

A Correlation of

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

© 2011

to the

Arizona

**Social Studies Standard
Articulated by Grade Level**

Grades K - 6



M/SS-7

INTRODUCTION

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies, © 2011** in meeting the *Arizona Articulated Grade Level Standards (2005/2006)*. 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, Here We Go © 2011
to the
Arizona Social Studies Standard Articulated by Grade Level
Kindergarten

Arizona Social Studies Standard Kindergarten	Scott Foresman Social Studies
1: American History	
1.1: Research Skills for History	
1.1.PO 1: Retell personal events to show an understanding of how history is the story of events, people, and places in the past.	Recall and Retell, 296, 303, 307, 319, 326, 327, 331; Relate Personal Experiences, 29, 75, 95, 265, 307, 311
1.1.PO 2: Listen to recounts of historical events and people and discuss how they relate to present day.	First Americans, 255–258; Explorers, 259–262; Thanksgiving, 263–266; Changes in Travel, 271–274; Scientists and Inventors, 275–279; Family Celebrations, 309–312; Then and Now, 313–316
1.1.PO 3: Sequence recounts of historical events and people using the concepts of before and after.	Sequence, 48, 246, 273, 277, 281
1.1.PO 4: Use primary source materials (e.g., photos, artifacts) to study people and events from the past.	End With a Poem, 48, 98, 230; 330; End with a Song, 280; End with a Story, 164; Curriculum Connection: Literature, 6, 25, 42, 56, 76, 88, 90, 106, 122, 130, 157, 161, 172, 191, 195, 204, 220, 224, 227, 238, 254, 262, 270, 278, 288, 304, 319, 320; Bibliography, 8, 58, 108, 174, 240
1.2: Early Civilizations	
1.2.PO 1: Recognize that Native Americans are the original inhabitants of North America.	First Americans, 255–259
1.3: Exploration and Colonization	
1.3.PO 1: Recognize that explorers (e.g., Columbus, Leif Ericson) traveled to places in the world that were new to them.	Explorers, 259–262
1.3.PO 2: Recognize that exploration resulted in the exchange of new ideas, culture, and goods (e.g., foods, animals, plants, artifacts).	For related material see: Explorers, 259–262
1.4: Revolution and New Nation	
1.4.PO 1: Recognize that George Washington was our first president.	President's Day, 268–270
1.4.PO 2: Recognize that the Fourth of July is our nation's birthday.	Independence Day, 94–95, 267–270; Fill Out the Calendar, TR28; Curriculum Connection, 242; Song, 243
1.5: Westward Expansion	
1.5.: No performance objectives at this grade.	
1.6: Civil War and Reconstruction	
1.6.: No performance objectives at this grade.	
1.7: Emergence of the Modern United States	
1.7.: No performance objectives at this grade.	
1.8: Great Depression and World War II	
1.8.: No performance objectives at this grade.	
1.9: Postwar United States	
1.9.PO 1: Recognize that astronauts (e.g., John Glenn, Neil Armstrong, Sally Ride) are explorers of space.	For related material see: Travel, 271; Scientists and Inventors, 275–279

Arizona Social Studies Standard Kindergarten	Scott Foresman Social Studies
1.10: Contemporary United States	
1.10.PO 1: Use information from written documents, oral presentations, and the media to discuss current local events.	Unit Project, 50, 100, 166, 232, 282, 332; Conserve Resources, 225–229
2: World History	
2.1: Research Skills for History	
2.1.PO 1: Retell personal events to show an understanding of how history is the story of events, people, and places in the past.	Recall and Retell, 296, 303, 307, 319, 326, 327, 331; Relate Personal Experiences, 29, 75, 95, 265, 307, 311
2.1.PO 2: Listen to recounts of historical events and people and discuss how they relate to present day.	First Americans, 255–258; Explorers, 259–262; Thanksgiving, 263–266; Changes in Travel, 271–274; Scientists and Inventors, 275–279; Family Celebrations, 309–312; Then and Now, 313–316
2.1.PO 3: Sequence recounts of historical events and people using the concepts of before and after.	Sequence, 48, 246, 273, 277, 281
2.1.PO 4: Use primary source materials (e.g., photos, artifacts) to study people and events from the past.	End With a Poem, 48, 98, 230; 330; End with a Song, 280; End with a Story, 164; Curriculum Connection: Literature, 6, 25, 42, 56, 76, 88, 90, 106, 122, 130, 157, 161, 172, 191, 195, 204, 220, 224, 227, 238, 254, 262, 270, 278, 288, 304, 319, 320; Bibliography, 8, 58, 108, 174, 240
2.2: Early Civilizations	
2.2.PO 1: Recognize that groups of people in early civilizations (e.g., people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food.	For related material see: First Americans, 255–259
2.2.PO 2: Recognize that early civilizations improved their lives through advancements (i.e., domestication of animals, tools, farming methods, calendars).	For related material see: First Americans, 255–259
2.3: World in Transition	
2.3.: No performance objectives at this grade.	
2.4: Renaissance and Reformation	
2.4.: No performance objectives at this grade.	
2.5: Encounters and Exchange	
2.5.PO 1: Recognize that explorers (e.g., Marco Polo, Magellan) traveled to places in the world that were new to them.	For related material see: Explorers, 259–262
2.5.PO 2: Recognize that exploration resulted in the exchange of new ideas, culture, and goods (e.g., foods, animals, plants, artifacts).	For related material see: Explorers, 259–262
2.6: Age of Revolution	
2.6.: No performance objectives at this grade.	
2.7: Age of Imperialism	
2.7.: No performance objectives at this grade.	
2.8: World at War	
2.8.: No performance objectives at this grade.	
2.9: Contemporary World	
2.9.PO 1: Use information from written documents, oral presentations, and the media to discuss current events.	Unit Project, 50, 100, 166, 232, 282, 332; Conserve Resources, 225–229

Arizona Social Studies Standard Kindergarten	Scott Foresman Social Studies
3: Civics/Government	
3.1: Foundations of Government	
3.1.PO 1: Recognize national symbols and monuments that represent American democracy and values:	National Symbols, 251–254; Celebrations, 267–270
3.1.PO 1.a: American flag	United States and State Symbols, 214; So Many Symbols, 245; An American Symbol, 251, 252, 254
3.1.PO 1.b: Bald Eagle	An American Symbol, 251
3.1.PO 1.c: Statue of Liberty	So Many Symbols, 245; An American Symbol, 251
3.1.PO 1.d: White House	For related material see: National Symbols, 251–254
3.1.PO 2: Recognize the Pledge of Allegiance and the National Anthem.	The Pledge of Allegiance, 253, 270; Make a United States Flag, 282
3.1.PO 3: Recognize the significance of national holidays:	Thanksgiving, 263–266; Celebrations, 267–270; Calendar, TR17–TR28
3.1.PO 3.a: Thanksgiving	Thanksgiving, 263–266, 270; Fill Out the Calendar, TR20
3.1.PO 3.b: Presidents' Day	President's Day, 94–95, 268–270; Fill Out the Calendar, TR23
3.1.PO 3.c: Martin Luther King, Jr. Day	Martin Luther King, Jr. Day, 268–270; Fast Facts, TR11; Fill Out the Calendar, TR22
3.1.PO 3.d: Constitution Day	For related material see: September, TR18
3.1.PO 4: Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy.	Presidents George Washington and Abraham Lincoln, 268–269
3.1.PO 5: Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.	Families, 19–22; Where We Come From, 220; Family Stories: Alike and Different, 301–304; Family Celebrations, 309–312; Then and Now, 313–316; Special Foods, 317–320; Games, 321–324
3.2: Structure of Government	
3.2.PO 1: Identify the current President of the United States and Governor of Arizona.	Government: Presidents, 269
3.3: Functions of Government	
3.3.: No performance objectives at this grade.	
3.4: Rights, Responsibilities, and Roles of Citizenship	
3.4.PO 1: Identify examples of responsible citizenship in the school setting and in stories about the past and present.	Getting Along, 27–30; School Rules; 35–38, Solving Problems, 39–42; Citizenship, 72, 78, 83, 87, 215, 243, 253, 254, 266, 270; School Helpers, 43–47; Community Helpers, 85–88
3.4.PO 2: Recognize the rights and responsibilities of citizenship:	Getting Along, 27–30; School Rules; 35–38, Solving Problems, 39–42; Conserve Resources, 225–228; Citizenship, 72, 78, 83, 87, 215, 243, 253, 254, 266, 270
3.4.PO 2.a: elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated	Rules at Home, 30; School Rules, 35–38; Signs, 77–80; Rules, 81–84
3.4.PO 2.b: importance of participation and cooperation in a classroom and community	Rules at Home, 30; School Rules, 35–38; Signs, 77–80; Rules, 81–84; Home Fire Safety, 158
3.4.PO 2.c: why there are rules and the consequences for violating them	Rules at Home, 30; School Rules, 35–38; Signs, 77–80; Rules, 81–84; Home Fire Safety, 158

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3.4.PO 2.d: responsibility of voting (every vote counts)	For related information see Tallying Votes on pages 254 and Solving Problems pages 39–42.
3.4.PO 3: Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).	Getting Along, 27–30; Solving Problems, 39–42; Conserve Resources, 225-228
3.4.PO 4: Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).	Community Helpers, 85–88
3.5: Government Systems of the World	
3.5.: No performance objectives at this grade.	
4: Geography	
4.1: The World in Spatial Terms	
4.1.PO 1: Recognize the differences between maps and globes.	Maps, 73–76, 209–212; A Globe, 221, 222–223, 224
4.1.PO 2: Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).	Place Mat Maps, 31; Our School Map, 34; Model Neighborhood, 72; Map the Neighborhood, 76; A Simple Map, 209; Map the School, 212; Make a Map, 212
4.1.PO 3: Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down.	Maps, 73–76. See Extend Language activity on page 74.
4.1.PO 4: Identify land and water on maps, illustrations, images, and globes.	United States Map, 213–216; World Map, 218–220; Globe, 222–223; Land or Water? 224
4.1.PO 5: Locate continents and oceans on a map or globe.	United States Map, 213–216; World Map, 217–220; Globe, 221–224
4.2: Places and Regions	
4.2.PO 1: Recognize through images how people live differently in other places and times.	First Americans, 255–258; Explorers, 259–262; Thanksgiving, 263–266; Changes in Travel, 271–274; Scientists and Inventors. 275–279; Then and Now, 127–130, 313–316; Alike and Different, 301–304; Special Foods, 317–320
4.3: Physical Systems	
4.3.: (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)	
4.3.: Science Strand 4 Concept 3 Identify plants and animals in the local environment.	For related material see: Where Do Animals Live? 92; Forests, 193–196; Plains, 197–200; Mountains, 201–204
4.3.: Science Strand 6 Concept 1 Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable).	For related material see: Forests, 193–196; Plains, 197–200; Mountains, 201–204; Oceans, 205–208; Maps, 209–212
4.3.: Science Strand 6 Concept 3 Understand the characteristics of weather and how it affects people.	Weather, 185–188; Seasons, 189–192
4.4: Human Systems	
4.4.PO 1: Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.	Neighborhoods, 69–72; Communities, 89–92; Celebrations, 93–97
4.4.PO 2: Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.	Communities, 89–92; also see: Forests, 193–196; Plains, 197–200; Mountains, 201–204

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4.4.PO 3: Describe how people earn a living in the community and the places they work.	School Helpers, 43–47; Community Helpers, 85–88; Work, 119–122; Jobs, 123–126; Jobs Then and Now, 127–130
4.5: Environment and Society	
4.5.PO 1: Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).	Forests, 193–196; Plains, 197–200; Mountains, 201–204; Oceans, 205–208; Maps, 209–212
4.5.PO 2: Recognize that resources are renewable, recyclable, and non-renewable.	Conserve Resources, 225–228
4.6: Geographic Applications	
4.6.PO 1: Discuss geographic concepts related to current events.	Conserve Resources, 225–228
5: Economics	
5.1: Foundations of Economics	
5.1.PO 1: Discuss different types of jobs that people do.	School Helpers, 43–47; Community Helpers, 85–88; Jobs, 123–126; Jobs Then and Now, 127–130
5.1.PO 2: Match simple descriptions of work with the names of those jobs.	School Helpers, 43–47; Community Helpers, 85–88; Work, 119–122; Jobs, 123–126; Jobs Then and Now, 127–130
5.1.PO 3: Give examples of work activities that people do at home.	Work, 119–122; Everyday Routines, 305–308
5.1.PO 4: Discuss differences between needs and wants.	Needs and Wants, 143–146; Needs/Food, 147–150; Needs/Clothing, 151–154; Needs/Shelter, 155–158
5.1.PO 5: Recognize various forms of U.S. currency.	Earning Money, 131–134; Using Money, 135–138
5.1.PO 6: Recognize that people use money to purchase goods and services.	Earning Money, 131–134; Using Money, 135–138
5.2: Microeconomics	
5.2.: No performance objectives at this grade.	
5.3: Macroeconomics	
5.3.: No performance objectives at this grade.	
5.4: Global Economics	
5.4.: No performance objectives at this grade.	
5.5: Personal Finance	
5.5.: No performance objectives at this grade.	

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to the
Arizona Social Studies Standard Articulated by Grade Level
Grade One**

Arizona Social Studies Standard Grade 1	Scott Foresman Social Studies
1: American History	
1.1: Research Skills for History	
1.1.PO 1: Place important life events in chronological order on a timeline.	Living Time Lines, 149a; Read a Time Line, 146–147, 180; also see: Time Lines, 166, 210–211, 252–253
1.1.PO 2: Retell stories to describe past events, people, and places.	Recall and Retell, 51, 64, 68, 75, 77, 79, 80, 151, 188, 190, 191, 198, 208, 209, 227, 241, 263
1.1.PO 3: Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	Gather Information, 240–241; Biographies, 10–11, 32–33, 72–73, 78–79, 114–115, 122–123, 162–163, 168–169, 206–207, 216–217, 256–257, 262–263; Things We Use, 34–35; Bibliography, 1h, 43h, 87h, 135h, 183h, 231h; Primary Sources, 11, 13, 18, 29, 30, 33, 58, 73, 123, 189, 207, 217, 222, 248; Then and Now, 34, 58, 102, 210; Dorling Kindersley: Chinese New Year, 66–67; Big Wheels, 126–127; Native American Objects, 194–195; Telephones, 250–251
1.2: Early Civilizations	
1.2.PO 1: Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), Hohokam, Moundbuilders, Aztec, Mayan)	For related material: Interview About Farm History, 164–167; Native Americans, 190–191; Native American Homes, 192–193; Early Travelers to America, 196–199
1.2.PO 2: Recognize that settlement led to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.	For related material see: Different Kinds of Communities, 56–57; Native Americans, 190–191; Early Travelers to America, 196–199
1.3: Exploration and Colonization	
1.3.PO 1: Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture and goods).	For related material: Native Americans, 190–191; Native American Objects, 194–195; Early Travelers to America, 196–199
1.3.PO 2: Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, the First Thanksgiving).	Early Travelers to America, 196–199
1.3.PO 3: Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims.	Native Americans, 190–191; Native American Objects, 194–195; Early Travelers to America, 196–199
1.3.PO 4: Recognize that the United States began as the Thirteen Colonies ruled by England.	The Colonies Become Free, 202–205; Biography: Benjamin Franklin, 206–207

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1.3.PO 5: Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).	Colonial Williamsburg: Families Long Ago, 12–13; Weather and Seasons Long Ago, 148–149; also see: The Colonies Become Free, 202–205; Biography: Benjamin Franklin, 206–207
1.4: Revolution and New Nation	
1.4.: No performance objectives at this grade.	
1.5: Westward Expansion	
1.5.: No performance objectives at this grade.	
1.6: Civil War and Reconstruction	
1.6.: No performance objectives at this grade.	
1.7: Emergence of the Modern United States	
1.7.: No performance objectives at this grade.	
1.8: Great Depression and World War II	
1.8.: No performance objectives at this grade.	
1.9: Postwar United States	
1.9.PO 1: Recognize that Rosa Parks, Martin Luther King Jr., and César Chavez worked for and supported the rights and freedoms of others.	For related material see: Martin Luther King, Jr., 214–215
1.10: Contemporary United States	
1.10.PO 1: Use information from written documents, oral presentations, and the media to discuss current local and state events.	Unit Project, 42, 86, 134, 182, 230, 272; Citizen Heroes, 18–19, 68–69, 112–113, 160–161, 222–223, 244–245
2: World History	
2.1: Research Skills for History	
2.1.PO 1: Place important life events in chronological order on a timeline.	Living Time Lines, 149a; Read a Time Line, 146–147, 180; also see: Time Lines, 166, 210–211, 252–253
2.1.PO 2: Retell stories to describe past events, people, and places.	Recall and Retell, 51, 64, 68, 75, 77, 79, 80, 151, 188, 190, 191, 198, 208, 209, 227, 241, 263
2.1.PO 3: Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	Gather Information, 240–241; Biographies, 10–11, 32–33, 72–73, 78–79, 114–115, 122–123, 162–163, 168–169, 206–207, 216–217, 256–257, 262–263; Things We Use, 34–35; Bibliography, 1h, 43h, 87h, 135h, 183h, 231h; Primary Sources, 11, 13, 18, 29, 30, 33, 58, 73, 123, 189, 207, 217, 222, 248; Then and Now, 34, 58, 102, 210; Dorling Kindersley: Chinese New Year, 66–67; Big Wheels, 126–127; Native American Objects, 194–195; Telephones, 250–251
2.2: Early Civilizations	
2.2.PO 1: Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).	For related material: Interview About Farm History, 164–167; Native Americans, 190–191; Native American Homes, 192–193; Early Travelers to America, 196–199
2.2.PO 2: Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.	For related material see: Different Kinds of Communities, 56–57; Native Americans, 190–191; Early Travelers to America, 196–199; also see: Interview About Farm History, 164–167

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2.2.PO 3: Recognize that civilizations in the Americas had similar characteristics to the Egyptians.	For related material: Native Americans, 190–191; Native American Homes, 192–193; Native American Objects, 194–195, 195a
2.3: World in Transition	
2.3.: No performance objectives at this grade.	
2.4: Renaissance and Reformation	
2.4.: No performance objectives at this grade.	
2.5: Encounters and Exchange	
2.5.PO 1: Recognize why England and Spain wanted to rule other areas of the world.	For related material see: Early Travelers to America, 196–199
2.6: Age of Revolution	
2.6.: No performance objectives at this grade.	
2.7: Age of Imperialism	
2.7.: No performance objectives at this grade.	
2.8: World at War	
2.8.: No performance objectives at this grade.	
2.9: Contemporary World	
2.9.PO 1: Use information from written documents, oral presentations, and the media to discuss current events.	Unit Project, 42, 86, 134, 182, 230, 272; Citizen Heroes, 18–19, 68–69, 112–113, 160–161, 222–223, 244–245
3: Civics/Government	
3.1: Foundations of Government	
3.1.PO 1: Identify national symbols and monuments that represent American democracy and values:	Symbols in Our Country, 208–209; Our Country's Flag, 210–211; Washington, D.C., 221; Statue of Liberty, 208, 228; Picturing Symbols, 211a; The Star-Spangled Banner, 224–225
3.1.PO 1.a: American flag	Then and Now: Our Country's Flag, 210–211; Arranging the Stars, 211a
3.1.PO 1.b: Bald Eagle	Bald Eagle, 209
3.1.PO 1.c: Statue of Liberty	Statue of Liberty, 208, 228
3.1.PO 1.d: White House	For related material see: Symbols in Our Country, 208a–209
3.1.PO 1.e: Washington Monument	Monumental Riddle, 208a
3.1.PO 2: Recognize the Pledge of Allegiance and the National Anthem.	Pledge of Allegiance, H8–H9, 16–17; End with a Song: The Star-Spangled Banner, 224–225
3.1.PO 3: Practice examples of democracy in action (e.g., voting, making classroom rules).	Voting, 218a, 218–221, 223a; also see: Solve a Problem, 26–27; Decision Making, 71, 105, 239
3.1.PO 4: Recognize how students work together to achieve common goals.	Citizen Heroes, 112–113, 160–161; Solve a Problem, 26–27; Caring for Our Resources, 170–173; Here and There: Endangered Animals, 174–175; Save Animals, 175a
3.1.PO 5: Discuss the significance of national holidays:	Holidays Are Special Days, 184–185; Holidays, 212a; We Celebrate Holidays, 212–215; Holiday Spirit, 217a
3.1.PO 5.a: Thanksgiving	Thanksgiving, 199
3.1.PO 5.b: Presidents' Day	Presidents' Day, 215
3.1.PO 5.c: Martin Luther King, Jr. Day	Martin Luther King, Jr. Day, 214
3.1.PO 5.d: Fourth of July	Red, White, and Boom, 202a; Independence Day, 203, 205; Fourth of July, 212a
3.1.PO 5.e: Constitution Day	For related material see: We Celebrate Holidays, 212–215

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3.1.PO 6: Recognize state symbols of Arizona (e.g., bird, flower, tree, flag).	For related material see: Symbols in Our Country, 208–209; Picturing Symbols, 211a
3.1.PO 7: Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.	Special Things We Do, 62–65; Chinese New Year, 66–67; Thanksgiving, 199; Independence Day, 203, 205; Life Around the World, 258–261; It Is Time to Leave, 264–265; Work Around the World, 265a
3.2: Structure of Government	
3.2.PO 1: Identify the current President of the United States and Governor of Arizona.	President and Governor, 215, 218–221
3.3: Functions of Government	
3.3.: No performance objectives at this grade.	
3.4: Rights, Responsibilities, and Roles of Citizenship	
3.4.PO 1: Identify examples of responsible citizenship in the school setting and in stories about the past and present.	Citizenship Skills, H2–H5; Rules We Follow, 22–25; The Colonies Become Free, 202–205; Choosing Our Country’s Leaders, 218–221; Citizen Heroes, 18–19, 68–69, 112–113, 160–161, 222–223, 244–245
3.4.PO 2: Describe the rights and responsibilities of citizenship:	Citizenship Skills, H2–H5; Citizenship, 4, 16, 19, 21a, 27a, 69, 73, 113, 159, 161, 172, 186, 204, 209, 211, 225
3.4.PO 2.a: elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated	Citizenship Skills, H2–H5; Rules of the Game, 22a; Rules We Follow, 22–25; What Did You Learn? 41; The Rules, 22a; Rules on Rules, 27a; Rule-Making, 27a; Our Rules, 27a; Choose a Rule, 70a
3.4.PO 2.b: importance of participation and cooperation in a classroom and community	Home and School, 14–17; Rules We Follow, 22–25; Choose a Rule, 70a; Community Laws, 70–71; also see: Citizen Heroes, 112–113, 160–161; Solve a Problem, 26–27
3.4.PO 2.c: why there are rules and the consequences for violating them	Rules of the Game, 22a; Rules We Follow, 22–25; What Did You Learn? 41; The Rules, 22a; Rules on Rules, 27a; Rule-Making, 27a; Our Rules, 27a; Choose a Rule, 70a; Community Laws, 70–71
3.4.PO 2.d: responsibility of voting (every vote counts)	Voting, 218a, 218–221, 223a
3.4.PO 3: Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)	Citizen Heroes, 112–113, 160–161; Solve a Problem, 26–27; Caring for Our Resources, 170–173; Here and There: Endangered Animals, 174–175; Save Animals, 175a
3.5: Government Systems of the World	
3.5.: No performance objectives at this grade.	
4: Geography	
4.1: The World in Spatial Terms	
4.1.PO 1: Recognize different types of maps (e.g., political, physical) serve various purposes.	Use a Map Key, 54–55, 60, 83; Use Four Directions, 60–61, 84; Looking at Our Land and Water, 150–153, 179; Spinning Globes, 155a; Maps, 11, 18, 28, 33, 51, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8

