

A Correlation of

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

© 2005

to the

**Delaware**  
**Social Studies**  
**Performance Indicators**  
Grades K-6



O/SS-15

## Introduction

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the *Delaware Social Studies Performance Indicators*. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

**Scott Foresman** is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

### Content

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

### Accessibility

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

### Motivation

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

### Accountability

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

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**Scott Foresman Social Studies—Here We Go  
to the  
Delaware Social Studies  
Performance Indicators**

**Kindergarten**

**CIVICS**

**Standard One:** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

**Government**

***Students will be able to:***

**K.401 explain why rules must be followed.**

30, 35, 36-37, 38, 81, 82-83, 84

*Opportunities to address objective:* 13, 16, 63, 66, 78-79, 80, 86-87, TR5-TR6

**K.402 identify people in the family and school who hold positions of authority.**

12-13, 19, 20-21, 22, 27, 28-29, 43, 44-45

*Opportunities to address objective:* 16, 24-25, 36-37, 46, 47, 49, 50, 66, 83, TR5-TR6

**Standard Two:** Students will understand the principles and ideals underlying the American political system.

**Politics**

***Students will be able to:***

**K.403 distinguish between an appropriate and an inappropriate behavior.**

12-13, 27, 28-29, 30, 35, 36-37, 38, 39, 40-41, 42

*Opportunities to address objective:* 16-17, TR3-TR4

**Standard Three:** Students will understand the responsibilities, rights, and privileges of United States citizens.

### **Citizenship**

***Students will be able to:***

**K.404 identify personal responsibilities.**

9, 12-13, 27, 28-29, 30, 35, 36-37, 40-41, 42, 81, 82-83, 120-121

*Opportunities to address objective:* 16-17, 44-45, 46, 66, 78-79, 84, 86-87, TR3-TR4

**Standard Four:** Students will develop and employ the civic skills necessary for effective, participatory citizenship.

### **Participation**

***Students will be able to:***

**K.405 demonstrate how to work cooperatively through sharing and taking turns.**

9, 12-13, 27, 28-29, 30, 36-37, 38, 40-41, 42, 82-83, 322-323, 324

*Opportunities to address objective:* 16-17, 39, 84, TR3-TR4

## **GEOGRAPHY**

**Standard One:** Students will develop a personal geographic framework, or "mental map", and understand the uses of maps and other geo-graphics.

### **Mental Mapping**

***Students will be able to:***

**K.406 use landmarks at home or school to way find, using directional and positional words (up/down, left/right, next to/in the middle, near/far, here/there).**

32-33, 62-63, 70-71, 72, 74-75, 76, 209, 210-211, 212

*Opportunities to address objective:* 31, 34, 66, 69, 73, 77, 175, 182-183, TR5-TR6

**Maps, Globes and other Geo-Graphics*****Students will be able to:*****K.407 recognize that maps and globes are models of the world.**

179, 183, 209, 210-211, 212, 213, 214-215, 216, 217,  
218-219, 220, 221, 222-223, 224

*Opportunities to address objective:* 30, 31, 32-33, 34, 62-63, 66, 69, 71, 72, 73,  
74-75, 76, 99, 212, 220, TR9-TR10

**K.408 know the difference between a map and a globe.**

179, 183, 209, 210-211, 213, 214-215, 216, 217,  
218-219, 220, 221, 222-223, 224, 320

*Opportunities to address objective:* 30, 31, 32-33, 34, 62-63, 66, 69, 71, 72, 73,  
74-75, 76, 77, 99, 212, 220, TR9-TR10

**Standard Two:** Students will develop a knowledge of the ways humans modify and respond to the natural environment.

**Environment*****Students will be able to:*****K.409 use maps and a globe to distinguish between land and water.**

32-33, 34, 66, 73, 74-75, 76, 183, 209, 210-211, 212, 213, 214-215, 216, 217,  
218-219, 220, 221, 222-223, 224, 314, 320

*Opportunities to address objective:* 30, 31, 46, 62-63, 69, 71, 72, 77, 99, 220, 315,  
TR17-TR28

**K.410 identify different types of weather.**

185, 186-187, 188, 189, 190-191

*Opportunities to address objective:* 180, 182, 192

**K.411 use pictures to explain how land, water and air are used by humans.**

188, 190-191, 194-195, 201-202, 206-207

*Opportunities to address objective:* 178-179, 187

**K.412 use pictures to identify the physical features of different places, including school grounds.**

72, 194-195, 196, 198-199, 200, 202-203, 206-207

*Opportunities to address objective:* 74-75, 182-183, 210-211

**Standard Three:** Students will develop an understanding of the diversity of human culture and the unique nature of places.

