tool to examine, define, describe, explain and analyze the human and physical environment. Including but not limited to:</p>	
3.2.1.1: Describe ways in which people interact with the physical environment, including use of land, locations of communities, methods of construction, and design of shelters.	<p>The United States Representative Pages: 24-30, 39, 76-80, 88-91, 156-162, 210-214, 240-243, 308, 377-378, 442-445</p> <p>Building a Nation Representative Pages: 24-30, 39, 76-80, 88-91, 156-162, 210-214, 240-243, 308, 377-378, 442-445</p> <p>Growth of a Nation 12-18, 54-57, 128-133, 138-144, 148-153, 216-221, 222-229, 298-305, 513</p>

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3.2.1.2: Compare political, economic, and social differences among regions.	<p>The United States Representative Pages: 24-30, 60-64, 94-97, 106-109, 142-145, 176-182, 210-214, 224-227, 240-243, 464-467</p> <p>Building a Nation Representative Pages: 24-30, 60-64, 94-97, 106-109, 142-145, 176-182, 210-214, 224-227, 240-243, 464-467</p> <p>Growth of a Nation E8-E9, 12-18, 30-38, 54-57, 128-133, 138-144, 148-153, 216-221, 222-229, 250-258, 472-474</p>
3.2.1.3: Use selected criteria to identify geographic regions on maps.	<p>The United States Representative Pages: 24-30, 33, 84, 168, 210, 375, 430, 464, 540, 621</p> <p>Building a Nation Representative Pages: 24-30, 33, 84, 168, 206, 210, 271, 375, 430, 464</p> <p>Growth of a Nation 472-477</p>
3.2.1.4: Explain how the local physical environment has affected the way people live in the community.	<p>The United States Representative Pages: 24-30, 39, 76-80, 88-91, 156-162, 210-214, 240-243, 308, 377-378, 442-445</p> <p>Building a Nation Representative Pages: 24-30, 39, 76-80, 88-91, 156-162, 210-214, 240-243, 308, 377-378, 442-445</p> <p>Growth of a Nation 12-18, 54-57, 128-133, 138-144, 148-153, 216-221, 222-229, 298-305, 513</p>
<p>3.3: Understand how human factors and the distribution of resources affect the development society and the movement of populations.</p>	
<p>3.3.1: Physical and human characteristics of places provide keys to identifying and interpreting the simple to complex interactions and interrelations between people and their environments. Some characteristics include population distribution, economic resources (capital, power supplies, labor, information, air quality, water and land) and the movement among them. Including but not limited to:</p>	
3.3.1.1: Give examples of how the location of an area has affected the culture of the people.	<p>The United States Representative Pages: 24-30, 39, 76-80, 88-91, 156-162, 210-214, 240-243, 308, 377-378, 442-445</p> <p>Building a Nation Representative Pages: 24-30, 39, 76-80, 88-91, 156-162, 210-214, 240-243, 308, 377-378, 442-445</p> <p>Growth of a Nation 12-18, 54-57, 128-133, 138-144, 148-153, 216-221, 222-229, 298-305, 513</p>
3.3.1.2: Identify examples of physical and cultural barriers to population movement and migration.	<p>The United States 10, 473, 474, 613</p> <p>Building a Nation 10, 473, 474, 613</p> <p>Growth of a Nation 7, 13, 62, 66, 184-190, 235, 474</p>

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3.3.1.3: Locate specific human features such as cities, capitals, and roads on a map of North America.	<p>The United States Representative Pages: H16-H22, 52-53, 132-133, 200-201, 294-295, 336-337, 360-361, 400-401, 428-429, 490-491</p> <p>Building a Nation Representative Pages: H16-H22, 52-53, 132-133, 200-201, 294-295, 336-337, 360-361, 400-401, 428-429, 490-491</p> <p>Growth of a Nation Representative Pages: 52-53, 80-81, 126-127, 164-165, 214-215, 248-249, 296-297, 338-339, 416-417, 500-501</p>
3.3.1.4: Examine the interaction of human beings and their physical environment such as their use of land, building of cities, and their impact on ecosystems.	<p>(The United States Representative Pages: 24-30, 39, 76-80, 88-91, 156-162, 210-214, 240-243, 308, 377-378, 442-445</p> <p>Building a Nation Representative Pages: 24-30, 39, 76-80, 88-91, 156-162, 210-214, 240-243, 308, 377-378, 442-445</p> <p>Growth of a Nation 12-18, 54-57, 128-133, 138-144, 148-153, 216-221, 222-229, 298-305, 513</p>
<p>3.4: Understand how physical processes and human actions modify the environment and how the environment affects humans.</p>	
<p>3.4.1: To understand the spatial patterns and processes distributed across the Earth's surface, it is essential to know that places may be distinguished by their physical and human characteristics. Physical processes create natural landscapes and environments. Human actions modify these natural processes, landscapes and the ecosystems. Examples of natural physical features include landforms, soils, water bodies, vegetation, animal life, seasons, weather and climate. Including but not limited to:</p>	
3.4.1.1: Describe the social and economic effects of environmental changes as well as crises arising from phenomena such as floods, storms and droughts.	<p>The United States 159-160, 548, 621</p> <p>Building a Nation 159-160</p> <p>Growth of a Nation E6-E7, 332</p>
3.4.1.2: Give examples of human alterations of the physical environment that have produced positive and negative consequences.	<p>The United States 538-541, 546-552, 571, 604, 621</p> <p>Building a Nation Related Content: 24-30, 34-38</p> <p>Growth of a Nation E2-E3, 257-258, 263, 266-267, 443-444</p>
3.4.1.3: Analyze how changes in the weather affect people.	<p>The United States E8-E9, 29, 58-59, 90, 621</p> <p>Building a Nation E8-E9, 29, 58-59, 90</p> <p>Growth of a Nation Related Content: 474</p>
<p>4: History is the study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.</p>	