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4.1.PO 2: Identify characteristics of maps and globes:	Map and Globe Skills, 54–55, 60–61, 120–121, 154–155, 200–201; Map Handbook, H20–H26
4.1.PO 2.a: compass rose	Use Four Directions, 60–61, 84; Where’s North, 61a; Spinning Globes, 155a
4.1.PO 2.b: symbols	Symbols, H23, H26; Use a Map Key, 54–55, 60, 83
4.1.PO 2.c: key/legend	Use a Map Key, 54–55, 60, 83; Make a Map, 55a
4.1.PO 3: Construct a map of a familiar place (e.g., classroom, bedroom, playground) that includes a compass rose, symbols, and key/legend.	Map Handbook, H16–H26; Making Maps, 45, 1g, 55, 55a, 55, 61, 61a, 74a, 75, 79a, 121, 123a, 124a, 179, 265a
4.1.PO 4: Recognize characteristics of human and physical features:	Welcome to My Neighborhood, 50–53; Different Kinds of Communities, 56–57; Where in the World Do I Live? 74a–77, 79a ; Locate Land and Water, 154–155
4.1.PO 4.a: physical (i.e., ocean, continent, river, lake, mountains, islands)	Locate Land and Water, 154–155 Where Am I? 155a
4.1.PO 4.b: human (i.e., equator, North and South poles)	Geography Skills, H20–H21; Use Four Directions, 60–61, 84; Where’s North, 61a; Spinning Globes, 155a
4.1.PO 5: Locate physical and human features using maps, illustrations, images, or globes:	Welcome to My Neighborhood, 50–53; Different Kinds of Communities, 56–57; Where in the World Do I Live? 74a–77, 79a ; Locate Land and Water, 154–155
4.1.PO 5.a: physical (i.e., continent, ocean, river, lake, mountains, islands)	Locate Land and Water, 154–155 Where Am I? 155a
4.1.PO 5.b: human (i.e., equator, North and South poles, country)	Geography Skills, H20–H21; Use Four Directions, 60–61, 84; Where’s North, 61a; Spinning Globes, 155a
4.1.PO 6: Locate Arizona on a map of the United States.	Where in the World Do I Live? 74a–77; Atlas, R6–R9
4.2: Places and Regions	
4.2.PO 1: Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.	Welcome to My Neighborhood, 50–53; Different Kinds of Communities, 56–57; Where in the World Do I Live? 74a–77, 79a
4.2.PO 2: Discuss physical features (e.g., mountains, rivers, deserts) in the world.	Looking at Our Land and Water, 150–153, 179; Locate Land and Water, 154–155; Where Am I? 155a
4.2.PO 3: Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.	Welcome to My Neighborhood, 50–53; Different Kinds of Communities, 56–57; Where in the World Do I Live? 74a–77; Life Around the World, 258–261
4.2.PO 4: Discuss the ways places change over time.	Then and Now: How a Community Changed, 58–59
4.3: Physical Systems	
4.3.: (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)	
4.3.: Science Strand 4 Concept 3 Identify, compare, and describe plants and animals in various habitats.	For related material see: Different Kinds of Communities, 56–57; Looking at Our Land and Water, 150–153, 179; Locate Land and Water, 154–155; Our Earth’s Resources, 156-159; Endangered Animals, 174–175

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4.3.: Science Strand 6 Concept 1 Identify the basic properties and uses of earth materials (rocks, soil, water, conservation).	For related material see: Looking at Our Land and Water, 150–153, 179; Locate Land and Water, 154–155; Our Earth’s Resources, 156–159
4.3.: Science Strand 6 Concept 2 Identify objects in the sky (sun, moon, stars, clouds).	For related material see: Geography Skills, H20–H21; Different Kinds of Weather, 142–145
4.3.: Science Strand 6 Concept 3 Understand characteristics of weather patterns and how they affect daily activities.	Different Kinds of Weather, 142–145; Weather and Seasons Long Ago, 148–149; Storm Warning, 149a; Unit Project, 182
4.4: Human Systems	
4.4.PO 1: Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).	Special Things We Do, 62–65; Chinese New Year, 66–67; We Celebrate Holidays, 212–215; Life Around the World, 258–261; It Is Time to Leave, 264–265; Work Around the World, 265a
4.4.PO 2: Discuss how land in the students’ community is used for industry, housing, business, agriculture, and recreation.	Different Kinds of Communities, 56–57;
4.4.PO 3: Describe how people earn a living in the community and the places they work.	My Job, 108a; Welcome to Job Day! 108–111; I Spy a Job, 115a; Job Activities, 115a; Who’s Working, 115a; What’s My Line? 115a; Interview with a Farmer, 116–119; Discovery Channel School: Jobs in Your Community, 134
4.5: Environment and Society	
4.5.PO 1: Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.	Different Kinds of Communities, 56–57; Different Kinds of Weather, 142–145; Weather and Seasons Long Ago, 148–149
4.5.PO 2: Identify resources that are renewable, recyclable, and non-renewable.	Our Earth’s Resources, 156–159; Caring for Our Resources, 170–173
4.6: Geographic Applications	
4.6.PO 1: Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.	Problem on the Playground, 26–27; Our Earth’s Resources, 156–159; Caring for Our Resources, 170–173; Here and There: Endangered Animals, 174–175
4.6.PO 2: Discuss geographic concepts related to current events.	Our Earth’s Resources, 156–159; Caring for Our Resources, 170–173; Here and There: Endangered Animals, 174–175
5: Economics	
5.1: Foundations of Economics	
5.1.PO 1: Discuss the difference between basic needs and wants.	Needs and Wants, 100–101; Give Thanks, 103a; A Wish List, 103a
5.1.PO 2: Recognize that people need to make choices because of limited resources.	Spending and Saving, 104–105; Choosing One of Three, 107a; also see: Caring for Our Resources, 170–173
5.1.PO 3: Recognize that some goods are made locally and some	Interview with a Farmer, 116–119; From Place to Place, 124–125; Big Wheels, 126–127; Trucks That Work, 127a
5.1.PO 4: Recognize that people are buyers and sellers of goods and services.	Spending and Saving, 104–105; Interview with a Farmer, 116–119;
5.1.PO 5: Recognize various forms of U.S. currency.	Spending and Saving, 104–105; Money Around the World, 106–107; Making Cents, 217
5.1.PO 6: Recognize that people save money for future goods and services.	Spending and Saving, 104–105; Piggy Bank Saving, 107a

Arizona Social Studies Standard Grade 1	Scott Foresman Social Studies
5.2: Microeconomics	
5.2.: No performance objectives at this grade.	
5.3: Macroeconomics	
5.3.: No performance objectives at this grade.	
5.4: Global Economics	
5.4.: No performance objectives at this grade.	
5.5: Personal Finance	
5.5.PO 1: Discuss reasons for personal savings.	Spending and Saving, 104-105

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to the
Arizona Social Studies Standard Articulated by Grade Level**

Grade Two

Arizona Social Studies Standard Grade 2	Scott Foresman Social Studies
1: American History	
1.1: Research Skills for History	
1.1.PO 1: Place important life events in chronological order on a timeline.	Curriculum Connection, 259; Read a Time Line, 226–227; Time Lines, 256–257
1.1.PO 2: Place historical events from content studied in chronological order on a timeline.	Read a Time Line, 226–227; Time Lines, 240, 256–257
1.1.PO 3: Recognize how archaeological research adds to our understanding of the past.	For related material see: History: Welcome to the Gila Cliff Dwellings, E2–E3; The First Americans, 202–205; A Step Back in Time, 272–275
1.1.PO 4: Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	Research Skills, H10–H11; Biographies, 28–29, 34–35, 74–75, 86–87, 116–117, 132–133, 170–171, 178–179, 220–221, 234–235, 236, 268–269, 282–283; Primary Sources, 22, 29, 67, 68, 87, 171, 179, 183, 203, 206, 207, 223, 231, 233, 235, 243, 245, 251, 252, 259, 264, 279, 280, 281; Then and Now, 22, 66, 138, 228
1.1.PO 5: Retell stories to describe past events, people and places.	Reading Social Studies: Recall and Retell, 248–249; Recall and Retell activities, 11, 12, 28, 30, 33, 34, 58, 59, 64, 69, 74, 77, 84, 87, 88, 90, 117, 127, 128, 131, 156, 161, 167, 168, 171, 173, 181, 204, 205, 211, 217, 225, 229, 231, 232, 235, 237, 250, 254, 257, 258, 260, 263, 266, 272, 273, 275, 280, 281, 285, 287
1.2: Early Civilizations	
1.2.PO 1: Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.	The First Americans, 202–205; Build a Native American Shelter, 209a; A Native American Story, 209a
1.3: Exploration and Colonization	
1.3.: No performance objectives at this grade.	
1.4: Revolution and New Nation	
1.4.PO 1: Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England.	Native Americans Meet European Colonists, 208–209; Colonies, 210–213; Thanksgiving Place Mats, 215a
1.4.PO 2: Recognize dissatisfaction with England's rule was a key issue that led to the Revolutionary War.	Thirteen Colonies, One Country, 216–217; Paul Revere, 220–221
1.4.PO 3: Describe how the colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of Independence, Paul Revere's Ride, battles of Lexington and Concord).	Thirteen Colonies, One Country, 216–217; Paul Revere, 220–221
1.4.PO 4: Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) in gaining independence during the Revolutionary War.	Thirteen Colonies, One Country, 216–217; Paul Revere, 220–221; Important Americans, 221a

Arizona Social Studies Standard Grade 2	Scott Foresman Social Studies
1.4.PO 5: Know that the United States became an independent country as a result of the Revolutionary War.	Thirteen Colonies, One Country, 216–217; Paul Revere, 220–221
1.4.PO 6: Discuss how the need for a strong central government led to the writing of the Constitution and Bill of Rights.	Thirteen Colonies, One Country, 216–217; Paul Revere, 220–221
1.5: Westward Expansion	
1.5.PO 1: Identify the reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States.	The Pioneers, 222a; Our Country Grows, 222–225; Read a Time Line, 226–227; Westward Ho!, 230–233
1.5.PO 2: Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.	Our Country Grows, 222–225; Read a Time Line, 226–227; Westward Ho!, 230–233
1.5.PO 3: Discuss the experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as they journeyed west to settle new lands.	Our Country Grows, 222–225; Read a Time Line, 226–227; Westward Ho!, 230–233
1.5.PO 4: Describe how new forms of transportation and communication impacted the westward expansion of the United States:	Our Country Grows, 222–225; Read a Time Line, 226–227; Westward Ho!, 230–233
1.5.PO 4.a: transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads)	Westward Ho!, 230–233; also see: Linking Our World, 278–281; Biography: Robert Fulton, 282–283
1.5.PO 4.b: communication (e.g., Pony Express, telegraph)	For related material see: Westward Ho!, 230–233; also see: Linking Our World, 278–281
1.5.PO 5: Discuss the effects (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools) of Westward Expansion on Native Americans.	For related material see: Our Country Grows, 222–225; Read a Time Line, 226–227; Westward Ho!, 230–233
1.6: Civil War and Reconstruction	
1.6.: No performance objectives at this grade.	
1.7: Emergence of the Modern United States	
1.7.: No performance objectives at this grade.	
1.8: Great Depression and World War II	
1.8.: No performance objectives at this grade.	
1.9: Postwar United States	
1.9.: No performance objectives at this grade.	
1.10: Contemporary United States	
1.10.PO 1: Use information from written documents, oral presentations, and the media to describe current events.	Unit Projects, 48, 96, 146, 194, 242, 290; Voting for Leaders, 172–175; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Then and Now, 22–23, 66–67, 138–139, 229–229
1.10.PO 2: Connect current events with historical events from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Then and Now, 22–23, 66–67, 138–139, 229–229; Unit Projects, 48, 96, 146, 194, 242, 290; Voting for Leaders, 172–175
1.10.PO 3: Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).	The First Americans, 202–205; Citizen Heroes: Ella Cara Delgado, 206–207

Arizona Social Studies Standard Grade 2	Scott Foresman Social Studies
2: World History	
2.1: Research Skills for History	
2.1.PO 1: Place important life events in chronological order on a timeline.	Curriculum Connection, 259; Read a Time Line, 226–227; Time Lines, 256–257
2.1.PO 2: Place historical events from content studied in chronological order on a timeline.	Read a Time Line, 226–227; Time Lines, 240, 256–257
2.1.PO 3: Recognize how archaeological research adds to our understanding of the past.	For related material see: History: Welcome to the Gila Cliff Dwellings, E2–E3; The First Americans, 202–205; A Step Back in Time, 272–275
2.1.PO 4: Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	Research Skills, H10–H11; Biographies, 28–29, 34–35, 74–75, 86–87, 116–117, 132–133, 170–171, 178–179, 220–221, 234–235, 236, 268–269, 282–283; Primary Sources, 22, 29, 67, 68, 87, 171, 179, 183, 203, 206, 207, 223, 231, 233, 235, 243, 245, 251, 252, 259, 264, 279, 280, 281; Then and Now, 22, 66, 138, 228
2.1.PO 5: Retell stories to describe past events, people and places.	Reading Social Studies: Recall and Retell, 248–249; Recall and Retell activities, 11, 12, 28, 30, 33, 34, 58, 59, 64, 69, 74, 77, 84, 87, 88, 90, 117, 127, 128, 131, 156, 161, 167, 168, 171, 173, 181, 204, 205, 211, 217, 225, 229, 231, 232, 235, 237, 250, 254, 257, 258, 260, 263, 266, 272, 273, 275, 280, 281, 285, 287
2.2: Early Civilizations	
2.2.PO 1: Recognize that civilizations developed in China, India, and Japan.	For related material see: Landmarks Around the World, 270–271; A Step Back in Time, 272–275; Trade, 276–277
2.2.PO 2: Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.	For related material see: Landmarks Around the World, 270–271; A Step Back in Time, 272–275; Trade, 276–277
2.3: World in Transition	
2.3.: No performance objectives at this grade.	
2.4: Renaissance and Reformation	
2.4.: No performance objectives at this grade.	
2.5: Encounters and Exchange	
2.5.PO 1: Describe how expanding trade (e.g., Marco Polo's travels to Asia) led to the exchange of new goods (i.e., spices, silk) and ideas.	Marco Polo, 276–277
2.6: Age of Revolution	
2.6.PO 1: Recognize that people in different places (e.g., American colonies - England, Mexico - Spain) challenged their form of government, which resulted in conflict and change.	For related material see: Thirteen Colonies, One Country, 216–217; A Step Back in Time, 272–275
2.7: Age of Imperialism	
2.7.: No performance objectives at this grade.	
2.8: World at War	
2.8.: No performance objectives at this grade.	

Arizona Social Studies Standard Grade 2	Scott Foresman Social Studies
2.9: Contemporary World	
2.9.PO 1: Use information from written documents, oral presentations, and the media to describe current events.	Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Then and Now, 22–23, 66–67, 138–139, 229–229; Unit Projects, 48, 96, 146, 194, 242, 290; Voting for Leaders, 172–175
3: Civics/Government	
3.1: Foundations of Government	
3.1.PO 1: Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values:	Declaration of Independence, 217; The Land of Freedom, 180–183; Landmarks in Our Country, 264–267; Citizenship Skills: Pledge of Allegiance, H6–H7; Our National Anthem, H8–H9; America The Beautiful, 90–91
3.1.PO 1.a: American flag	Flag Rules, H6; Flags Around the World, 186–187, 188Q189
3.1.PO 1.b: Pledge of Allegiance	Citizenship Skills: Pledge of Allegiance, H6–H7
3.1.PO 1.c: National Anthem	Citizenship Skills: Our National Anthem, H8–H9; Star Spangled Banner, 180
3.1.PO 1.d: America the Beautiful	America The Beautiful, 90–91
3.1.PO 1.e: the U.S. Capitol	U.S. Capitol, 266
3.1.PO 1.f: Liberty Bell	Liberty Bell, 181
3.1.PO 2: Recognize that the U.S. Constitution provides the American people with common laws and protects their rights.	Federal Government, 166-169; Susan B. Anthony, 178–179; The Land of Freedom, 180–183; Thirteen Colonies, One Country, 216–219; The Preamble, 171a
3.1.PO 3: Describe the significance of national holidays:	Martin Luther King, Jr. Day, 183; Thanksgiving, 213; Independence Day, 219; Holiday Time Line, 240; Festivals, 247; People Celebrate, 256–259; Spring 260–261; Memorial Day, 262–263, 286; Holiday Calendar, 287
3.1.PO 3.a: Presidents' Day	Presidents' Day, 256
3.1.PO 3.b: Martin Luther King, Jr. Day	Martin Luther King, Jr. Day, 183
3.1.PO 3.c: Veterans' Day	Veteran's Day, 257
3.1.PO 3.d: Memorial Day	Memorial Day, 262–263, 286
3.1.PO 3.e: Fourth of July	Independence Day, 219
3.1.PO 3.f: Constitution Day	For related material see: September Calendar Activities, TR18
3.1.PO 4: Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.	Family History, 250–253; People Celebrate, 256–259; Family Culture, 263a
3.1.PO 5: Recognize how students work together to achieve common goals.	Citizenship Skills, H4–H5; We Belong to Groups, 6–7; Living in a Neighborhood, 8–11; Kids Care Clubs, 12–13; Solve a Problem, 14–15; Make a Decision, 108–109; The Earth Angels, 88–89; Phoenix Kids Pride Program, 110–111; Service in Our Community, 112–115; Solve Problems, 13, 45, 155, 159, 225, 228; Decision Making, 108, 143, 279
3.2: Structure of Government	
3.2.PO 1: Identify the three branches of national government as represented by the President, Congress, and the Supreme Court.	Federal Government, 166–169; Biography: Thurgood Marshall, 170–171; Our Presidents, 171a

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3.2.PO 2: Identify current political leaders of the state and nation:	Local Government, 154–157; State Government, 160–163; Federal Government, 166–169; Close and Assess, 177
3.2.PO 2.a: President of the United States	Federal Government, 168; Presidential Who's Who, 179a
3.2.PO 2.b: Governor of Arizona	State Government, 160–163; Leveled Practice, 165a; Question and Answer, 165a
3.2.PO 2.c: local leaders (e.g., tribal council, mayor)	Local Government, 154–157; Question and Answer, 165a
3.2.PO 3: Recognize how Arizona and the other states combine to make a nation.	Our State and Our Country, 30–33
3.3: Functions of Government	
3.3.: No performance objectives at this grade level.	
3.4: Rights, Responsibilities, and Roles of Citizenship	
3.4.PO 1: Discuss examples of responsible citizenship in the school setting and in stories about the past and present.	Kids Care Clubs, 12–13; Solve a Problem, 14–15; Make a Decision, 108–109; The Earth Angels, 88–89; Phoenix Kids Pride Program, 110–111; Service in Our Community, 112–115; also see: Biographies, 28–29, 34–35, 74–75, 86–87, 116–117, 132–133, 170–171, 178–179, 220–221, 234–235, 268–269, 282–283
3.4.PO 2: Describe the rights and responsibilities of citizenship:	Citizenship Skills, H2–H9; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Voting for Leaders, 172–175; Being a Good Citizen, 111a; also see: Citizenship, 4, 12, 15a, 29, 75, 98, 105, 111a, 117, 183, 211
3.4.PO 2.a: elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated	Rules and Laws, 4, 8–11; Rule Book, 15a; also see: Solve a Problem, 14–15; Make a Decision, 108–109
3.4.PO 2.b: importance of participation and cooperation in a classroom and community	Kids Care Clubs, 12–13; Solve a Problem, 14–15; Make a Decision, 108–109; The Earth Angels, 88–89; Phoenix Kids Pride Program, 110–111; Service in Our Community, 112–115
3.4.PO 2.c: why we have rules and the consequences for violating them	Rules and Laws, 4, 8–11; Rule Book, 15a
3.4.PO 2.d: responsibility of voting	Voting, 11; Voting for Leaders, 172–179; Begin with a Song, 148–149; Let's Vote On It, 172a; Voting Day, 172a; Why Should I Vote? 179a; Campaign Ad, 179a
3.4.PO 3: Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).	Citizenship Skills, H4–H5; We Belong to Groups, 6–7; Living in a Neighborhood, 8–11; Kids Care Clubs, 12–13; Solve a Problem, 14–15; Make a Decision, 108–109; The Earth Angels, 88–89; Phoenix Kids Pride Program, 110–111; Service in Our Community, 112–115; Solve Problems, 13, 45, 155, 159, 225, 228; Decision Making, 108, 143, 279
3.4.PO 4: Identify traits of character (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of democracy.	Citizenship Skills, H4–H5; also see: Solve a Problem, 14–15; Make a Decision, 108–109

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3.5: Government Systems of the World	
3.5.: No performance objectives at this grade.	
4: Geography	
4.1: The World in Spatial Terms	
4.1.PO 1: Recognize different types of maps (e.g., political, physical, thematic) serve various purposes.	Maps, 12, 29, 31, 32, 35, 38, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 133, 158, 160, 161, 171, 179, 202, 206, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2–R8
4.1.PO 2: Interpret political and physical maps using the following elements:	Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215; Maps, 12, 29, 31, 32, 35, 38, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 133, 158, 160, 161, 171, 179, 202, 206, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2–R8
4.1.PO 2.a: alpha numeric grids	Use a Map Grid, 184–185
4.1.PO 2.b: title	Map Handbook, H18–H26; Map and Globe Skills, 20–21, 60–61, 124–125, 184–185, 214–215
4.1.PO 2.c: compass rose - cardinal directions	Use a Compass Rose, 124–125, 144; Make a Map, 125a
4.1.PO 2.d: key (legend)	Map Key, H21
4.1.PO 2.e: symbols	Symbol, H21; Read Symbols on a Map, H22–H23
4.1.PO 3: Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols and key (legend).	Make a Map, 125a; Construct Maps, 124–125, 144, 184–185, 192, 214–215, 267
4.1.PO 4: Construct tally charts and pictographs to display geographic information (e.g., birthplace - city or state).	Read a Bar Graph, 80–81; Read a Pie Chart, 130–131; Read a Table, 164–165
4.1.PO 5: Recognize characteristics of human and physical features:	Map Handbook, H18–H26; Interview with a Geographer, 56–59; Landforms and Water on a Map, 60–61, 93; Where People Live, 62–65; Our Earth’s Resources, 76–79
4.1.PO 5.a: physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)	Geography Skills, H18; Landforms and Water on a Map, 60–61, 93; also see: Interview with a Geographer, 56–59
4.1.PO 5.b: human (i.e., equator, Northern and Southern Hemispheres, North and South Poles)	Map Handbook, H18–H26; Where People Live, 62–65; Read a City Map, 20–21; Use a Compass Rose, 124–125; Use a Map Grid, 184–185
4.1.PO 6: Locate physical and human features using maps, illustrations, images, or globes:	Map Handbook, H18–H26; Interview with a Geographer, 56–59; Landforms and Water on a Map, 60–61, 93; Where People Live, 62–65; Our Earth’s Resources, 76–79
4.1.PO 6.a: physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)	Geography Skills, H18; Landforms and Water on a Map, 60–61, 93; also see: Interview with a Geographer, 56–59
4.1.PO 6.b: human (i.e., equator Northern and Southern Hemispheres, North and South Poles, city, state, country)	Map Handbook, H18–H26; Where People Live, 62–65; Read a City Map, 20–21; Use a Compass Rose, 124–125; Use a Map Grid, 184–185

