A Correlation of

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

to the

Curriculum Standards for
Social Studies
of the
National Council for the
Social Studies
NCSS

Grades K - 6
Introduction

This document cites pages references to demonstrate how Scott Foresman Social Studies meets the standards for social studies instruction set forth by the National Council for Social Studies. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages, unless noted in the document.

Scott Foresman Social Studies, Kindergarten through Grade 6, is the social studies program that helps every child become an active, involved, and informed citizen.

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

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

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

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

- **Kindergarten**  *Here We Go* ............................................................... 1
- **Grade One**  *All Together* ................................................................. 10
- **Grade Two**  *People and Places* ....................................................... 19
- **Grade Three**  *Communities* ............................................................... 28
- **Grade Four**  *Regions* ........................................................................ 37
- **Grade Five**  *The United States/Building a Nation* .......................... 46
- **Grade Five**  *Growth of a Nation* ......................................................... 58
- **Grade Six**  *The World* ....................................................................... 67
Scott Foresman Social Studies
to the
Curriculum Standards for Social Studies
of the
The National Council for the Social Studies (NCSS)

Kindergarten
Here We Go

I. CULTURE
Social studies programs should include experiences that provide for the study of culture and cultural diversity:

Performance Expectations:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
   24, 25, 318, 319, 322, 323, 326, 327

b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
   309, 310, 322, 323, 326, 327

c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;
   302, 303, 317, 318, 319

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
   24, 25, 90, 91, 93, 94, 95, 157, 318, 319

e. give examples and describe the importance of cultural unity and diversity within and across groups.
   93, 94, 95, 318, 319, 330

II. TIME, CONTINUITY, & CHANGE
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

Performance Expectations:

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the difference in views;
   263, 264, 265, 313, 314, 315
b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
   256, 264, 265, 272, 273, 314, 315

c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
   264, 265, 268, 269, 272, 273, 280, 281

d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other;
   256, 257, 268, 269, 270, 272, 273

e. demonstrate an understanding that people in different times and places view the world differently;
   260, 261, 264, 265, 272, 273

f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.
   88, 149, 225, 228, 269, TR9

III. PEOPLE, PLACES, & ENVIRONMENTS

Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

Performance Expectations:

a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;
   34, 76, 209, 212, 214, 215, 218, 219, 222, 223

b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;
   214, 215, 218, 219, 222, 223

c. use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;
   214, 215, 218, 219, 222, 223

d. estimate distance and calculate scale;
   Can be developed from: 210, 211, 214, 215, 222
e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans; 202, 203, 206, 207, 214, 215, 218, 219, 222, 223

f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle; 185, 186, 187, 189, 190, 191

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like; 24, 25, 70, 71, 157

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions; 157, 195, 196, 199, 203, 207

i. explore ways that the earth’s physical features have changed over time in the local region and beyond and how these changes may be connected to one another; Can be developed from: 194, 195, 202, 203, 206, 207

j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought; 187

k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond. 225, 226, 227, 228

IV. INDIVIDUAL DEVELOPMENT & IDENTITY

Social studies programs should include experiences that provide for the study of individual development and identify, so that the learner can:

Performance Expectations:

a. describe personal changes over time, such as those related to physical development and personal interests; 50, 113, 123, 124, 125, 127, 301

b. describe personal connections to place—especially place associated with immediate surroundings; 25, 28, 29, 30, 97
c. describe the unique features of one’s nuclear and extended families;  
19, 20, 21, 22, 291, 292, 293

d. show how learning and physical development affect behavior;  
39, 40, 41, 42

e. identify and describe ways family, groups and community influence the  
individual’s daily life and personal choices;  
28, 29, 44, 45, 305, 306, 307

f. explore factors that contribute to one’s personal identity such as interests,  
capabilities, and perceptions;  
50, 124, 125, 301, 310, 311, 322, 323

g. analyze a particular event to identify reasons individuals might respond to it  
in different ways;  
310, 311, 326, 327

h. work independently and cooperatively to accomplish goals.  
27, 28, 29, 39, 40, 41, 42

V. INDIVIDUALS, GROUPS, & INSTITUTIONS
Social studies programs should include experiences that provide for the study of  
interactions among individuals, groups, and institutions, so that the learner can:

Performance Expectations:

a. identify roles as learned behavior patterns in group situations such as  
student, family member, peer play group member, or club member;  
28, 29, 39, 40, 41

b. give examples of and explain group and institutional influences such as  
religious beliefs, laws, and peer pressure, on people, events and elements of  
culture;  
35, 36, 37, 82, 83, 318, 319

c. identify examples of institutions and describe the interactions of people with  
institutions;  
44, 45, 124, 125

d. identify and describe examples of tensions between and among individuals,  
groups, or institutions, and how belonging to more than one group can  
cause internal conflicts;  
39, 40, 41, 42
e. identify and describe examples of tension between an individual’s beliefs and government policies and laws;
   Can be developed from: 82, 83

f. give examples of the role of institutions in furthering both continuity and change;
   39, 40, 41, 42

g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.
   36, 37, 39, 40, 41, 42, 82, 83

VI. POWER, AUTHORITY, & GOVERNANCE

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Performance Expectations:

a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
   27, 28, 29, 39, 40, 41

b. explain the purpose of government;
   83, 269

c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
   83, 269

d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;
   27, 28, 29, 81, 82, 83, 85, 86

e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
   83, 269

f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;
   39, 40, 41, 42, 264, 265
g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
Can be developed from: 260, 261, 272, 273

h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice;
39, 40, 41, 42, 269

i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.
83, 269

VII. PRODUCTION, DISTRIBUTION, & CONSUMPTION
Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Performance Expectations:

a. give examples that show how scarcity and choice govern our economic decisions;
139, 140, 141, 142

b. distinguish between needs and wants;
139, 140, 141, 142, 143, 144, 145

c. identify examples of private and public goods and services;
125, 136, 137, 140, 141, 150, 160, 161

d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations;
72, 112, 113, 132, 133, 138, 140, 141

e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;
132, 133, 159, 160, 161

f. describe the influence of incentives, values, traditions, and habits on economic decisions;
140, 141, 144, 145, 148, 149, 152, 153, 156, 157
g. explain and demonstrate the role of money in everyday life;
   131, 132, 133, 135, 136, 137, 138

h. describe the relationship of price and supply and demand;
   Can be developed from: 131, 132, 133, 134, 137

i. use economic concepts such as supply, demand, and price to help explain
   events in the community and nation;
   40 Can be developed from: 131, 132, 133, 134, 137

j. apply knowledge of economic concepts in developing a response to a
   current local economic issue, such as how to reduce the flow of trash into a
   rapidly filling landfill.
   96, 134, 225, 226, 227

VIII. SCIENCE, TECHNOLOGY, & SOCIETY
Social studies programs should include experiences that provide for the study of
relationships among science, technology, and society, so that the learner can:

Performance Expectations:

a. identify and describe examples in which science and technology have
   changed the lives of people, such as in homemaking, childcare, work, transpor-
   tation, and communication;
   128, 129, 271, 272, 273, 276, 277, 314, 315

b. identify and describe examples in which science and technology have led to
   changes in the physical environment, such as the building of dams and
   levees, offshore oil drilling, medicine from rain forests, and loss of rain
   forests due to extraction of resources or alternative uses;
   Can be developed from: 194, 195

c. describe instances in which changes in values, beliefs, and attitudes have
   resulted from new scientific and technological knowledge, such as
   conservation of resources and awareness of chemicals harmful to life and
   the environment;
   194, 195, 207, 225, 226, 227, 228

d. identify examples of laws and policies that govern scientific and
   technological applications, such as the Endangered Species Act and
   environmental protection policies;
   Can be developed from: 193, 194, 195

e. suggest ways to monitor science and technology in order to protect the
   physical environment, individual rights, and the common good.
   194, 195, 207, 225, 226, 227, 228
IX. GLOBAL CONNECTIONS
Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Performance Expectations:

a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding; 94, 95, 310, 311, 318, 319

b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations; 28, 29, 40, 41, 44, 45, 264

c. examine the effects of changing technologies on the global community; 314, 315, 271, 272, 273, 275

d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species; 96, 134, 207, 225, 226, 227

e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection; 195, 226, 227

f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war. TR1, TR2

X. CIVIC IDEALS & PRACTICES
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Performance Expectations:

a. identify key ideals of the United States democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations; 36, 37, 81, 82, 83
b. identify examples of rights and responsibilities of citizens;
   42, 81, 82, 83, 268, 269, 270

c. locate, access, organize, and apply information about an issue of public concern from multiple points of view;
   226, 227  Can be developed from: 39, 40, 41

d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
   39, 40, 41

e. explain actions citizens can take to influence public policy decisions;
   268, 269

f. recognize that a variety of formal and informal actors influence and shape public policy;
   Can be developed from: 85, 86, 87

g. examine the influence of public opinion on personal decision-making and government policy on public issues;
   39, 40, 41

h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;
   268, 269

i. describe how public policies are used to address issues of public concern;
   35, 38, 78, 79, 268, 269

j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action.
   78, 268, 269
Scott Foresman Social Studies
to the
Curriculum Standards for Social Studies
of the
The National Council for the Social Studies (NCSS)
Grade One
All Together

I. CULTURE
Social studies programs should include experiences that provide for the study of culture and cultural diversity:

Performance Expectations:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
   48, 49, 190, 191

b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
   62, 63, 64, 65, 66, 67

c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;
   62, 63, 64, 65, 66, 67, 188, 189