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4.1: Understand historical patterns, periods of time, and the relationships among these elements.	
4.1.1: Students describe the historical events that define a period in history. In exploring change over time, students explore how a society or culture evolves. Including but not limited to:	
4.1.1.1: Compare and contrast various civilizations within a time period.	<p>The United States Representative Pages: 60-64, 70-71, 102-105, 106-109, 142-145, 168-173, 240-243, 464-467, 568-574, 642-644</p> <p>Building a Nation Representative Pages: 60-64, 70-71, 76-80, 88-91, 102-105, 106-109, 142-145, 168-173, 240-243, 464-467</p> <p>Growth of a Nation Representative Pages: 6-11, 12-18, 30-36, 54-57, 138-144, 160-161, 184-190, 216-221, 222-229, 384-391</p>
4.1.1.2: Explain the idea of cause and effect of events and actions within a period.	<p>The United States Representative Pages: 142-145, 159-161, 246-251, 264-265, 268-273, 296-300, 380-384, 416-420, 438-441, 506-511</p> <p>Building a Nation Representative Pages: 142-145, 159-161, 246-251, 264-265, 268-273, 296-300, 380-384, 416-420, 438-441, 506-511</p> <p>Growth of a Nation Representative Pages: 22-28, 66-72, 96-101, 154-159, 184-190, 253-255, 262-267, 323, 364, 380-381</p>
4.1.1.3: Describe the historical development of a region.	<p>The United States Representative Pages: 54-57, 102-104, 110-115, 134-138, 164-167, 268-273, 302-307, 402-406, 476-482, 616-622</p> <p>Building a Nation Representative Pages: 54-57, 102-104, 110-115, 134-138, 164-167, 268-273, 296-300, 302-307, 402-406, 476-482</p> <p>Growth of a Nation 12-18, 38-39</p>
4.2: Understand how and why people create, maintain, or change systems of power, authority, and governance.	
4.2.1: Governance systems begin with the family unit and expand through local, national and international organizations and institutions. Students understand the role government has played in past events and how people have influenced that role. Every group creates governing systems to meet their needs. Including but not limited to:	
4.2.1.1: Analyze how structures of power affect various groups in different ways.	<p>The United States Representative Pages: E14-E15, 15-17, 66-69, 106-109, 142-145, 224-227, 276-282, 310-311, 470-474, 516-521</p> <p>Building a Nation Representative Pages: E14-E15, 15-17, 66-69, 106-109, 142-145, 224-227, 276-282, 310-311, 470-474, 516-521</p> <p>Growth of a Nation Representative Pages: E12-E13, 10-11, 17, 54-57, 60-65, 232-238, 240-244, 399, 418-426, 438-442</p>

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4.2.1.2: Examine why governments change, how they change and the role individuals play in bringing about change.	<p>The United States Representative Pages: E14-E15, 14-17, 296-300, 310-311, 338-343, 351, 416-420, 422-423. 476-482, 483</p> <p>Building a Nation Representative Pages: E14-E15, 14-17, 296-300, 310-311, 338-343, 351, 416-420, 422-423. 476-482, 483</p> <p>Growth of a Nation E12-E13, 58-59, 232-238, 239, 240-244, 418-426, 427</p>
4.2.1.3: Compare and contrast the development of various governmental systems.	<p>The United States E14-E15, 14-17, 228-242, 344-350, 352-355, 625, 636-641, 650-655, 658-667</p> <p>Building a Nation E14-E15, 14-17, 228-242, 344-350, 352-355</p> <p>Growth of a Nation 26-28, 341-342, 388-389, 480-482</p>
4.3: Understand the role of culture and cultural diffusion on the development and maintenance of societies.	
4.3.1: Culture plays a crucial role in the development of societies across time. Culture influences the interactions of various social groups as well as economic and political decisions. Culture provides the means for expressing individual or collective beliefs which can include religious practices, literature, music, and art. Including but not limited to:	
4.3.1.1: Describe and analyze the influence of culture on the interactions of various groups over time.	<p>The United States Representative Pages: 6-11, 54-57, 60-64, 82-85, 106-109, 142-145, 470-474, 546-552, 568-574, 642-644</p> <p>Building a Nation Representative Pages: 6-11, 54-57, 60-64, 76-80, 82-85, 106-109, 142-145, 210-214, 470-474, 516-521</p> <p>Growth of a Nation E10-E11, 8-9, 12-18, 54-57, 106-111, 138-144, 148-153, 154-159, 184-190, 232-238</p>
4.3.1.2: Analyze the methods by which a society transmits culture across time.	<p>The United States Representative Pages: 6-11, 54-57, 60-64, 82-85, 106-109, 142-145, 470-474, 546-552, 568-574, 642-644</p> <p>Building a Nation Representative Pages: 6-11, 54-57, 60-64, 76-80, 82-85, 106-109, 142-145, 210-214, 470-474, 516-521</p> <p>Growth of a Nation E10-E11, 8-9, 12-18, 54-57, 106-111, 138-144, 148-153, 154-159, 184-190, 232-238</p>

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4.3.1.3: Assess the effect of culture on the decisions of a society, group, or individual.	<p>The United States Representative Pages: 6-11, 54-57, 60-64, 82-85, 106-109, 142-145, 470-474, 546-552, 568-574, 642-644</p> <p>Building a Nation Representative Pages: 6-11, 54-57, 60-64, 76-80, 82-85, 106-109, 142-145, 210-214, 470-474, 516-521</p> <p>Growth of a Nation E10-E11, 8-9, 12-18, 54-57, 106-111, 138-144, 148-153, 154-159, 184-190, 232-238</p>
4.4: Understand the role of individuals and groups within a society as promoters of change or the status quo.	
4.4.1: History is often shaped by highly visible movements and major events or tensions among various groups. The actions however of a group or even one individual can change the course of history. Including but not limited to:	
4.4.1.1: Identify and evaluate the contributions of leaders in various eras and locations.	<p>The United States Representative Pages: 105, 151, 163, 183, 221, 296-300, 301, 402-406, 430-436, 475</p> <p>Building a Nation Representative Pages: 105, 151, 163, 183, 221, 296-300, 301, 402-406, 430-436, 475</p> <p>Growth of a Nation Representative Pages: 22-28, 73, 176-182, 232-238, 259, 327, 365, 413, 418-426, 485</p>
4.4.1.2: Identify significant individuals who have impacted history in a positive or negative way and analyze how their contributions impacted the world.	<p>The United States Representative Pages: 105, 151, 163, 183, 221, 296-300, 301, 402-406, 430-436, 475</p> <p>Building a Nation Representative Pages: 105, 151, 163, 183, 221, 296-300, 301, 402-406, 430-436, 475</p> <p>Growth of a Nation Representative Pages: 22-28, 73, 176-182, 232-238, 259, 327, 365, 413, 418-426, 485</p>
4.5: Understand the effect of economic needs and wants on individual and group decisions.	
4.5.1: Economic needs and wants have influenced political, social, and cultural structures throughout time. As technology has become more complex the ability of individuals or groups to control economic resources has affected the environment and society. Including but not limited to:	
4.5.1.1: Examine the ways in which various societies meet their economic needs and wants.	<p>The United States Representative Pages: 18-22, 60-64, 76-80, 106-109, 134-138, 202-207, 238-239, 408-413, 442-445, 464-467</p> <p>Building a Nation Representative Pages: 18-22, 60-64, 76-80, 106-109, 134-138, 202-207, 238-239, 408-413, 442-445, 464-467</p> <p>Growth of a Nation 6-11, 12-18, 54-55, 138-144, 148-153, 154-159, 216-221, 222-229, 298-305, 488-494</p>