### Places

**Students will be able to:**

**K.413 distinguish between home and school, and activities found in each.**

12-13, 23, 24-25, 27, 28-29, 30, 35, 36-37, 39, 40-41, 44-45, 46

**K.414 recognize that there are different types of homes in different places.**

23, 24-25, 26, 156-157, 158

*Opportunities to address objective:* 117, 155, 194-195, 198-199

**Standard Four:** Students will develop an understanding of the character and use of regions and the connections between and among them.

### Regions

**Students will be able to:**

**K.415 identify different areas (regions) of the classroom on a floor map.**

*Opportunities to address objective:* 32-33, 34, 70-71, 74-75, 76, 209, 210-211, 212, 217

## **ECONOMICS**

**Standard One:** Students will analyze the potential costs and benefits of personal economic choices in a market economy.

### Personal Economics (Microeconomics)

**Students will be able to:**

**K.416 define wants as something people desire.**

109, 132-133, 140-141, 143, 144-145

*Opportunities to address objective:* 117, 148-149, 152-153, 156-157

**K.417 explain why people cannot have everything they want.**

140-141, 144-145

*Opportunities to address objective:* 117, 148-149, 152-153, 156-157

## **HISTORY**

**Standard One:** Students will employ chronological concepts in analyzing historical phenomena.

### **Chronology**

***Students will be able to:***

**K.418 use calendars to keep track of specific events.**

TR15-TR28

*Opportunities to address objective:* 95, 310-311, 312

**K.419 sequence daily activities.**

306-307, 308

*Opportunities to address objective:* 160-161, 298, 305, TR15-TR28

**Standard Two:** Students will gather, examine, and analyze historical data.

### **Analysis**

***Students will be able to:***

**K.420 distinguish between items that are old and new.**

256-257, 258, 270, 272-273, 274, 298, 314-315, 316

*Opportunities to address objective:* 252-253, 259, 265, 268-269

**Standard Three:** Students will interpret historical data.

### **Interpretation**

***Students will be able to:***

**K.421 describe the characteristics of an artifact.**

256-257, 258

*Opportunities to address objective:* 234-235



**Standard Four:** Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

**Content - Similarities and differences between life now and in the past.**

***Students will be able to:***

**K.422 show similarities and differences in life now and in the past.**

128-129, 156, 244-245, 259, 264-265, 266, 272-273, 274, 275, 276-277, 281, 313, 314-315

*Opportunities to address objective:* 249, 250, 255, 256-257, 271, 298

**Content - Important people and events in the past.**

***Students will be able to:***

**K.423 identify a significant person from the past.**

258, 260-261, 262, 268-269, 276-277, 278

*Opportunities to address objective:* 244-245, 248, 270, TR17-TR19, TR22-TR23

**Scott Foresman Social Studies—All Together  
to the  
Delaware Social Studies  
Performance Indicators**

**Grade One**

**CIVICS**

**Standard One:** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

**Government**

*Students will be able to:*

**1.401 make choices regarding classroom issues.**

H2-H5, 22a, 22-25, 26-27

**1.402 explain the responsibilities of people in positions of authority at home and in school.**

24-25, 27a

*Opportunities to address objective:* 24-25, 70-71, 73a

**Standard Two:** Students will understand the principles and ideals underlying the American political system.

**Politics**

*Students will be able to:*

**1.403 give examples of ways to show respect for others.**

E17, E22, H2-H7, 18-19, 32-33, 72-73, 112-113, 223-224

*Opportunities to address objective:* E12-E13, 22-25, 27a, 68-69, 216-217

**1.404 explain the characteristics of a "good rule" (e.g. understandable, fair, promotes common good, protects individuals).**