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
   52, 53, 62, 63, 64, 65, 66, 67, 260, 261

e. give examples and describe the importance of cultural unity and diversity within and across groups.
   52, 53, 62, 63, 64, 65, 260, 261

II. TIME, CONTINUITY, & CHANGE
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

Performance Expectations:

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the difference in views;
   242, 243, 245a, 250, 251
b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
   102, 103, 147, 166, 167, 242a, 242, 243, 252, 253

c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
   E2, E3, 148, 149, 202, 203, 206, 207, 212, 213, 214, 215

d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other;
   H8, H9, 34, 194, 195, 197, 198, 199, 202, 204, 205, 208, 209, 217

e. demonstrate an understanding that people in different times and places view the world differently;
   148, 149, 196, 197, 202, 203, 204, 205

f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.
   112, 113, 159, 160, 161, 162, 163

III. PEOPLE, PLACES, & ENVIRONMENTS

Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

Performance Expectations:

a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;
   51, 54, 55, 60, 75, 83, 84, 120, 121, 154, 155

b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;
   H20, H21, 154, 155, 174, 175, 265a, R2, R3, R4, R5

c. use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;
   H14, H15, 50, 51, 54, 55, 74a, 75, 76, 77, 154, 155

d. estimate distance and calculate scale;
   H16, H21, H25, H26
e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;
   H18, H19, 138, 139, 150, 151, 152, 153, R10, R11

f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle;
   141, 142, 143, 144, 145

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;
   E2, E3, H7, 52, 53, 58, 59, 150, 151

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;
   E2, E3, H7, 48, 49, 148, 149, 150, 151, 190, 191

i. explore ways that the earth’s physical features have changed over time in the local region and beyond and how these changes may be connected to one another;
   162, 163, 174, 175, 175a

j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;
   145, Can be developed from: 174, 175

k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.
   170a, 170, 171, 172, 173

IV. INDIVIDUAL DEVELOPMENT & IDENTITY

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Performance Expectations:

a. describe personal changes over time, such as those related to physical development and personal interests;
   8, 9, 13a, 108a, 111
b. describe personal connections to place—especially place associated with immediate surroundings;  
8, 9, 5, 51, 52, 53

c. describe the unique features of one’s nuclear and extended families;  
8, 9, 62, 63, 65, 66, 67, 190, 191

d. show how learning and physical development affect behavior;  
22, 23, 24, 25, 26, 27a

e. identify and describe ways family, groups and community influence the individual's daily life and personal choices;  
8, 9, 14, 15, 16, 17, 22, 23, 24, 25, 46, 47

f. explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions;  
8, 9, 13a, 14, 15, 16, 17, 108a, 111

g. analyze a particular event to identify reasons individuals might respond to it in different ways;  
62, 63, 64, 65, 66, 67, 113, 264, 265

h. work independently and cooperatively to accomplish goals.  
22, 23, 24, 25, 26, 27

V. INDIVIDUALS, GROUPS, & INSTITUTIONS

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

Performance Expectations:

a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;  
8, 9, 14, 15, 16, 17, 94, 95, 96, 97

b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events and elements of culture;  
62, 63, 64, 65

c. identify examples of institutions and describe the interactions of people with institutions;  
8, 9, 52, 53, 70, 71, 94, 95, 108, 109
d. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;
   198, 199, 202, 203, 204, 205, 217

e. identify and describe examples of tension between an individual’s beliefs and government policies and laws;
   198, 199, 202, 203, 204, 205, 214, 217

f. give examples of the role of institutions in furthering both continuity and change;
   58, 59, 68, 69, 70, 71, 220, 221

g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.
   18, 19, 22, 68, 69, 114, 115, 214, 216, 217

VI. POWER, AUTHORITY, & GOVERNANCE
Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Performance Expectations:

a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
   H2, H3, 94, 95, 96, 97

b. explain the purpose of government;
   70, 71, 217, 218, 219, 220, 221

c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
   70, 71, 217, 218, 220, 221

d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;
   70, 71, 214, 215

e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
   E14, E15, 70, 71, 215, 218, 220, 221
f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;
   26, 27, 168, 169, 198, 199, 204, 205, 214, 215, 216, 217

g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
   124, 125, 202, 203, 204 Can be developed from: 250, 251, 252, 253

h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice;
   32, 33, 68, 69, 72, 73, 202, 203, 214, 215, 216, 217, 219

i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.
   102, 158, 218, 219

VII. PRODUCTION, DISTRIBUTION, & CONSUMPTION

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Performance Expectations:

a. give examples that show how scarcity and choice govern our economic decisions;
   104, 105

b. distinguish between needs and wants;
   100a, 100, 101, 104a

c. identify examples of private and public goods and services;
   104, 105, 108, 109, 110, 111

d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations;
   104, 105, 106, 108, 109

e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;
   116, 117, 118, 119, 124, 125, 126, 127, 127a
f. describe the influence of incentives, values, traditions, and habits on economic decisions;  
   100, 101, 104, 105

g. explain and demonstrate the role of money in everyday life;  
   104a, 104, 105, 106

h. describe the relationship of price and supply and demand;  
   158, Can be developed from: 104, 105

i. use economic concepts such as supply, demand, and price to help explain events in the community and nation;  
   104, 105

j. apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.  
   170, 171, 172, 173

VIII. SCIENCE, TECHNOLOGY, & SOCIETY

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

Performance Expectations:

a. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication;  
   E6, E7, 124, 125, 242, 243, 250, 251, 252, 253

b. identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses;  
   164, 165, 166, 167

c. describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment;  
   158, 159, 162, 163
d. identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies; 158, 159, 160, 161, 162, 163, 174, 175

e. suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good. 136, 137, 160, 161, 170a, 170, 171, 172, 173

IX. GLOBAL CONNECTIONS

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Performance Expectations:

a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding; E10, E11, 64, 66, 67, 258, 259, 260, 261, 262, 263, 264, 265

b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations; 26, 27, 168, 169, 198, 199, 204, 205, 214, 215, 216, 217

d. examine the effects of changing technologies on the global community; 242, 243, 246, 247, 248, 249, 250, 251, 252, 253

d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species; 158, 159, 160, 161, 162, 163, 174, 175

e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection; 158, 159, 160, 161, 162, 163

f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war. 32, 33, 68, 69, 72, 73, 214, 215, 216, 217, 222, 223
X. CIVIC IDEALS & PRACTICES

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Performance Expectations:

a. identify key ideals of the United States democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations;
   H2, H3, H8, H9, 16, 68, 69, 161, 222, 223

b. identify examples of rights and responsibilities of citizens;
   H2, H3, 160, 161, 162, 163, 204, 222, 223

c. locate, access, organize, and apply information about an issue of public concern from multiple points of view;
   H3, H4, 160, 161, 170, 171, 172, 173, 174, 175

d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
   H4, H5, 22, 23, 170, 171, 172, 173, 174

e. explain actions citizens can take to influence public policy decisions;
   18, 19, 159, 162, 163, 214, 215, 216, 217, 218, 219

f. recognize that a variety of formal and informal actors influence and shape public policy;
   32, 33, 159, 162, 163, 214, 215

g. examine the influence of public opinion on personal decision-making and government policy on public issues;
   159, 162, 163, 214, 215, 216, 217, 218, 219

h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;
   18, 19, 32, 33, 214, 215, 216, 217

i. describe how public policies are used to address issues of public concern;
   18, 32, 33, 158, 163, 174, 175, 219

j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action.
   18, 19, 59, 162, 163, 214, 215, 216, 217, 218, 219
I. CULTURE

Social studies programs should include experiences that provide for the study of culture and cultural diversity:

Performance Expectations:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
   16, 17, 18, 19, 62, 63, 64, 65, 66, 67, 202, 203, 204, 205, 258, 259

b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
   202, 203, 204, 205, 258, 259, 260, 261

c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;
   16, 17, 18, 19, 258, 259, 260, 261, 273, 274, 284, 285

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
   66, 67, 76, 77, 78, 79, 202, 203, 204, 205

e. give examples and describe the importance of cultural unity and diversity within and across groups.
   E10, E11, 16, 17, 18, 19, 256, 257, 258, 259

II. TIME, CONTINUITY, & CHANGE

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

Performance Expectations:

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the difference in views;
   213, 258, 259, 260, 261, 280, 281
b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;

c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
H10, H11, 29a, 178, 234, 235, 242, 244, 245, 248, 249, 250, 251, 252, 253

d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other;
H10, H11, 203, 204, 205, 209, 210, 225, 245, 272, 273, 274, 275

e. demonstrate an understanding that people in different times and places view the world differently;
203, 204, 205, 210, 211, 252, 253, 260, 261, 272, 273, 274

f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.
E12, 84, 234, 235

III. PEOPLE, PLACES, & ENVIRONMENTS
Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

Performance Expectations:

a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;
20, 21, 36, 37, 41a, 60, 61, 124, 125, 192

b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;
H18, H19, 270, 271, R2, R3, R4

c. use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;
H18, H19, H24, H25, 60, 61, 65, 184, 185, 192, 202, 206, 223, 225, 250, 252

d. estimate distance and calculate scale;
214, 215
e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;
56, 57, 58, 59, 60, 61, 65, 92, 93

f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle;
59, 66, 67, 69, 70

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;
16, 17, 18, 19, 24, 25, 26, 27, 202, 203