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4.5.1.2: Analyze the role of economic factors in conflicts and in decisions to use military force.	<p>The United States Representative Pages: 134-138, 142-145, 240-245, 246-251, 268-273, 380-384, 408-413, 430-436, 464-467, 516-521</p> <p>Building a Nation Representative Pages: 134-138, 142-145, 240-245, 246-251, 268-273, 380-384, 408-413, 430-436, 464-467, 516-521</p> <p>Growth of a Nation 18, 154-159, 253-255, 270-280, 406-412, 431-434</p>
4.5.1.3: Explain the ways economic factors influence the movement of people.	<p>The United States 10, 473, 474, 613</p> <p>Building a Nation 10, 473, 474, 613</p> <p>Growth of a Nation 7, 13, 62, 66, 184-190, 235, 474</p>
4.5.1.4: Describe the movement of economic goods and the trade networks that connect suppliers and consumers.	<p>The United States E4-E5, 18-22, 30, 102-104, 106-109, 113, 206-207</p> <p>Building a Nation E4-E5, 18-22, 30, 102-104, 106-109, 113, 206-207</p> <p>Growth of a Nation 492-493</p>
4.6: Understand the effects of geographic factors on historical events.	
<p>4.6.1: Throughout time, history and geography have been inter-twined. To fully understand one, there must be a solid foundation of knowledge regarding the other. Geography has provided the context in which history has occurred over time, and therefore has impacted historical events. Including but not limited to:</p>	
4.6.1.1: Identify the impact of geographic systems (physical and human) on historical events.	<p>The United States Representative Pages: 102-104, 156-162, 240-243, 314-319, 377-378, 430-436, 442-445, 506-511, 538-541, 578-582</p> <p>Building a Nation Representative Pages: 54-57, 102-104, 156-162, 240-243, 314-319, 377-378, 430-436, 438-441, 442-445, 506-511</p> <p>Growth of a Nation Representative Pages: 12-18, 30-36, 128-133, 138-144, 154-159, 256-258, 272-280, 340-347, 428-435, 446-453</p>
4.6.1.2: Trace the major land and water routes of explorers throughout the world.	<p>The United States 102-104, 105, 109, 110-115, 116-117, 134-138, 139, 142-145, 146-147, 157-158, 166, 240-243</p> <p>Building a Nation 102-104, 105, 109, 110-115, 116-117, 134-138, 139, 142-145, 146-147, 157-158, 166, 240-243</p> <p>Growth of a Nation 10-11</p>

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4.6.1.3: Identify the role that geography has played during historical events.	<p>The United States Representative Pages: 102-104, 156-162, 240-243, 314-319, 377-378, 430-436, 442-445, 506-511, 538-541, 578-582</p> <p>Building a Nation Representative Pages: 54-57, 102-104, 156-162, 240-243, 314-319, 377-378, 430-436, 438-441, 442-445, 506-511</p> <p>Growth of a Nation Representative Pages: 12-18, 30-36, 128-133, 138-144, 154-159, 256-258, 272-280, 340-347, 428-435, 446-453</p>
4.6.1.4: Explain how and why a region was settled and developed and compare this early development to the region today.	<p>The United States Representative Pages: 24-30, 60-65, 76-80, 88-91, 156-162, 176-182, 211, 238-239, 430-436, 438-441</p> <p>Building a Nation Representative Pages: 24-30, 60-65, 76-80, 88-91, 156-162, 176-182, 211, 238-239, 430-436, 438-441</p> <p>Growth of a Nation 12-18, 38-39</p>
4.7: Understand the role of innovation on the development and interaction of societies.	
4.7.1: Innovations range from the development and application of new technologies to the establishment of new social, political or economic structures. These elements influenced the way societies developed and interacted throughout history. Including but not limited to:	
4.7.1.1: Identify major technological advancements and evaluates their impact on social, political, and historical events.	<p>The United States E6-E7, 23, 112, 408-413, 538-541, 562-567, 617, 666</p> <p>Building a Nation E6-E7, 23, 112, 408-413</p> <p>Growth of a Nation E6-E7, 34, 128-130, 166-173, 216-221, 228, 298-305, 308-309, 354-355, 402-403, 428-430, 452, 520-521</p>
4.7.1.2: Analyze why some technologies have been adopted while others have not.	<p>The United States E6-E7, 23, 112, 408-413, 538-541, 562-567, 617, 666</p> <p>Building a Nation E6-E7, 23, 112, 408-413</p> <p>Growth of a Nation E6-E7, 34, 128-130, 166-173, 216-221, 228, 298-305, 308-309, 354-355, 402-403, 428-430, 452, 520-521</p>
4.8: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.	
4.8.1: History can provide opportunities for students to develop analysis and critical reasoning skills. Understanding cause and effect relationships is the foundation of historical analysis. Students must use critical thinking skills to actively question and explore historical events and issues. Including but not limited to:	

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4.8.1.1: Identify important events and movements that changed life in various regions of the world in the past.	<p>The United States Representative Pages: 54-57, 102-104, 164-167, 286-291, 370-376, 408-413, 438-441, 476-483, 578-582, 624-630</p> <p>Building a Nation Representative Pages: 54-57, 102-104, 164-167, 246-251, 286-291, 370-376, 402-406, 408-413, 438-441, 476-483</p> <p>Growth of a Nation Representative Pages: 22-28, 106-111, 154-159, 184-190, 232-238, 250-258, 310-316, 320-326, 340-347, 438-444</p>
4.8.1.2: Determine the validity and accuracy of primary sources and secondary sources and evaluates them for bias.	<p>The United States 284-285, 446-447, 468-469, 584-585, 606-607</p> <p>Building a Nation 284-285, 446-447, 468-469</p> <p>Growth of a Nation 24, 98, 260-261, 268-269, 392-393, 458-459</p>
4.8.1.3: Use historical events to explain and understand contemporary issues.	<p>The United States Representative Pages: 88-91, 134-138, 222-223, 416-420, 476-482, 516-521, 554-557, 568-574, 578-582, 642-648</p> <p>Building a Nation Representative Pages: 76-80, 88-91, 102-104, 134-138, 142-145, 156-162, 222-223, 416-420, 476-482, 516-521</p> <p>Growth of a Nation Representative Pages: 60-64, 104-111, 154-159, 160-161, 184-190, 192-197, 232-239, 245, 320-326, 436-437</p>
<p>5: Political science is the study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual's social and political participation.</p>	
<p>5.1: Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</p>	
<p>5.1.1: The U.S. Constitution defines the rights of citizens. Civic action is the responsibility of all. From childhood through adulthood, this responsibility is a realized choice based on experiences with other citizens which shape personal beliefs. Including but not limited to:</p>	
5.1.1.1: Identify examples of citizens' rights and responsibilities.	<p>The United States 14-17, 184-185, 222-223, 247-275, 299, 310-311, 354, 404, 612, 642-648</p> <p>Building a Nation 14-17, 184-185, 222-223, 247-275, 299, 310-311, 354, 404</p> <p>Growth of a Nation E12-E13, 26-28, 468-469, 480-484</p>
5.1.1.2: Examine social contexts and identifies appropriate and effective civic action.	<p>The United States 184-185, 222-223, 274-275, 310-311, 404, 504-505, 576-577, 612, 614, 642-648, 668-669</p> <p>Building a Nation 184-185, 222-223, 274-275, 310-311, 404, 504-505</p> <p>Growth of a Nation E12-E13, 480-484</p>