Arizona Social Studies Standard Grade 2	Scott Foresman Social Studies
4.2: Places and Regions	
4.2.PO 1: Identify through images of content studied (e.g., Japan, China, United States) how places have distinct characteristics.	A Walk Through a Community, 16–19; Then and Now: How a Community Changes, 22–23; Comparing Communities, 24–27; Where People Live, 62–65; Then and Now: How and Where People Lived, 66–67; Landmarks Around the World, 270–271
4.2.PO 2: Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.	Landmarks in Our Country, 264–267; Landmarks Around the World, 270–271; also see: A Walk Through a Community, 16–19; Then and Now: How a Community Changes, 22–23; Comparing Communities, 24–27; Where People Live, 62–65
4.2.PO 3: Discuss physical features (e.g., mountains, rivers, deserts) in the world.	Geography Skills, H18; Landforms and Water on a Map, 60–61, 93; also see: Interview with a Geographer, 56–59
4.2.PO 4: Discuss the ways places change over time.	Then and Now: How a Community Changes, 22–23
4.3: Physical Systems	
4.3.: (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)	
4.3.: Science Strand 6 Concept 3 Measure and record weather conditions, identify clouds and analyze their relationship to temperature and weather patterns.	Where People Live, 62–65; How and Where People Live, 66–67; Seasons, 69–70; Desert Life, 67a
4.4: Human Systems	
4.4.PO 1: Discuss housing and land use in urban and rural communities.	Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Comparing Communities, 24–27; Where People Live, 62–65; From My Orchard to You, 68–71
4.4.PO 2: Describe the reasons (e.g., jobs, climate, family) for human settlement patterns.	Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Comparing Communities, 24–27; Where People Live, 62–65
4.4.PO 3: Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.	From My Orchard to You, 68–71; Our Earth’s Resources, 76–79; Goods from the Factory to You, 120–123
4.4.PO 4: Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.	A Walk Through a Community, 16–19; Comparing Communities, 24–27; Family History, 250–253; People Celebrate, 256–261
4.4.PO 5: Discuss that Asian civilizations have changed from past to present.	A Step Back in Time, 272–275; Chart and Graph Skills: Read a Diagram, 276–277
4.4.PO 6: Recognize the connections between city, state, country, and continent.	A Walk Through a Community, 16–19; Read a City Map, 20–21; Then and Now: How a Community Changes, 22–23; Comparing Communities, 24–27; Our State and Our Country, 30–33; Our Country Is Part of Our World, 36–39
4.5: Environment and Society	
4.5.PO 1: Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.	Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Where People Live, 62–65; From My Orchard to You, 68–71; Our Earth’s Resources, 76–79; Caring for Our Resources, 82–85; Biography: Rachel Carson, 86–87; The First Americans, 202–205

Arizona Social Studies Standard Grade 2	Scott Foresman Social Studies
4.5.PO 2: Recognize ways of protecting natural resources.	Caring for Our Resources, 82–85; Biography: Rachel Carson, 86–87; Citizen Heroes: The Earth’s Angels, 88–89
4.6: Geographic Applications	
4.6.PO 1: Discuss geographic concepts related to current events.	Caring for Our Resources, 82–85; Biography: Rachel Carson, 86–87; Citizen Heroes: The Earth’s Angels, 88–89
4.6.PO 2: Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.	Caring for Our Resources, 82–85; Biography: Rachel Carson, 86–87; Citizen Heroes: The Earth’s Angels, 88–89
5: Economics	
5.1: Foundations of Economics	
5.1.PO 1: Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.	Choosing Goods and Services, 104–107; Make a Decision, 108–109
5.1.PO 2: Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can’t also go to the park).	Choosing Goods and Services, 104–107; Make a Decision, 108–109
5.1.PO 3: Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).	From My Orchard to You, 68–71; Dorling Kindersley: Growing Crops, 72–73; Our Earth’s Resources, 76–79; Goods from the Factory to You, 120–123
5.1.PO 4: Recognize that people trade for goods and services.	From My Orchard to You, 68–71; Choosing Goods and Services, 104–107; 120a; Goods from the Factory to You, 120–123; A Trip to the Bank, 126-129; Countries Trade and Move Goods, 134–137
5.1.PO 5: Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).	A Trip to the Bank, 126-129; Bartering Goods and Services, 138–139; Set Up a Trading Post, 139a
5.1.PO 6: Recognize that some goods are made in the local community and some are made in other parts of the world.	From My Orchard to You, 68–71; Goods from the Factory to You, 120–123; Countries Trade and Move Goods, 134–137
5.1.PO 7: Discuss how people can be both producers and consumers of goods and services.	From My Orchard to You, 68-71; A Classroom Store, 104a; Make a Jobs Booklet, 111a; Goods from the Factory to You, 120a–123; Set Up a Trading Post, 139a
5.2: Microeconomics	
5.2.: No performance objectives at this grade.	
5.3: Macroeconomics	
5.3.: No performance objectives at this grade.	
5.4: Global Economics	
5.4.: No performance objectives at this grade.	
5.5: Personal Finance	
5.5.PO 1: Discuss costs and benefits of personal savings.	Choosing Goods and Services, 106; A Trip to the Bank, 126-129

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to the
Arizona Social Studies Standard Articulated by Grade Level**

Grade Three

Arizona Social Studies Standard Grade 3	Scott Foresman Social Studies
1: American History	
1.1: Research Skills for History	
1.1.PO 1: Use timelines to identify the time sequence of historical data.	Time Lines, 248–249, 275, 339
1.1.PO 2: Recognize how archaeological research adds to our understanding of the past.	History, E2–E3; Historic Jamestown, 234–235; Biofact, 237
1.1.PO 3: Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	Primary Sources, Maps, Charts, and Graphs, 5, 13, 28-29, 46-47, 68-69, 82-83, 85, 86, 87-89, 92, 94, 96-97, 118-119, 121, 122-123, 154, 156-157, 176-177, 179, 190-191, 209-211, 214-217, 220-221, 225, 228-229, 231, 232-233, 236-237, 242-244, 250-25, 258-261, 267-269, 272-273, 296-297, 312-313, 321, 322, 326-327, 337, 352, 353, 358-361, 362-363, 364-365, 368, 370-371, 372-373, 374-375, 396-397, 402-403, 406, 407
1.1.PO 4: Retell stories to describe past events, people and places.	Summarize, 15, 23, 29, 41, 45, 53, 77, 89, 95, 109, 117, 123, 165, 183, 194, 321, 322, 354, 358, 359, 361, 365, 366, 367, 368, 371, 376, 377, 379, 384, 385, 387, 390, 394, 395, 398, 399, 401 338, 367
1.2: Early Civilizations	
1.2.: No performance objectives at this grade.	
1.3: Exploration and Colonization	
1.3.PO 1: Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.	For related material see: Explorers Come to North America, 208–211; also see: Inventions Over Time, 258–263
1.3.PO 2: Recognize that European countries explored the New World for economic and political reasons.	Explorers Come to North America, 208–211; A Spanish Community, 214–219; Here and There: Cadiz, Spain, 220–221; A French Community, 224–227; Issues and Viewpoints: Who Owns the Land? 228–229; An English Community, 230–235
1.3.PO 3: Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.	Explorers Come to North America, 208–211; A Spanish Community, 214–219; A French Community, 224–227; Who Owns the Land? 228–229; An English Community, 230–235
1.3.PO 4: Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).	Explorers Come to North America, 208–211; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235
1.4: Revolution and New Nation	
1.4.: No performance objectives at this grade.	

Arizona Social Studies Standard Grade 3	Scott Foresman Social Studies
1.5: Westward Expansion	
1.5.: No performance objectives at this grade.	
1.6: Civil War and Reconstruction	
1.6.PO 1: Recognize that there were issues (e.g., slavery, states' rights, South seceded from the Union) associated with the Civil War.	For related material see: Civil Rights Movement, 121
1.6.PO 2: Discuss contributions of people (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era.	For related material see: Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402
1.7: Emergence of the Modern United States	
1.7.PO 1: Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.	Immigration, 79, 81, 82–83, 84–89, 90–93; Why People Move, 76–77
1.7.PO 2: Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.	Immigration, 79, 81, 82–83, 84–89, 90–93; Why People Move, 76–77
1.8: Great Depression and World War II	
1.8.: No performance objectives at this grade.	
1.9: Postwar United States	
1.9.PO 1: Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Cesar Chavez) worked for and supported the rights and freedoms of others.	Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402
1.10: Contemporary United States	
1.10.PO 1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Unit Projects, 64, 132, 198, 280, 348, 410; Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16, 82, 190, 256, 298, 396
1.10.PO 2: Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Issues and Viewpoints, 166–167, 228–229; Unit Projects, 64, 132, 198, 280, 348, 410; Citizen Heroes, 16, 82, 190, 256, 298, 396
2: World History	
2.1: Research Skills for History	
2.1.PO 1: Use timelines to identify the time sequence of historical data.	Time Lines, 248–249, 275, 339
2.1.PO 2: Recognize how archaeological research adds to our understanding of the past.	History, E2–E3; Historic Jamestown, 234–235; Biofact, 237
2.1.PO 3: Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	Primary Sources, Maps, Charts, and Graphs, 5, 13, 28-29, 46-47, 68-69, 82-83, 85, 86, 87-89, 92, 94, 96-97, 118-119, 121, 122-123, 154, 156-157, 176-177, 179, 190-191, 209-211, 214-217, 220-221, 225, 228-229, 231, 232-233, 236-237, 242-244, 250-25, 258-261, 267-269, 272-273, 296-297, 312-313, 321, 322, 326-327, 337, 352, 353, 358-361, 362-363, 364-365, 368, 370-371, 372-373, 374-375, 396-397, 402-403, 406, 407

Arizona Social Studies Standard Grade 3	Scott Foresman Social Studies
2.1.PO 4: Retell stories to describe past events, people and places.	Summarize, 15, 23, 29, 41, 45, 53, 77, 89, 95, 109, 117, 123, 165, 183, 194, 321, 322, 354, 358, 359, 361, 365, 366, 367, 368, 371, 376, 377, 379, 384, 385, 387, 390, 394, 395, 398, 399, 401 338, 367
2.2: Early Civilizations	
2.2.PO 1: Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations.	For related material see: Fact File, 337; Governments in the Past, 358–361; Ancient Rome and Washington, D.C., 372–373; End with Myths: The Founding of Athens and Rome, 406–407
2.2.PO 2: Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.	For related material see: Fact File, 337; Governments in the Past, 358–361; Ancient Rome and Washington, D.C., 372–373; End with Myths: The Founding of Athens and Rome, 406–407
2.2.PO 3: Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations.	For related material see: Governments in the Past, 358–361; End with Myths: The Founding of Athens and Rome, 406–407
2.2.PO 4: Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.	For related material see: Governments in the Past, 358–361; End with Myths: The Founding of Athens and Rome, 406–407
2.3: World in Transition	
2.3.: No performance objectives at this grade.	
2.4: Renaissance and Reformation	
2.4.: No performance objectives at this grade.	
2.5: Encounters and Exchange	
2.5.PO 1: Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada.	For related material see: A French Community, 224–227; Issues and Viewpoints: Who Owns the Land? 228–229
2.5.PO 2: Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa).	Explorers Come to North America, 208–211; A Spanish Community, 214–219; Here and There: Cadiz, Spain, 220–221; A French Community, 224–227; Issues and Viewpoints: Who Owns the Land? 228–229; An English Community, 230–235
2.6: Age of Revolution	
2.6.: No performance objectives at this grade.	
2.7: Age of Imperialism	
2.7.: No performance objectives at this grade.	
2.8: World at War	
2.8.: No performance objectives at this grade.	
2.9: Contemporary World	
2.9.PO 1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Unit Projects, 64, 132, 198, 280, 348, 410; Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16, 82, 190, 256, 298, 396

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3: Civics/Government	
3.1: Foundations of Government	
3.1.PO 1: Describe national symbols and monuments that represent American democracy and values:	Celebrating Cultures, 104–109, 112–113; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123
3.1.PO 1.a: Statue of Liberty	Statue of Liberty, 85
3.1.PO 1.b: Ellis Island	Ellis Island, 86
3.1.PO 1.c: Lincoln Memorial	For related material see: Washington, D.C., 370–371
3.1.PO 1.d: the U. S. Capitol	U. S. Capitol, 353, 373
3.1.PO 2: Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.	Where Did They Come From? 84–89; A New Life in America, 90–95; Celebrating Cultures, 104–109; Dancing to Celebrate Culture, 112–113; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123
3.1.PO 3: Describe how people in the community and state work together to achieve common goals.	Citizenship Skills, H2–H3; Rights and Responsibilities, 357; Being a Good Citizen, 376–379; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166, 228
3.1.PO 4: Describe the significance of national holidays:	Celebrations Across Our Own Nation, 120–123
3.1.PO 4.a: Presidents’ Day	For related material see: Calendar Activities: February, TR23
3.1.PO 4.b: Martin Luther King, Jr. Day	Martin Luther King, Jr. Day, 121
3.1.PO 4.c: Veterans’ Day	Veterans’ Day, 121
3.1.PO 4.d: Memorial Day	Memorial Day, 121
3.1.PO 4.e: Constitution Day	For related material see: Constitution, 368, 370–371; Calendar Activities: September, TR18
3.1.PO 4.f: Labor Day	For related material see: Calendar Activities: September, TR18
3.2: Structure of Government	
3.2.PO 1: Discuss the three branches of state and national government:	United States Government, 366–371; State Government, 398–401
3.2.PO 1.a: Executive	Executive, 400; also see: United States Government, 366–371
3.2.PO 1.b: Legislative	Legislative, 399; also see: United States Government, 366–371
3.2.PO 1.c: Judicial	Judicial, 401; also see: United States Government, 366–371
3.2.PO 2: Recognize that there are different levels of government (e.g., local, tribal, county, state, and national).	United States Government, 366–371; Your Local Government, 382–383; Community Leaders, 390–395; State Government, 398–401
3.3: Functions of Government	
3.3.PO 1: Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).	How a Bill Becomes a Law, 400

Arizona Social Studies Standard Grade 3	Scott Foresman Social Studies
3.4: Rights, Responsibilities, and Roles of Citizenship	
3.4.PO 1: Describe the rights and responsibilities of citizenship:	Citizenship Skills, H2–H3; Rights and Responsibilities, 357; Citizenship in History, 374–375; Being a Good Citizen, 376–379; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397
3.4.PO 1.a: good sportsmanship	For related material see: Citizenship Skills, H2–H3 People Helping People, 332–333
3.4.PO 1.b: participation and cooperation	Being a Good Citizen, 376–379; Issues and Viewpoints, 166, 228; People Helping People, 332–333
3.4.PO 1.c: rules and consequences	Purpose of Laws, 76–77; The Bill of Rights, 370; Taking Responsibility, 378–379; Services Local Governments Provide, 386; Community Leaders, 392
3.4.PO 1.d: voting	Voting, 358, 359, 378, 394–395
3.4.PO 2: Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).	Issues and Viewpoints, 166–167, 228–229; also see: Citizen Heroes, 15–16, 82–83, 190–191, 256–257, 298–299, 396–397; Unit Projects, 64, 132, 198, 280, 348, 410 People Helping People, 332–333
3.4.PO 3: Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.	Citizenship Skills, H2–H3; Rights and Responsibilities, 357; Citizenship in History, 374–375; Being a Good Citizen, 376–379; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Biography, 24–25, 46–47, 96–97, 118–119, 156–157, 176–177, 236–237, 272–273, 312–313, 326–327, 364–365, 402–403 People Helping People, 332–333
3.5: Government Systems of the World	
3.5.: No performance objectives at this grade.	
4: Geography	
4.1: The World in Spatial Terms	
4.1.PO 1: Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes.	Map Handbook, H12–H20; Map and Globe Skills, 32, 98, 110, 222, 388; also see: Maps, 10, 16, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 233, 245, 252, 258, 266, 318, 320, 328, 340, 369, 390, 398; Map Adventure, 51, 80, 174, 245, 320, 369
4.1.PO 2: Interpret political and physical maps using the following elements:	Map Handbook, H12–H20; Maps, 10, 16, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 233, 245, 252, 258, 266, 318, 320, 328, 340, 369, 390, 398; Map Adventure, 51, 80, 174, 245, 320, 369; Map and Globe Skills, 32, 98, 110, 222, 388
4.1.PO 2.a: alpha-numeric grids	Understand Latitude and Longitude, 388–389
4.1.PO 2.b: title	Map Handbook, H12–H20; Map and Globe Skills, 32, 98, 110, 222, 388

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4.1.PO 2.c: compass rose -cardinal and intermediate directions	Use Intermediate Directions, 98–99; Geography Skills: Map Handbook, H14–H15
4.1.PO 2.d: symbols	Geography Skills, H12–H20
4.1.PO 2.e: legend	Geography Skills, H12–H20
4.1.PO 2.f: scale	Use Map Scales, 32–33; Geography Skills: Map Handbook, H14–H15
4.1.PO 3: Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols, and legend.	Construct a Map, 15, 23, 51, 73, 98–99, 108, 110–111, 149, 175, 215, 219, 222–223, 245, 289, 331, 343, 357, 397
4.1.PO 4: Construct maps using symbols to represent human and physical features.	Construct a Map, 15, 23, 51, 73, 98–99, 108, 110–111, 149, 175, 215, 219, 222–223, 245, 289, 331, 343, 357, 397
4.1.PO 5: Construct charts and graphs to display geographic information.	Charts and Graphs, 158–159, 248–249, 324–325
4.1.PO 6: Recognize characteristics of human and physical features:	Map and Globe Skills, 32, 98, 110, 222, 388; Map Handbook, H12–H20; Maps, 10, 16, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 233, 245, 252, 258, 266, 318, 320, 328, 340, 369, 390, 398
4.1.PO 6.a: physical (i.e., ocean continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula)	Map Handbook, H12–H20; Maps, 10, 16, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 233, 245, 252, 258, 266, 318, 320, 328, 340, 369, 390, 398
4.1.PO 6.b: human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city)	Map and Globe Skills, 32, 98, 110, 222, 388; Map Handbook, H12–H20
4.1.PO 7: Locate physical and human features using maps, illustrations, images, or globes:	Map and Globe Skills, 32, 98, 110, 222, 388; Map Handbook, H12–H20; Maps, 10, 16, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 233, 245, 252, 258, 266, 318, 320, 328, 340, 369, 390, 398
4.1.PO 7.a: physical (i.e., seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula)	Map Handbook, H12–H20; Maps, 10, 16, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 233, 245, 252, 258, 266, 318, 320, 328, 340, 369, 390, 398
4.1.PO 7.b: human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads)	Map and Globe Skills, 32, 98, 110, 222, 388; Map Handbook, H12–H20
4.2: Places and Regions	
4.2.PO 1: Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes.	Maps, 10, 16, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 233, 245, 252, 258, 266, 318, 320, 328, 340, 369, 390, 398; Map Adventure, 51, 80, 174, 245, 320, 369;

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Continued	Map and Globe Skills, 32, 98, 110, 222, 388; Map Handbook, H12–H20
4.2.PO 2: Describe how physical and human characteristics of places change from past to present.	Then and Now, 44, 154, 331, 360; Transportation Over Time, 242–247; Communication Over Time, 250–255; also see: A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50; A Mountain Community, 172–177; A Water Community, 178–185
4.3: Physical Systems	
4.3.: (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)	
4.3.: Science Strand 3 Concept 1 Describe major factors that impact human populations and the environment.	A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50; Moving to a New Community, 74–77; What's Your Community's Environment? 142–147; Community and Resources, 160–167; A Mountain Community, 172–177; A Water Community, 178–185; A Crossroads Community, 186–193
4.3.: Science Strand 4 Concept 3 Explain the relationships among plants and animals in different environments.	For related material see: What's Your Community's Environment? 142–147; Living in Different Climates, 150–153; Community and Resources, 160–167; A Mountain Community, 172–177; A Water Community, 178–185
4.3.: Science Strand 4 Concept 4 Describe ways species adapt to environments and what happens if they cannot adapt.	For related material see: Living in Different Climates, 150–153
4.3.: Science Strand 6 Concept 1 Identify the basic properties of earth materials (rocks, fossils, layers of the earth).	For related material see: Community and Resources, 160–167
4.4: Human Systems	
4.4.PO 1: Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).	Transportation Over Time, 242–247; Map Adventure: Traveling West, 245–246
4.4.PO 2: Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).	Communication Over Time, 250–255
4.4.PO 3: Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent).	Communities, 10–15; United States Communities, 18–23; World Communities, 26–29; also see: United States Government, 366–371; Your Local Government, 382–383; State Government, 398–401
4.4.PO 4: Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.	History of El Paso, 13; Timbuktu, 27–29; Ethnic Neighborhood, 81; Practice and Extend, 92; Sharing Cultures, 93; Celebrating Cultures, 104–109; Dancing to Celebrate Culture, 112–113; Celebrating a Community's Past, 114–115; Celebrations Across Our Own Nation, 120–123; N'cwala, an African Thanksgiving, 124–125

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4.4.PO 5: Discuss that Ancient Civilizations have changed from past to present.	For related material see: Fact File, 337; Governments in the Past, 358–361; Ancient Rome and Washington, D.C., 372–373; End with Myths: The Founding of Athens and Rome, 406–407
4.4.PO 6: Discuss the major economic activities and land use (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.	Community and Resources, 160–167; A Community Business, 306–311; A Mountain Community, 172–177; A Water Community, 178–185; A Crossroads Community, 186–193
4.5: Environment and Society	
4.5.PO 1: Identify ways (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) in which humans depend upon, adapt to, and impact the earth.	What’s Your Community’s Environment? 142–147; Community and Resources, 160–167; A Mountain Community, 172–177; A Water Community, 178–185; A Crossroads Community, 186–193
4.5.PO 2: Describe ways of protecting natural resources.	Conserving Our Resources, 164–165; Issues and Viewpoints: Recycling, 166–167
4.5.PO 3: Identify resources that are renewable, recyclable, and non-renewable.	Using Natural Resources, 319–320; also see: Communities and Resources, 160–165, 166–167
4.6: Geographic Applications	
4.6.PO 2: Discuss geographic concepts related to current events.	Unit Project: Use and Reuse, 198; Issues and Viewpoints: Recycling, 166–167; Who Owns the Land? 228–229
4.6.PO 3: Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).	Unit Project: Use and Reuse, 198; Issues and Viewpoints: Recycling, 166–167; Who Owns the Land? 228–229
5: Economics	
5.1: Foundations of Economics	
5.1.PO 1: Identify how scarcity requires people to make choices due to their unlimited wants and needs.	Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; Too Few Resources, 329
5.1.PO 2: Identify opportunity costs in personal decision-making situations.	Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305
5.1.PO 3: Identify goods and services (e.g., fire and police protection, immunizations, library) provided by local government.	Community Services, 384–387
5.1.PO 4: Give examples of trade in the local community (e.g., farmers supply the grocer).	A Community Business, 306–308; Depending on Others, 328–333; World Trade, 338–339
5.1.PO 5: Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world.	A Community Business, 306–308; Depending on Others, 328–333; World Trade, 338–339
5.1.PO 6: Discuss how producers use natural, human, and capital resources to create goods and services.	A Community Business, 306–308; Using Resources, 318–323; Using a Cutaway Diagram, 324–325; Meet Henry Ford, 326–327
5.2: Microeconomics	
5.2.PO 1: Discuss different ways individuals can earn money.	Earning Money, 291
5.3: Macroeconomics	
5.3.: No performance objectives at this grade.	