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;
22, 23, 66, 67, 68, 69, 202, 203, 210, 211

i. explore ways that the earth’s physical features have changed over time in the local region and beyond and how these changes may be connected to one another;
Can be developed from: 66, 67, 68, 69

j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;
23, 67

k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.
82, 83, 84, 85

IV. INDIVIDUAL DEVELOPMENT & IDENTITY

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Performance Expectations:

a. describe personal changes over time, such as those related to physical development and personal interests;
8, 9, 10, 11, 126, 127128, 129

b. describe personal connections to place—especially place associated with immediate surroundings;
6, 7, 8, 9, 16, 17, 18, 19, 62, 63, 64
c. describe the unique features of one’s nuclear and extended families;
   244, 245, 248, 249, 250, 251, 252, 253

d. show how learning and physical development affect behavior;
   H4, H5, 14, 15, 110, 111

e. identify and describe ways family, groups and community influence the
   individual’s daily life and personal choices;
   98, 99, 203, 252, 253, 256, 257, 258, 259, 260, 261

f. explore factors that contribute to one’s personal identity such as interests,
   capabilities, and perceptions;
   62a, 62, 63, 64

g. analyze a particular event to identify reasons individuals might respond to it
   in different ways;
   256, 257, 260, 261

h. work independently and cooperatively to accomplish goals.
   H4, H5, 8, 9, 14, 15, 68, 69, 99, 108, 109

V. INDIVIDUALS, GROUPS, & INSTITUTIONS
Social studies programs should include experiences that provide for the study of
interactions among individuals, groups, and institutions, so that the learner can:

Performance Expectations:

a. identify roles as learned behavior patterns in group situations such as
   student, family member, peer play group member, or club member;
   6, 7, 68, 69, 204, 205, 251

b. give examples of and explain group and institutional influences such as
   religious beliefs, laws, and peer pressure, on people, events and elements of
   culture;
   126, 127, 256, 257, 258, 259, 260, 261

c. identify examples of institutions and describe the interactions of people with
   institutions;
   8, 9, 10, 11, 16, 17, 68, 69, 70, 71, 172, 173, 174

d. identify and describe examples of tensions between and among individuals,
   groups, or institutions, and how belonging to more than one group can
   cause internal conflicts;
e. identify and describe examples of tension between an individual’s beliefs and government policies and laws;
   216a, 216, 217, 218, 219, 220, 221, 230, 231, 232, 233, 234, 235

f. give examples of the role of institutions in furthering both continuity and change;
   11, 74, 75, 163, 169, 170, 171, 230, 231,

g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.
   11, 74, 75, 86, 87, 88, 89, 162, 163, 169, 172, 234, 235

VI. POWER, AUTHORITY, & GOVERNANCE

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Performance Expectations:

a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
   H2, H3, H4, H5, 4, 29, 110, 111, 157, 166, 167, 180, 181

b. explain the purpose of government;
   E14, E15, 150, 154, 155, 156, 160, 161, 162, 163, 166, 167, 168, 169

c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
   157, 163, 168, 183, 217, 230, 231, 232, 233, 234, 235

d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;
   E14, E15, 166, 167, 170, 171, 256, 257

e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
   154, 155, 160, 161, 162, 163, 166, 167, 168

f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;
   170, 171, 178, 179, 183, 216, 217, 218, 230, 231
g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
   Can be developed from: 134, 135218, 220, 221, 228, 229, 280, 281, 282, 283

h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice;
   230a, 230, 231, 232, 233, 234, 235

i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.
   82, 86, 166, 167, 168, 169

VII. PRODUCTION, DISTRIBUTION, & CONSUMPTION
Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Performance Expectations:

a. give examples that show how scarcity and choice govern our economic decisions;
   108, 109

b. distinguish between needs and wants;
   104a, 106, 107, 108, 109

c. identify examples of private and public goods and services;
   70, 71, 104, 105, 106, 107

d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations;
   68, 69, 104, 105, 112a, 112, 113114, 115, 120, 121, 122, 123, 126, 127

e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;
   E4, E5, 68, 69, 70, 71, 120, 121, 122, 123

f. describe the influence of incentives, values, traditions, and habits on economic decisions;
   104, 105, 106, 107, 108, 109
g. explain and demonstrate the role of money in everyday life;

h. describe the relationship of price and supply and demand;
   Can be developed from: 108, 109

i. use economic concepts such as supply, demand, and price to help explain events in the community and nation;
   Can be developed from: 108, 109

j. apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.
   76, 77, 78, 79, 85

VIII. SCIENCE, TECHNOLOGY, & SOCIETY
Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

Performance Expectations:

a. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication;
   228, 229, 254, 255, 278, 279, 280, 281

b. identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses;
   69 Can be developed from: 59, 66, 67, 68

c. describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment;
   76, 77, 82, 83, 84, 85, 86, 87

d. identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies;
   82, 83, 86, 87
e. suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good.
E12, E13, 83, 84, 85, 88, 89

IX. GLOBAL CONNECTIONS
Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Performance Expectations:

a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;
16, 17, 18, 257, 258, 259, 260

b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;
208, 209, 212, 213, 218, 219, 232, 233, 234, 235

c. examine the effects of changing technologies on the global community;
134, 135, 278, 279, 280, 281, 282, 283

d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species;
Can be developed from: E11, E12, 82, 83, 84, 85

e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;
Can be developed from: 69, 76, 77, 78, 79, 84, 85

f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.
28, 29, 170, 171, 178, 179, 183
X. CIVIC IDEALS & PRACTICES
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Performance Expectations:

a. identify key ideals of the United States democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations;
   155, 162, 163, 166, 167, 180, 181, 182, 183

b. identify examples of rights and responsibilities of citizens;
   H2, H3, H4, H5, 4, 110, 111, 166, 167, 180, 181

c. locate, access, organize, and apply information about an issue of public concern from multiple points of view;
   14, 15, 15a, 83, 108, 109

d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
   172, 173, 174, 175, 179a

e. explain actions citizens can take to influence public policy decisions;
   28, 29, 86, 87, 174, 230, 231, 232, 233

f. recognize that a variety of formal and informal actors influence and shape public policy;
   28, 29, 34, 35, 74, 75, 86, 87

g. examine the influence of public opinion on personal decision-making and government policy on public issues;
   232, 233, 234, 235

h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;
   232, 233, 234, 235

i. describe how public policies are used to address issues of public concern;
   86, 87

j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action.
   E12, E13, 28, 29, 74, 75, 86, 87, 88, 89
Scott Foresman Social Studies

to the
Curriculum Standards for Social Studies
of the
The National Council for the Social Studies (NCSS)

Grade Three
Communities

I. CULTURE
Social studies programs should include experiences that provide for the study of culture and cultural diversity:

Performance Expectations:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
   30, 31, 54, 55, 78, 79, 142, 143, 144, 145, 146, 147, 151, 152, 153

b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
   28, 29, 30, 31, 34, 35, 78, 79, 106, 107

c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
   142, 143, 144, 145, 146, 147, 154, 155, 231

e. give examples and describe the importance of cultural unity and diversity within and across groups.
   78, 79, 80, 81, 104, 105, 106, 107, 108, 109

II. TIME, CONTINUITY, & CHANGE
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

Performance Expectations:

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the difference in views;
   74, 75, 92, 106, 107, 142, 143
b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships; 
200, 201, 202, 203, 204, 205, 214, 218, 221, 224, 226, 230, 248, 249, 258, 259, 260, 261

c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past; 
122, 123, 230, 231, 232, 233

d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other; 
H4, H5, 209, 210, 218, 219, 220, 233, 235, 245

e. demonstrate an understanding that people in different times and places view the world differently; 
144, 145, 242, 243, 244, 246, 247, 252, 253, 254, 255

f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues. 
H2, H3, 166, 167, 234, 401

III. PEOPLE, PLACES, & ENVIRONMENTS

Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

Performance Expectations:

a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape; 
H13, H14, H15, H16, H17, H18, H19, H20

b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs; 
H12, H13, H14, 233, R2, R3, R4, R5

c. use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information; 
H16, H17, H18, H19
d. estimate distance and calculate scale;  
   32, 33, 98, 99

e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;  
   143, 144, 145, 146, 147, 148, 149, 182, 183

f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle;  
   138, 139, 150, 151, 152, 153, 154, 155, 182, 183

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;  
   146, 147, 152, 153, 154, 155

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;  
   145, 150, 151, 152, 153, 154, 155, 208, 209

i. explore ways that the earth’s physical features have changed over time in the local region and beyond and how these changes may be connected to one another;  
   E8, E9, 160, 161, 162, 163 Can also be developed from: 179, 180, 181

j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;  
   164 Can be developed from: 138, 139, 232, 233, 234

k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.  
   164, 165, 166, 167, 179, 180, 181, 198

IV. INDIVIDUAL DEVELOPMENT & IDENTITY
Social studies programs should include experiences that provide for the study of individual development and identify, so that the learner can:

Performance Expectations:

a. describe personal changes over time, such as those related to physical development and personal interests;  
   2, 142, 146, 147, 290, 291, 292, 293, 376, 377
b. describe personal connections to place—especially place associated with immediate surroundings;
   48, 49, 52, 78, 79, 81, 104, 105, 108, 109

c. describe the unique features of one’s nuclear and extended families;
   Can be developed from: 104, 105, 106, 107, 376

d. show how learning and physical development affect behavior;
   H3, 184, 185

e. identify and describe ways family, groups and community influence the individual’s daily life and personal choices;
   28, 29, 76, 77, 104, 105, 144, 145

f. explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions;
   143, 144, 145

g. analyze a particular event to identify reasons individuals might respond to it in different ways;
   106, 107, 124, 125, 256, 257

h. work independently and cooperatively to accomplish goals.
   H3, 122, 123, 164, 165, 166, 167, 185, 243, 256, 257, 374, 375