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5.1.1.3: Define and provide examples of civic virtues.	The United States 14-17, 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 354, 504-505, 576-577, 612, 614, 642-648, 668-669 Building a Nation 14-17, 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 354, 504-505 Growth of a Nation 40-41, 240-244, 270-271, 333, 436-437, 468-469, 475, 480-484, 505, 510-511
5.1.1.4: Participate in civic life in ways appropriate for young people at local, state, national and global levels.	The United States 40-41, 504-505, 576-577 Building a Nation 40-41 Growth of a Nation E12-E13
5.2: Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.	
5.2.1: The opening statement of the United States Constitution, "We the people," embodies the enduring values and principles of democracy on which our republic was established. This statement puts the citizen at the forefront of the government which honors individual rights and responsibilities, appropriate ways to exercise those rights and respect for others' rights. Including but not limited to:	
5.2.1.1: Describe the origins and explore the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law at local, state, national and global levels.	The United States E12-E13, E14-E16, 14-17, 338-343, 344-350, 351, 352-355 Building a Nation E12-E13, E14-E16, 14-17, 338-343, 344-350, 351, 352-355 Growth of a Nation 26-28, 468-469, 480-484
5.2.1.2: Know the role the U.S. Constitution plays in governance of the United States and stay informed about how it impacts day-to-day life.	The United States E12-E13, E14-E16, 14-17 Building a Nation E12-E13, E14-E16, 14-17 Growth of a Nation E14-E15, 26-28, 311, 468-469, 480-484
5.2.1.3: Know the basic purposes of government in the United States and demonstrate the rights and obligations of citizenship for young people at a local, state, national and global level.	The United States E12-E13, 14-17 Building a Nation E12-E13, 14-17 Growth of a Nation 26-28, 270-271, 468-469, 480-484
5.2.1.4: Are informed about and explore life in a democracy compared with life under other forms of government.	The United States E12-E13, E14-E16, 14-17, 625 Building a Nation E12-E13, E14-E16, 14-17 Growth of a Nation 26-28, 341-342, 448, 480-484
5.3: Understand the purpose and function of each of the three branches of government established by the U.S. Constitution.	
5.3.1: Each of the three branches of government has a defined function as provided by the U.S. Constitution. These functions are limited by a system of checks and balances. The relationship between these branches is dynamic and changes over time. Including but not limited to:	
5.3.1.1: Identify basic principles and responsibilities associated with each branch of government and explores how citizens become involved in each.	The United States 330, 348-349 Building a Nation 330, 348-349 Growth of a Nation E14-E15, 26-28

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5.3.1.2: Explore historical and contemporary examples of how the branches of government have checked each other and the impact of those examples.	The United States 339, 348-349, 519 Building a Nation 339, 348-349, 519 Growth of a Nation 26-28
5.4: Understand the differences among local, state, and national government.	
5.4.1: The American government is a complex institution organized at the local, state and national levels. Each level of government has inherent, implied and expressed powers that are used to define its role. The ultimate power however, resides with the people through constitutional authority. Including but not limited to:	
5.4.1.1: Describe various kinds and levels of elections.	The United States 16, 343 Building a Nation 16, 343 Growth of a Nation E12-E13, 482-483
5.4.1.2: Analyze the major roles of government at the local, state, national and international levels.	The United States E14-E15, 14-17, 504-505, 636-641 Building a Nation E14-E15, 14-17, 504-505 Growth of a Nation 26-28, 480-484
5.5: Understand the role of the United States in current world affairs.	
5.5.1: The United States' role in world affairs is complex and impacted by historical, economic, political and social factors. Studying the interactions of the United States with other nations and international and nongovernmental organizations aids in understanding world affairs. Including but not limited to:	
5.5.1.1: Analyze how U.S. economic aid affects other nations' views of the United States and actions of its government.	The United States 636-641, 650-655, 658-667 Building a Nation Related Content: 6-11 Growth of a Nation 386, 389
5.5.1.2: Compare the value of acting individually (as a nation) vs. acting collectively (groups of nations) to solve problems.	The United States 315, 504-505, 598-599, 608-611, 624-630, 636-641, 650-655, 658-660, 664 Building a Nation 315, 504-505 Growth of a Nation 345, 387, 514
5.5.1.3: Recognize that international factors such as exchange rates and child labor affect relations between and among nations.	The United States 572, 576-577 Building a Nation Related Content: 18-22 Growth of a Nation 193-194, 198-199
5.5.1.4: Compare realities of life in the United States with perceptions held by people from other countries.	The United States Related Content: 636-641, 650-655, 658-667 Building a Nation Related Content: 6-11 Growth of a Nation Related Content: 502-508

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Social Studies	
1: Behavioral sciences include, but are not limited to, the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.	
1.1: Understand the changing nature of society.	
1.1.1: Society is dynamic. It evolves in response to changes in attitudes, perceptions, values, etc. Attempts to understand cultural factors within a changing society led to the development of sociology as a distinct field of study. Many attempts to understand and predict human behavior occurred prior to our modern day study of psychology. Including but not limited to:	
1.1.1.1: Analyze the impact of economic, historical and political forces on society and social behavior.	Representative Pages: 10-16, 128-134, 190-193, 282-287, 326-328, 350-353, 466-470, 492-496, 576-580, 630-633
1.1.1.2: Describe how world cultures impact local cultures.	Representative Pages: 54-57, 114-117, 136-139, 140-143, 212-215, 218-221, 228-229, 294-297, 330-333, 636-641
1.1.1.3: Explain how humans behave in various social contexts.	Related Content: E10-E11
1.1.1.4: Describe the impact of changing technology on society.	Representative Pages: 12, 46, 80, 89, 112, 134, 200, 270-271, 474-477, 668-671
1.2: Understand how personality and external social forces impact the individual.	
1.2.1: Personality is an individual's broad, long-lasting pattern of behavior. This pattern is partially influenced by components of a person's culture. Including but not limited to:	
1.2.1.1: Present examples of how internalizing culture begins at birth and is a complex lifelong process.	Representative Pages: E10-E11, 27, 54-57, 222-224, 330-333, 400-405, 558-561, 636-641, 644-649, 668-671
1.2.1.2: Describe major agents of socialization and the role each plays in development of self, social norms, values, and beliefs. (Agents of socialization include people or institutions that socialize or teach members of society the values, norms and social expectations).	Representative Pages: E10-E11, 27, 54-57, 84-87, 140-143, 168-173, 196-199, 202, 356-359, 636-641
1.2.1.3: Compare different types of personalities.	Representative Pages: 51, 91, 202, 266-269, 329, 339, 399, 463, 471, 555
1.2.1.4: Analyze various factors that contribute to the shaping of a person's identity.	Related Content: E10-E11, 636-641
1.3: Understand the influences on individual and group behavior and group decision making.	
1.3.1: Components of culture such as religion, media and language impact and help shape individuals, group behavior and decisions regarding society. Including but not limited to:	
1.3.1.1: Describe how individuals impact groups and groups impact individuals.	Representative Pages: 54-59, 113, 114-117, 174-180, 379, 396-398, 444-449, 463, 588-589, 619