Arizona Social Studies Standard Grade 3	Scott Foresman Social Studies
5.4: Global Economics	
5.4.: No performance objectives at this grade.	
5.5: Personal Finance	
5.5.PO 1: Discuss costs and benefits of personal spending and saving choices.	Earning, Spending, and Saving, 290-295

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to the
Arizona Social Studies Standard Articulated by Grade Level**

Grade Four

Arizona Social Studies Standard Grade 4	Scott Foresman Social Studies
1: American History	
1.1: Research Skills for History	
1.1.PO 1: Use the following to interpret historical data:	
1.1.PO 1.a: timelines - B.C.E. and B.C.; C.E. and A.D.	Use a Vertical Time Line, 134–135; 155; Time Lines, 38, 130, 135, 136, 150, 188, 194, 202, 216, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418
1.1.PO 1.b: graphs, tables, charts, and maps	Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 25, 40, 41, 105, 114, 133, 167, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2–R15; Charts, Graphs, Tables, & Diagrams, 21, 48, 50, 76, 84, 110, 235, 240, 241, 315, 334, 382; Map and Globe Skills, 24–25, 54–55, 86–87, 170–171, 408–409; Map Adventure, 83, 144, 174, 279, 341, 402; Chart and Graph Skills, 110–111, 134–135, 240–241; Interpret Charts, 248, 413; Interpret Graphs, 313
1.1.PO 2: Describe the difference between primary and secondary sources.	Primary Source, 2–3, 96–97, 158–159, 224–225, 292–293, 360–361; Reading Social Studies, 6, 100, 162, 228, 296, 364; Identify Fact and Opinion, 208–209; Make Generalizations, 306–307; United States Documents, R28–R31; also see: Read Aloud & Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Curriculum Connection, 4, 17, 41, 98, 115, 139, 160, 183, 197, 206, 207, 226, 271, 362, 272; Literature and Social Studies, 74, 107, 179, 271, 310, 385
1.1.PO 3: Locate information using both primary and secondary sources.	Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419; Unit Review, 93, 155, 221, 289, 357, 423; also see: Read Aloud & Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Curriculum Connection, 4, 17, 41, 98, 115, 139, 160, 183, 197, 206, 207, 226, 271, 362, 272; Reading Social Studies, 6, 100, 162, 228, 296, 364; Identify Fact and Opinion, 208–209; Make Generalizations, 306–307; United States Documents, R28–R31
1.1.PO 4: Describe how archaeological research adds to our understanding of the past.	Cahokia, 277

Arizona Social Studies Standard Grade 4	Scott Foresman Social Studies
1.2: Early Civilizations	
1.2.PO 1: Describe the legacy and cultures of prehistoric people in the Americas:	
1.2.PO 1.a: characteristics of hunter-gatherer societies	For related information see: Early Ojibwa Culture, 257; Early Navajo Culture, 325; Tlingit Traditions, 395
1.2.PO 1.b: development of agriculture	For related information see: Agriculture (Native American), 127, 189
1.2.PO 2: Describe the cultures and contributions of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).	For related information see: People and the Canyon, 302
1.2.PO 3: Identify other groups (e.g., Patayan, Sinagua, Salado) residing in the Southwest during this period.	For related information see: People and the Canyon, 302; Early Navajo Culture, 325
1.2.PO 4: Identify the early civilizations (e.g., Maya, Aztec, Inca/Inka) that developed into empires in Central and South America.	For related information see: Inca, 398
1.2.PO 5: Recognize the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.	For related information see: Inca, 398
1.3: Exploration and Colonization	
1.3.PO 1: Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States by:	
1.3.PO 1.a: Cabeza de Vaca	For related information see: Explorers from Europe, 40, 302
1.3.PO 1.b: Estevan	For related information see: Explorers from Europe, 40, 302
1.3.PO 1.c: Fray Marcos de Niza	For related information see: Explorers from Europe, 40, 302
1.3.PO 1.d: Francisco Vásques de Coronado	Vásques de Coronado, 40 302
1.3.PO 2: Describe the impact of Spanish colonization on the Southwest:	
1.3.PO 2.a: establishment of missions and presidios	Spanish Missions, 334–335; Exploring the West, 401
1.3.PO 2.b: lifestyle changes of native people	For related information see: People and the Canyon, 302; Early Navajo Culture, 325
1.3.PO 2.c: contributions of Father Kino	Father Kino, 334
1.3.PO 3: Describe the location and cultural characteristics of Native American tribes (e.g., O'odham, Apache, Hopi) during the Spanish period.	For related information see: People and the Canyon, 302; Early Navajo Culture, 325; Spanish Missions, 334–335
1.4: Revolution and New Nation	
1.4.: No performance objectives at this grade.	
1.5: Westward Expansion	
1.5.PO 1: Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.	Influence of Spanish and Mexican Culture, 336

Arizona Social Studies Standard Grade 4	Scott Foresman Social Studies
1.5.PO 2: Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.	For related information see: The Long Walk, 326; Exploring the West, 401
1.5.PO 3: Describe events that led to Arizona becoming a possession of the United States:	For related information see: Living in the Desert, 347; Facts About Our States, R18
1.5.PO 3.a: Mexican - American War	Mexican - American War, 41
1.5.PO 3.b: Mexican Cession (Treaty of Guadalupe-Hidalgo)	For related information see: Mexican - American War, 41
1.5.PO 3.c: Gadsden Purchase	For related information see: Gadsden Purchase, 41
1.5.PO 4: Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).	People and the Canyon, 302–303; Using Oil, 315; The Navajo, 324–328; Henry Chee Dodge , 329; Living in the Desert, 346–348
1.5.PO 5: Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans:	
1.5.PO 5.a: Indian Wars	For related information see: The Long Walk, 326–327
1.5.PO 5.b: Navajo Long Walk	The Long Walk, 326–327
1.5.PO 5.c: formation of reservations	For related information see: The Long Walk, 326–327; Navajo Life Today, 328
1.6: Civil War and Reconstruction	
1.6.PO 1: Describe events in Arizona during the Civil War:	
1.6.PO 1.a: Battle of Picacho Peak	For related information see: Civil War, 202–205
1.6.PO 1.b: Battle of Apache Pass	For related information see: Civil War, 202–205
1.6.PO 1.c: Arizona becomes a territory	For related information see: Civil War, 202–205
1.7: Emergence of the Modern United States	
1.7.PO 1: Describe the economic development of Arizona:	
1.7.PO 1.a: mining	People and the Canyon, 303
1.7.PO 1.b: ranching	For related information see: Ranches and Drivers, 338–343
1.7.PO 1.c: farming and dams	Living in the Desert, 347
1.7.PO 2: Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona's growth and economy.	For related information see: The Chisholm Trail, 341; How Ranching Influenced the Southwest, 342; Route 66, 350–351
1.7.PO 3: Identify key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise) related to Arizona territorial days and early statehood.	The Long Walk, 326–327; Henry Chee Dodge , 329; Cowboys and Cowgirls, 344–345; People and Terms, 352; also see: People from Your State, R44
1.7.PO 4: Recognize that Arizona changed from a territory to a state on February 14, 1912.	For related information see: Living in the Desert, 347; Facts About Our States, R18
1.7.PO 5: Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).	People and the Canyon, 302; The Navajo, 324–328

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1.8: Great Depression and World War II	
1.8.PO 1: Describe changes in the lives of U.S. and Arizona residents during the Great Depression:	
1.8.PO 1.a: poverty	For related information see: Dust Bowl, 274
1.8.PO 1.b: unemployment	For related information see: Dust Bowl, 274
1.8.PO 1.c: loss of homes or businesses	For related information see: Dust Bowl, 274
1.8.PO 1.d: migration.	For related information see: Dust Bowl, 274
1.8.PO 2: Describe the reasons (e.g., German and Japanese aggression) for the U.S. becoming involved in World War II.	For related information see: Pearl Harbor, 406
1.8.PO 3: Describe the impact of World War II on Arizona (e.g., economic boost, military bases, Native American and Hispanic contributions, POW camps, relocation of Japanese Americans).	For related information see: Technology in the Southwest, 316–317; Henry Chee Dodge , 329; Code Talkers, 330
1.8.PO 4: Describe how lives were affected during World War II (e.g., limited goods, women worked in factories, increased patriotism).	For related information see: Henry Chee Dodge , 329; Code Talkers, 330
1.9: Postwar United States	
1.9.PO 1: Describe changes (e.g., population growth, economic growth, cultural diversity, civil rights) that took place in Arizona during the postwar era.	For related information see: Technology in the Southwest, 316; Living in the Desert, 346–348
1.10: Contemporary United States	
1.10.PO 1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Fact File, 30, 42, 49, 75, 106, 248, 303, 315, 412; Issues and Viewpoints, 238–239, 350–351; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419; Unit Review, 92–93, 154–155, 220–221, 288–289, 356–357, 422–423; Unit Projects, 94, 156, 222, 290, 358, 424; also see: Additional Resources, 1c, 95c, 157c, 223c, 291c, 359c; Bibliography, 1h, 95h, 157h, 223h, 291h, 359h
1.10.PO 2: Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419; Then and Now, 118, 197, 277, 335, 404
1.10.PO 3: Describe the influence of key individuals (e.g., Sandra Day O'Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, César Chavez, John McCain) in Arizona.	For related information see: Henry Chee Dodge , 327, 329; also see: People from Your State, R44
1.10.PO 4: Discuss the contributions of diverse populations to Arizona.	For related information see: People and the Canyon, 302–303; The Navajo, 324–328; Henry Chee Dodge , 329; Spanish Missions, 334–335; Influence of Spanish and Mexican Culture, 336; Living in the Desert, 346–348

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2: World History	
2.1: Research Skills for History	
2.1.PO 1: Use the following to interpret historical data:	
2.1.PO 1.a: timelines - B.C.E. and B.C.; C.E. and A.D.	Use a Vertical Time Line, 134–135; 155; Time Lines, 38, 130, 135, 136, 150, 188, 194, 202, 216, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418
2.1.PO 1.b: graphs, tables, charts, and maps	Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 25, 40, 41, 105, 114, 133, 167, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2–R15; Charts, Graphs, Tables, & Diagrams, 21, 48, 50, 76, 84, 110, 235, 240, 241, 315, 334, 382; Map and Globe Skills, 24–25, 54–55, 86–87, 170–171, 408–409; Map Adventure, 83, 144, 174, 279, 341, 402; Chart and Graph Skills, 110–111, 134–135, 240–241; Interpret Charts, 248, 413; Interpret Graphs, 313
2.1.PO 2: Describe the difference between primary and secondary sources.	Primary Source, 2–3, 96–97, 158–159, 224–225, 292–293, 360–361; Reading Social Studies, 6, 100, 162, 228, 296, 364; Identify Fact and Opinion, 208–209; Make Generalizations, 306–307; United States Documents, R28–R31; also see: Read Aloud & Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Curriculum Connection, 4, 17, 41, 98, 115, 139, 160, 183, 197, 206, 207, 226, 271, 362, 272; Literature and Social Studies, 74, 107, 179, 271, 310, 385
2.1.PO 3: Locate information using both primary and secondary sources.	Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419; Unit Review, 93, 155, 221, 289, 357, 423; also see: Read Aloud & Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Curriculum Connection, 4, 17, 41, 98, 115, 139, 160, 183, 197, 206, 207, 226, 271, 362, 272; Reading Social Studies, 6, 100, 162, 228, 296, 364; Identify Fact and Opinion, 208–209; Make Generalizations, 306–307; United States Documents, R28–R31
2.1.PO 4: Describe how archaeological research adds to our understanding of the past.	Cahokia, 277
2.2: Early Civilizations	
2.2.: No performance objectives at this grade.	
2.3: World in Transition	
2.3.PO 1: Discuss life in Europe as it existed at the time of the Aztec and Incan/Inkan empires in the Americas:	For related information see: Inca, 398
2.3.PO 1.a: life in castles	For related information see: Explorers from Europe, 40

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2.3.PO 1.b: knights traveling to new places during the Crusades	For related information see: Explorers from Europe, 40
2.3.PO 1.c: desire for new routes to the Indies	For related information see: Christopher Columbus, 39; Explorers from Europe, 40
2.4: Renaissance and Reformation	
2.4.: No performance objectives at this grade.	
2.5: Encounters and Exchange	
2.5.PO 1: Describe the reasons (e.g., trade routes, gold) for Spanish and Portuguese explorations of the Americas.	Christopher Columbus, 39; Explorers from Europe, 40; People and the Canyon, 302–303; Spanish Influence, 333–337; Exploration and Growth, 400–402
2.5.PO 2: Describe the impact of European explorers' encounters with the Aztec and Inca/Inka.	For related information see: Inca, 398
2.6: Age of Revolution	
2.6.: No performance objectives at this grade.	
2.7: Age of Imperialism	
2.7.: No performance objectives at this grade.	
2.8: World at War	
2.8.: No performance objectives at this grade.	
2.9: Contemporary World	
2.9.PO 1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Fact File, 30, 42, 49, 75, 106, 248, 303, 315, 412; Issues and Viewpoints, 238–239, 350–351; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419; Unit Review, 92–93, 154–155, 220–221, 288–289, 356–357, 422–423; Unit Projects, 94, 156, 222, 290, 358, 424; also see: Additional Resources, 1c, 95c, 157c, 223c, 291c, 359c; Bibliography, 1h, 95h, 157h, 223h, 291h, 359h
3: Civics/Government	
3.1: Foundations of Government	
3.1.PO 1: Describe state and national symbols and monuments that represent American democracy and values:	
3.1.PO 1.a: Great Seal of the United States	For related information see: National Symbols, E16; Symbols of the United States, R24–R27
3.1.PO 1.b: Arizona symbols (e.g., seal, flag)	For related information see: Facts About Our Fifty States, R18; State Names and Mottos, R23
3.1.PO 1.c: war memorials (e.g., Pearl Harbor-Arizona Memorial, WW II, Korean, and Vietnam Memorials)	For related information see: Alamo, 335; Pearl Harbor, 406
3.1.PO 2: Identify the rights and freedoms supported by the following documents:	
3.1.PO 2.a: Preamble of the U.S. Constitution	For related information see: Government by the People, 48
3.1.PO 2.b: Bill of Rights	Bill of Rights, 52
3.1.PO 2.c: Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self evident....)	Declaration of Independence, R28-R31

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3.1.PO 3: Describe Arizona's transition from territory to statehood:	
3.1.PO 3.a: locations of capital	For related information see: Facts About Our Fifty States, R18; Your State's Geography, R36
3.1.PO 3.b: founding people	For related information see: Facts About Our Fifty States, R18; People from Your State, R44
3.1.PO 3.c: Arizona's constitution	For related information see: Facts About Our Fifty States, R18; Your State's History, R42–R43
3.1.PO 4: Describe the varied backgrounds of people living in Arizona:	
3.1.PO 4.a: shared principles, goals, customs and traditions	For related information see: The Navajo, 324–328; Influence of Spanish and Mexican Culture, 336; Living in the Desert, 346–348; People from Your State, R44
3.1.PO 4.b: diversity in one's school and community	For related information see: The Navajo, 324–328; Influence of Spanish and Mexican Culture, 336; Living in the Desert, 346–348; People from Your State, R44
3.1.PO 4.c: benefits and challenges of a diverse population.	For related information see: The Navajo, 324–328; Influence of Spanish and Mexican Culture, 336; Living in the Desert, 346–348; People from Your State, R44
3.2: Structure of Government	
3.2.PO 1: Describe the three branches of state and national government:	
3.2.PO 1.a: Executive	Three Branches of Government, 50–51
3.2.PO 1.b: Legislative	Three Branches of Government, 50–51
3.2.PO 1.c: Judicial	Three Branches of Government, 50–51
3.2.PO 2: Describe different levels of government (e.g., local, tribal, state, national).	A Government for the People, 47; Government by the People, 48; Three Levels of Government, 49; Three Branches of Government, 50–51; The North Carolina Cherokee, 192; Narragansett and government, 127; Navajo and government, 327
3.3: Functions of Government	
3.3.PO 1: Describe the responsibilities of state government (e.g., making laws, enforcing laws, collecting taxes).	For related information see: Government by the People, 48; Three Levels of Government, 49
3.3.PO 2: Describe the responsibilities (e.g., determining land use, enforcing laws, overlapping responsibilities with state government) of the local government.	For related information see: Curriculum Connection: Writing (to local official), 47; Government by the People, 48; Three Levels of Government, 49; Link to Art: Make poster inviting people to meeting of local government, 52
3.3.PO 3: Describe the possible consequences of violating laws.	For related information see: Laws, 47, 50–52; also see: Civil Rights, 205–206
3.4: Rights, Responsibilities, and Roles of Citizenship	
3.4.PO 1: Discuss ways an individual can contribute to a school or community.	Citizen Heroes, 60, 148, 200, 260, 318, 416; Building Citizenship Skills, H2; Citizenship in Action, H3
3.4.PO 2: Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of democracy.	Building Citizenship Skills (traits), H2

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3.4.PO 3: Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, volunteering, jury duty).	Responsibilities as Americans, 58–59; Citizen Heroes, 60, 148, 200, 260, 318, 416; Building Citizenship Skills, H2; Citizenship in Action, H3
3.5: Government Systems of the World	
3.5.: No performance objectives at this grade.	
4: Geography	
4.1: The World in Spatial Terms	
4.1.PO 1: Use different types of maps to solve problems (i.e., road maps -distance, resource maps-products, historical maps- boundaries, thematic map-climates).	Map Handbook, H10–H22; Map and Globe Skills, 24–25, 54–55, 86–87, 170–171, 408–409; Map Adventure, 83, 144, 174, 279, 341, 402; also see: Maps, 11, 19, 20, 22, 25, 40, 41, 105, 114, 133, 167, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2–R15
4.1.PO 2: Interpret political and physical maps using the following map elements:	
4.1.PO 2.a: title	Map Handbook: title, H16
4.1.PO 2.b: compass rose (cardinal and intermediate directions)	Map Handbook: compass rose, H16, H17
4.1.PO 2.c: symbols	Map Handbook: symbol, H16
4.1.PO 2.d: legend	Map Handbook: key/legend, H16
4.1.PO 2.e: scale	Map Handbook: use scale, H19; Use a Road Map and Scale, 86–87
4.1.PO 2.f: road map index	Map Handbook: index, H20
4.1.PO 2.g: grid (latitude and longitude)	Map Handbook: latitude and longitude, H15, H19; Understand Latitude and Longitude, 408–409
4.1.PO 3: Construct maps using symbols to represent human and physical features.	Mental Mapping, 9, 37, 65, 103, 125, 165, 187, 231, 255, 299, 323, 367, 393; also see: Map and Globe Skills, 24–25, 54–55, 86–87, 170–171, 408–409; Map Adventure, 83, 144, 174, 279, 341, 402
4.1.PO 4: Construct charts and graphs to display geographic information.	Chart and Graph Skills, 110–111, 134–135, 240–241; Interpret Charts, 248, 413; Interpret Graphs, 313; also see: Charts, Graphs, Tables, & Diagrams, 21, 48, 50, 76, 84, 110, 235, 240, 241, 315, 334, 382
4.1.PO 5: Describe characteristics of human and physical features:	
4.1.PO 5.a: physical - (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes)	Regions and Landforms, 10–17; Climate, 18–23; Regional Resources, 26–31; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373; Geography Skills, H10–H2
4.1.PO 5.b: human - (i.e., equator, four hemispheres, city, state, country, harbor, dams, territory, county)	Map Handbook, H16–H22; Map and Globe Skills, 24–25, 54–55, 86–87; Map Adventure, 83, 144, 174, 279, 341, 402

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4.1.PO 6: Locate physical and human features using maps, illustrations, images, or globes:	
4.1.PO 6.a: physical (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, strait)	Regions and Landforms, 10–17; Climate, 18–23; Regional Resources, 26–31; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373; Geography Skills, H10–H2
4.1.PO 6.b: human (i.e., equator four hemispheres, city, state, country, roads, railroads)	Map Handbook, H16–H22; Map and Globe Skills, 24–25, 54–55, 86–87; Map Adventure, 83, 144, 174, 279, 341, 402
4.1.PO 7: Locate physical and human features in Arizona using maps, illustrations, or images:	
4.1.PO 7.a: physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River)	Southwest Region: Physical Map, H17; Temperatures in the Southwest, 309
4.1.PO 7.b: human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam)	Dams in the Phoenix Area, 347
4.2: Places and Regions	
4.2.PO 1: Describe how the Southwest has distinct physical and cultural characteristics.	A Land of Canyons, 300; The Role of Erosion, 301; People and the Canyon, 302–303; Visiting the Grand Canyon, 304; John Wesley Powell, 305; Plants of the Southwest, 310–310; Giant Plants, 312–313; Spanish Missions, 334–335; Influence of Spanish and Mexican Culture, 336; Living in the Desert, 346–348
4.2.PO 2: Describe ways in which Arizona has changed over time from statehood to today.	Technology in the Southwest, 316–317; People and the Canyon, 302–303; The Navajo, 324–328; Henry Chee Dodge , 329; Spanish Missions, 334–335; Influence of Spanish and Mexican Culture, 336; Living in the Desert, 346–348
4.2.PO 3: Locate the landform regions of Arizona (plateau, mountain, desert) on a map.	Southwest Region: Physical Map, H17; A Land of Canyons, 300; The Role of Erosion, 301; People and the Canyon, 302–303; Visiting the Grand Canyon, 304; John Wesley Powell, 305; People and the Canyon, 302–303
4.2.PO 4: Compare the landform regions of Arizona according to their physical features, plants, and animals.	Southwest Region: Physical Map, H17; Plants of the Southwest, 310–310; Giant Plants, 312–313; People and the Canyon, 302–303
4.2.PO 5: Describe how regions and places (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Canyon de Chelly, Yucatan Peninsula) have distinct characteristics. (Connect to content studied.)	Southwest Region: Physical Map, H17; A Land of Canyons, 300; The Role of Erosion, 301; People and the Canyon, 302–303; Visiting the Grand Canyon, 304; John Wesley Powell, 305; People and the Canyon, 302–303
4.3: Physical Systems	
4.3.: (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)	

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4.3.: Science Strand 3 Concept 1 Describe how natural events and human activities impact environments.	Climate, 18-23; Using Resources, 28; Renewable and Nonrenewable Resources, 29; Interdependent, 81–82; Sunlight and Storms, 172–175; Hurricanes, 176–177; Varied Climates, 309; Mountains, 365, 372; Volcanoes, 374–375; Climates in the West, 378-383; also see: Resources, 112–115, 116–120, 178–183, 246–249, 314–317, 384–388
4.3.: Science Strand 4 Concept 3 Describe uses, types, and conservation of natural resources.	Using Resources, 28; Renewable and Nonrenewable Resources, 29; also see: Resources, 112–115, 116–120, 178–183, 246–249, 314–317, 384–388
4.3.: Science Strand 6 Concept 2 Understand processes acting on the earth (erosion, floods, earthquakes, volcanoes, forest fires) and evidence of their occurrence.	The Role of Erosion, 301; Mountains, 365, 372; Volcanoes, 374–375
4.3.: Science Strand 6 Concept 3 Understand characteristics of weather conditions and climate.	Climate, 18-23; Hurricane, 157h; Sunlight and Storms, 172–175; Hurricanes, 176–177; Varied Climates, 309; Climates in the West, 378-383
4.4: Human Systems	
4.4.PO1: Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.	People and the Canyon, 302–303; Visiting the Grand Canyon, 304; John Wesley Powell, 305; Using Oil, 315; Spanish Missions, 334–335; Influence of Spanish and Mexican Culture, 336; Ranches and Drivers, 338–343; Living in the Desert, 346–348; also see: Route 66, 350–351
4.4.PO 2: Describe how Mexico and Arizona are connected by the movement of people, goods, and ideas.	For related information see: The Chisholm Trail, 341; How Ranching Influenced the Southwest, 342; Route 66, 350–351
4.4.PO 3: Describe how the building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona.	For related information see: The Chisholm Trail, 341; How Ranching Influenced the Southwest, 342; Route 66, 350–351
4.4.PO 4: Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona's diverse population.	For related information see: People and the Canyon, 302–303; The Navajo, 324–328; Influence of Spanish and Mexican Culture, 336
4.4.PO 5: Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.	Resources & Economic Issues, 27–29, 66–71, 72–79, 112–115, 116–119, 178–183, 246–247, 246–249, 314–317, 338–340, 384–388; also see: Narragansett Way of Life, 127; Early Ojibwa Culture, 257; Building Farms, 270–272; Using Farm Land, 274–275; Irrigation, 347
4.4.PO 6: Describe elements of culture in areas studied (e.g., Mexico, Central and South America).	Culture, 1f, 4, 13, 17, 41, 45, 53, 74–75, 95f, 98, 107–108, 115, 139, 147, 152–153, 157f, 160, 179–180, 183, 193, 207, 267, 271–272, 273, 283, 294, 305, 310–311, 312, 329, 345, 349, 354–355, 359f, 362, 373, 385–386, 389, 399, 407