V. INDIVIDUALS, GROUPS, & INSTITUTIONS

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

Performance Expectations:

a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;
   H3, 10, 11, 106, 107, 108, 109

b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events and elements of culture;

c. identify examples of institutions and describe the interactions of people with institutions;
   184, 185, 399, 400, 401
d. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;
   120, 121, 184, 185, 215, 230, 231, 236, 237, 366, 367

e. identify and describe examples of tension between an individual’s beliefs and government policies and laws;
   120, 121, 370, 371

f. give examples of the role of institutions in furthering both continuity and change;
   366, 367, 371

g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.
   370, 371, 376, 377

VI. POWER, AUTHORITY, & GOVERNANCE
Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Performance Expectations:

a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
   H2, H3, 184, 185, 376, 377, 378, 379

b. explain the purpose of government;
   355, 358, 359, 377, 384, 385, 398, 399

c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
   370, 371, 391, 392

d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;
   398, 399, 400, 401

e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
   E14, E15, 386, 387, 390, 391, 398, 399, 400, 401
f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;
   120, 121, 338, 339, 340, 341

g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
   Can be developed from: 244, 246, 247, 252, 253

h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice;
   120, 121, 402, 403

i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.
   355, 359, 384, 385, 390, 391

VII. PRODUCTION, DISTRIBUTION, & CONSUMPTION
   Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Performance Expectations:

a. give examples that show how scarcity and choice govern our economic decisions;
   300, 301, 302, 303, 304, 305, 328, 329, 340, 341

b. distinguish between needs and wants;
   294, 295

c. identify examples of private and public goods and services;
   306, 307, 308, 309, 310, 311, 321, 324, 325

d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations;
   306, 307, 319, 321

e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;
   306, 307, 321, 330, 324, 325
f. describe the influence of incentives, values, traditions, and habits on economic decisions;
   294, 295, 300, 301, 302, 303, 304, 305, 310, 311

g. explain and demonstrate the role of money in everyday life;
   290, 291, 292, 293, 294, 295

h. describe the relationship of price and supply and demand;
   340, 341

i. use economic concepts such as supply, demand, and price to help explain events in the community and nation;
   340, 341

j. apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.
   Can be developed from: 164, 165, 166, 167

VIII. SCIENCE, TECHNOLOGY, & SOCIETY
Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

Performance Expectations:

a. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication;
   244, 246, 253, 254, 255, 260, 261, 267, 268, 269

b. identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses;
   179, 180, 181, 260

c. describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment;
   164, 165, 166, 167

d. identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies;
   E13, 164, 165, 166, 167
e. suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good.
E 13, 164, 165, 270, 271

IX. GLOBAL CONNECTIONS
Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Performance Expectations:

a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;
E10, E11, 26, 27, 28, 29, 30, 31, 54, 55, 108, 109, 112, 113, 124, 125

b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;
93, 106, 107, 122, 123, 338, 339, 340, 341

c. examine the effects of changing technologies on the global community;
203, 246, 247, 253, 254, 259, 334, 335

d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species;
E12, E13, 164, 165, 166, 167, 270, 271

e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;
E12, E13, 180, 181

f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.
344, 345, 370, 371, 377, 378, 379
X. CIVIC IDEALS & PRACTICES
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Performance Expectations:

a. identify key ideals of the United States democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations; 350, 351, 358, 359, 366, 367, 369, 370

b. identify examples of rights and responsibilities of citizens; 16, 17, 82, 83, 376, 377, 378, 379, 396, 397

c. locate, access, organize, and apply information about an issue of public concern from multiple points of view; 82, 166, 167, 228, 256, 257, 341, 402, 403

d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic; 368, 378, 379, 394, 395

e. explain actions citizens can take to influence public policy decisions; 164, 165, 166, 167, 378, 379, 394, 395, 396, 397

f. recognize that a variety of formal and informal actors influence and shape public policy; 370, 371, 396, 397

g. examine the influence of public opinion on personal decision-making and government policy on public issues; 378, 379, 394, 395

h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government; 190, 191, 374, 375

i. describe how public policies are used to address issues of public concern; 370, 371

j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action. E12, E13, 190, 191, 267, 268, 269, 312, 313, 332, 333, 370, 371, 396, 397, 402, 403
I. CULTURE

Social studies programs should include experiences that provide for the study of culture and cultural diversity:

Performance Expectations:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
   127, 189, 257, 325, 395

b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
   E10, E11, 214, 215, 336, 396, 398, 399

c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;
   E10, 43, 128, 214, 215, 328, 336, 337, 396, 397, 398, 399

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
   127, 189, 325, 347, 395

e. give examples and describe the importance of cultural unity and diversity within and across groups.
   127, 189, 257, 325, 396, 397

II. TIME, CONTINUITY, & CHANGE

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

Performance Expectations:

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the difference in views;
   Can be developed from: 202, 203, 204, 205, 206, 207
b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;  
134, 135, 203, 204, 265, 332, 400, 401, 402, 403

c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;  
E12, E13, 137, 139, 206, 207 Can also be developed from: 190, 326, 327

d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other;  
E12, H4, H5, 140, 141, 143, 211, 189, 396

e. demonstrate an understanding that people in different times and places view the world differently;  
84, 132, 133, 142, 143, 144, 145

f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.  
E13, 14, 28, 51, 118, 339

III. PEOPLE, PLACES, & ENVIRONMENTS

Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

Performance Expectations:

a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;  
H12, H13, H14, H15, H16, H17, H18, H19, H20, H21, H22, H23

b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;  
H12, H13, H14, H15, R2, R3, R4, R5, R6, R7

c. use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;  
H12, H13, H14, H15, H16, H17, H18, H19, H20, H231, H22, H23

d. estimate distance and calculate scale;  
H19, 86, 87
e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;
   10, 11, 12, 13, 14, 15, 16, 17, 32, 365

f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle;
   18, 19, 20, 21, 22, 23, 173, 174, 175, 176, 177, 380, 381

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;
   127, 189, 272, 325, 334, 342, 395

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locals and regions;
   127, 143, 189, 257, 272, 273, 302, 303, 325, 347, 395

i. explore ways that the earth’s physical features have changed over time in the local region and beyond and how these changes may be connected to one another;
   39, 233, 243, 365

j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;
   19, 174, 176, 177, 229, 247, 274, 347

k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond. E6, E7, 28, 29, 315

IV. INDIVIDUAL DEVELOPMENT & IDENTITY

Social studies programs should include experiences that provide for the study of individual development and identify, so that the learner can:

Performance Expectations:

a. describe personal changes over time, such as those related to physical development and personal interests;
   H2, H3, 60, 61, 290

b. describe personal connections to place—especially place associated with immediate surroundings;
   30, 42, 94, 424
c. describe the unique features of one’s nuclear and extended families;
   42, 260, 261

d. show how learning and physical development affect behavior;
   H3, 60, 61, 79, 354

e. identify and describe ways family, groups and community influence the
   individual’s daily life and personal choices;
   H3, 60, 61, 127, 140, 148, 189, 200, 201, 257, 260, 325, 395

f. explore factors that contribute to one’s personal identity such as interests,
   capabilities, and perceptions;
   127, 189, 257, 325, 395

g. analyze a particular event to identify reasons individuals might respond to it
   in different ways;
   H3, 60, 61, 136, 137, 148, 149, 200, 201, 290

h. work independently and cooperatively to accomplish goals.
   H3, 136, 137, 148, 149, 156, 207, 305, 424

V. INDIVIDUALS, GROUPS, & INSTITUTIONS
Social studies programs should include experiences that provide for the study of
interactions among individuals, groups, and institutions, so that the learner can:

Performance Expectations:

a. identify roles as learned behavior patterns in group situations such as
   student, family member, peer play group member, or club member;
   127, 189, 257, 325, 395

b. give examples of and explain group and institutional influences such as
   religious beliefs, laws, and peer pressure, on people, events and elements of
   culture;
   43, 205, 258, 334, 335, 336, 337, 396, 397, 398, 399

c. identify examples of institutions and describe the interactions of people with
   institutions;
   48, 49, 58, 59, 139

d. identify and describe examples of tensions between and among individuals,
   groups, or institutions, and how belonging to more than one group can
   cause internal conflicts;
   E12, 128, 137, 202, 203, 204, 205
e. identify and describe examples of tension between an individual’s beliefs and government policies and laws;
136, 137, 139, 140, 141, 203, 204, 205, 206, 207,

f. give examples of the role of institutions in furthering both continuity and change;
140, 141, 206, 207

g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.
148, 149, 200, 201, 205, 207, 260, 261, 318, 319

VI. POWER, AUTHORITY, & GOVERNANCE
Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Performance Expectations:

a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
H2, 58, 59, 127, 189, 257, 325, 395

b. explain the purpose of government;
E15, 47, 49, 50, 51, 52, 58, 59, 189

c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
E12, 46, 47, 52, 189, 191, 202, 203, 204, 205, 206, 207

d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;
45, 56, 57, 140, 141, 148, 149, 205, 206, 207

e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
48, 49, 50, 51, 63, 197, 416, 417, R32, R33, R34, R35

f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;
128, 140, 141, 148, 149, 191, 203, 204, 205
g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts; 80, 81, 82, 84, 85, 314, 315, 316, 317, 318, 416, 417

h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice; 45, 136, 137, 140, 141, 191, 326, 327, 334, 335

i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad. 47, 48, 49, 50, 51, 58, 59, 206