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1.3.1.2: Describe, compare and contrast various types of societies and cultural groups.	Representative Pages: 10-16, 8-50, 84-90, 168-173, 190-193, 196-201, 222-224, 330-335, 356-359, 374-378
1.3.1.3: Examine the role of values and beliefs in establishing the norms of society.	Representative Pages: 54-57, 114-117, 136-139, 140-143, 212-215, 218-221, 228-229, 294-297, 330-333, 636-641
1.4: Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.	
1.4.1: Learning and adaptation are continuous throughout life. These processes are central to understanding human development. As humans develop, learn and adapt to their environment, they absorb cultural aspects. Including but not limited to:	
1.4.1.1: Explain how perspective reflects personal beliefs, experiences, and attitudes.	Representative Pages: 48-51, 136-139, 174-180, 228-229, 298-304, 334-338, 339, 438-442, 606-612
1.4.1.2: Describe how people adopt and learn about culture.	Representative Pages: E10-E11, 27, 54-57, 84-87, 140-143, 168-173, 196-199, 202, 356-359, 636-641
1.4.1.3: Analyze how socialization is initiated by and continued through agents of socialization (Agents of socialization include people or institutions that socialize or teach members of society the values, norms and social expectations).	Representative Pages: E10-E11, 27, 54-57, 84-87, 140-143, 168-173, 196-199, 202, 356-359, 636-641
1.5: Understand current social issues to determine how the individual is able to formulate opinions and respond to those issues.	
1.5.1: Social issues are matters which directly or indirectly affect many or all members of a society and are viewed as problems. They tend to be controversial and are typically related to moral values. Each person, as a member of a community needs to understand the context in which a social problem develops and how it is experienced on an individual basis. Including but not limited to:	
1.5.1.1: Identify current social issues and formulates a personal position.	228-229, 588-589, 614-618, 620-623, 630-633, 636-641, 644-649, 654-657, 660-663, 664-667, 668-671
1.5.1.2: Analyze the social and historical context of specific issues.	486-489, 492-496, 498-503, 526-532, 548-554, 558-561, 576-580, 582-587, 606-612, 614-618, 620-623, 636-641, 644-649
1.5.1.3: Recognize the interplay between politics, economics, history and social issues on a national and an international level.	486-489, 492-496, 498-503, 526-532, 548-554, 558-561, 576-580, 582-587, 606-612, 614-618, 620-623, 636-641, 644-649
1.5.1.4: Analyze the role of values and beliefs in the development of social issues.	Representative Pages: 54-57, 114-117, 136-139, 140-143, 212-215, 218-221, 228-229, 294-297, 330-333, 636-641
1.5.1.5: Understand that historical events can impact an individual's personality development.	Related Content: 636-641, 642, 643, 644-649

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1.6: Understand how to evaluate social research and information.	
1.6.1: Social scientists study how people behave, interact and experience their social environment. They use specific research processes and tools to address research questions. Studies attempt to provide accurate information rather than to establish what is "right" or "wrong." Including but not limited to:	
1.6.1.1: Use appropriate research procedures and skills to investigate an issue.	H4-H9, 60-61, 144-145, 216-217, 280-281, 364-365, 386-387, 472-473
1.6.1.2: Evaluate the pros and cons of various research strategies.	H4-H9, 60-61, 144-145, 216-217, 280-281, 364-365, 386-387, 472-473
1.6.1.3: Identify and utilize primary and secondary sources.	H4, 280-281, 472-473
1.6.1.4: Evaluate Internet sources for quality, reliability and validity.	H8, 216-217, 386-387
1.6.1.5: Identify and evaluate the ethical issues in conducting research with humans and animals.	Related Content: H6
2: Economics addresses the production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.	
2.1: Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.	
2.1.1: Scarcity and economic trade-offs are essential to all economic activity. They affect resources, spending, prices, income and production decisions made by households, businesses, and countries in today's global economy. Including but not limited to:	
2.1.1.1: Compare the wide disparities that exist across the globe in terms of economic assets and choices.	631
2.1.1.2: Justify good judgment in making personal choices related to spending and saving. Predicts short-term and long-term financial consequences based on current choices.	Related Content: E4-E5
2.1.1.3: Identify and explains examples of ways goods and services are produced and distributed.	475, 479
2.1.1.4: Identify the differences between producers and consumers in a market economy.	Related Content: E4-E5, 480
2.2: Understand the functions of economic institutions.	
2.2.1: Institutions evolve in economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, individual entrepreneurs, legal systems, and not-for-profit organizations are examples of important institutions. Understanding economic institutions and the purposes they serve will help students use institutions more effectively and help them evaluate change. Including but not limited to:	
2.2.1.1: Distinguish between for-profit corporations and not-for-profit organizations.	Related Content: E16, 631
2.2.1.2: Examine the impact labor unions have had on working conditions over time.	480
2.2.1.3: Analyze the role of banks and other financial institutions in channeling funds from savers to borrowers and investors.	Related Content: 543