H8-H9, 22a-22-25, 27a, 70a, 163, 170-173, 174-175

*Opportunities to address objective:* H2-H4, H8, 7b, 214

**1.405 identify similarities and differences among people (e.g. cultural, racial, ethnic).**

8a, 8-9, 18-19, 32-33, 35a, 62a, 62-65, 66-67, 69a, 168-169, 194-195, 195a, 244-245, 258-261, 262-263, 264-265

*Opportunities to address objective:* E10-E11, E21, 68-69, 72-73, 112-113, 188-189, 192-193, 213-215, 238-239, 265a

**Standard Three:** Students will understand the responsibilities, rights, and privileges of United States citizens.

**Citizenship**

***Students will be able to:***

**1.406 classify choices as appropriate or inappropriate.**

22-25, 26-27, 27a, 69, 100-101, 103a, 104-105, 112-113

**1.407 explain how appropriate choices can lead to privileges.**

22-25, 69, 112-113

*Opportunities to address objective:* 26-27, 104-105, 214-215

**Standard Four:** Students will develop and employ the civic skills necessary for effective, participatory citizenship.

**Participation**

***Students will be able to:***

**1.408 demonstrate how to work cooperatively toward a specific goal.**

24, 26-27, 27a, 69, 94-97, 112-113, 140-141, 141b, 170-173, 174-175, 160-161

*Opportunities to address objective:* 148-149

**GEOGRAPHY**

**Standard One:** Students will develop a personal geographic framework, or "mental map", and understand the uses of maps and other geo-graphics.

**Mental Mapping**

***Students will be able to:***

**1.409 use directional words (forward, back, left, right) to link landmarks by relative location (e.g. location of school in relation to home).**

H24-H25, H26, 120-121, 131

*Opportunities to address objective:* 154-155, 155a

**1.410 use models (e.g., blocks) to recreate familiar locations (e.g. classroom).**  
H24-H25

## Maps, Globes and other Geo-Graphics

*Students will be able to:*

**1.411 use maps and globes to describe the distance and direction of a route.**  
H25, H26, 60-61, 79a, 84, 120-121, 131, 154-155, 155a, 169a, 200-201, 227  
*Opportunities to address objective:* 61a, 75, 93b, R4-R9

**1.412 recognize that pictorial symbols represent real objects.**  
H22-H23, 54-55, 83, 84, 120-121, 131, 154-155, 208a, 210-211, 211a  
*Opportunities to address objective:* 16-17, 21a, 49a, 76-77, 208-209

**1.413 use map elements (title, date, legend, author) when drawing a simple map.**  
H24-H25, 49a, 54-55, 55a, 84, 123a  
*Opportunities to address objective:* 154-155

**1.414 use air photos to identify landmarks.**  
H22-H23  
*Opportunities to address objective:* 74a, R2-R3

**Standard Two:** Students will develop a knowledge of the ways humans modify and respond to the natural environment.

## Environment

*Students will be able to:*

**1.415 use maps and a globe to distinguish between continents and oceans, rivers and mountains.**  
H20-H21, 76-77, 154-155, 200-201  
*Opportunities to address objective:* H18-H19, 74, 150-153, TR5-TR6, R10-R11

**1.416 describe how climate changes with the seasons in the local area, and how people adapt to the changes.**  
60, 141a, 142-145  
*Opportunities to address objective:* 146-147, 148-149

**1.419 explain how the flow of water (rivers, streams), wind and waves shape physical features.**

*Opportunities to address objective:* 152-153, 157, R10-R11

**Standard Three:** Students will develop an understanding of the diversity of human culture and the unique nature of places.

### Places

***Students will be able to:***

**1.420 describe the different activities that occur in cities, towns, and villages.**

46-47, 52-53, 56-57, 62-65, 66-67, 70-71, 86, 108-111

*Opportunities to address objective:* 58-59, 112-113, 116-119, 148-149, 160-161, 170-173

**1.421 explain that a community's location can affect how it's people live.**

E2-E3, E8-E9, 29, 49, 52-53, 56-57, 58-59, 60, 124-125, 142-145, 148-149, 150-153, 164-167, 258-261, 190-193

*Opportunities to address objective:* 46-47, 74-77, 86, 116-119, 122-123, 188-189, 189a

**1.422 describe how food and dress vary in different parts of the world.**

60, 66-67, 258-261

*Opportunities to address objective:* 116-119, 189, 190-191, 194-195

**Standard Four:** Students will develop an understanding of the character and use of regions and the connections between and among them.