VII. PRODUCTION, DISTRIBUTION, & CONSUMPTION

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Performance Expectations:

a. give examples that show how scarcity and choice govern our economic decisions; 73, 74, 77, 78, 79

b. distinguish between needs and wants; 72, 73, 74

c. identify examples of private and public goods and services; 28, 174, 76, 77, 180, 181, 249

d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations; 28, 47, 48, 49, 77, 78, 82, 147, 316, 317, 386

e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services; 31, 33, 70, 79, 267, 272, 273, 385, 386

f. describe the influence of incentives, values, traditions, and habits on economic decisions; 74, 78, 79, 269, 272, 273
g. explain and demonstrate the role of money in everyday life;  
74, 75, 76, 77, 273

h. describe the relationship of price and supply and demand;  
76, 77, 78, 79, 265, 272, 273

i. use economic concepts such as supply, demand, and price to help explain  
events in the community and nation;  
76, 77, 79, 81, 82

j. apply knowledge of economic concepts in developing a response to a  
current local economic issue, such as how to reduce the flow of trash into a  
rapidly filling landfill.  
E7, 29, 118, 182, 183

VIII. SCIENCE, TECHNOLOGY, & SOCIETY

Social studies programs should include experiences that provide for the study of  
relationships among science, technology, and society, so that the learner can:

Performance Expectations:

a. identify and describe examples in which science and technology have  
changed the lives of people, such as in homemaking, childcare, work,  
transportation, and communication;  
E7, 80, 81, 82, 83, 84, 85, 275, 349

b. identify and describe examples in which science and technology have led to  
changes in the physical environment, such as the building of dams and  
levees, offshore oil drilling, medicine from rain forests, and loss of rain  
forests due to extraction of resources or alternative uses;  
28, 29, 70, 110, 111, 145, 235, 275

c. describe instances in which changes in values, beliefs, and attitudes have  
resulted from new scientific and technological knowledge, such as  
conservation of resources and awareness of chemicals harmful to life and  
the environment;  
E6, E7, 28, 29, 118, 182, 315, 388

d. identify examples of laws and policies that govern scientific and  
technological applications, such as the Endangered Species Act and  
environmental protection policies;  
118, 178, 179, 182, 183

e. suggest ways to monitor science and technology in order to protect the  
physical environment, individual rights, and the common good.  
28, 29, 118, 182, 183, 315, 388
IX. GLOBAL CONNECTIONS
Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Performance Expectations:

a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;
   E10, E11, 42, 43, 260, 261, 336, 337, 396, 397

b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;
   82, 214, 215, 251, 318, 319, 397

c. examine the effects of changing technologies on the global community;
   80, 81, 82, 85, 318, 319

d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species;
   28, 29, 118, 119, 121, 179

e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;
   118, 119, 120, 121, 143, 179, 182, 314

f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.
   136, 137, 139, 140, 141, 148, 149, 203, 204, 206, 207

X. CIVIC IDEALS & PRACTICES
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Performance Expectations:

a. identify key ideals of the United States democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations;
   47, 48, 49, 52, 57, 58, 206, 207
b. identify examples of rights and responsibilities of citizens;
   H2, 57, 58, 59, 60, 61, 148, 149, 200, 201, 207, 318, 319

c. locate, access, organize, and apply information about an issue of public concern from multiple points of view;
   14, 51, 118, 180, 200

d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
   200, 201, 290, 416, 417

e. explain actions citizens can take to influence public policy decisions;
   136, 137, 138, 200, 201, 206

f. recognize that a variety of formal and informal actors influence and shape public policy;
   45, 139, 200, 201, 203, 206, 207

g. examine the influence of public opinion on personal decision-making and government policy on public issues;
   14, 28, 118, 136, 137, 138

h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;
   136, 137, 139, 200, 201, 326, 327

i. describe how public policies are used to address issues of public concern;
   137, 138, 140, 179, 203, 206

j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action.
   45, 136, 137, 138, 139, 147, 200, 201, 416, 417
Scott Foresman Social Studies

to the
Curriculum Standards for Social Studies
of the
The National Council for the Social Studies (NCSS)

Grade Five
The United States/Building a Nation

I. CULTURE
Social studies programs should include experiences that provide for the study of culture and cultural diversity:

Performance Expectations:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
The United States: 11, 57, 61, 62, 64, 78, 83, 89, 95, 220, 465, 505
Building a Nation: 11, 57, 61, 62, 64, 78, 83, 89, 95, 220, 465, 505

b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
The United States: 10, 62, 63, 67, 84, 89, 218, 226, 570, 571
Building a Nation: 10, 62, 63, 67, 84, 89, 218, 226

c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;
The United States: 79, 90, 96, 120, 121, 188, 324, 388, 421, 423, 618
Building a Nation: 79, 90, 96, 120, 121, 188, 324, 388, 421, 423

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
The United States: 57, 61, 62, 64, 78, 83, 89, 95, 177, 465, 505, 570
Building a Nation: 57, 61, 62, 64, 78, 83, 89, 95, 177, 465, 505

e. give examples and describe the importance of cultural unity and diversity within and across groups.
The United States: 78, 171, 180, 183, 422, 423, 501, 571, 613, 618
Building a Nation: 78, 171, 180, 183, 422, 423, 501
II. TIME, CONTINUITY, & CHANGE

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

Performance Expectations:

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the difference in views;
   - The United States: 9, 10, 80, 85, 97, 136, 171, 206, 207, 223, 352, 417, 419, 420, 421, 465
   - Building a Nation: 9, 10, 80, 85, 97, 136, 171, 206, 207, 223, 352, 417, 419, 420, 421, 465

b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
   - The United States: E2, E3, 10, 47, 49, 116, 117, 164, 292, 293, 296, 409, 417, 535, 565, 617
   - Building a Nation: E2, E3, 10, 47, 49, 116, 117, 164, 292, 293, 296, 409, 417

c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
   - The United States: 163, 183, 206, 221, 237, 251, 399, 422, 423, 628
   - Building a Nation: 163, 183, 206, 221, 237, 251, 399, 422, 423

d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other;
   - The United States: E7, E15, 17, 56, 70, 71, 208, 238, 239, 312, 313, 610, 628
   - Building a Nation: E7, E15, 17, 56, 70, 71, 208, 238, 239, 312, 313

e. demonstrate an understanding that people in different times and places view the world differently;
   - The United States: E2, E3, 10, 78, 80, 84, 85, 89, 91, 95, 97, 172, 211, 565, 570, 577
   - Building a Nation: E2, E3, 10, 78, 80, 84, 85, 89, 91, 95, 97, 172, 211

f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.
   - The United States: H3, 17, 151, 162, 205, 271, 497, 565, 577, 621
   - Building a Nation: H3, 17, 151, 162, 205, 271, 497
III. PEOPLE, PLACES, & ENVIRONMENTS
Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

Performance Expectations:

a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;
   The United States: H19, 55, 62, 68, 77, 84, 89, 95, 305, 629
   Building a Nation: H19, 55, 62, 68, 77, 84, 89, 95, 305

b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;
   The United States: R1, R2, R3, R4, R5, H12, H13, H14, H15, 629, 656, 657
   Building a Nation: R1, R2, R3, R4, R5, H12, H13, H14, H15

c. use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;
   The United States: H16, H17, H18, H19, H20, H21, H22, 9, 12, 13, 161, 378, 512, 570
   Building a Nation: H16, H17, H18, H19, H20, H21, H22, 9, 12, 13, 161, 378, 512

d. estimate distance and calculate scale;
   The United States: H18, H22, 244, 245, 253, 412, 512, 550
   Building a Nation: H18, H22, 244, 245, 253, 412, 512

e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;
   The United States: R16, R17, 24, 25, 26, 27, 28, 29, 177
   Building a Nation: R16, R17, 24, 25, 26, 27, 28, 29, 177

f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle;
   The United States: H21, 29, 30, 58, 59, 548, 621
   Building a Nation: H21, 29, 30, 58, 59

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;
   The United States: 63, 78, 84, 89, 96, 159, 547, 548, 571
   Building a Nation: 63, 78, 84, 89, 96, 159
h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;
   The United States: 26, 27, 28, 34, 35, 40, 41, 55, 63, 67, 78, 83, 84, 98, 431, 571
   Building a Nation: 26, 27, 28, 34, 35, 40, 41, 55, 63, 67, 78, 83, 84, 98, 431

i. explore ways that the earth’s physical features have changed over time in the local region and beyond and how these changes may be connected to one another;
   The United States: 51, 55, 57, 89
   Building a Nation: 51, 55, 57, 89

j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;
   The United States: 29, 63, 72, 548, 621, 622
   Building a Nation: 29, 63, 72

k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.
   The United States: 30, 36, 37, 38, 39, 40, 41, 602, 603
   Building a Nation: 30, 36, 37, 38, 39, 40, 41

IV. INDIVIDUAL DEVELOPMENT & IDENTITY

Social studies programs should include experiences that provide for the study of individual development and identify, so that the learner can:

Performance Expectations:

a. describe personal changes over time, such as those related to physical development and personal interests;
   The United States: 499, 504, 505
   Building a Nation: 499, 504, 505

b. describe personal connections to place—especially place associated with immediate surroundings;
   The United States: 40, 41, 90, 96, 97, 184, 185, 504, 506, 505, 569, 570, 668, 669
   Building a Nation: 40, 41, 90, 96, 97, 184, 185, 504, 506, 505

   c. describe the unique features of one’s nuclear and extended families;
   The United States: 214, 471, 570, 663, 667
   Building a Nation: 214, 471
d. show how learning and physical development affect behavior;
   The United States: H3, 40, 41, 92, 93, 184, 185, 274, 275, 421, 422, 423, 505
   Building a Nation: H3, 40, 41, 92, 93, 184, 185, 274, 275, 421, 422, 423, 505

e. identify and describe ways family, groups and community influence the
   individual’s daily life and personal choices;
   The United States: H2, H3, 40, 41, 79, 85, 90, 96, 97, 420, 570, 571
   Building a Nation: H2, H3, 40, 41, 79, 85, 90, 96, 97, 420

f. explore factors that contribute to one’s personal identity such as interests,
   capabilities, and perceptions;
   The United States: H2, H3, 40, 41, 79, 85, 90, 96, 97, 420, 570, 571
   Building a Nation: H2, H3, 40, 41, 79, 85, 90, 96, 97, 420

g. analyze a particular event to identify reasons individuals might respond to it
   in different ways;
   The United States: 40, 41, 92, 93, 184, 185, 274, 275, 422, 423, 504, 505, 575,
   663, 668, 669
   Building a Nation: 40, 41, 92, 93, 184, 185, 274, 275, 422, 423, 504, 505

h. work independently and cooperatively to accomplish goals.
   The United States: 40, 41, 171, 418, 419, 473, 518, 662, 663, 668, 669
   Building a Nation: 40, 41, 171, 418, 419, 473, 518

V. INDIVIDUALS, GROUPS, & INSTITUTIONS

Social studies programs should include experiences that provide for the study of
interactions among individuals, groups, and institutions, so that the learner can:

Performance Expectations:

a. identify roles as learned behavior patterns in group situations such as
   student, family member, peer play group member, or club member;
   The United States: 84, 89, 95, 214, 418, 420, 518, 571, 572, 643
   Building a Nation: 84, 89, 95, 214, 418, 420, 518

b. give examples of and explain group and institutional influences such as
   religious beliefs, laws, and peer pressure, on people, events and elements of
   culture;
   The United States: 8, 16, 17, 79, 85, 90, 96, 169, 173, 269, 573
   Building a Nation: 8, 16, 17, 79, 85, 90, 96, 169, 173, 269

c. identify examples of institutions and describe the interactions of people with
   institutions;
   The United States: 21, 225, 226, 339, 349, 368, 369, 473, 566, 647
   Building a Nation: 21, 225, 226, 339, 349, 368, 369, 473
d. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;
   Building a Nation: 235, 247, 265, 458, 472, 486

e. identify and describe examples of tension between an individual’s beliefs and government policies and laws;
   The United States: 182, 184, 185, 268, 269, 270, 310, 311, 418, 419, 424, 425, 475, 477, 478
   Building a Nation: 182, 184, 185, 268, 269, 270, 310, 311, 418, 419, 424, 425, 475, 477, 478

f. give examples of the role of institutions in furthering both continuity and change;
   The United States: 11, 36, 170, 184, 185, 354, 500, 519, 521, 572, 613, 648
   Building a Nation: 11, 36, 170, 184, 185, 354, 500, 519, 521

g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.
   The United States: 11, 17, 36, 40, 41, 170, 184, 185, 354, 355, 504, 505, 519, 521, 576, 613
   Building a Nation: 11, 17, 36, 40, 41, 170, 184, 185, 354, 355, 504, 505, 519, 521

VI. POWER, AUTHORITY, & GOVERNANCE
Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Performance Expectations:

a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
   The United States: H2, H3, 11, 16, 17, 40, 41, 92, 93, 184, 185, 422, 423, 504, 505
   Building a Nation: H2, H3, 11, 16, 17, 40, 41, 92, 93, 184, 185, 422, 423, 504, 505

b. explain the purpose of government;
   The United States: E14, E15, 339, 348, 349, 350, 354
   Building a Nation: E14, E15, 339, 348, 349, 350, 354
c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
   The United States: E15, 7, 16, 17, 180, 184, 185, 222, 223, 269, 277, 353, 354, 466, 519, 628
   Building a Nation: E14, E15, 339, 348, 349, 350, 354, 466, 519

d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;
   The United States: 17, 184, 185, 222, 223, 297, 345, 418, 518, 643, 648, 663
   Building a Nation: 17, 184, 185, 222, 223, 297, 345, 418, 518

e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
   Building a Nation: 339, 348, 349, 350, 404, 485

f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;
   The United States: 158, 171, 184, 185, 368, 369, 418, 571, 609, 625, 643, 644
   Building a Nation: 158, 171, 184, 185, 368, 369, 418

g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
   The United States: 411, 504, 505, 539, 540, 541, 545, 617, 662, 664, 666
   Building a Nation: 411, 504, 505

h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice;
   The United States: 17, 222, 223, 226, 311, 418, 419, 422, 423, 643
   Building a Nation: 17, 222, 223, 226, 311, 418, 419, 422, 423

i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.
   The United States: 7, 17, 223, 269, 348, 349, 643, 660
   Building a Nation: 7, 17, 223, 269, 348, 349
VI. PRODUCTION, DISTRIBUTION, & CONSUMPTION

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Performance Expectations:

a. give examples that show how scarcity and choice govern our economic decisions;
   The United States: 20, 21, 22, 103, 502, 565, 566, 617, 618, 627
   Building a Nation: 20, 21, 22, 103, 502

b. distinguish between needs and wants;
   The United States: 20, 22, 104, 203, 443, 444, 567
   Building a Nation: 20, 22, 104, 203, 443, 444

c. identify examples of private and public goods and services;
   The United States: 177, 204, 205, 212, 213, 254, 410
   Building a Nation: 177, 204, 205, 212, 213, 254, 410

d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations;
   The United States: 564, 564, 566, 572, 603, 617, 637
   Building a Nation: 226, 227, 364, 418

e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;
   The United States: 203, 204, 205, 225, 410, 540, 567, 572, 573, 626
   Building a Nation: 203, 204, 205, 225, 410

f. describe the influence of incentives, values, traditions, and habits on economic decisions;
   The United States: 19, 21, 22, 103, 107, 108, 213, 410, 418, 446, 447
   Building a Nation: 19, 21, 22, 103, 107, 108, 213, 410, 418, 446, 447

g. explain and demonstrate the role of money in everyday life;
   The United States: 19, 20, 21, 22, 572, 574, 603, 619
   Building a Nation: 19, 20, 21, 22

h. describe the relationship of price and supply and demand;
   The United States: 19, 22, 103, 409, 410, 444, 502, 603
   Building a Nation: 19, 22, 103, 409, 410, 444, 502
i. use economic concepts such as supply, demand, and price to help explain events in the community and nation;
   The United States: 19, 22, 113, 206, 207, 410, 444, 502, 619
   Building a Nation: 19, 22, 113, 206, 207, 410, 444, 502

j. apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.
   The United States: 22, 36, 38, 603
   Building a Nation: 22, 36, 38

VIII. SCIENCE, TECHNOLOGY, & SOCIETY
Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

Performance Expectations:

a. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication;
   The United States: 21, 23, 410, 412, 514, 515, 540, 565, 609, 615, 617, 676
   Building a Nation: 21, 23, 410, 412, 514, 515

b. identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses;
   The United States: 35, 36, 540, 566, 604, 621
   Building a Nation: 35, 36

c. describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment;
   The United States: 35, 36, 37, 38, 41, 666
   Building a Nation: 35, 36, 37, 38, 41

d. identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies;
   The United States: 37, 38, 39, 40, 41
   Building a Nation: 37, 38, 39, 40, 41
IX. GLOBAL CONNECTIONS

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Performance Expectations:

a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;
   The United States: E10, E11, 26, 65, 79, 90, 96, 166, 184, 185, 241
   Building a Nation: E10, E11, 26, 65, 79, 90, 96, 166, 184, 185, 241

b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;
   The United States: 171, 218, 269, 625, 638, 643, 644, 662
   Building a Nation: 171, 218, 269

c. examine the effects of changing technologies on the global community;
   The United States: 399, 409, 410, 411, 412, 541, 563, 565, 617, 666
   Building a Nation: 399, 409, 410, 411, 412

d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species;
   The United States: 29, 35, 37, 38, 41, 660, 661, 664
   Building a Nation: 29, 35, 37, 38, 41

e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;
   The United States: 35, 36, 37, 38, 41
   Building a Nation: 35, 36, 37, 38, 41

f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.
   The United States: 151, 224, 311, 406, 424, 425, 576, 614, 628
   Building a Nation: 151, 224, 311, 406, 424, 425
X. CIVIC IDEALS & PRACTICES
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Performance Expectations:

a. identify key ideals of the United States democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations;
   The United States: H2, H3, 277, 347, 348, 354, 355, 423, 612, 613, 643, 647
   Building a Nation: H2, H3, 277, 347, 348, 354, 355, 423

b. identify examples of rights and responsibilities of citizens;
   The United States: H2, 15, 16, 17, 41, 277, 354, 355, 404, 519, 576, 612
   Building a Nation: H2, 15, 16, 17, 41, 277, 354, 355, 404, 519