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2.3: Understand how governments throughout the world influence economic behavior.	
2.3.1: Government policies influence the economy. Citizens evaluate the economic trade-offs of policies and how they affect the economy at the individual, local, state, national, and international levels. Including but not limited to:	
2.3.1.1: Distinguish between a free market and a market economy.	Related Content: E4-E5, 480
2.3.1.2: Evaluate the use of taxes at the local, state and national levels.	Related Content: 457
2.3.1.3: Analyze how government institutions regulate the economy.	480, 632-633
2.3.1.4: Propose alternatives or modifications to the way government currently collects revenue.	Related Content: 348, 457
2.4: Understand factors that create patterns of interdependence in the world economy.	
2.4.1: The increasing importance of the global economy on America's economy makes it essential for students to be well versed in the factors that influence global trade. These can include exports and imports, balance of trade, exchange rates, tariffs, other trade barriers, and free-trade agreements. Including but not limited to:	
2.4.1.1: Identify the geographic origins of the raw materials that go into everyday items.	631
2.4.1.2: Evaluate the merits of common currencies across national borders.	632
2.4.1.3: Evaluate existing barriers to trade that impact global markets.	630-633
2.4.1.4: Explore how global economic actions affect regional, national, and global markets.	630-633
2.5: Understand the impact of advancing technologies on the global economy.	
2.5.1: Modern technologies are transforming the speed and scope of business in the world today. It is imperative that students understand and have the ability to use technology for success in the global economy. Including but not limited to:	
2.5.1.1: Analyze how technology evolved over time.	Representative Pages: 12, 46, 80, 89, 112, 134, 200, 270-271, 474-477, 668-671
2.5.1.2: Describe how personal decisions regarding the economy and natural resources can affect people's lives locally, nationally and internationally.	Related Content: E4-E5
2.5.1.3: Describe the development of green technologies.	660-663, 664-667
2.6: Understand how universal economic concepts present themselves in various types of economies throughout the world.	
2.6.1: Understanding how economic concepts function within different economies is essential to understanding and participating in today's global market. Economic concepts and systems develop to determine what goods and services will be produced, how they will be produced, for whom they will be produced, and at what price they will be sold. Including but not limited to:	
2.6.1.1: Analyze cost of living and wage data across geographic regions.	Related Content: 631
2.6.1.2: Analyze the impact of printing more or less money on an economy.	Related Content: 537, 543
2.6.1.3: Evaluate how economic concepts are expressed in various regions of the world.	Representative Pages: 38-39, 89, 278, 334-338, 374-378, 380-385, 408-409, 474-477, 478-481, 630-633

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2.7: Understand the function of common financial instruments.	
2.7.1: Financial success in today's world requires a competency with the tools that are used such as bank accounts, loans, mortgages, credit cards, insurance, stock markets, and tax forms. Including but not limited to:	
2.7.1.1: Evaluate various investment strategies.	Related Content: 543
2.7.1.2: Understand the benefits of incentives to spend and incentives to save.	Related Content: E4-E5, 543
2.7.1.3: Describe the characteristics of traditional command market, and mixed economies.	E4-E5, 480-481
3: Geography is the study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.	
3.1: Understand the use of geographic tools to locate and analyze information about people, places, and environments.	
3.1.1: Some of the tools geographers use to make sense of the world include maps, globes, photographs, and geospatial technologies. These tools are essential to portraying, analyzing, evaluating and predicting human as well as physical patterns and processes on the Earth's surface. These tools also play a critical role in helping people make sense of a complex world from a spatial perspective. Including but not limited to:	
3.1.1.1: Use a variety of print, geospatial technologies and other geographic tools to create and interpret information from charts, graphs, and maps.	Representative Pages: H12-H24, 58, 104-, 343, 397, 490, 531, 583, 631, 658- 659
3.1.1.2: Demonstrate an understanding of longitude and latitude.	E8-E9, H12-H14, 194-195
3.1.1.3: Investigate how various landforms and geographic features determine different ecosystems and land usage.	34-39, 78-81, 100-103, 122-137, 162-165, 186-189, 208-211, 246-249, 277, 322-325, 370-373, 392-395
3.1.1.4: Construct maps that demonstrate an understanding of location, direction, size and shape of local, regional or global areas.	Related Content: 34-39, 78-81, 100-103, 122-137, 162-165, 186-189, 208-211, 246-249, 277, 322-325, 370-373, 392-395
3.1.1.5: Analyze areas of population density and scarcity to determine factors that influence where people live.	H19, 654-657, 658-659
3.2: Understand how geographic and human characteristics create culture and define regions.	
3.2.1: The basic unit of geographic study is the region, an area that displays common characteristics. Regions may be defined by criteria such as language, culture, and other geographic characteristics. They provide a context for studying current events and for seeing the earth as an integrated system of regions. Including but not limited to:	
3.2.1.1: Examine how human and environmental interactions influence events in local, regional and global settings.	Representative Pages: 10-16, 34-39, 122-127, 186-189, 246-251, 322-325, 370-373, 392-394, 444-449, 660-663
3.2.1.2: Analyze how cultural beliefs and experiences define a region and influence perceptions of a region.	Representative Pages: E10-E11, 27, 54-57, 84-87, 140-143, 168-173, 196-199, 202, 356-359, 636-641

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3.2.1.3: Summarize how regions define both convenient and manageable units upon which to build knowledge of the world.	H10-H11, 34-39, 78-83, 100-103, 122-127, 162-165, 186-189, 208-211, 246-251, 276-277, 322-325, 370-373, 392-395
3.2.1.4: Analyze how regions provide a context for studying current events and for seeing the earth as an integrated system of regions.	H10-H11, 34-39, 78-83, 100-103, 122-127, 162-165, 186-189, 208-211, 246-251, 276-277, 322-325, 370-373, 392-395
3.3: Understand how human factors and the distribution of resources affect the development society and the movement of populations.	
3.3.1: Characteristics of places provide keys to identifying and interpreting interactions between people and their environment. Some characteristics include population distribution, economic resources and the movement among them. Including but not limited to:	
3.3.1.1: Analyze how natural resources impact where people choose to live.	Representative Pages: 18-21, 34-36, 100-103, 188, 208-209, 246-248, 278, 338, 374-378, 656
3.3.1.2: Examine how economic resources impact where people choose to live and work.	Representative Pages: 18-21, 34-36, 100-103, 188, 208-209, 246-248, 278, 338, 374-378, 656
3.3.1.3: Identify economic resources including capital, power supplies, labor, information, air quality, water and land and analyzes the criteria that make them resources.	Representative Pages: 38-39, 89, 112, 125, 209, 370-373, 474-477, 478-481, 497, 494
3.3.1.4: Demonstrate how rivers contribute to the development of societies.	34-39, 78-81, 100-103, 122-127, 277
3.4: Understand how physical processes and human actions modify the environment and how the environment affects humans.	
3.4.1: It is essential to know that places may be distinguished by their physical and human characteristics. Physical processes create natural landscapes and environments. Examples of natural physical features include landforms, soils, water bodies, vegetation, animal life, seasons, weather and climate. Including but not limited to:	
3.4.1.1: Illustrate how the physical features of a location impact population density.	H19, 654-657, 658-659
3.4.1.2: Compare the weather, climate, natural landscapes, and types of vegetation and animals between two diverse locations.	34-39, 78-81, 100-103, 122-127, 162-165, 186-189, 208-211, 246-249, 277, 322-325, 347, 370-373, 392-395
3.4.1.3: Compare and contrasts the basic needs of people living in two or more diverse environments.	34-39, 78-81, 100-103, 122-127, 162-165, 186-189, 208-211, 246-249, 277, 322-325, 347, 370-373, 392-395
4: History is the study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.	
4.1: Understand historical patterns, periods of time, and the relationships among these elements.	
4.1.1: Students describe the historical events that define a period in history. In exploring change over time, students explore and evaluate how a society or culture evolves. Including but not limited to:	