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4.5: Environment and Society	
4.5.PO 1: Describe human dependence on the physical environment and natural resources to satisfy basic needs.	Resources & Economic Issues, 27–29, 66–71, 72–79, 112–115, 116–119, 178–183, 246–247, 246–249, 314–317, 338–340, 384–388; also see: Narragansett Way of Life, 127; Early Ojibwa Culture, 257; Building Farms, 270–272; Using Farm Land, 274–275; Irrigation, 347
4.5.PO 2: Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.	Climate, 18-23; Sunlight and Storms, 172–175; Hurricanes, 176–177; Varied Climates, 309; Volcanoes, 374–375; Climates in the West, 378-383
4.5.PO 3: Describe the impact of human modifications (e.g., dams, mining, air conditioning, irrigation, agricultural) on the physical environment and ecosystems.	Using Resources, 28; Renewable and Nonrenewable Resources, 29; Growth of Industry, 70–71; Globalization, 82, 83; Mining, 114, 115, 183, 297, 303, 327, 402, 403, 412, 414; Centers of Industry, 145; Building Farms, 270, 272, 273, 374; Ranching, 338–343
4.6: Geographic Applications	
4.6.PO 1: Describe the impact of geographic features (e.g., rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g., exploration, mining, transportation routes, settlement patterns). Continued	The Earliest Americans, 39; Explorers from Europe, 40; The United States Grows, 41; Immigration, 42, 43; Trade Then and Now, 72; Transportation and Communication, 80–85; Port Cities, 141, 163, 237; Where Explorers Traveled, 195; Waterways Connect Regions, 234; A Route to the Sea, 232–237; Steamboats and Railroads, 280–282; Coronado’s Expedition, 333; How Ranching Influenced the West, 342–343; Claims to the Pacific Coast in the Early 1800s, 401
4.6.PO 2: Discuss geographic knowledge and skills related to current events.	Map and Globe Skills, 24–25, 54–55, 86–87, 170–171, 408–409; also see: Map Adventure, 83, 144, 174, 279, 341, 402
4.6.PO 3: Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).	Map and Globe Skills, 24–25, 54–55, 86–87, 170–171, 408–409; Chart and Graph Skills, 110–111, 134–135, 240–241; Interpret Charts, 248, 413; Interpret Graphs, 313; also see: Charts, Graphs, Tables, & Diagrams, 21, 48, 50, 76, 84, 110, 235, 240, 241, 315, 334, 382
5: Economics	
5.1: Foundations of Economics	
5.1.PO 1: Explain the decision for a personal spending choice.	Using Money, 74; Making Choices, 78-79; Review, 88-89
5.1.PO 2: Identify that specialization improves standards of living (e.g., medical care, home building, agriculture).	For related information see: From Across the USA, 82; Around the World (globalization), 82
5.1.PO 3: Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care).	Trade Then and Now, 72; Trading for Needs and Wants, 73; Free Trade, 76–77; From Across the USA, 82; Import and Export, 141; The Fur Trade, 265, 266, 267, 268–269; Trade, 277, 278, 280, 414

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5.2: Microeconomics	
5.2.PO 1: Explain how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which products to produce.	For related information see: Using Money, 74; Free Trade and Profit, 76; The Amount of a Product, 77; Making Choices, 78-79
5.2.PO 2: Describe why (e.g., schools, fire, police, libraries) state and local governments collect taxes.	Responsibilities as Americans (taxes), 58; A New Nation (unjust taxes), 131
5.2.PO 3: Describe how education, skills, and career choices affect income.	For related information see: Facing the Future, 79
5.2.PO 4: Discuss how profit is an incentive to entrepreneurs.	For related information see: Free Trade and Profit, 76; The Amount of a Product, 77
5.2.PO 5: Describe risks that are taken by entrepreneurs.	For related information see: Free Trade and Profit, 76; The Amount of a Product, 77
5.2.PO 6: Identify the role of financial institutions in providing services (e.g., savings accounts, loans).	For related information see: Using Money, 74; Money in the United States, 75
5.3: Macroeconomics	
5.3.: No performance objectives at this grade.	
5.4: Global Economics	
5.4.: No performance objectives at this grade.	
5.5: Personal Finance	
5.5.PO 1: Describe how interest is an incentive to saving money.	For related information see: Using Money (Practice and Extend), 74

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to the
Arizona Social Studies Standard Articulated by Grade Level
Grade Five**

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1: American History	
1.1: Research Skills for History	
1.1.PO 1: Use the following to interpret historical data:	
1.1.PO 1.a: timelines - B.C.E. and B.C.; C.E. and A.D.	<p>TUS: Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522, 532, 546, 554, 568, 586, 602, 616, 632, 642, 668, 678, 682</p> <p>BAN: Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522</p> <p>GOAN: Time Lines, 2, 6, 12, 22, 23, 30, 33, 38, 46, 48, 54, 55, 60, 66, 74, 78, 82, 96, 106, 112, 120, 122, 128, 138, 148, 154, 162, 166, 171, 176, 184, 185, 192, 200, 208, 210, 216, 222, 232, 240, 246, 250, 262, 272, 282, 290, 292, 298, 310, 320, 328, 336, 340, 348, 356, 368, 376, 378, 384, 394, 406, 414, 418, 428, 438, 446, 456, 464, 466, 502, 512, 522</p>
1.1.PO 1.b: graphs, tables, charts, and maps	<p>TUS: Map Handbook, H12–H22; Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; Charts, Graphs, and Tables, 7, 8, 9, 12, 13, 20, 58, 59, 78, 136, 161, 181, 211, 212, 213, 225, 347, 354, 410, 414, 427, 443, 465, 466, 493, 519, 570, 647, 684, 686, 688; also see maps throughout the program such as those found on: Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187 and 198.</p> <p>BAN: Map Handbook, H12–H22; Map and Globe Skills, 32, 140, 244, 378, 512; Map Adventure, 114, 159, 248, 278, 365, 412, 507; Charts,</p>

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Continued	<p>Graphs, and Tables, 7, 8, 9, 12, 13, 20, 58, 59, 78, 136, 161, 181, 211, 212, 213, 225, 347, 354, 410, 414, 427, 443, 465, 466, 493, 519; also see maps throughout the program such as those found on: Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187 and 198.</p> <p>GOAN: Geography Skills, H10–H24; Map and Globe Skills, 20, 102, 134, 366, 454, 478, 506; Map Adventure, 32, 97, 150, 256, 301, 401, 483</p>
1.1.PO 2: Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).	<p>TUS: Use Parallel Timelines, 116–117; also see: Sequence, 109, 130, 138, 145, 150, 243, 308, 534, 541, 552, 557</p> <p>BAN: Use Parallel Timelines, 116–117; also see: Sequence, 109, 130, 138, 145, 150, 243, 308</p> <p>GOAN: Use Parallel Timelines, 38–39; also see: Sequence, 77, 124, 133, 144, 153, 159, 162, 173, 244, 364</p>
1.1.PO 3: Describe the difference between primary and secondary sources.	<p>TUS: Begin with a Primary Source, 2–3, 46–47, 126–127, 194–195, 260–261, 330–331, 394–395, 456–457, 530–531, 594–595; Research and Writing Skills: Read Newspapers, 208–209, Use Primary Sources, 284–285, Gather and Report Information, 356–357; Thinking Skills: Fact and Opinion, 174–175, Recognize Point of View, 468–469, Credibility of a Source, 584–585</p> <p>BAN: Begin with a Primary Source, 2–3, 46–47, 126–127, 194–195, 260–261, 330–331, 394–395, 456–457; Research and Writing Skills: Read Newspapers, 208–209, Use Primary Sources, 284–285, Gather and Report Information, 356–357; Thinking Skills: Fact and Opinion, 174–175, Recognize Point of View, 468–469</p> <p>GOAN: Compare Primary and Secondary Sources, 392–393; Research and Writing Skills: Interpret Political Cartoons, 268–269, Internet Research, 496–497; Thinking Skills: Recognize Point of View, 58–59, Credibility of a Source, 260–261, Fact and Opinion, 306–307</p>
1.1.PO 4: Locate information using both primary and secondary sources.	<p>TUS: Research and Writing Skills: Internet Research, 86–87, Read Newspapers, 208–209, Use Primary Sources, 284–285, Gather and Report Information, 356–357; Thinking Skills: Fact and Opinion, 174–175, Make Generalizations, 320–321, Evaluate Advertisements, 446–447, Recognize Point of View, 468–469, Credibility of a Source, 584–585</p>

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Continued	<p>BAN: Research and Writing Skills: Internet Research, 86–87, Read Newspapers, 208–209, Use Primary Sources, 284–285, Gather and Report Information, 356–357; Thinking Skills: Fact and Opinion, 174–175, Make Generalizations, 320–321, Evaluate Advertisements, 446–447, Recognize Point of View, 468–469</p> <p>GOAN: Research and Writing Skills: Write an Outline, 174–175, Interpret Political Cartoons, 268–269, Compare Primary and Secondary Sources, 392–393, Internet Research, 496–497; Thinking Skills: Recognize Point of View, 58–59, Credibility of a Source, 260–261, Fact and Opinion, 306–307, Make Generalizations, 518–519</p>
1.1.PO 5: Describe how archaeological research adds to our understanding of the past.	<p>TUS: The Mound Builders, 61</p> <p>BAN: The Mound Builders, 61</p> <p>GOAN: For related information see: Ice Age/Migration, 7; Native American Cultures, 8</p>
1.2: Early Civilizations	
1.2.: No performance objectives at this grade.	
1.3: Exploration and Colonization	
1.3.PO 1: Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.	<p>TUS: Native Americans of North America, 74–75; The Eastern Woodlands, 76–81; The Great Plains, 82–87; The Southwest Desert, 88–93; The Northwest Coast, 94–97</p> <p>BAN: Native Americans of North America, 74–75; The Eastern Woodlands, 76–81; The Great Plains, 82–87; The Southwest Desert, 88–93; The Northwest Coast, 94–97</p> <p>GOAN: Connections Across Continents, 6–11</p>
1.3.PO 2: Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernan de Soto in the New World.	<p>TUS: Life in New Spain, 146; The Search for Gold, 147; Explorers and Early Settlements in North America, 166</p> <p>BAN: Life in New Spain, 146; The Search for Gold, 147; Explorers and Early Settlements in North America, 166</p> <p>GOAN: Exploring and Founding Colonies, 13–17</p>
1.3.PO 3: Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America.	<p>TUS: The Lost Colony of Roanoke, 157; The Jamestown Colony, 159; French and Dutch Settlements, 165; The Pilgrims, 169; The Puritans Arrive, 172; William Penn, 183; Respecting Religious Freedom, 184–185</p> <p>BAN: The Lost Colony of Roanoke, 157; The Jamestown Colony, 159; French and Dutch Settlements, 165; The Pilgrims, 169; The Puritans Arrive, 172; William Penn, 183; Respecting Religious Freedom, 184–185</p> <p>GOAN: Exploring and Founding Colonies, 13–17</p>

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1.3.PO 4: Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.	<p>TUS: Self-Government in Virginia, 162; Mayflower Compact, 170; Printing the Truth, 222–223</p> <p>BAN: Self-Government in Virginia, 162; Mayflower Compact, 170; Printing the Truth, 222–223</p> <p>GOAN: House of Burgesses, 14; Religious Freedom, 15</p>
1.3.PO 5: Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies.	<p>TUS: The 13 English Colonies, 176–180, 181, 182; William Penn, 183; Respecting Religious Freedom, 184–185; New England’s Annoyances, 188–189; Life in the English Colonies, 200–205; Cities Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220; Slavery in the Colonies, 224–227</p> <p>BAN: The 13 English Colonies, 176–180, 181, 182; William Penn, 183; Respecting Religious Freedom, 184–185; New England’s Annoyances, 188–189; Life in the English Colonies, 200–205; Cities Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220; Slavery in the Colonies, 224–227</p> <p>GOAN: Exploring and Founding Colonies, 13–17</p>
1.3.PO 6: Identify contributions of individuals (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Ogelthorpe) who were important to the colonization of America.	<p>TUS: John Smith, 128, 159–160, 163, 171, 181; William Penn, 129, 179, 181, 183; Roger Williams, 178, 184–185; Anne Hutchinson, 129, 178, 184–185; James Oglethorpe, 180, 181</p> <p>BAN: John Smith, 128, 159–160, 163, 171, 181; William Penn, 129, 179, 181, 183; Roger Williams, 178, 184–185; Anne Hutchinson, 129, 178, 184–185; James Oglethorpe, 180, 181</p> <p>GOAN: For related information see: Life in the Colonies: People, 12; Exploring and Founding Colonies, 13–17</p>
1.3.PO 7: Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.	<p>TUS: Native Americans, 142–145, 160–161, 171, 197, 234, 251</p> <p>BAN: Native Americans, 142–145, 160–161, 171, 197, 234, 251</p> <p>GOAN: Wampanoag Indians, 15; also see: Across the Plains, 131; War in the West, 154–159; Fighting for a Homeland, 160–161</p>
1.3.PO 8: Describe the causes and effects of triangular trade.	<p>TUS: Triangular Trade, 206</p> <p>BAN: Triangular Trade, 206</p> <p>GOAN: Triangular Trade, 17</p>
1.4: Revolution and New Nation	
1.4.PO 1: Describe the significance of the following events leading to the American Revolution:	
1.4.PO 1.a: French and Indian War	<p>TUS: The French and Indian War, 246–251</p> <p>BAN: The French and Indian War, 246–251</p> <p>GOAN: The French and Indian War, 18, 22</p>

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1.4.PO 1.b: Proclamation of 1763	<p>TUS: Proclamation of 1763, 251</p> <p>BAN: Proclamation of 1763, 251</p> <p>GOAN: For related information see: The French and Indian War, 18</p>
1.4.PO 1.c: Tea Act	<p>TUS: Tea Act, 279</p> <p>BAN: Tea Act, 279</p> <p>GOAN: For related information see: Taxes and Protests, 23</p>
1.4.PO 1.d: Stamp Act	<p>TUS: Stamp Act, 265, 269, 274</p> <p>BAN: Stamp Act, 265, 269, 274</p> <p>GOAN: Stamp Act, 23</p>
1.4.PO 1.e: Boston Massacre	<p>TUS: Boston Massacre, 276–277, 284–285</p> <p>BAN: Boston Massacre, 276–277, 284–285</p> <p>GOAN: Boston Massacre, 23</p>
1.4.PO 1.f: Intolerable Acts	<p>TUS: Intolerable Acts, 280</p> <p>BAN: Intolerable Acts, 280</p> <p>GOAN: Intolerable Acts, 23</p>
1.4.PO 2: Describe the significance of the following events in the Revolutionary War:	
1.4.PO 2.a: Declaration of Independence	<p>TUS: Declaration of Independence, 295, 296–301</p> <p>BAN: Declaration of Independence, 295, 296–301</p> <p>GOAN: Declaration of Independence, 2; Text of the Declaration of Independence, R26–R29</p>
1.4.PO 2.b: the battles of Lexington and Concord, Saratoga	<p>TUS: Concord, 287, 289; Lexington, 288–289; Saratoga, 305–306</p> <p>BAN: Concord, 287, 289; Lexington, 288–289; Saratoga, 305–306</p> <p>GOAN: For related information see: Winning the War, 25</p>
1.4.PO 2.c: aid from France	<p>TUS: France and American Revolution, 305, 315</p> <p>BAN: France and American Revolution, 305, 315</p> <p>GOAN: France and American Revolution, 25</p>
1.4.PO 2.d: surrender at Yorktown	<p>TUS: Yorktown, 318</p> <p>BAN: Yorktown, 318</p> <p>GOAN: Yorktown, 25</p>

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1.4.PO 3: Identify the impact of the following individuals on the Revolutionary War:	
1.4.PO 3.a: Benjamin Franklin	TUS: Benjamin Franklin, 298, 305 BAN: Benjamin Franklin, 298, 305 GOAN: Benjamin Franklin, 24, 26, 27
1.4.PO 3.b: Thomas Jefferson	TUS: Thomas Jefferson, 298–299, 301 BAN: Thomas Jefferson, 298–299, 301 GOAN: Thomas Jefferson, 24, 27, 29, 31–32
1.4.PO 3.c: George Washington	TUS: George Washington, 281, 283, 296–297, 303–304, 307–309, 315, 318–319 BAN: George Washington, 281, 283, 296–297, 303–304, 307–309, 315, 318–319 GOAN: George Washington, 5, 24–25, 27, 30–31
1.4.PO 3.d: Patrick Henry	TUS: Patrick Henry, 274–275, 282 BAN: Patrick Henry, 274–275, 282 GOAN: For related information see: Declaring Independence, 24
1.4.PO 3.e: Thomas Paine	TUS: Thomas Paine, 262, 298 BAN: Thomas Paine, 262, 298 GOAN: For related information see: Taxes and Protests, 23
1.4.PO 3.f: King George III	TUS: King George III, 251, 269–270, 272, 274–275, 279, 282, 297, 303, 316 BAN: King George III, 251, 269–270, 272, 274–275, 279, 282, 297, 303, 316 GOAN: For related information see: Taxes and Protests, 23; Declaring Independence, 24
1.4.PO 4: Describe how one nation evolved from thirteen colonies through the following events:	
1.4.PO 4.a: Constitutional Convention	TUS: Constitutional Convention, 345–347 BAN: Constitutional Convention, 345–347 GOAN: Constitutional Convention, 26, 28
1.4.PO 4.b: George Washington's presidency	TUS: Washington as President, 362–366 BAN: Washington as President, 362–366 GOAN: Washington as President, 30, 31

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1.4.PO 4.c: creation of political parties	TUS: Forming Political parties, 368–369 BAN: Forming Political parties, 368–369 GOAN: Political parties, 31
1.5: Westward Expansion	
1.5.PO 1: Describe the following events of 19th century presidencies of:	
1.5.PO 1.a: Thomas Jefferson - Louisiana Purchase; explorations of Lewis and Clark	TUS: Louisiana Purchase, 373; Lewis and Clark, 374–375; DK Eyewitness Book, 377 BAN: Louisiana Purchase, 373; Lewis and Clark, 374–375; DK Eyewitness Book, 377 GOAN: Louisiana Purchase, 32
1.5.PO 1.b: James Madison - War of 1812	TUS: Another War with Britain, 380–384; Tecumseh, 385 BAN: Another War with Britain, 380–384; Tecumseh, 385 GOAN: War of 1812, 33
1.5.PO 1.c: James Monroe - The Monroe Doctrine	TUS: The Monroe Doctrine, 403 BAN: The Monroe Doctrine, 403 GOAN: The Monroe Doctrine, 33
1.5.PO 1.d: Andrew Jackson - Nationalism and Sectionalism; Trail of Tears	TUS: The People’s President, 404; American Indian Removal, 405; Trail of Tears, 406; Andrew Jackson, 407 BAN: The People’s President, 404; American Indian Removal, 405; Trail of Tears, 406; Andrew Jackson, 407 GOAN: Andrew Jackson, 33
1.5.PO 1.e: James Polk - Mexican-American War; discovery of gold in California	TUS: The Story of Texas, 432–433; War with Mexico, 434–435; Mexican-Americans, 436; James K. Polk, 437; The Golden State, 442–445 BAN: The Story of Texas, 432–433; War with Mexico, 434–435; Mexican-Americans, 436; James K. Polk, 437; The Golden State, 442–445 GOAN: Mexican War, 35, 68
1.5.PO 2: Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.	TUS: Manifest Destiny, 433 BAN: Manifest Destiny, 433 GOAN: Manifest Destiny, 35

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1.5.PO 3: Identify major westward migration routes of the 19th Century.	<p>TUS: American Indian Removal, 405; Expansion of the United States, 435; Trails to the West, 438–439, 440, 441</p> <p>BAN: American Indian Removal, 405; Expansion of the United States, 435; Trails to the West, 438–439, 440, 441</p> <p>GOAN: For related information see: An Expanding Nation, 35; Transcontinental Railroad, 130; Across the Plains, 131; Over the Mountains, 132; Westward Growth of America, 136–137; Map Adventure: Cattle Drives, 150</p>
1.5.PO 4: Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion.	<p>TUS: Industrial Revolution, 408–413; Canals, 414–415; also see: Railroad, 539–540; Inventions and Big Business, 562–567</p> <p>BAN: Industrial Revolution, 408–413; Canals, 414–415</p> <p>GOAN: Rails Across the Nation, 128–133; Industry and Immigration, 164–165; Inventors Change the World, 166–175; The Rise of Big Business, 176–182; Life in the Growing Cities, 222–231; An Industrial Nation, 298–305; Inventions of the Early 1900s, 308–309</p>
1.5.PO 5: Describe the following individuals' role in the reform movement before the Civil War:	
1.5.PO 5.a: Fredrick Douglass	<p>TUS: Fredrick Douglass, 397, 418–419, 422–423, 500</p> <p>BAN: Fredrick Douglass, 397, 418–419, 422–423, 500</p> <p>GOAN: Fredrick Douglass, 36, 70, 90, 242</p>
1.5.PO 5.b: Harriet Tubman	<p>TUS: Harriet Tubman, 459, 473, 475</p> <p>BAN: Harriet Tubman, 459, 473, 475</p> <p>GOAN: Harriet Tubman, 49, 63, 65</p>
1.5.PO 5.c: William Lloyd Garrison	<p>TUS: William Lloyd Garrison, 418</p> <p>BAN: William Lloyd Garrison, 418</p> <p>GOAN: For related information see: Abolitionists, 36, 57, 62, 245</p>
1.5.PO 5.d: Sojourner Truth	<p>TUS: Sojourner Truth, 397, 418–419, 421, 519</p> <p>BAN: Sojourner Truth, 397, 418–419, 421, 519</p> <p>GOAN: Sojourner Truth, 109</p>

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1.6: Civil War and Reconstruction	
1.6.PO 1: Describe factors leading to the Civil War:	
1.6.PO 1.a: role of abolitionists and Underground Railroad	<p>TUS: Abolitionists, 418, 422–423, 467; Underground Railroad, 473, 475</p> <p>BAN: Abolitionists, 418, 422–423, 467; Underground Railroad, 473, 475</p> <p>GOAN: Abolitionists, 36, 57, 62, 245; Underground Railroad, 63, 65</p>
1.6.PO 1.b: sectionalism between North and South	<p>TUS: North and South Grow Apart, 464–467; Recognize Point of View, 468–469; The Struggle Over Slavery, 476–482</p> <p>BAN: North and South Grow Apart, 464–467; Recognize Point of View, 468–469; The Struggle Over Slavery, 476–482</p> <p>GOAN: A Divided Nation, 52–53; North and South Grow Apart, 54–59; Resisting Slavery, 60–65; The Struggle Over Slavery, 66–73</p>
1.6.PO 1.c: westward expansion	<p>TUS: The Compromise of 1850, 478; Bleeding Kansas, 479</p> <p>BAN: The Compromise of 1850, 478; Bleeding Kansas, 479</p> <p>GOAN: The Struggle Over Slavery, 66–73</p>
1.6.PO 2: Identify the reasons why the following were important events of the Civil War:	
1.6.PO 2.a: firing on Ft. Sumter	<p>TUS: The First Shots Are Fired, 484; Southern States Secede, 485; The War Begins, 486–487</p> <p>BAN: The First Shots Are Fired, 484; Southern States Secede, 485; The War Begins, 486–487</p> <p>GOAN: The First Shots Are Fired, 74–79</p>
1.6.PO 2.b: major battles	<p>TUS: War and Reconstruction (key dates), 490; Early Battles, 495; Battle of Gettysburg, 507–508; The Tide Turns, 509; The War Ends, 510</p> <p>BAN: War and Reconstruction (key dates), 490; Early Battles, 495; Battle of Gettysburg, 507–508; The Tide Turns, 509; The War Ends, 510</p> <p>GOAN: War and Reconstruction, 80–81; The Early Stages of the War, 82–87; How the North Won, 96–105</p>
1.6.PO 2.c: delivery of the Emancipation Proclamation	<p>TUS: Emancipation Proclamation, 500</p> <p>BAN: Emancipation Proclamation, 500</p> <p>GOAN: Emancipation Proclamation, 90</p>