c. locate, access, organize, and apply information about an issue of public concern from multiple points of view;
   The United States: H3, 81, 151, 159, 247, 353, 466, 467, 471, 505
   Building a Nation: H3, 81, 151, 159, 247, 353, 466, 467, 471, 505

d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
   The United States: 15, 16, 41, 278, 350, 351, 368, 369, 418, 419, 576, 669
   Building a Nation: 15, 16, 41, 278, 350, 351, 368, 369, 418, 419

e. explain actions citizens can take to influence public policy decisions;
   The United States: 15, 16, 421, 422, 423, 576, 603, 643, 644, 645, 663
   Building a Nation: 15, 16, 421, 422, 423, 576, 603, 643, 644, 645, 663

f. recognize that a variety of formal and informal actors influence and shape public policy;
   The United States: 310, 311, 367, 575, 644, 645, 648, 649
   Building a Nation: 310, 311, 367

g. examine the influence of public opinion on personal decision-making and government policy on public issues;
   The United States: 15, 16, 151, 368, 369, 384, 418, 419, 644, 645
   Building a Nation: 15, 16, 151, 368, 369, 384, 418, 419

h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;
   The United States: 41, 404, 405, 406, 517, 518, 519, 520, 603, 648
   Building a Nation: 41, 404, 405, 406, 517, 518, 519, 520
i. describe how public policies are used to address issues of public concern;
   The United States: 353, 500, 518, 519, 576, 603
   Building a Nation: 353, 500, 518, 519

j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action.
   The United States: 40, 41, 151, 310, 311, 421, 473, 504, 505, 571, 576, 603, 644, 645
   Building a Nation: 40, 41, 151, 310, 311, 421, 473, 504, 505
Scott Foresman Social Studies to the Curriculum Standards for Social Studies of the The National Council for the Social Studies (NCSS)

Grade Five
Growth of a Nation

I. CULTURE
Social studies programs should include experiences that provide for the study of culture and cultural diversity:

Performance Expectations:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
   8, 9, 14, 16, 224, 225, 226

b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
   E10, E11, 186, 187, 188, 189, 477

c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;
   E10, E11, 188, 314, 316, 477

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
   8, 9, 188, 189, 476, 477, 537

e. give examples and describe the importance of cultural unity and diversity within and across groups.
   62, 63, 187, 188, 190, 343
II. TIME, CONTINUITY, & CHANGE

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

Performance Expectations:

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the difference in views; 57, 59, 70, 186, 187, 196, 225

b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships; 3, 7, 38, 39, 171, 172, 173, 323

c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past; 40, 59, 65, 191, 318, 363, 370, 371, 363

d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other; 9, 14, 24, 104, 105, 191, 281, 362, 363

e. demonstrate an understanding that people in different times and places view the world differently; 170, 191, 363, 398, 404, 405, 476, 537

f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues. H3, 87, 219, 237, 251, 396, 486

III. PEOPLE, PLACES, & ENVIRONMENTS

Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

Performance Expectations:

a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape; H15, H17, H20, 8, 366, 367, 454, 455, 473
b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;
   H12, H13, R1, R2, R3, R4, R5, 455

c. use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;
   H14, H15, H20, H22, H23, 146, 230, 454, 455

d. estimate distance and calculate scale;
   H18, H19, 20, 21

e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;
   H10, H11, 7, 473, 534, 543

f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle;
   142, 146, 147, 163, 332, 370

f. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;
   9, 14, 140, 224, 225, 228, 237, 400

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;
   H11, 14, 16, 130, 131, 179, 188, 222, 228

i. explore ways that the earth’s physical features have changed over time in the local region and beyond and how these changes may be connected to one another;
   7, 452

j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;
   E6, E7, 142, 332, 370

k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.
   417, 443, 512, 513, 514

IV. INDIVIDUAL DEVELOPMENT & IDENTITY
Social studies programs should include experiences that provide for the study of individual development and identify, so that the learner can:
Performance Expectations:

a. describe personal changes over time, such as those related to physical development and personal interests;
   89, 94, 95

b. describe personal connections to place—especially place associated with immediate surroundings;
   94, 95, 160, 161, 234, 473

c. describe the unique features of one’s nuclear and extended families;
   61, 159, 191

d. show how learning and physical development affect behavior;
   H2, H3, 94, 95, 145, 318, 319

e. identify and describe ways family, groups and community influence the individual’s daily life and personal choices;
   56, 159, 186, 187, 194, 224, 225, 234, 423

f. explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions;
   56, 94, 95, 318, 319

g. analyze a particular event to identify reasons individuals might respond to it in different ways;
   40, 41, 62, 94, 95, 198, 199, 318, 319, 422,

h. work independently and cooperatively to accomplish goals.
   62, 63, 387, 422, 423, 505, 510, 511

V. INDIVIDUALS, GROUPS, & INSTITUTIONS
Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

Performance Expectations:

a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;
   E10, E11, 8, 9, 63, 149, 195, 224, 241, 423

b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events and elements of culture;
   E10, E11, 15, 36, 51, 56, 191, 198, 234, 420, 421
c. identify examples of institutions and describe the interactions of people with institutions;
   181, 190, 194, 195, 197, 198, 323, 482

d. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;
   55, 57, 78, 91, 421, 432, 433, 448

e. identify and describe examples of tension between an individual’s beliefs and government policies and laws;
   36, 37, 419, 421, 425, 426, 427, 441, 451

f. give examples of the role of institutions in furthering both continuity and change;
   E12, E13, 90, 91, 107, 109, 110, 310, 311, 421

g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.
   29, 36, 37, 94, 95, 419, 436, 437, 440, 441, 445

VI. POWER, AUTHORITY, & GOVERNANCE
Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Performance Expectations:

   a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
   E12, H2, H3, 28, 161, 226, 475, 482

   b. explain the purpose of government;
   E14, E15, 23, 26, 27, 28, 482, 484

   c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
   23, 28, 51, 62, 95, 160, 161, 194, 482, 507

   d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;
   387, 389, 419, 422, 423, 424, 425, 475, 476, 477
e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
   482, 483, R20, R21, R22, R23, R24, R25

f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;
   253, 275, 342, 344, 425, 432, 505, 510, 511

g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
   86, 87, 94, 95, 276, 277, 354, 357

h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice;
   56, 57, 160, 161, 194, 195, 198, 234, 419, 421

i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.
   107, 447, 448, 449, 450, 451, 506, 507

VII. PRODUCTION, DISTRIBUTION, & CONSUMPTION
Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Performance Expectations:

a. give examples that show how scarcity and choice govern our economic decisions;
   92, 149, 180, 489

b. distinguish between needs and wants;
   185, 218 Can be developed from: 220, 298, 299, 308, 309, 402

c. identify examples of private and public goods and services;
   16, 34, 152, 173, 180, 182, 217, 492, 302

d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations;
   173, 177, 179, 195, 264, 396, 445, 482, 490
e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;
   149, 152, 177, 178, 217, 298, 350, 490

f. describe the influence of incentives, values, traditions, and habits on economic decisions;
   194, 198, 199, 303, 400, 489, 491

g. explain and demonstrate the role of money in everyday life;
   149, 178, 181, 193, 323, 395, 398, 399

h. describe the relationship of price and supply and demand;
   E5, 149, 152, 225, 263, 321, 489

i. use economic concepts such as supply, demand, and price to help explain events in the community and nation;
   E5, 55, 149, 152, 179, 225, 321, 324, 351, 489

j. apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.
   351, 443, 512, 519

VIII. SCIENCE, TECHNOLOGY, & SOCIETY

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

Performance Expectations:

a. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication;
   217, 219, 220, 221, 228, 299, 300, 308, 309

b. identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses;
   256, 257, 321, 443, 513, 518, 519, 521, 541

c. describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment;
   266, 267, 443, 444, 512, 513, 517, 519
d. identify examples of laws and policies that govern scientific and
technological applications, such as the Endangered Species Act and
environmental protection policies;
E8, H11, 266, 267, 443, 444, 513, 518, 519

e. suggest ways to monitor science and technology in order to protect and
physical environment, individual rights, and the common good.
443, 444, 445, 513, 514, 515, 518, 519

IX. GLOBAL CONNECTIONS
Social studies programs should include experiences that provide for the study of global
connections and interdependence, so that the learner can:

Performance Expectations:

a. explore ways that language, art, music, belief systems, and other cultural
elements may facilitate global understanding or lead to misunderstanding;
191, 314, 315, 362, 363, 388, 389, 476

b. give examples of conflict, cooperation, and interdependence among
individuals, groups, and nations;
156, 157, 391, 431, 433, 435, 447, 450

c. examine the effects of changing technologies on the global community;
277, 402, 411, 452, 491, 492, 493, 514

d. explore causes, consequences, and possible solutions to persistent,
contemporary, and emerging global issues, such as pollution and
endangered species;
443, 444, 512, 513, 514, 515, 517, 518, 519

e. examine the relationships and tensions between personal wants and needs
and various global concerns, such as use of imported oil, land use, and
environmental protection;
443, 444, 513, 514, 519

f. investigate concerns, issues, standards, and conflicts related to universal
human rights, such as the treatment of children, religious groups, and
effects of war.
160, 161, 198, 199, 426, 440, 451, 462, 463
X. CIVIC IDEALS & PRACTICES
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Performance Expectations:

a. identify key ideals of the United States democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations; 160, 161, 242, 243, 419, 420, 426, 440, 441

b. identify examples of rights and responsibilities of citizens; E12, H2, H3, 28, 161, 226, 475, 482

c. locate, access, organize, and apply information about an issue of public concern from multiple points of view; 87, 131, 196, 237, 353, 411, 450, 486, 507

d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic; E12, E13, 396, 424, 481, 482, 484

e. explain actions citizens can take to influence public policy decisions; 421, 422, 423, 424, 425, 427, 441, 445

f. recognize that a variety of formal and informal actors influence and shape public policy; 198, 199, 420, 421, 425, 427, 441, 445, 451

g. examine the influence of public opinion on personal decision-making and government policy on public issues; H3, 72, 94, 95, 107, 109, 110, 195, 196

h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government; 108, 109, 110, 160, 161, 242, 421

i. describe how public policies are used to address issues of public concern; 94, 95, 243, 421, 422, 440, 441, 442

j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action. 94, 95, 198, 199, 237, 421, 422, 510, 511
Scott Foresman Social Studies
to the
Curriculum Standards for Social Studies
of the
The National Council for the Social Studies (NCSS)