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4.1.1.1: Identify similarities within and among periods of time.	Representative Pages: 84-89, 168-173, 222-224, 288-292, 356-359, 400-405, 430-437, 568-572, 606-612, 614-618
4.1.1.2: Compare and contrast various civilizations within a time period.	Representative Pages: 40-46, 54-59, 92-95, 106-112, 128-134, 196-199, 252-256, 334-338, 456-462, 466-470
4.1.1.3: Use cause and effect, evaluate why a period begins and why a period ends.	Representative Pages: 18-23, 78-83, 125, 180, 266-269, 276-279, 294-304, 326-328, 400-405, 498-503, 542-547
4.1.1.4: Explain how periods can be used to understand historical patterns.	Representative Pages: 18-19, 196-201, 282-287, 326-328, 350-355, 400-405, 430-437, 474-477, 548-554, 582-587
4.1.1.5: Describe and interpret the major events that occurred during a time period.	Representative Pages: 18-23, 54-59, 260-264, 294-297, 330-333, 360-363, 406-411, 444-449, 526-532, 548-554
4.2: Understand how and why people create, maintain, or change systems of power, authority, and governance.	
4.2.1: Government, power and authority are fundamental to the advancement of societies and cultures. These systems begin with the family unit and expand through local, national and international organizations and institutions. Most groups create governing systems to meet the needs of society. Students understand the process of political change and how transfer of power occurs. Including but not limited to:	
4.2.1.1: Evaluate how structures of power affect various groups in different ways.	Representative Pages: 48-51, 89, 243, 256, 263, 283-284, 438-442, 448-449, 558-561, 636-641
4.2.1.2: Define and analyze systems of justice throughout the world.	Representative Pages: 48-51, 55, 138, 283-284, 290, 327, 398, 466-469, 560-640-641
4.2.1.3: Analyze why governments change, how they change and the roles individuals play in causing a change.	Representative Pages: 51, 252-256, 257, 266-269, 298-304, 329, 498-503, 568-573, 576-580, 613
4.2.1.4: Explore the development of major political systems in the world.	Representative Pages: 169, 255, 283-284, 290, 398, 445, 464-465, 467, 530-531, 576-580
4.3: Understand the role of culture and cultural diffusion on the development and maintenance of societies.	
4.3.1: Culture plays a crucial role in the development of societies across time. Just as culture influences the interactions of various social groups, it also affects individual and institutional economic and political decisions. Culture provides the means for expressing individual or collective beliefs, which can include religious practices, literature, music, and art. Therefore any assessment or evaluation of historical change must consider the influence of culture. In addition, examination of cultural diffusion can demonstrate the ways in which societies interact through adopting, adapting, modifying, or resisting cultural aspects of another society. This process of negotiating the "middle ground" between two or more societies has greatly influenced historical development. Including but not limited to:	

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4.3.1.1: Examine and evaluate the influence of culture on the interactions of various groups.	Representative Pages: 48-51, 89, 243, 256, 263, 283-284, 438-442, 448-449, 558-561, 636-641
4.3.1.2: Assess the effect of culture on a society, group, or individual's decisions and actions.	Representative Pages: 54-57, 114-117, 136-139, 140-143, 266-269, 294-297, 334-338, 406-411, 444-449, 558-561
4.3.1.3: Compare and contrast the culture of majority groups with the culture of minority groups.	Representative Pages: 48-51, 89, 243, 256, 263, 283-284, 438-442, 448-449, 558-561, 636-641
4.3.1.4: Analyze the methods by which culture is spread from one society to another.	Representative Pages: 38-39, 58-59, 112, 202, 215, 278, 324-325, 381, 438-441, 603
4.4: Understand the role of individuals and groups within a society as promoters of change or the status quo.	
4.4.1: History is often shaped by highly visible movements, large-scale processes, major events or tensions among various groups. However, the actions of a group or even one individual can change the course of history. Including but not limited to:	
4.4.1.1: Analyze the actions of individuals and groups in the development of historical events.	Representative Pages: 40-43, 51, 113, 178-180, 356-359, 399, 463, 576-580, 606-612, 642
4.4.1.2: Identify significant individuals who have impacted history in a positive or negative way and analyze how their contributions impacted world events.	Representative Pages: 51, 91, 135, 266-267, 330-333, 379, 396-398, 463, 555, 619
4.5: Understand the effect of economic needs and wants on individual and group decisions.	
4.5.1: Economic needs and wants have influenced political, social, and cultural structures throughout time. As human societies have become more complex, the need or desire of individuals or groups to control economic resources has played an enormous role in the decisions and actions of various societies. Including but not limited to:	
4.5.1.1: Evaluate the ability of various economic systems to meet the needs and wants of various groups in a given society over time.	Representative Pages: 38-39, 89, 278, 334-338, 374-378, 380-385, 408-409, 474-477, 478-481, 630-633
4.5.1.2: Analyze the development of economic institutions.	Representative Pages: 38-39, 89, 278, 334-338, 374-378, 380-385, 408-409, 474-477, 478-481, 630-633
4.5.1.3: Analyze and evaluate the role of economic factors in conflicts and in decisions to use military force.	Representative Pages: 178-180, 201, 255, 286, 396-398, 406, 438-442, 456-462, 548-554, 582-587
4.5.1.4: Compare the power of various groups within a given economic system.	Representative Pages: 48-51, 89, 243, 256, 263, 283-284, 438-442, 448-449, 558-561, 636-641
4.6: Understand the effects of geographic factors on historical events.	
4.6.1: Throughout time, history and geography have been inter-twined. To fully understand one, there must be a solid foundation of knowledge regarding the other. Students need to be able to understand how geography has provided the context in which history has occurred over time, and therefore has impacted historical events. Including but not limited to:	