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1.6.PO 2.d: surrender at Appomattox	<p>TUS: Appomattox, 511</p> <p>BAN: Appomattox, 511</p> <p>GOAN: The War Ends, 100–101</p>
1.7: Emergence of the Modern United States	
1.7.: No performance objectives at this grade.	
1.8: Great Depression and World War II	
1.8.: No performance objectives at this grade.	
1.9: Postwar United States	
1.9.: No performance objectives at this grade.	
1.10: Contemporary United States	
1.10.PO 1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<p>TUS: Current Events, 175, 284; also see: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505, 668–669; Issues and Viewpoints/Issues and You, 222–223, 310–311, 368–369, 576–577</p> <p>BAN: Current Events, 175, 284; also see: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; Issues and Viewpoints/Issues and You, 222–223, 310–311, 368–369</p> <p>GOAN: Working Against Child Labor, 198–199; Becoming a United States Citizen, 486–487; also see: Citizen Heroes, 40–41, 94–95, 160–161, 270–271, 318–319, 436–437, 510–511</p>
1.10.PO 2: Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<p>TUS: Chapter Review: Writing About History, 73, 99, 119, 153, 187, 229, 253, 293, 323, 359, 387, 427, 449, 489, 523, 559, 587, 633, 671; Current Events, 175, 284; also see: Then and Now, 10, 111, 144, 211, 277, 383, 433, 472, 549, 626; ; Issues and Viewpoints/Issues and You, 222–223, 310–311, 368–369, 576–577</p> <p>BAN: Chapter Review: Writing About History, 73, 99, 119, 153, 187, 229, 253, 293, 323, 359, 387, 427, 449, 489, 523; Current Events, 175, 284; also see: Then and Now, 10, 111, 144, 211, 277, 383, 433, 472; Issues and Viewpoints/Issues and You, 222–223, 310–311, 368–369</p> <p>GOAN: Chapter Review, 79, 117, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523; Research and Writing Skills, 174, 268, 392, 496; also see: Citizen Heroes, 40–41, 94–95, 160–161, 270–271, 318–319, 436–437, 510–511; Working Against Child Labor, 198–199; Becoming a United States Citizen, 486–487</p>

Arizona Social Studies Standard Grade 5	Scott Foresman Social Studies
2: World History	
2.1: Research Skills for History	
2.1.PO 1: Use the following to interpret historical data:	
2.1.PO 1.a: timelines - B.C.E. and B.C.; C.E. and A.D.	<p>TUS: Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522, 532, 546, 554, 568, 586, 602, 616, 632, 642, 668, 678, 682</p> <p>BAN: Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522</p> <p>GOAN: Time Lines, 2, 6, 12, 22, 23, 30, 33, 38, 46, 48, 54, 55, 60, 66, 74, 78, 82, 96, 106, 112, 120, 122, 128, 138, 148, 154, 162, 166, 171, 176, 184, 185, 192, 200, 208, 210, 216, 222, 232, 240, 246, 250, 262, 272, 282, 290, 292, 298, 310, 320, 328, 336, 340, 348, 356, 368, 376, 378, 384, 394, 406, 414, 418, 428, 438, 446, 456, 464, 466, 502, 512, 522</p>
2.1.PO 1.b: graphs, tables, charts, and maps	<p>TUS: Map Handbook, H12–H22; Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; Charts, Graphs, and Tables, 7, 8, 9, 12, 13, 20, 58, 59, 78, 136, 161, 181, 211, 212, 213, 225, 347, 354, 410, 414, 427, 443, 465, 466, 493, 519, 570, 647, 684, 686, 688; also see maps throughout the program such as those found on: Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187 and 198.</p> <p>BAN: Map Handbook, H12–H22; Map and Globe Skills, 32, 140, 244, 378, 512; Map Adventure, 114, 159, 248, 278, 365, 412, 507; Charts, Graphs, and Tables, 7, 8, 9, 12, 13, 20, 58, 59, 78, 136, 161, 181, 211, 212, 213, 225, 347, 354, 410, 414, 427, 443, 465, 466, 493, 519; also see maps throughout the program such as those found on: Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187 and 198.</p>

Arizona Social Studies Standard Grade 5	Scott Foresman Social Studies
Continued	<p>GOAN: Geography Skills, H10–H24; Map and Globe Skills, 20, 102, 134, 366, 454, 478, 506; Map Adventure, 32, 97, 150, 256, 301, 401, 483</p>
2.1.PO 2: Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).	<p>TUS: Use Parallel Timelines, 116–117; also see: Sequence, 109, 130, 138, 145, 150, 243, 308, 534, 541, 552, 557</p> <p>BAN: Use Parallel Timelines, 116–117; also see: Sequence, 109, 130, 138, 145, 150, 243, 308</p> <p>GOAN: Use Parallel Timelines, 38–39; also see: Sequence, 77, 124, 133, 144, 153, 159, 162, 173, 244, 364</p>
2.1.PO 3: Describe the difference between primary and secondary sources.	<p>TUS: Begin with a Primary Source, 2–3, 46–47, 126–127, 194–195, 260–261, 330–331, 394–395, 456–457, 530–531, 594–595; Research and Writing Skills: Read Newspapers, 208–209, Use Primary Sources, 284–285, Gather and Report Information, 356–357; Thinking Skills: Fact and Opinion, 174–175, Recognize Point of View, 468–469, Credibility of a Source, 584–585</p> <p>BAN: Begin with a Primary Source, 2–3, 46–47, 126–127, 194–195, 260–261, 330–331, 394–395, 456–457; Research and Writing Skills: Read Newspapers, 208–209, Use Primary Sources, 284–285, Gather and Report Information, 356–357; Thinking Skills: Fact and Opinion, 174–175, Recognize Point of View, 468–469</p> <p>GOAN: Compare Primary and Secondary Sources, 392–393; Research and Writing Skills: Interpret Political Cartoons, 268–269, Internet Research, 496–497; Thinking Skills: Recognize Point of View, 58–59, Credibility of a Source, 260–261, Fact and Opinion, 306–307</p>
2.1.PO 4: Locate information using both primary and secondary sources.	<p>TUS: Research and Writing Skills: Internet Research, 86–87, Read Newspapers, 208–209, Use Primary Sources, 284–285, Gather and Report Information, 356–357; Thinking Skills: Fact and Opinion, 174–175, Make Generalizations, 320–321, Evaluate Advertisements, 446–447, Recognize Point of View, 468–469, Credibility of a Source, 584–585</p> <p>BAN: Research and Writing Skills: Internet Research, 86–87, Read Newspapers, 208–209, Use Primary Sources, 284–285, Gather and Report Information, 356–357; Thinking Skills: Fact and Opinion, 174–175, Make Generalizations, 320–321, Evaluate</p>

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Continued	Advertisements, 446–447, Recognize Point of View, 468–469 GOAN: Research and Writing Skills: Write an Outline, 174–175, Interpret Political Cartoons, 268–269, Compare Primary and Secondary Sources, 392–393, Internet Research, 496–497; Thinking Skills: Recognize Point of View, 58–59, Credibility of a Source, 260–261, Fact and Opinion, 306–307, Make Generalizations, 518–519
2.1.PO 5: Describe how archaeological research adds to our understanding of the past.	TUS: The Mound Builders, 61 BAN: The Mound Builders, 61 GOAN: For related information see: Ice Age/Migration, 7; Native American Cultures, 8
2.2: Early Civilizations	
2.2.: No performance objectives at this grade.	
2.3: World in Transition	
2.3.: No performance objectives at this grade.	
2.4: Renaissance and Reformation	
2.4.: No performance objectives at this grade.	
2.5: Encounters and Exchange	
2.5.PO 1: Describe the following effects of European exploration, trade, and colonization on other parts of the world:	
2.5.PO 1.a: sea routes to Asia	TUS: A Sea Route to India, 114–115; Explorers for Spain, 137; European Exploration, 139; Sea Voyages of Columbus, 141 BAN: A Sea Route to India, 114–115; Explorers for Spain, 137; European Exploration, 139; Sea Voyages of Columbus, 141 GOAN: East Meets West, 10–11
2.5.PO 1.b: colonies established and settled	TUS: The Struggle to Find Colonies, 154–187; Life in the English Colonies, 200–229; The Fight for a Continent, 230–253 BAN: The Struggle to Find Colonies, 154–187; Life in the English Colonies, 200–229; The Fight for a Continent, 230–253 GOAN: Exploring and Founding Colonies, 13–17
2.5.PO 1.c: increased power of European countries	TUS: The Impact of Columbus, 138; Different Worlds Collide, 142–145; Slavery in the Americas, 150; New European Colonies, 164–167; The Battle of the Spanish Armada, 158 BAN: The Impact of Columbus, 138; Different Worlds Collide, 142–145; Slavery in the

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Continued	Americas, 150; New European Colonies, 164–167; The Battle of the Spanish Armada, 158 GOAN: For related information see: East Meets West, 10–11
2.5.PO 1.d: trade established between Europe, Africa, and Americas	TUS: Exploration Continues, 115; The Columbian Exchange, 136; Society in New Spain, 148; Slavery in the Americas, 150; Tobacco Helps Jamestown Grow, 161; Colonial Economies, 205; Colonial Trade Routs, 206–207; Slavery North and South, 225–226 BAN: Exploration Continues, 115; The Columbian Exchange, 136; Society in New Spain, 148; Slavery in the Americas, 150; Tobacco Helps Jamestown Grow, 161; Colonial Economies, 205; Colonial Trade Routs, 206–207; Slavery North and South, 225–226 GOAN: East Meets West, 10–11; Founding Colonies, 16; Triangular Trade, 17
2.5.PO 1.e: introduction of disease and the resulting population decline of Indigenous people	TUS: The Columbian Exchange, 136; The Aztecs are Conquered, 143; Founding New Spain, 144 BAN: The Columbian Exchange, 136; The Aztecs are Conquered, 143; Founding New Spain, 144 GOAN: East Meets West, 11
2.5.PO 1.f: triangular trade	TUS: Triangular Trade, 206 BAN: Triangular Trade, 206 GOAN: Triangular Trade, 17
2.5.PO 2: Describe ways in which Spain, France, and England competed for power.	TUS: The Impact of Columbus, 138; Different Worlds Collide, 142–145; Slavery in the Americas, 150; New European Colonies, 164–167; The Battle of the Spanish Armada, 158 BAN: The Impact of Columbus, 138; Different Worlds Collide, 142–145; Slavery in the Americas, 150; New European Colonies, 164–167; The Battle of the Spanish Armada, 158 GOAN: East Meets West, 10–11; Founding Colonies, 16; Triangular Trade, 17
2.6: Age of Revolution	
2.6.PO 1: Explain the rationale and characteristics of rebellion.	TUS: Revolutionary War, 276–282, 286–291, 302–311, 314–319; French Revolution, 341; Here and There: Revolutions in South America, 403; Mexican History, 684

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Continued	<p>BAN: Revolutionary War, 276–282, 286–291, 302–311, 314–319; French Revolution, 341; Here and There: Revolutions in South America, 403</p> <p>GOAN: Revolution and Constitution, 22–26, 27, 28</p>
2.6.PO 2: Explain the impact that revolution has on a society.	<p>TUS: Revolutionary War, 276–282, 286–291, 302–311, 314–319; French Revolution, 341; Here and There: Revolutions in South America, 403</p> <p>BAN: Revolutionary War, 276–282, 286–291, 302–311, 314–319; French Revolution, 341; Here and There: Revolutions in South America, 403</p> <p>GOAN: Revolution and Constitution, 22–26, 27, 28</p>
2.6.PO 3: Compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).	<p>TUS: The Road to War, 266; Trouble Over Taxes, 268–273; The Colonists Rebel, 276–282; French Revolution, 341; Here and There: Revolutions in South America, 403; Mexican History, 684</p> <p>BAN: The Road to War, 266; Trouble Over Taxes, 268–273; The Colonists Rebel, 276–282; French Revolution, 341; Here and There: Revolutions in South America, 403</p> <p>GOAN: For related information see: Revolution and Constitution, 22–26, 27, 28</p>
2.6.PO 4: Compare the outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).	<p>TUS: The Treaty of Paris, 319; A Weak Government, 338–343; Debate in Philadelphia, 344–350; Ratifying the Constitution, 352–355; French Revolution, 341; Mexican History, 684</p> <p>BAN: The Treaty of Paris, 319; A Weak Government, 338–343; Debate in Philadelphia, 344–350; Ratifying the Constitution, 352–355; French Revolution, 341</p> <p>GOAN: For related information see: Revolution and Constitution, 22–26, 27, 28</p>
2.7: Age of Imperialism	
2.7.: No performance objectives at this grade.	
2.8: World at War	
2.8.: No performance objectives at this grade.	
2.9: Contemporary World	
2.9.PO 1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<p>TUS: Current Events, 175, 284; also see: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505, 668–669; Issues and Viewpoints/Issues and You, 222–223, 310–311, 368–369, 576–577</p> <p>BAN: Current Events, 175, 284; also see: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–</p>

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Continued	423, 504–505; Issues and Viewpoints/Issues and You, 222–223, 310–311, 368–369 GOAN: Working Against Child Labor, 198–199; Becoming a United States Citizen, 486–487; also see: Citizen Heroes, 40–41, 94–95, 160–161, 270–271, 318–319, 436–437, 510–511
2.9.PO 2: Use various resources (e.g., newspapers, magazines, television, Internet, books, maps) to discuss the connections between current events and historical events and issues from content studied in Strand 2.	TUS: Chapter Review: Writing About History, 73, 99, 119, 153, 187, 229, 253, 293, 323, 359, 387, 427, 449, 489, 523, 559, 587, 633, 671; Current Events, 175, 284; also see: Then and Now, 10, 111, 144, 211, 277, 383, 433, 472, 549, 626; ; Issues and Viewpoints/Issues and You, 222–223, 310–311, 368–369, 576–577 BAN: Chapter Review: Writing About History, 73, 99, 119, 153, 187, 229, 253, 293, 323, 359, 387, 427, 449, 489, 523; Current Events, 175, 284; also see: Then and Now, 10, 111, 144, 211, 277, 383, 433, 472; Issues and Viewpoints/Issues and You, 222–223, 310–311, 368–369 GOAN: Chapter Review, 79, 117, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523; Research and Writing Skills, 174, 268, 392, 496; also see: Citizen Heroes, 40–41, 94–95, 160–161, 270–271, 318–319, 436–437, 510–511; Working Against Child Labor, 198–199; Becoming a United States Citizen, 486–487;
3: Civics/Government	
3.1: Foundations of Government	
3.1.PO 1: Identify the democratic principles and ideals associated with the following documents:	
3.1.PO 1.a: Mayflower Compact	TUS: Mayflower Compact, 170 BAN: Mayflower Compact, 170 GOAN: For related information see: Religious Freedom, 15
3.1.PO 1.b: Declaration of Independence	TUS: Declaration of Independence, 295, 296–301 BAN: Declaration of Independence, 295, 296–301 GOAN: Declaration of Independence, 2; Text of the Declaration of Independence, R26–R29
3.1.PO 1.c: Articles of Confederation	TUS: Articles of Confederation, 335, 339–340, 343, 346 BAN: Articles of Confederation, 335, 339–340, 343, 346 GOAN: Articles of Confederation, 26

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3.1.PO 1.d: United States Constitution	<p>TUS: United States Constitution, 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355</p> <p>BAN: United States Constitution, 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355</p> <p>GOAN: Constitution, 26–28, 109–111, 311, 420–421, 481–482, 484, R30–R52</p>
3.1.PO 1.e: Bill of Rights	<p>TUS: Bill of Rights, 354–355, 358–359, R42–R43</p> <p>BAN: Bill of Rights, 354–355, 358–359, R42–R43</p> <p>GOAN: Bill of Rights, 28, R42–R43</p>
3.1.PO 2: Recognize the contributions and roles of the following individuals in creating the American government:	
3.1.PO 2.a: John Adams	<p>TUS: John Adams, 6, 262, 277, 296–298, 363, 366, 402, R22</p> <p>BAN: John Adams, 6, 262, 277, 296–298, 363, 366, 402, R22</p> <p>GOAN: John Adams, 24, 29</p>
3.1.PO 2.b: Benjamin Franklin	<p>TUS: Benjamin Franklin, 6, 196, 210–211, 218–219, 298, 305, 344, 350, 355</p> <p>BAN: Benjamin Franklin, 6, 196, 210–211, 218–219, 298, 305, 344, 350, 355</p> <p>GOAN: Benjamin Franklin, 24, 26, 27</p>
3.1.PO 2.c: Alexander Hamilton	<p>TUS: Alexander Hamilton, 333, 345, 353, 363, 364, 368</p> <p>BAN: Alexander Hamilton, 333, 345, 353, 363, 364, 368</p> <p>GOAN: Alexander Hamilton, 31</p>
3.1.PO 2.d: Thomas Jefferson	<p>TUS: Thomas Jefferson, 6, 263, 298–299, 301, 351, 353, 363–364, 368–376, 381, 402</p> <p>BAN: Thomas Jefferson, 6, 263, 298–299, 301, 351, 353, 363–364, 368–376, 381, 402</p> <p>GOAN: Thomas Jefferson, 24, 27, 29, 31–32</p>
3.1.PO 2.e: James Madison	<p>TUS: James Madison, 332, 345, 351, 353, 382–383</p> <p>BAN: James Madison, 332, 345, 351, 353, 382–383</p> <p>GOAN: James Madison, 22</p>

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3.1.PO 2.f: John Marshall	<p>TUS: John Marshall, 405</p> <p>BAN: John Marshall, 405</p> <p>GOAN: For related information see: Three Branches of Government (Judicial), 27</p>
3.1.PO 2.g: George Washington	<p>TUS: George Washington, 281, 283, 296–297, 303–304, 307–309, 315, 318–319, 362–366</p> <p>BAN: George Washington, 281, 283, 296–297, 303–304, 307–309, 315, 318–319, 362–366</p> <p>GOAN: George Washington, 5, 24–25, 30–31, R22</p>
3.1.PO 3: Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights.	<p>TUS: Federalists and the Anti-federalists, 353–354</p> <p>BAN: Federalists and the Anti-federalists, 353–354</p> <p>GOAN: United States Constitution, 26–27, 28</p>
3.2: Structure of Government	
3.2.PO 1: Describe the role of town meetings and representative assemblies in colonial government.	<p>TUS: Self-Government in Virginia, 162; Printing the Truth, 222–223</p> <p>BAN: Self-Government in Virginia, 162; Mayflower Compact, 170; Printing the Truth, 222–223</p> <p>GOAN: For related material see: Life in the Colonies, 12–18</p>
3.2.PO 2: Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy.	<p>TUS: United States Constitution, 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355</p> <p>BAN: United States Constitution, 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355</p> <p>GOAN: United States Constitution, 26–27, 109–111, 257, 275, 324, 329, 343, 345</p>
3.3: Functions of Government	
3.3.PO 1: Explain ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution.	<p>TUS: A Weak Government, 338–343; Debate in Philadelphia, 344–351; Ratifying the Constitution, 352–357</p> <p>BAN: A Weak Government, 338–343; Debate in Philadelphia, 344–351; Ratifying the Constitution, 352–357</p> <p>GOAN: Articles of Confederation, 26; A New Constitution, 26; Fact File: The Three Branches of Government, 27; The Bill of Rights, 28; United States Documents, R26–R52</p>

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3.3.PO 2: Identify the process by which a bill becomes a law.	<p>TUS: How Laws Are Made, R33; also see: Legislative Branch, 339, 348, 349, R30</p> <p>BAN: How Laws Are Made, R33; also see: Legislative Branch, 339, 348, 349, R30</p> <p>GOAN: For related material see: Constitution, 26–27</p>
3.3.PO 3: Describe how the checks and balance system which established the three branches of the federal government works, as in Andrew Johnson's impeachment.	<p>TUS: Our Constitution, 348; Fact File: The Three Branches of Government, 349; Ratifying the Constitution, 352–355; Review, 358–359</p> <p>BAN: Our Constitution, 348; Fact File: The Three Branches of Government, 349; Ratifying the Constitution, 352–355; Review, 358–359</p> <p>GOAN: Constitution, 26–27, 109–111, 257, 275, 324, 329, 343, 345</p>
3.3.PO 4: Explain the significance of the Dred Scott Decision.	<p>TUS: For related information see: Compromise of 1850, 478; also see: Resisting Slavery, 470–474</p> <p>BAN: For related information see: Compromise of 1850, 478; also see: Resisting Slavery, 470–474</p> <p>GOAN: For related information see: Compromise of 1850, 68; Abolitionist, 36, 57, 62, 245</p>
3.3.PO 5: Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation).	<p>TUS: States' Rights, 477, 485, 487; Compromise of 1850, 478</p> <p>BAN: States' Rights, 477, 485, 487; Compromise of 1850, 478</p> <p>GOAN: State's Rights, 67, 75, 77; R30–R52</p>
3.4: Rights, Responsibilities, and Roles of Citizenship	
3.4.PO 1: Describe ways an individual can contribute to a school or community.	<p>TUS: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505</p> <p>BAN: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505</p> <p>GOAN: Citizen Heroes, 40–41, 94–95, 160–161, 270–271, 318–319, 436–437, 510–511</p>
3.4.PO 2: Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.	<p>TUS: Citizenship Skills, H2–H3; also see: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505, 668–669</p> <p>BAN: Citizenship Skills, H2–H3; also see: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505</p> <p>GOAN: Citizenship Skills, H2–H3; also see: Bill of Rights, 28; Citizen Heroes, 40–41, 94–95, 160–161, 270–271, 318–319, 436–437, 510–511</p>

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3.4.PO 3: Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).	<p>TUS: Citizenship Skills, H2–H3; Government by the People, 14–17; also see: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505, 668–669</p> <p>BAN: Citizenship Skills, H2–H3; Government by the People, 14–17; also see: Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505</p> <p>GOAN: Citizenship Skills, H2–H3; also see: Bill of Rights, 28; Citizen Heroes, 40–41, 94–95, 160–161, 270–271, 318–319, 436–437, 510–511</p>
3.5: Government Systems of the World	
3.5.PO 1: Describe the characteristics of a monarchy and a republic.	<p>TUS: Government, 14–17, 295, 296–301, 339, 344–350, 352–355, R26–R52; Queen Elizabeth I, 157; King Philip, 158, 247; King James I, 159; King Charles II, 179; King Charles III, 251, 269, 270, 272</p> <p>BAN: Government, 14–17, 295, 296–301, 339, 344–350, 352–355, R26–R52; Queen Elizabeth I, 157; King Philip, 158, 247; King James I, 159; King Charles, 179; King Charles III, 251, 269, 270, 272</p> <p>GOAN: For related material see: Republic, 26, 41</p>
4: Geography	
4.1: The World in Spatial Terms	
4.1.PO 1: Interpret information from a variety of maps:	
4.1.PO 1.a: contour	<p>TUS: For related information see: Physical Map, H17; Elevation Map, H21; Read an Elevation Map, 32–33</p> <p>BAN: For related information see: Physical Map, H17; Elevation Map, H21; Read an Elevation Map, 32–33</p> <p>GOAN: For related information see: Physical Map, H17; Elevation Map, H21</p>
4.1.PO 1.b: population density	<p>TUS: Read a Population Density Map, 378–379, 387</p> <p>BAN: Read a Population Density Map, 378–379, 387</p> <p>GOAN: Read a Population Density Map, 478–479</p>