Grade Six
The World

I. CULTURE
Social studies programs should include experiences that provide for the study of culture and cultural diversity:

Performance Expectations:

a. compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns;
   E10, E11, 220, 221, 224, 230, 231

b. explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
   17, 44, 47, 181, 202, 203, 399, 497

c. explain and give examples of how language, literature, and the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture;
   28, 55, 56, 64, 65, 137, 141, 416, 417

d. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values and beliefs;
   E10, E11, 56, 137, 139, 165, 169, 254

e. articulate the implications of cultural diversity, as well as cohesion, within and across groups.
   139, 169, 224, 335, 361, 431, 637, 643, 662
II. TIME, CONTINUITY, & CHANGE
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

Performance Expectations:

a. demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views; 111, 115, 116, 262, 588, 589

b. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity; 115, 137, 458, 487, 570, 615

c. identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others; 35, 37, 41, 43, 80, 132, 133, 223, 444

d. identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighting evidence for claims, checking credibility of sources, and searching for causality; H5, 11, 169, 226, 227, 280, 291, 624, 625

e. develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts; 50, 88, 89, 113, 139, 255, 559, 637

f. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues. H3, 180, 181, 300, 440, 537

III. PEOPLE, PLACES, & ENVIRONMENTS
Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

Performance Expectations:

a. elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape; H16, 15, 57, 82, 130, 163, 247
b. create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;  
H12, H13, H14, H15, H22, H23, R1-R7

c. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;  
H16, H17, H18, H19, H20, 104, 105, 490, 491

d. estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns;  
H16, H18, H19, 82, 97, 127, 258, 259

e. locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationships within the ecosystem;  
H11, 12, 27, 35, 126, 164, 165, 207, 372

f. describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them;  
E8, E9, H15, 36, 104, 105, 210, 371

g. describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like;  
H10, 87, 88, 110, 111, 169, 376, 381

h. examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;  
E8, E9, H10, H11, 55, 56, 129, 169

i. describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;  
19, 223, 301, 500, 669

j. observe and speculate about social and economic effects of environmental changes and crisis resulting from phenomena such as floods, storms, and drought.  
104, 105, 318, 371, 394, 661

k. propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.  
356, 357, 661, 662, 663, 666
IV. INDIVIDUAL DEVELOPMENT & IDENTITY
Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Performance Expectations:

a. relate personal changes to social, cultural, and historical contexts;
   17, 88, 89, 202, 293, 471, 573

b. describe personal connections to place—as associated with community, nation, and world;
   17, 44, 47, 113, 135, 202, 305, 613, 619

c. describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;
   56, 57, 137, 173, 243, 256, 545

d. relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development;
   H2, H3, 17, 88, 89, 202, 203, 329, 533

e. identify and describe ways regional, ethnic, and national cultures influence individuals’ daily lives;
   44, 47, 51, 181, 225, 265, 305, 329, 613

f. identify and describe the influence of perception, attitudes, values, and beliefs on personal identity;
   H2, 17, 55, 88, 91, 305, 329, 339, 559

g. identify and interpret examples of stereotyping, conformity, and altruism;
   255, 284, 471, 535, 588, 589, 611, 643

h. work independently and cooperatively to accomplish goals.
   E6, E7, 225, 463, 609, 618, 619, 631, 632

V. INDIVIDUALS, GROUPS, & INSTITUTIONS
Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

Performance Expectations:

a. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups;
   89, 131, 139, 255, 401, 402, 609
b. analyze group and institutional influences on people, events, and elements of culture;
   136, 137, 140, 141, 294, 295, 330, 331

c. describe the various forms institutions take and the interactions of people with institutions;
   133, 136, 137, 140, 290, 294, 295, 333

d. identify and analyze examples of tensions between expressions of individuality and group or institutionally and group or institutional efforts to promote social conformity;
   131, 139, 530, 531, 636, 637, 638, 640

e. identify and describe examples of tensions between belief systems and government policies and laws;
   132, 559, 560, 579, 607, 609, 615

f. describe the role of institutions in furthering both continuity and change;
   607, 609, 610, 611, 613, 618, 619, 621, 622

g. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.
   471, 560, 579, 588, 589, 611, 643

VI. POWER, AUTHORITY, & GOVERNANCE

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Performance Expectations:

a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;
   284, 290, 471, 588, 589, 609, 611, 613, 639

b. describe the purpose of government and how its powers are acquired, used and justified;
   199, 225, 283, 289, 290, 458, 459, 545

c. analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security;
   199, 203, 225, 283, 290, 459, 527, 530

d. describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;
e. identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government;
   458, 550, 578, 645

f. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
   550, 609, 619, 631, 632, 637, 643, 646

g. describe and analyze the role of technology in communications, transportation, information processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
   200, 479, 528, 529, 554, 559, 571

h. explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;
   614, 615, 616, 618, 637, 639, 643, 645, 646

i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.
   530, 550, 583, 584, 647

VII. PRODUCTION, DISTRIBUTION, & CONSUMPTION
Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Performance Expectations:

a. give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed;
   E4, E5, 38, 59, 89, 401, 402, 480, 631, 633

b. describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
   480, 487, 546, 547, 551, 630, 631, 632

c. explain the difference between private and public goods and services;
   348, 475, 478, 479
d. describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations; 336, 479, 480, 621, 631, 632, 633

e. describe the role of specialization and exchange in the economic process; 38, 59, 169, 269, 336, 403, 448, 449, 632

f. explain and illustrate how values and beliefs influence different economic decisions; 479, 480, 481, 482, 483, 487, 495, 611

g. differentiate among various forms of exchange and money; 38, 59, 269, 336, 375, 377, 543, 632

h. compare basic economic systems according to who determines what is produced, distributed, and consumed; 402, 403, 476, 479, 480, 482, 531, 631, 632

i. use economic concepts to help explain historical and current developments and issues in local, national, or global contexts; 401, 402, 403, 479, 487, 631, 632, 633

j. use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education. 653, 656, 661, 662, 663, 666

VIII. SCIENCE, TECHNOLOGY, & SOCIETY
Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

Performance Expectations:

a. examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare; 17, 22, 28, 163, 270, 337, 434, 475, 669

b. show through specific examples how science and technology have changed people’s perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security; 11, 12, 16, 17, 19, 95, 271, 661, 662
c. describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries;  
112, 165, 172, 175, 179, 214, 270, 434, 435  

d. explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio, and television;  
476, 477, 480, 481  

e. seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.  
479, 480, 481, 670  

IX. GLOBAL CONNECTIONS  
Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:  

Performance Expectations:  

a. describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;  
E10, E11, 55, 129, 130, 254, 296, 637  

b. analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations;  
E6, E7, 261, 285, 550, 551, 619, 646, 648, 661, 674, 675  

c. describe and analyze the effects of changing technologies on the global community;  
478, 479, 483, 631, 663, 669, 670, 671  

d. explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality;  
655, 656, 657, 661, 662, 663, 665, 666, 670  

e. describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people.  
616, 617, 655, 666, 667, 669, 670, 671
f. demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights;
   561, 637, 655, 656, 657, 670, 671

   g. identify and describe the roles of international and multinational organizations.
   560, 633, 661, 662, 666, 669, 670, 674

X. CIVIC IDEALS & PRACTICES
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Performance Expectations:

   a. examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
   255, 256, 283, 284, 290, 458, 472, 611

   b. identify and interpret sources and examples of the rights and responsibilities of citizens;
   H2, H3, 17, 88, 290, 471, 472, 588, 589, 611, 643

   c. locate, access, analyze, organize, and apply information about selected public issues—recognizing and explaining multiple points of view;
   H3, 180, 257, 263, 300, 440, 544, 588, 589, 619

   d. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
   H4, 238, 239, 278, 279, 283, 287

   e. explain and analyze various forms of citizen action that influence public policy decisions;
   H4, 471, 480, 588, 589, 609, 611, 613

   f. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision making;
   51, 257, 329, 443, 480, 555, 613, 639, 661

   g. analyze the influence of diverse forms of public opinion on the development of public policy and decision-making;
   H4, 50, 225, 283, 293, 588, 589, 609, 611

   h. analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government;
i. explain the relationship between policy statements and action plans used to address issues of public concern;
   202, 293, 339, 471, 643

j. examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action.
   17, 202, 225, 283, 293, 471, 639, 642, 643