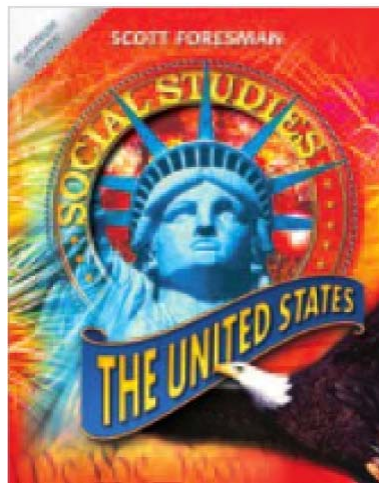


A Correlation of

**Scott Foresman  
Social Studies  
Grade 5 – The United States  
© 2011**



To the

**Ohio**

**Grade 5 Model Curriculum for  
Social Studies**

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to the  
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**INTRODUCTION**

This document demonstrates how *Scott Foresman Social Studies ©2011 Platinum Edition* meets the objectives of the Ohio Grade 5 Model Curriculum for Social Studies. Correlation page references are to the Student and Teacher's Editions.

*Scott Foresman Social Studies* provides teachers with reading, hands-on, and technology options to support classroom instruction so your students will feel comfortable learning at their own pace and exploring the “big ideas” in social studies. *Scott Foresman Social Studies* provides explicit, four-step reading instruction in every unit, as well as a *Quick Planning Guide* co-authored by *Understanding by Design®* author Grant Wiggins.

**The Pearson Advantage**

- **Connect to what they know.** *Scott Foresman Social Studies* helps students see the “big ideas” they’re learning about, activate their prior knowledge, and allow them to engage in an active discussion of what they already know about the topics.
- **Experience through hands-on, minds-on activities.** *Scott Foresman Social Studies* offers a variety of ways for your students to think critically about key concepts—through reading, hands-on activities, and technology—so they actively experience the world they live in.
- **Understand today and tomorrow.** Developing true understanding means that students learn more than facts, dates, and places. It means taking what they’ve learned and transferring that knowledge to new learning, situations, and ideas.

**Learning by doing**

The Social Studies Plus! book provides your classroom with hands-on options for every unit, chapter, or lesson of instruction.

**Interact with history**

Students can explore homes of the past, read or hear stories of famous and not-so-famous people, piece together artifacts, and get a feel for the life of our nation’s history with the *Colonial Williamsburg Primary Sources CD-ROM*.

**Direct, explicit reading instruction**

No other social studies program has a four-step plan for explicit reading instruction in every unit. *Scott Foresman* helps your students read for meaning.

**Extended reading opportunities**

Enrich and extend the topics with the *Literature Library*, *Literature Big Books*, *Multi-Leveled Library*, and *Online Leveled Reader Database*.

**Active Learning in a 21<sup>st</sup> century classroom**

Go farther than you ever imagined. Whatever you want, whatever you need, digital components from *Pearson Scott Foresman Social Studies* keep your instruction fresh, engaging, and inspiring. With just one click, you can see the difference the right tools can make. Go anywhere. Go Digital!

Plan lessons with the *Online Teacher’s Edition*. Give students full access to the *Student Edition* while at home or in the classroom.

- *Digital Learning CD-ROM powered by KnowledgeBox®*
- *Video Field Trips Package*
- *MindPoint® Quiz Show CD-ROM*
- *Songs and Music Audio CD*
- *AudioText CD*
- And much more!

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<b>Ohio Grade 5 Model Curriculum for Social Studies</b>	<b>Scott Foresman Social Studies © 2011, Grade 5 – The United States</b>
<b>Grade Five</b>	
<b>Theme</b>	
<i>Regions and People of the Western Hemisphere</i>	
<b>Strand</b>	
<i>History</i>	
<b>Topic</b>	
<b>Historical Thinking</b>	
Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	
<b>Content Statement</b>	
<b>1. Multiple-tier timelines can be used to show relationships among events and places.</b>	<b>SE/TE:</b> 48-49, 116-117, 128-129, 196-197, 262-263, 332-333, 396-397, 458-459, 532-533, 596-597
<b>Topic</b>	
<b>Early Civilizations</b>	
The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.	
<b>Content Statement</b>	
<b>2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.</b>	<b>SE/TE:</b> 49, 60-64, 65, 66-69, 70-71, 76-80, 81, 82-85, 88-91, 92-93, 94-97
<b>Topic</b>	
<b>Heritage</b>	
Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	
<b>Content Statement</b>	
<b>3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.</b>	<b>SE/TE:</b> 126-127, 128-129, 131, 133, 134-138, 139, 142-145, 146-150, 151, 155, 156-162, 163, 164-167, 168-173, 176-182, 183, 184-185, 190, 191, 256, 257, 326, 327