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4.1.PO 1.c: natural resource	<p>TUS: Maps that show natural resources, 34, 205, 206, 431</p> <p>BAN: Maps that show natural resources, 34, 205, 206, 431</p> <p>GOAN: Maps that show natural resources, 298, 301, 332</p>
4.1.PO 1.d: historical maps	<p>TUS: Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; also see maps throughout the program such as those found on the following pages: Maps, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, and 202.</p> <p>BAN: Map Adventure, 114, 159, 248, 278, 365, 412, 507; also see maps throughout the program such as those found on the following pages: Maps, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, and 202</p> <p>GOAN: Map Adventure, 32, 97, 150, 256, 301, 401, 483; also see maps throughout the program such as those found on the following pages: Maps, 16, 17, 20, 254, 60, 63, 74, 76, 81, 82, 88, 90, 96, 97, 128, 130, 134, 138, 148, 150, 154, 158, 165, 166, 176, 178, 215, 216, 310, 320, 328, 332, 339, 340, 344, 346, 367, 389, 394, 417, 418, 419, 428, 431, 438, 440, 446, 449, 488, 501, 502, 506, 512, 529, 530, 534, 539, 541, 543</p>
4.1.PO 2: Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.	<p>TUS: Latitude, Longitude, H15, H19, 140–141</p> <p>BAN: Latitude, Longitude, H15, H19, 140–141</p> <p>GOAN: Latitude and Longitude on a Globe, H15; Latitude and Longitude on a Map, H20; Understand Key Lines of Latitude and Longitude, 366–367</p>
4.1.PO 3: Identify the location of significant geographic features from content studied on a physical or political map.	<p>TUS: Physical Map, H17; Elevation Map, H21; Read an Elevation Map, 32–33; Maps, 114, 159, 206, 240, 604, 621, R7, R9, R14</p> <p>BAN: Physical Map, H17; Elevation Map, H21;</p>

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Continued	Read an Elevation Map, 32–33; Maps, 114, 159, 206, 240, 604, 621, R7, R9, R14 GOAN: Physical Map, H17; Elevation Map, H21;
4.1.PO 4: Locate physical and human features (e.g., gulf, delta, isthmus, strait, bay, canyon, swamp, peninsula, province, cape, tree line) in the United States and world on an appropriate type of map.	TUS: Map Handbook, H12–H22; Map and Globe Skills, 32–33, 140–141, 244–245, 378–379, 512–513, 542–543, 656–657; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; also see maps throughout the program such as those found on the following pages: Maps, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, and 202 BAN: Map Handbook, H12–H22; Map and Globe Skills, 32–33, 140–141, 244–245, 378–379, 512–513; Map Adventure, 114, 159, 248, 278, 365, 412, 507; also see maps throughout the program such as those found on the following pages: Maps, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, and 202 GOAN: Map Handbook, H12–H22; Map and Globe Skills, 20, 102, 134, 366, 454, 478, 506; Map Adventure, 32, 97, 150, 256, 301, 401, 483; also see maps throughout the program such as those found on the following pages: Maps, 16, 17, 20, 254, 60, 63, 74, 76, 81, 82, 88, 90, 96, 97, 128, 130, 134, 138, 148, 150, 154, 158, 165, 166, 176, 178, 215, 216, 310, 320, 328, 332, 339, 340, 344, 346, 367, 389, 394, 417, 418, 419, 428, 431, 438, 440, 446, 449, 488, 501, 502, 506, 512, 529, 530, 534, 539, 541, 543
4.1.PO 5: Identify each state on a U.S. map.	TUS: Our Fifty States: The United States in 1950: Political Map, H16; Political Map, R12–R13 BAN: Our Fifty States: The United States in 1950: Political Map, H16; Political Map, R12–R13 GOAN: Political Map, H16; Political Map, R12–R13
4.1.PO 6: Construct maps, charts, and graphs to display geographic information.	TUS: Chart and Graph Skills, 12–13, 58–59, 116–117, 414–415; Map and Globe Skills, 32–33, 140–141, 244–245, 378–379, 512–513, 542–543, 656–657; Mental Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429, 491

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Continued	<p>BAN: Chart and Graph Skills, 12–13, 58–59, 116–117, 414–415; Map and Globe Skills, 32–33, 140–141, 244–245, 378–379, 512–513; Mental Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429, 491</p> <p>GOAN: Chart and Graph Skills, 146–147, 230–231; Map and Globe Skills, 20, 102, 134, 366, 454, 478, 506; Mental Mapping, 81, 127, 215, 339, 383, 417, 471, 501</p>
4.2: Places and Regions	
4.2.PO 1: Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors:	
4.2.PO 1.a: three American colonial regions	<p>TUS: The 13 English Colonies, 176–180, 181, 182; Life in the English Colonies, 200–205; Cities Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220; Slavery in the Colonies, 224–227</p> <p>BAN: The 13 English Colonies, 176–180, 181, 182; Life in the English Colonies, 200–205; Cities Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220; Slavery in the Colonies, 224–227</p> <p>GOAN: Map of Colonial Regions, 16</p>
4.2.PO 1.b: West, Midwest, Northeast, Southeast, and Southwest	<p>TUS: Land and Regions (overview of West, Midwest, Northeast, Southeast, and Southwest), 24–31; also see: Regions in lessons, 34–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 212–214, 374, 444, 465, 547, 548, 550–552, 604, 621</p> <p>BAN: Land and Regions (overview of West, Midwest, Northeast, Southeast, and Southwest), 24–31; also see: Regions in lessons, 34–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 212–214, 374, 444, 465</p> <p>GOAN: Region, H11, 473; Map of Colonial Regions, 16; Cowboys and Miners, 148–153; Regions of the United States, 473</p>

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4.2.PO 1.c: North and South during the Civil War	<p>TUS: A Divided Nation, 462–489; War and Reconstruction, 490–523; Unit Review, 526–527</p> <p>BAN: A Divided Nation, 462–489; War and Reconstruction, 490–523; Unit Review, 526–527</p> <p>GOAN: A Divided Nation, 52–79; War and Reconstruction, 80–115; Unit Review, 116–117</p>
4.2.PO 2: Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases, and other reference materials.	<p>TUS: For related information see: Land and Regions (overview of West, Midwest, Northeast, Southeast, and Southwest), 24–31; Facts About Our Fifty States, R18–R19</p> <p>BAN: Land and Regions (overview of West, Midwest, Northeast, Southeast, and Southwest), 24–31; Facts About Our Fifty States, R18–R19</p> <p>GOAN: Facts About Our Fifty States, R18–R19</p>
4.3: Physical Systems	
4.3.: (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)	
4.3.: Science Strand 3 Concept 1 Explain the impacts of natural hazards on habitats	<p>TUS: For related information see: Landforms, 28; Climate, 29; Environment, 36; Pollution, 38; Everglades, 39; Physical Environment, 159, 177, 411, 412, 431, 439, 443; Dust Bowl, 621</p> <p>BAN: For related information see: Landforms, 28; Climate, 29; Environment, 36; Pollution, 38; Everglades, 39; Physical Environment, 159, 177, 411, 412, 431, 439, 443</p> <p>GOAN: Environment, 443–444, 513, 518–519; Dust Bowl, 332–333; Pioneers on the plains, 138–144; Cowboys and Miners, 148–153</p>
4.3.: Science Strand 6 Concept 2 Describe lunar cycles, Earth's revolution and rotation, and gravity.	<p>TUS: For related information see: Globes and hemispheres, H12, H13</p> <p>BAN: For related information see: Globes and hemispheres, H12, H13</p> <p>GOAN: For related information see: Globes and hemispheres, H12, H13</p>
4.3.: Science Strand 6 Concept 3 Describe the planets, other objects in the solar system, and exploration of the solar system.	<p>TUS: For related information see: Globes and hemispheres, H12, H13</p> <p>BAN: For related information see: Globes and hemispheres, H12, H13</p> <p>GOAN: For related information see: Globes and hemispheres, H12, H13</p>

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4.4: Human Systems	
4.4.PO 1: Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican - American War).	<p>TUS: Maps of boundary changes, 133, 148, 155, 159, 164, 166, 168, 176, 177, 231, 234, 242, 246, 250, 314, 342, 375, 402, 429, 430, 442, 554, 578, 581, 601</p> <p>BAN: Maps of boundary changes, 133, 148, 155, 159, 164, 166, 168, 176, 177, 231, 234, 242, 246, 250, 314, 342, 375, 402, 429, 430, 442</p> <p>GOAN: Maps of boundary changes, 35, 53, 54, 67, 69, 76, 127, 136, 158, 235, 255, 272, 273, 339, 340, 356, 383, 384, 389, 406, 407, 428, 431</p>
4.4.PO 2: Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.	<p>TUS: Migration, 55, 103, 104, 107–108, 111, 113–115, 134–138, 147, 159, 166, 170, 172, 206–207, 226, 234, 236, 238–239, 241–243, 370–372, 374–375, 378–379, 405, 406, 411–413, 431, 439–441, 473, 539, 540, 569–570, 613</p> <p>BAN: Migration, 55, 103, 104, 107–108, 111, 113–115, 134–138, 147, 159, 166, 170, 172, 206–207, 226, 234, 236, 238–239, 241–243, 370–372, 374–375, 378–379, 405, 406, 411–413, 431, 439–441, 473</p> <p>GOAN: Migration, 7, 235, 314, 318, 474</p>
4.5: Environment and Society	
4.5.PO 1: Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.	<p>TUS: Native Americans of North America, 74–75; The Eastern Woodlands, 76–81; The Great Plains, 82–87; The Southwest Desert, 88–93; The Northwest Coast, 94–97; Hard Times in Virginia, 156–162; New European Colonies, 164–167; Life in the English Colonies, 200–205; Cities Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220; Slavery in the Colonies, 224–227</p> <p>BAN: Native Americans of North America, 74–75; The Eastern Woodlands, 76–81; The Great Plains, 82–87; The Southwest Desert, 88–93; The Northwest Coast, 94–97; Hard Times in Virginia, 156–162; New European Colonies, 164–167; Life in the English Colonies, 200–205; Cities Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220; Slavery in the Colonies, 224–227</p> <p>GOAN: Natural Resources, 251, 259, 301, 513; Environment, 443–444, 513, 518–519; Dust Bowl, 332–333; Pioneers on the plains, 138–144; Cowboys and Miners, 148–153</p>

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4.5.PO 2: Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environment	<p>TUS: For related information see: Landforms, 28; Climate, 29; Environment, 36; Pollution, 38; Everglades, 39; Physical Environment, 159, 177, 411, 412, 431, 439, 443; Dust Bowl, 621</p> <p>BAN: For related information see: Landforms, 28; Climate, 29; Environment, 36; Pollution, 38; Everglades, 39; Physical Environment, 159, 177, 411, 412, 431, 439, 443</p> <p>GOAN: Dust Bowl, 332–333; Environmental Issues, 417, 443–444, 452, 513, 518–519</p>
4.6: Geographic Applications	
4.6.PO 1: Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West.	<p>TUS: People Interacting with the Environment: Paleolithic, 56–57; Native Americans, 61–64, 68–69, 78, 83–85, 89–90, 95; New Spain, 144; Jamestown, 160, 161; Colonial America, 177–181, 204, 212–214; Westward Expansion, 374; Mining, 444; North and South, 465; Farmers and Cowboys, 547, 548, 550–552</p> <p>BAN: People Interacting with the Environment: Paleolithic, 56–57; Native Americans, 61–64, 68–69, 78, 83–85, 89–90, 95; New Spain, 144; Jamestown, 160, 161; Colonial America, 177–181, 204, 212–214; Westward Expansion, 374; Mining, 444; North and South, 465</p> <p>GOAN: Dust Bowl, 332–333; Pioneers on the plains, 138–144; Cowboys and Miners, 148–153</p>
4.6.PO 2: Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.	<p>TUS: Map Handbook, H14–H22; Chart and Graph Skills, 12–13, 58–59, 116–117, 414–415; Map and Globe Skills, 32–33, 140–141, 244–245, 378–379, 512–513, 542–543, 656–657; Mental Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429, 491</p> <p>BAN: Map Handbook, H14–H22; Chart and Graph Skills, 12–13, 58–59, 116–117, 414–415; Map and Globe Skills, 32–33, 140–141, 244–245, 378–379, 512–513; Mental Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429, 491</p> <p>GOAN: Geography Skills, H10–H24; Map and Globe Skills, 20, 102, 134, 366, 454, 478, 506; Map Adventure, 32, 97, 150, 256, 301, 401, 483; Mental Mapping, 81, 127, 215, 339, 383, 417, 471, 501</p>

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4.6.PO 3: Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).	<p>TUS: Environment, 36; Pollution, 38; Protecting the Land, 40–41</p> <p>BAN: Environment, 36; Pollution, 38; Protecting the Land, 40–41</p> <p>GOAN: Environmental Issues, 417, 443–444, 452, 513, 518–519</p>
5: Economics	
5.1: Foundations of Economics	
5.1.PO 1: Identify the opportunity costs (i.e., separation from family, indentured service) associated with expeditions to the New World.	<p>TUS: Opportunity Cost, 19</p> <p>BAN: Opportunity Cost, 19</p> <p>GOAN: Opportunity Cost, 489</p>
5.1.PO 2: Describe how specialization (e.g., division of labor) improved standards of living in the three colonial regions and the Pre-Civil War North and South.	<p>TUS: Specialization, 20, 617</p> <p>BAN: Specialization, 20, 617</p> <p>GOAN: The Labor Movement, 192–197</p>
5.1.PO 3: Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.	<p>TUS: For related information see: Trading with the World, 20; Compare Exports and Imports, 22; also see: China and Trade, 102–104; Africa’s Trading Empires, 106–109; Portugal and Trade, 113–114; Triangular Trade, 206; Trading Posts, 241; Slavery in the Colonies, 224–227; Moving Goods and People, 411–413</p> <p>BAN: For related information see: Trading with the World, 20; Compare Exports and Imports, 22; also see: China and Trade, 102–104; Africa’s Trading Empires, 106–109; Portugal and Trade, 113–114; Triangular Trade, 206; Trading Posts, 241; Slavery in the Colonies, 224–227; Moving Goods and People, 411–413</p> <p>GOAN: Economy and Trade, 488–494</p>
5.1.PO 4: Interpret how trade promoted economic growth throughout U.S. history.	<p>TUS: Trading with the World, 20; Compare Exports and Imports, 22; Exports, 161; Trading Posts, 241; Moving Goods and People, 411–413</p> <p>BAN: Trading with the World, 20; Compare Exports and Imports, 22; Exports, 161; Trading Posts, 241; Moving Goods and People, 411–413</p> <p>GOAN: Economy and Trade, 488–494</p>

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5.2: Microeconomics	
5.2.PO 1: Explain how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which products to produce.	<p>TUS: Supply, demand, price, 19</p> <p>BAN: Supply, demand, price, 19</p> <p>GOAN: Supply and Demand, 489</p>
5.2.PO 2: Describe how competition, markets, and prices influence peoples' behavior.	<p>TUS: Free enterprise, 18, 19, 20, 21–22</p> <p>BAN: Free enterprise, 18, 19, 20, 21–22</p> <p>GOAN: Free enterprise, 180, 388, 390, 499, 471, 489–490, 493</p>
5.2.PO 3: Identify how people earn income by selling their labor to businesses or governments.	<p>TUS: Life for Young Workers, 203; Colonists at Work, 204; Colonial Economies, 205; Workers and Unions, 572–574; Working Against Child Labor, 576–577; Women in factories, 627; Average Salaries, 647</p> <p>BAN: Life for Young Workers, 203; Colonists at Work, 204; Colonial Economies, 205</p> <p>GOAN: The Labor Movement, 192–197; Economy and Trade, 488–494</p>
5.2.PO 4: Describe ways in which entrepreneurs take risks to develop new goods and services.	<p>TUS: Entrepreneurs, 21; Biography, Thomas Edison, 23; also see: Industrial Revolution, 408–413; Inventions and Big Business, 562–567; Automobile, 617</p> <p>BAN: Entrepreneurs, 21; Biography, Thomas Edison, 23; also see: Industrial Revolution, 408–413</p> <p>GOAN: Entrepreneurs, 152, 169, 177, 180–181, 299; Inventors Change the World, 166–173</p>
5.2.PO 5: Describe the function of private business in producing goods and services.	<p>TUS: Free enterprise, 18, 19, 20, 21–22; Colonists at Work, 204; Colonial Economies, 205; Industrial Revolution, 409–413; Inventions and Big Business, 562–567; Great Depression, 619–620, 622</p> <p>BAN: Free enterprise, 18, 19, 20, 21–22; Colonists at Work, 204; Colonial Economies, 205; Industrial Revolution, 409–413</p> <p>GOAN: The Stock Market Crash, 322; Causes of the Great Depression, 323</p>
5.2.PO 6: Discuss the function of banks in providing checking accounts, savings accounts, and loans.	<p>TUS: For related information see: A Government in Trouble, 340; The Great Crash, 619</p> <p>BAN: For related information see: A Government in Trouble, 340</p>

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Continued	GOAN: For related information see: The Stock Market Crash, 322; Causes of the Depression, 323
5.2.PO 7: Explain the function of government in providing certain goods and services through taxation.	TUS: For related information see: Taxes, 268–270, 272, 339–340 BAN: For related information see: Taxes, 268–270, 272, 339–340 GOAN: For related information see: Taxes, 23, 265, 324, 400, 482
5.3: Macroeconomics	
5.3.: No performance objectives at this grade.	
5.4: Global Economics	
5.4.: No performance objectives at this grade.	
5.5: Personal Finance	
5.5.PO 1: Explain how the following are used to purchase goods and services:	
5.5.PO 1.a: cash	TUS: Supply, demand, price, 19 BAN: Supply, demand, price, 19 GOAN: Supply and Demand, 489
5.5.PO 1.b: check	TUS: For related information see: How Free Enterprise Works, 19; Benefits of Free Enterprise, 21; The Great Crash, 619 BAN: For related information see: How Free Enterprise Works, 19; Benefits of Free Enterprise, 21 GOAN: For related information see: Consumer, 180, 395, 489; Economy and Trade, 488–494; Economics, 489; Decision Making, 490
5.5.PO 1.c: money order	TUS: For related information see: How Free Enterprise Works, 19; Benefits of Free Enterprise, 21 BAN: For related information see: How Free Enterprise Works, 19; Benefits of Free Enterprise, 21 GOAN: For related information see: Consumer, 180, 395, 489; Economy and Trade, 488–494; Economics, 489; Decision Making, 490
5.5.PO 1.d: debit card	TUS: For related information see: How Free Enterprise Works, 19; Benefits of Free Enterprise, 21 BAN: For related information see: How Free Enterprise Works, 19; Benefits of Free

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Continued	Enterprise, 21 GOAN: For related information see: Consumer, 180, 395, 489; Economy and Trade, 488–494; Economics, 489; Decision Making, 490
5.5.PO 1.e: credit card	TUS: For related information see: How Free Enterprise Works, 19; Benefits of Free Enterprise, 21 BAN: For related information see: How Free Enterprise Works, 19; Benefits of Free Enterprise, 21 GOAN: For related information see: Consumer, 180, 395, 489; Economy and Trade, 488–494; Economics, 489; Decision Making, 490

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to the
Arizona Social Studies Standard Articulated by Grade Level
Grade Six

Arizona Social Studies Standard Grade 6	Scott Foresman Social Studies
1: American History	
1.1: Research Skills for History	
1.1.PO 1: Construct charts, graphs, and narratives using historical data.	Construct Charts and Graphs, 87, 95, 199, 304, 473, 501, 562; Chart and Graph Skills, 24–25, 104–105, 340–341, 490–491, 524–525, 562–563, 634–635; Link to Writing, 16, 23, 81, 95, 103, 112, 117, 127, 134, 143, 193, 224, 279, 297, 304, 325, 349, 355, 398, 437, 442, 449, 470, 489, 503, 561, 572, 587, 623, 649
1.1.PO 2: Interpret historical data displayed in graphs, tables, and charts.	Charts, Graphs, Tables, and Diagrams, 85, 104, 105, 292, 340, 341, 343, 475, 476, 490, 562, 563, 624, 631, 634, 635, 647, 651, 655, 656, 661, 665; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634
1.1.PO 3: Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people.)	Parallel Time Lines, 24–25; 524–525; Construct Timeline, 134, 304, 462, 501, 545, 584
1.1.PO 4: Formulate questions that can be answered by historical study and research.	Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673; Unit Project, 68, 152, 236, 312, 420, 510, 596, 678; Hypothesize, 65, 85, 93, 113, 187, 219, 223, 224, 233, 331, 381, 476, 529, 581, 586, 659, 662
1.1.PO 5: Describe the difference between primary and secondary sources.	Use Primary and Secondary Sources, 280–281
1.1.PO 6: Determine the credibility and bias of primary and secondary sources.	Bias, 216–217, 464; Point of View, 16, 255, 446, 544, 588, 589, 592, 619, 675; Analyze Primary Sources, 14, 37, 43, 52, 65, 91, 111, 116, 137, 181, 229, 253, 270, 284, 286, 289, 291, 293, 295, 305, 308, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 401, 407, 409, 410, 431, 437, 440, 443, 457, 458, 459, 463, 471, 477, 487, 495, 499, 500, 501, 523, 530, 533, 536, 547, 549, 550, 552, 559, 561, 569, 570, 577, 586, 589, 607, 609, 611, 623, 640, 642, 646, 647, 648, 655
1.1.PO 7: Analyze cause and effect relationships between and among individuals and/or historical events.	Reading Social Studies: Cause and Effect, 516–517; Cause-and-Effect questions, 21, 27, 34, 41, 64, 79, 86, 89, 94, 95, 101, 110, 115, 117, 123, 132, 133, 139, 142, 164, 165, 169, 177, 180, 181, 188, 193, 197, 198, 199, 201, 215, 217, 224, 225, 228, 248, 249, 263, 264, 266, 269, 271, 284, 285, 286, 296, 298, 299, 301, 323, 331, 334, 335, 336, 339, 347, 349, 353, 356, 357, 360, 361, 362, 363, 371, 373, 379, 382,

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Continued	383, 385, 392, 393, 394, 395, 402, 404, 406, 407, 411, 416, 431, 435, 439, 440, 443, 447, 457, 461, 468, 469, 471, 473, 475, 477, 479, 487, 488, 492, 495, 499, 500, 503, 520, 521, 523, 526, 528, 529, 30, 531, 534, 536, 542, 543, 544, 545, 546, 548, 550, 551, 552, 554, 558, 559, 568, 570, 571, 572, 573, 575, 576, 577, 578, 579, 580, 582, 583, 585, 589, 593, 615, 617, 621, 622, 623, 630, 631, 637, 638, 645, 656, 659, 660, 661, 662, 665, 666
1.1.PO 8: Describe how archaeological research adds to our understanding of the past.	Studying Prehistory, 11; Prehistoric Cave Art, 13; The Ice Age, 12; Stone Age Healers, 17
1.2: Early Civilizations	
1.2.PO 1: Describe the characteristics of hunting and gathering societies in the Americas.	Early Gatherers and Hunters, 10–17
1.2.PO 2: Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies.	Early Farmers, 18–23
1.2.PO 3: Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam:	Geography of North America, 208–211; The Southwestern Builders, 212–215
1.2.PO 3.a: location, agriculture, housing, arts, and trade networks	The Southwestern Builders, 212–215
1.2.PO 3.b: how these cultures adapted to and altered their environment	The Southwestern Builders, 212–215
1.2.PO 4: Describe the Adena, Hopewell, and Mississippian mound-building cultures:	Geography of North America, 208–211; The Mound Builders, 218–221
1.2.PO 4.a: location, agriculture, housing, arts, and trade networks	The Mound Builders, 218–221
1.2.PO 4.b: how these cultures adapted to and altered their environment	The Mound Builders, 218–221
1.2.PO 5: Describe the Mayan, Aztec, and Incan/Inkan civilizations:	The Olmec and the Maya, 168–173; The Aztecs, 174–181; The Inca, 196–203
1.2.PO 5.a: location, agriculture, housing, and trade networks	Geography of Mesoamerica, 162–165; Geography of South America, 186–189; Maps, 170, 175, 176–177, 198, 200
1.2.PO 5.b: achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts)	The Olmec and the Maya, 168–173; The Aztecs, 174–181; The Inca, 196–203
1.2.PO 5.c: how these cultures adapted to and altered their environment	Early Aztec History, 176–177; Life, 179; Lake Titicaca, 188; A Vast Empire, 197; Empire Builders, 199; Inca Roads, 200
1.3: Exploration and Colonization	
1.3.: No performance objectives at this grade.	
1.4: Revolution and New Nation	
1.4.: No performance objectives at this grade.	
1.5: Westward Expansion	
1.5.: No performance objectives at this grade.	
1.6: Civil War and Reconstruction	
1.6.: No performance objectives at this grade.	