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4.6.1.1: Identify the impact of geographic systems (physical and human) on historical events.	Representative Pages: 34-39, 78-81, 196-199, 266-269, 334-338, 360-363, 396-398, 444-449, 492-496, 548-554
4.6.1.2: Identify and analyze the role geography has played during historical events.	Representative Pages: 34-39, 78-81, 196-199, 266-269, 334-338, 360-363, 396-398, 444-449, 492-496, 548-554
4.6.1.3: Predict the role of geography on current social, political, and historical events.	486-489, 492-496, 498-503, 526-532, 548-554, 558-561, 576-580, 582-587, 606-612, 614-618, 620-623, 636-641, 644-649
4.7: Understand the role of innovation on the development and interaction of societies.	
4.7.1: Innovations range from the development and application of new technologies to the establishment of new social, political or economic structures. These elements influenced the way societies developed and interacted throughout history. Including but not limited to:	
4.7.1.1: Identify major technological advancements and evaluate their impact on social, political, and historical events.	Representative Pages: 12, 46, 80, 89, 112, 134, 200, 270-271, 474-477, 668-671
4.7.1.2: Analyze why some technologies have been adopted while others have not.	Representative Pages: 12, 46, 80, 89, 112, 134, 200, 270-271, 474-477, 668-671
4.7.1.3: Predict the impact of new technologies on contemporary societies.	668-671
4.8: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.	
4.8.1: Some of the historical thinking skills include consideration of multiple perspectives, analysis of historical narrative, and construction of historical hypotheses. By interpreting and analyzing the decisions of past societies, students gain the ability to evaluate current events, issues, and decisions. Including but not limited to:	
4.8.1.1: Interpret, analyze, and evaluate historical issues.	Representative Pages: 48-50, 106-112, 252-256, 298-304, 330-333, 350-353, 466-470, 526, 532, 582-587, 664-649
4.8.1.2: Determine the validity and accuracy of primary sources and secondary sources and evaluates them for bias.	H4, 216-217, 280-281, 363, 472-473, 537, 624-625
4.8.1.3: Analyze cause and effect to explain why events occurred and the impact on future events.	Representative Pages: 38-39, 78-81, 180, 298-304, 360-363, 438-442, 492-496, 516-517, 520-523, 558-561
4.8.1.4: Analyze changes over time.	Representative Pages: 26-29, 281-221, 301, 354-355, 456-462, 392-496, 558-561, 606-612, 638-641, 668-671
5: Political science is the study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual's social and political participation.	

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5.1: Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.	
5.1.1: Civic action is the responsibility of all. This responsibility permeates citizens at every age with appropriate levels of responsibility placed upon them. From childhood through adulthood, this responsibility is a realized choice based on experiences with other citizens which shape personal beliefs. Including but not limited to:	
5.1.1.1: Establish a link between enumerated constitutional rights and civic responsibilities at local, state, national and global levels.	E12-E13
5.1.1.2: Establish a pathway for political action on an issue of personal importance.	E12-E13
5.2: Understand how the government established by the Constitution embodies the principles of democracy.	
5.2.1: The opening statement of the United States Constitution, "We the people," embodies the enduring values and principles of democracy on which our republic was established. This statement puts the citizen at the forefront of our government which honors individual rights and responsibilities, appropriate ways to exercise those rights and respect for others' rights. Including but not limited to:	
5.2.1.1: Compare the purposes of the Declaration of Independence with the purposes of the Constitution and understands how civic actions exemplify ideas imbedded in each document.	Related Content: 458, 464-465, 472-473
5.2.1.2: Analyze founding documents of other nations to determine the principles in those systems.	472-473
5.2.1.3: Identify similarities and differences between the founding documents of other nations and the founding documents of the United States.	472-473
5.3: Understand the purpose and function of each of the three branches of government established by the U.S. Constitution.	
5.3.1: The three branches of government each have a defined function as provided by the Constitution. These functions are limited by a system of checks and balances. The relationship between these branches is dynamic, changing over time. Including but not limited to:	
5.3.1.1: Analyze past abuses of power when branches exceeded or did not meet their constitutional functions and how it impacted citizens.	Related Content: 584-587, 588-589
5.3.1.2: Develop and participate in a structure for school/classroom governance that maintains separation of powers and checks and balances.	Related Content: H2-H3
5.4: Understand the similarities and differences among the complex levels of local, state, and national government.	
5.4.1: The American government is a complex institution, organized at the local, state and national levels. Each level of government has inherent, implied and expressed powers that are used to define their roles. However, the ultimate power resides with the people through Constitutional authority. Including but not limited to:	
5.4.1.1: Explore how citizens participate in each level of government as young people and as adults.	E12-E13
5.4.1.2: Examine candidates' promises and how they align with the offices they seek.	Related Content: H2

Iowa Core Curriculum Grade 6	Scott Foresman Social Studies
5.5: Understand strategies for effective political action that impacts local, state, and national governance.	
5.5.1: Within the federalist model of American government, effective political action needs to be targeted at the appropriate level of authority. Citizens should be aware of the jurisdiction of each level of government and how these levels function interdependently. Including but not limited to:	
5.5.1.1: Describe and critique strategies of groups who are seeking action on an issue.	228-229, 660-663, 664-667, 670-671
5.5.1.2: Develop and carry out an action plan for political action at the appropriate level.	Related Content: E12-E13, 228-229, 660-663, 664-667, 670-671
5.6: Understand how laws are established at the local, state, and national levels.	
5.6.1: To protect the rights of individuals, the path from concept to policy or law is a necessarily complex process. Few proposed pieces of legislation actually end up as law. Many internal and external factors influence the fate of proposed legislation. In most cases, significant compromises are necessary in order for proposals to be approved and enacted. Including but not limited to:	
5.6.1.1: Identify a proposal and simulate the process of moving it through the legislative process at each level.	Related Content: E14-E15
5.6.1.2: Explore the various ways citizens stay informed and debate the influence of media and interest groups on proposed legislation.	Related Content: 668-671
5.7: Understand how various political systems throughout the world define the rights and responsibilities of the individual.	
5.7.1: Governments exist throughout the world to organize humans and human behavior. These governments view and treat members of society in various ways by protecting and/or restricting individual rights. The relationship between government and the individual is based on rights designated in statutes or deemed inherent. Including but not limited to:	
5.7.1.1: Compare national and international human rights documents and evaluate how the differences have impacted relations between two nations.	570
5.7.1.2: Examine how events and individuals from the past have influenced various nations' contemporary views of human rights.	560, 579, 608-609, 611, 636-641, 642, 643, 646-649
5.8: Understand the role of the United States in current world affairs.	
5.8.1: The United States' role in world affairs is complex and impacted by historical, economic, political and social factors. Studying the interactions of the United States with other nations and international and nongovernmental organizations aids in understanding world affairs. Including but not limited to:	
5.8.1.1: Develop and express an informed opinion about America's involvement in a global issue.	547, 614-618, 619, 630-633, 636-641, 642, 643, 644-649, 660-663, 664-667
5.8.1.2: Analyze how the United State's role in world affairs has changed over time in various areas of the world.	495, 496, 530, 536-537, 550, 552-554, 560, 569-572, 574-575, 578, 582-587, 609, 618, 633, 646-649