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<b>Strand</b>	
<i>Geography</i>	
<b>Topic</b>	
<b><i>Spatial Thinking and Skills</i></b>	
Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.	
<b>Content Statement</b>	
<b><i>4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps</i></b>	<b>SE/TE:</b> H12-H22, 24, 26-27, 29, 32-33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140-141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 405, 408, 412, 416, 429, 430, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 523, 537, 538, 540, 542, 544-545, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 640, 642, 650, 652, 656-657, 658, 659, 661, 665, 671, 677, 678-679, 682-683, 686-687, 689, 691, R2-R3, R4-R5, R6, R7, R8, R9, R10-R11, R12-R13, R14-R15
<b><i>5. Latitude and longitude can be used to make observations about location and generalizations about climate.</i></b>	<b>SE/TE:</b> H15, H19, 140-141, 153, 656-657, 671
<b>Topic</b>	
<b><i>Places and Regions</i></b>	
A place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.	
<b>Content Statement</b>	
<b><i>6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</i></b>	<b>SE/TE:</b> E8-E9, H10-H11, H17, 24-25, 26-27, 28-30, 32-33, 61-63, 64, 74-75, 76-80, 82-85, 88-91, 94-97, 102-104, 106-109, 122, 123, 465

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<b>Topic</b>	
<b><i>Human Systems</i></b>	
Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.	
<b>Content Statement</b>	
<b><i>7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</i></b>	<b>SE/TE:</b> H12-H14, 52-53, 54-57, 60-64, 66-69, 70-71, 74-75, 76-80, 82-85, 88-91, 94-97
<b><i>8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</i></b>	<b>SE/TE:</b> 46-47, 48-49, 50-51, 60-64, 65, 66-69, 70-71, 74-75, 76-80, 81, 82-85, 88-91, 92-93, 94-97, 372-376, 377, 405-406, 554-557
<b><i>9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.</i></b>	<b>SE/TE:</b> 410-413, 414-415, 530-531, 534-535, 538-541, 544-545, 546-552, 568-574, 575, 578-582, 604-605, 613, 621-622, 677, 678-681, 682-685, 686, 687, 688-689, 690-691
<b><i>10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.</i></b>	<b>SE/TE:</b> E10-E11, E12-E13, 4-5, 6-7, 8-9, 10-11, 74-75, 76-80, 81, 82-85, 88-91, 94-97, 421, 422-423, 430-436, 534-535, 540, 568-570, 642-648, 649, 661, 663, 677, 678-681, 682-685, 686-687, 688-689, 690-691
<b>Strand</b>	
<b><i>Government</i></b>	
<b>Topic</b>	
<b><i>Civic Participation and Skills</i></b>	
Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
<b>Content Statement</b>	
<b><i>11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</i></b>	<b>SE/TE:</b> H2-H3, H6-H7, 8, 16-17, 38, 39, 40-41, 356-357, 369, 642-644, 645, 646, 647-648, 649, 663, 666

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<b>Topic</b>	
<b><i>Roles and Systems of Government</i></b>	
The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	
<b>Content Statement</b>	
<b><i>12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.</i></b>	<b>SE/TE:</b> 14-17, 135, 269, 299, 625-626
<b>Strand</b>	
<b><i>Economics</i></b>	
<b>Topic</b>	
<b><i>Economic Decision Making and Skills</i></b>	
Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.	
<b>Content Statement</b>	
<b><i>13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</i></b>	<b>SE/TE:</b> 8, 13, 338, 348-350, 353, 354, 465
<b><i>14. The choices people make have both present and future consequences.</i></b>	<b>SE/TE:</b> E4-E5, 18-19, 21-22, 35, 114, 203, 204, 205, 444, 566, 618, 621, 627, 644
<b>Topic</b>	
<b><i>Scarcity</i></b>	
There are not enough resources to produce all the goods and services that people desire.	
<b>Content Statement</b>	
<b><i>15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.</i></b>	<b>SE/TE:</b> E4-E5, 18-19, 20, 30, 35-36, 157, 206-207, 243, 254
<b>Topic</b>	
<b><i>Production and Consumption</i></b>	
Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.	
<b>Content Statement</b>	
<b><i>16. The availability of productive resources and the division of labor impact productive capacity.</i></b>	<b>SE/TE:</b> E4-E5, 35-36, 177, 202-204, 590

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<b>Topic</b>	
<b>Markets</b> Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.	
<b>Content Statement</b>	
<b>17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</b>	<b>SE/TE:</b> 20, 30, 102-104, 106-108, 177, 206-207, 243, 465
<b>Topic</b>	
<b>Financial Literacy</b> Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	
<b>Content Statement</b>	
<b>18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</b>	<b>SE/TE:</b> 21, 31, 562-563, 564, 565, 566, 572-574, 576-577, 590