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1.7: Emergence of the Modern United States	
1.7.: No performance objectives at this grade.	
1.8: Great Depression and World War II	
1.8.: No performance objectives at this grade.	
1.9: Postwar United States	
1.9.: No performance objectives at this grade.	
1.10: Contemporary United States	
1.10.PO 1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17–18, 88–89, 202–203, 293–294, 339–340, 471–470, 573–574, 643–644; Solve Complex Problems, 574–575
1.10.PO 2: Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17–18, 88–89, 202–203, 293–294, 339–340, 471–470, 573–574, 643–644; Solve Complex Problems, 574–575
1.10.PO 3: Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.	Economic Cooperation, 630–633; Conflicts of Identity, 636–641; Political Conflicts and Challenges, 644–649; Population Growth and Change, 654–657; Earth’s Environment, 660–663; Energy, 664–667; Technology, 668–671
2: World History	
2.1: Research Skills for History	
2.1.PO 1: Construct charts, graphs, and narratives using historical data.	Construct Charts and Graphs, 87, 95, 199, 304, 473, 501, 562; Chart and Graph Skills, 24–25, 104–105, 340–341, 490–491, 524–525, 562–563, 634–635; Link to Writing, 16, 23, 81, 95, 103, 112, 117, 127, 134, 143, 193, 224, 279, 297, 304, 325, 349, 355, 398, 437, 442, 449, 470, 489, 503, 561, 572, 587, 623, 649
2.1.PO 2: Interpret historical data displayed in graphs, tables, and charts.	Charts, Graphs, Tables, and Diagrams, 85, 104, 105, 292, 340, 341, 343, 475, 476, 490, 562, 563, 624, 631, 634, 635, 647, 651, 655, 656, 661, 665; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634
2.1.PO 3: Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people.)	Parallel Time Lines, 24–25; 524–525; Construct Timeline, 134, 304, 462, 501, 545, 584
2.1.PO 4: Formulate questions that can be answered by historical study and research.	Chapter Reviews, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673; Unit Project, 68, 152, 236, 312, 420, 510, 596, 678; Hypothesize, 65, 85, 93, 113, 187, 219, 223, 224, 233, 331, 381, 476, 529, 581, 586, 659, 662
2.1.PO 5: Describe the difference between primary and secondary sources.	Use Primary and Secondary Sources, 280–281
2.1.PO 6: Determine the credibility and bias of primary and secondary sources.	Bias, 216–217, 464; Point of View, 16, 255, 446, 544, 588, 589, 592, 619, 675; Analyze Primary Sources, 14, 37, 43, 52, 65, 91, 111, 116, 137, 181, 229, 253, 270, 284, 286, 289, 291, 293, 295, 305, 308, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 401, 407, 409,

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2.1.PO 7: Analyze cause and effect relationships between and among individuals and/or historical events.	Reading Social Studies: Cause and Effect, 516–517; Cause-and-Effect questions, 21, 27, 34, 41, 64, 79, 86, 89, 94, 95, 101, 110, 115, 117, 123, 132, 133, 139, 142, 164, 165, 169, 177, 180, 181, 188, 193, 197, 198, 199, 201, 215, 217, 224, 225, 228, 248, 249, 263, 264, 266, 269, 271, 284, 285, 286, 296, 298, 299, 301, 323, 331, 334, 335, 336, 339, 347, 349, 353, 356, 357, 360, 361, 362, 363, 371, 373, 379, 382, 383, 385, 392, 393, 394, 395, 402, 404, 406, 407, 411, 416, 431, 435, 439, 440, 443, 447, 457, 461, 468, 469, 471, 473, 475, 477, 479, 487, 488, 492, 495, 499, 500, 503, 520, 521, 523, 526, 528, 529, 30, 531, 534, 536, 542, 543, 544, 545, 546, 548, 550, 551, 552, 554, 558, 559, 568, 570, 571, 572, 573, 575, 576, 577, 578, 579, 580, 582, 583, 585, 589, 593, 615, 617, 621, 622, 623, 630, 631, 637, 638, 645, 656, 659, 660, 661, 662, 665, 666
2.1.PO 8: Describe how archaeological research adds to our understanding of the past.	Studying Prehistory, 11; Prehistoric Cave Art, 13; The Ice Age, 12; Stone Age Healers, 17
2.2: Early Civilizations	
2.2.PO 1: Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.	Early Gatherers and Hunters, 10–17
2.2.PO 2: Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:	Early Civilizations, 32–63; Ancient Egypt and Nubia, 78–97; Ancient China, 98–119; Ancient India and Persia, 120–147; 168–173
2.2.PO 2.a: farming methods	Farming, 36, 37; Giver of Life, 80
2.2.PO 2.b: domestication of animals	Farming, 36, 37
2.2.PO 2.c: division of labor	Government, 42; Social Life, 89
2.2.PO 2.d: geographic factors	The Fertile Crescent, 34–39; The Lifeline of the Nile, 78–81; The Geography of China, 100–103; The Geography of South Asia, 122–125; Geography of Mesopotamia, 162–165
2.2.PO 3: Describe the importance of the following river valleys in the development of ancient civilizations:	The Fertile Crescent, 34–39; The Lifeline of the Nile, 78–81; The Geography of China, 100–103; The Geography of South Asia, 122–125; Geography of Mesopotamia, 162–165
2.2.PO 3.a: Tigris and Euphrates - Mesopotamia	The Fertile Crescent, 34–39; Geography of Mesopotamia, 162–165
2.2.PO 3.b: Nile - Egypt	The Lifeline of the Nile, 78–81
2.2.PO 3.c: Huang He - China	The Geography of China, 100–103
2.2.PO 3.d: Indus- India	The Geography of South Asia, 122–125
2.2.PO 4: Compare the forms of government of the following ancient civilizations:	Early Civilizations, 32–63; Ancient Egypt and Nubia, 78–97; Ancient China, 98–119; Ancient India and Persia, 120–147; 168–173
2.2.PO 4.a: Mesopotamia - laws of Hammurabi	Laws of Hammurabi, 49–51; Writing, 43

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2.2.PO 4.b: Egypt - theocracy	Egyptian Government, 89-91
2.2.PO 4.c: China - dynasty	China's Dynasties, 108, 109, 110, 111, 112
2.2.PO 5: Describe the religious traditions that helped shape the culture of the following ancient civilizations:	Early Civilizations, 32–63; Ancient Egypt and Nubia, 78–97; Ancient China, 98–119; Ancient India and Persia, 120–147; 168–173
2.2.PO 5.a: Sumeria, India (i.e., polytheism)	Sumerian Religion and Government, 42; Polytheism, 81, 191, 295, 331; Hinduism, 136–139; Buddhism, 140–143
2.2.PO 5.b: Egypt (i.e., belief in an afterlife)	Taker of Life, 81; Pyramid Building, 87; The Tomb Builders, 88
2.2.PO 5.c: China (i.e., ancestor worship)	Ancestor Worship, 111; Legacy of Thought, 114–117
2.2.PO 5.d: Middle East (i.e., monotheism)	Hebrews, 55–57, 59
2.2.PO 6: Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:	Early Civilizations, 32–63; Ancient Egypt and Nubia, 78–97; Ancient China, 98–119; Ancient India and Persia, 120–147; 168–173; Mesoamerican Civilizations, 160-183; The Early Peoples of South America, 184-205
2.2.PO 6.a: Mesopotamia (i.e., laws of Hammurabi)	Laws of Hammurabi, 49–51
2.2.PO 6.b: Egypt (i.e., mummification, hieroglyphs, papyrus)	Papyrus, 80; Egyptian Records, 86; Egyptian Writing, 86; Pyramid Building, 87
2.2.PO 6.c: China (i.e., silk, gun powder/fireworks, compass)	Inventions, 112
2.2.PO 6.d: Central and South America (i.e., astronomy, agriculture)	Olmec Accomplishments, 170; Time and Numbers, 172; Inca Roads, The Inca Legacy, 201
2.2.PO 7: Describe the development of the following types of government and citizenship in ancient Greece and Rome:	Independent Communities, 249; Democracy Begins in Greece, 255; Pericles, 257; A Great Empire, 268; How the Romans Governed Themselves, 283; The Tribunes, 284; The Republic Ends, 286; The Roman Empire, 288–290
2.2.PO 7.a: democracy	Democracy Begins in Greece, 255; Pericles, 257
2.2.PO 7.b: republics/ empires	How the Romans Governed Themselves, 283; The Tribunes, 284; The Republic Ends, 286; The Roman Empire, 288–290
2.2.PO 8: Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations.	Writing, 43; Papyrus, 80; Egyptian Records, 86; Egyptian Writing, 86; Pyramid Building, 87; Technology, 89; Inventions, 112; Olmec Accomplishments, 170; Time and Numbers, 172; Inca Roads, The Inca Legacy, 201
2.2.PO 9: Identify the roles and contributions of individuals in the following ancient civilizations:	
2.2.PO 9.a: Greece and Greek empires (i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great)	Socrates, 262, 265; Plato, 248, 262, 264; Aristotle, 264, 265; Pericles, 255, 257, 263; Homer, 253; Alexander the Great, 266–269
2.2.PO 9.b: Rome (i.e., Julius Caesar, Augustus)	Julius Caesar, 280, 281; Augustus, 288, 289
2.2.PO 9.c: China (i.e., Qin Shi Huan Di, Confucius)	Qin Shi Huan Di, 110; Confucius, 115–117
2.2.PO 9.d: Egypt (i.e., Hatshepsut, Ramses, Cleopatra)	Hatshepsut, 90, 91; Ramses, 90
2.2.PO 10: Describe the transition from the Roman Empire to the Byzantine Empire:	Rise and Fall, 298–304

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2.2.PO 10.a: "decline and fall" of the Roman Empire	Rise and Fall, 298–304
2.2.PO 10.b: Empire split in eastern and western regions	The Empire Divides, 300
2.2.PO 10.c: capital moved to Byzantium/ Constantinople	The City of Constantine, 301
2.2.PO 10.d: Germanic invasions	The Final Days of Rome, 303; The Fall, 304
2.3: World in Transition	
2.3.PO 1: Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.	Judaism, 54–57; Hinduism, 136–139, 349; Buddhism, 141–143, 361, 402; Islam, 321, 330–339, 407; Christianity, 294–297, 302, 328, 381, 382, 401, 407
2.3.PO 2: Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai:	African Empires, 368–369; Geography of Africa, 370–373; West African Kingdoms, 374–379; East Central, and Southern Africa, 380–386
2.3.PO 2.a: Islamic influences	Arabic Writing in Africa, 375; Mansa Musa, 376–377
2.3.PO 2.b: mining of gold and salt	Gold, 369, 375, 376, 384; Salt, 375
2.3.PO 2.c: centers of commerce	Mali, 376–377; Songhai, 378; Zimbabwe, 384–385
2.3.PO 3: Describe the culture and way of life of the Arab Empire:	Development of Islam, 330–333; The Islamic World, 334–339; Review, 342–343
2.3.PO 3.a: Muslim religion (i.e., Mohammad, Mecca)	Development of Islam, 330–333
2.3.PO 3.b: extensive trade and banking network	Islamic World, 334–339
2.3.PO 3.c: interest in science (i.e., medicine, astronomy)	Islamic World, 334–339
2.3.PO 3.d: translation and preservation of Greek and Roman literature	For related material see: Islamic World, 334–339
2.3.PO 4: Describe the Catholic church's role in the following activities during the Middle Ages:	Life in the Middle Ages: The Church, 401, 405
2.3.PO 4.a: Crusades	The Crusades, 407
2.3.PO 4.b: Inquisition	For related information see: Reformation and Counter-Reformation, 437
2.3.PO 4.c: education	Life in the Middle Ages: The Church, 401, 405
2.3.PO 4.d: government	Life in the Middle Ages: The Church, 401, 405
2.3.PO 4.e: spread of Christianity	Life in the Middle Ages: The Church, 401, 405
2.3.PO 5: Describe the transition from feudalism to nationalism at the end of the Middle Ages.	For related material see: Trade Routes and Conquests, 438–442; Elizabeth I, 443
2.3.PO 6: Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15th and 16th centuries.	Trade Grows, 408; The Silk Road, 409
2.3.PO 7: Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15th and 16th centuries.	Trade Grows, 408; The Silk Road, 409
2.4: Renaissance and Reformation	
2.4.PO 1: Describe how the Renaissance was a time of renewal and advancement in Europe:	The Renaissance, 430–437, 443–444, 452–453
2.4.PO 1.a: rebirth of Greek and Roman ideas	The Awakening, 431
2.4.PO 1.b: new ideas and products as a result of trade.	Revolution in Science, 434; Renaissance Inventions, 435

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2.4.PO 1.c: the arts	Art in the Renaissance, 432–433
2.4.PO 1.d: science	Revolution in Science, 434; Renaissance Inventions, 435
2.4.PO 2: Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:	The Renaissance, 430–437, 443–444, 452–453
2.4.PO 2.a: Leonardo da Vinci	Leonardo da Vinci, 432, 433, 435
2.4.PO 2.b: Michelangelo	Michelangelo, 432
2.4.PO 2.c: Gutenberg	Gutenberg, 435
2.4.PO 2.d: Martin Luther	Martin Luther, 436, 437
2.5: Encounters and Exchange	
2.5.PO 1: Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society:	Enlightenment, 473
2.5.PO 1.a: Scientific Revolution (i.e., Copernicus, Galileo, Newton)	Revolution in Science, 434; Renaissance Inventions, 435
2.5.PO 1.b: natural rights (i.e., life, liberty, property)	For related material see: Enlightenment, 473
2.5.PO 1.c: governmental separation of powers vs. monarchy	For related material see: Enlightenment, 473
2.5.PO 1.d: religious freedom	For related material see: Enlightenment, 473
2.5.PO 1.e: Magna Carta	Magna Carta, 398, 473
2.6: Age of Revolution	
2.6.: No performance objectives at this grade.	
2.7: Age of Imperialism	
2.7.: No performance objectives at this grade.	
2.8: World at War	
2.8.: No performance objectives at this grade.	
2.9: Contemporary World	
2.9.PO 1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17–18, 88–89, 202–203, 293–294, 339–340, 471–470, 573–574, 643–644; Solve Complex Problems, 574–575
2.9.PO 2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17–18, 88–89, 202–203, 293–294, 339–340, 471–470, 573–574, 643–644; Solve Complex Problems, 574–575
3: Civics/Government	
3.1: Foundations of Government	
3.1.PO 1: Discuss the important ideas of the Enlightenment Period (e.g., Natural Rights, separation of powers, religious freedom) that fostered the creation of the United States government.	For related material see: Enlightenment, 472–473; American Revolution, 456–458, 464–465
3.2: Structure of Government	
3.2.: No performance objective at this grade level	
3.3: Functions of Government	
3.3.PO 1: Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.	Laws of Hammurabi, 49–51

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3.3.PO 2: Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government.	Independent Communities, 249; Democracy Begins in Greece, 255; Pericles, 257; A Great Empire, 268
3.3.PO 3: Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government.	How the Romans Governed Themselves, 283; The Tribunes, 284; The Republic Ends, 286; The Roman Empire, 288–290
3.4: Rights, Responsibilities, and Roles of Citizenship	
3.4.PO 1: Describe ways an individual can contribute to a school or community.	Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643
3.4.PO 2: Discuss the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.	Opportunities to address this standard see: Citizenship Skills, H2–H3; also see: Citizenship, 17, 88, 199, 305, 327, 351, 573, 609, 640, 647
3.4.PO 3: Describe the importance of citizens being actively involved in the democratic process. (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).	Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643
3.5: Government Systems of the World	
3.5.PO 1: Describe the structure of the following governments:	Governments, 38, 42, 47, 51, 133, 169, 245, 255, 283, 290, 399, 402, 467, 541, 544, 546
3.5.PO 1.a: theocracy	Theocracy, 169
3.5.PO 1.b: dictatorship	Dictatorship, 283, 541, 544, 546
3.5.PO 1.c: republic	Republic, 283
3.5.PO 1.d: monarchy	Monarchy, 47, 51, 399, 402, 467
3.5.PO 1.e: democracy	Democracy, 245, 255
3.5.PO 1.f: anarchy	For related material see: Governments, 38, 42, 133, 255, 290
4: Geography	
4.1: The World in Spatial Terms	
4.1.PO 1: Construct maps, charts, and graphs to display geographic information.	Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634; Mental Mapping, 9, 33, 77, 99, 121, 161, 185, 207, 245, 275, 321, 345, 369, 391, 429, 455, 485, 519, 541, 567, 605, 629, 653
4.1.PO 2: Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.	Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662
4.1.PO 3: Interpret maps, charts, and geographic databases using geographic information.	Map Handbook, H12–H24; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634; Maps and Map Skills, H10–H24, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645; Atlas, R2–R19

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4.1.PO 4: Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map.	Map Handbook, H12–H24; Maps and Map Skills, H10-H24, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645; Atlas, R2-R19
4.1.PO 5: Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied).	Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634; Maps and Map Skills, H10-H24, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645; Atlas, R2-R19
4.2: Places and Regions	
4.2.PO 1: Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation).	Regions, 10-17, 18-25, 34-39, 78-83, 100-105, 122-127, 162-167, 186-189, 208-211, 228-229, 246-251, 276-281, 322-325, 370-373, 392-395, 660-663, 664-667
4.2.PO 2: Describe the factors that cause regions and places to change.	Climatic Events, 23, 35–36, 75, 79, 81, 102, 103, 125, 163, 164, 371; Earth’s Environment, 661–663; Earthquake, 123, 319
4.2.PO 3: Describe the interactions of people in different places and regions.	Movement, 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260–264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659
4.2.PO 4: Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims.	Jerusalem, 54, 57, 305, 401
4.2.PO 5: Describe the physical and human characteristics of places and regions of a Middle Eastern country studied.	Early Civilization, 32–33, 34–39, 40–47, 48–53, 54–61, 62–63; Ancient Egypt and Nubia, 76–77, 78–83, 84–91, 92–95, 96–97; Ancient China, 98–99, 100–105, 106–113, 114–117, 118–119; Ancient India and Persia, 120–121, 122–127, 128–135, 136–139, 140–145, 146–147; Mesoamerican Civilizations, 160–161, 162–167, 168–173, 174–181, 182–183; The Early People of South America, 184–185, 186–189, 190–195, 196–203, 204–205; Ancient Greece, 244–245, 246–251, 252–259, 260–265, 266–271, 272–273

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4.3: Physical Systems	
4.3.: (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)	
4.3.PO 1: Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper.	For related material see: Oil, 479, 665, 666; Coal, 476, 665; Diamond Mine, 487
4.3.: Science Strand 3 Concept 1 Evaluate the effects of, and describe how people plan for and respond to natural disasters.	For related material see: Climatic Events, 23, 35–36, 75, 79, 81, 102, 103, 123, 125, 163, 164, 371, 661
4.3.: Science Strand 4 Concept 3 Describe how sunlight, water quality, climate, population density and pollution affect quality of life.	Climatic Events, 23, 35–36, 75, 79, 81, 102, 103, 123, 125, 163, 164, 371, 661
4.3.: Science Strand 6 Concept 1 Describe the composition of and interactions between bodies of water and the atmosphere.	For related material see: River Valley Systems: The Fertile Crescent, 34–39; The Lifeline of the Nile, 78–81; The Geography of China, 100–103; The Geography of South Asia, 122–125
4.3.: Science Strand 6 Concept 2 Explain the water cycle and factors that affect climate.	For related material see: Climate and Geography, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 246–251, 322–325, 370–373, 392–395
4.4: Human Systems	
4.4.PO 1: Interpret the demographic structure of places and regions using a population pyramid.	Population Graph, 340, 341, 343, 476, 562, 624, 655, 656; Cartogram, 634, 651
4.4.PO 2: Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.	Migration, 12, 14–16, 130, 251, 347, 372, 615, 656; Movement, 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260–264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659
4.4.PO 3: Analyze the causes and effects of settlement patterns.	City-State, 38; Cities, 476, 477; Movement and Settlement, 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260–264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659
4.4.PO 4: Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions.	Mercantilism, 445; Imperialism, 487–496, 517, 603; Colonies, 439, 444–449, 457–459, 485, 487–489, 493–496, 521, 585; Trade, 38, 39, 58, 59, 89, 94, 99, 110, 112, 169, 220, 248, 324, 335, 336, 338, 362, 363, 369, 375, 378, 381, 385, 391, 408, 411, 431, 439, 445, 449
4.4.PO 5: Identify cultural norms that influence different social, political, and economic activities of men and women.	Cultural Characteristics, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667
4.5: Environment and Society	
4.5.PO 1: Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.	Resource Usage, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667

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4.5.PO 2: Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.	Interacting with the Environment, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667
4.5.PO 3: Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.	For related material see: Climatic Events, 23, 35–36, 75, 79, 81, 102, 103, 123, 125, 163, 164, 371, 661
4.5.PO 4: Identify the way humans respond to/prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.	Climatic Events, 23, 35–36, 75, 79, 81, 102, 103, 123, 125, 163, 164, 371, 661
4.6: Geographic Applications	
4.6.PO 1: Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions.	City-State, 38; Cities, 476, 477; Movement and Settlement, 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260–264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659
4.6.PO 2: Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.	Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17–18, 88–89, 202–203, 293–294, 339–340, 471–470, 573–574, 643–644; Solve Complex Problems, 574–575; Then and Now, 20, 126, 223, 301, 358, 500, 544
5: Economics	
5.1: Foundations of Economics	
5.1.PO 1: Identify how limited resources and unlimited human wants cause people to choose some things and give up others.	Trade-offs and Opportunity Costs, 362, 363, 445, 449, 474–477, 478–480, 543, 630–633
5.1.PO 2: Determine how scarcity, opportunity costs, and trade-offs influence decision-making.	Trade-offs and Opportunity Costs, 362, 363, 445, 449, 474–477, 478–480, 543, 630–633
5.1.PO 3: Explain why specialization improves standards of living.	Specialization, 39; Guilds, 404; also see: The Industrial Revolution, 474–477; The Second Industrial Revolution, 478–481
5.1.PO 4: Compare how money, as opposed to barter, facilitates trade.	For related information see different forms of exchange on pages 38, 59, 169, 269, 336, 348, 351, 371, 375, 394, 399, 403, 411, 494, 543, 611, and 632.
5.1.PO 5: Explain how trade promoted economic growth throughout world regions.	Trade, 38, 39, 58, 59, 89, 94, 99, 110, 112, 169, 220, 248, 324, 335, 336, 338, 362, 363, 369, 375, 378, 381, 385, 391, 408, 411, 431, 439, 445, 449, 631, 632, 633
5.2: Microeconomics	
5.2.: No performance objectives at this grade.	
5.3: Macroeconomics	
5.3.: No performance objectives at this grade.	
5.4: Global Economics	
5.4.: No performance objectives at this grade.	
5.5: Personal Finance	
5.5.PO 1: Compare the cost and benefits of using credit.	For related information see: Money, 632; The 1920s and Depression, 543; Economic Cooperation, 630–633

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5.5.PO 2: Explain how interest is the price paid to borrow money.	For related information see: Discuss Price and Profits, 631
5.5.PO 3: Describe the factors lenders consider before lending money.	For related information see: Money, 632; The 1920s and Depression, 543; Economic Cooperation, 630–633