### Regions

***Students will be able to:***

**1.423 distinguish different areas (regions) on a map of the school.**

H24-H25, 55a

*Opportunities to address objective:* 6-7, 29-31

**1.424 describe places in the local area where similar activities occur.**

6-7, 54-55, 55a

*Opportunities to address objective:* 26-27, 39

## **ECONOMICS**

**Standard One:** Students will analyze the potential costs and benefits of personal economic choices in a market economy.

### **Personal Economics (Microeconomics)**

***Students will be able to:***

**1.425 understand that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants.**

100-101, 102, 104-105, 108-109, 111a, 158, 171

*Opportunities to address objective:* 90-91, 93a, 103a, 104a, 108a, 115a, TR7-TR8

**1.426 define goods as objects that can satisfy people's wants, and services as activities that can satisfy people's wants.**

108-111

*Opportunities to address objective:* 108a, TR7-TR8

**1.427 distinguish between goods and services.**

108-111, 114-115, 238a, 238-239

*Opportunities to address objective:* 108a, 112-113, 115a, 116-119, 267TR7-TR8

**1.428 explain that whenever a choice is made, something is given up.**

101, 104-105, 110, 158, 171, 238-239

*Opportunities to address objective:* 108a, TR7-TR8

**1.429 identify consumers and producers.**

116-119

*Opportunities to address objective:* 122-123, 124-125, 267, TR7-TR8

**Standard Two:** Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

### **Financial Systems (Macroeconomics)**

***Students will be able to:***

**1.430 explain how wants are satisfied by an exchange of resources.**

104-105, 124-125, 238a, 238-239, 267

*Opportunities to address objective:* 106-107, 107a, TR7-TR8

**Standard Three:** Students will understand different types of economic systems and how they change.

### **Economic Systems**

**1.431 describe natural resources as "gifts from nature" that have not been changed by humans (e.g., land, water).**

156a, 156-159, 162-163, 163a

*Opportunities to address objective:* 160-161, 170-173

**Standard Four:** Students will examine the patterns and results of international trade.

### **International Trade**

***Students will be able to:***

**1.432 explain what it means to depend on others for economic wants.**

124-125, 238-239, 267

*Opportunities to address objective:* 116-119, 151, TR7-TR8

**1.433 recognize that many products come from many places.**

124-125, 157, 253

*Opportunities to address objective:* 116-119, TR7-TR8

## **HISTORY**

**Standard One:** Students will employ chronological concepts in analyzing historical phenomena.

### **Chronology**

***Students will be able to:***

**1.434 sequence selected basic historical events.**

**1:** 10-11, 12-13, 32-33, 34-35, 56-57, 58-59, 72-73, 78-79, 102-103, 114-115, 122-123, 162-163, 168-169, 190-191, 192-193, 194-195, 195a, 196a, 196-199, 201a, 202a, 202-205, 207a, 206-207, 212-215, 216-217, 242-243, 246-249, 250-251, 252a, 252-253, 256-257, 262-263

*Opportunities to address objective:* E2-E3, H10-H13

**Standard Two:** Students will gather, examine, and analyze historical data.

### Analysis

**Students will be able to:**

**1.435 recognize an item as an artifact.**

E2-E3, H10-H11, 189, 194-195, 195a, 240

*Opportunities to address objective:* 207, 217, 249, 250-251

**Standard Three:** Students will interpret historical data.

### Interpretation

**Students will be able to:**

**1.436 infer how an artifact might be used and who might use it.**

E2-E3, H10-H11, 189, 194-195, 195a, 240

*Opportunities to address objective:* 148-149, 207, 249, 250-251

**Standard Four:** Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

**Content - Similarities and differences between life now and in the past.**

**Students will be able to:**

**1.437 describe the life of a colonial child.**

12-13, 148-149

*Opportunities to address objective:* H10-H11, 149a, 164-167, 189b, 190-191, 192-193, 198-199, 202-205, 246-249, 252-253

**1.438 find several differences between present day life and colonial life.**

H10-H11, 12-13, 148-149, 201a, 202-205, 207a, 246-249, 252-253

*Opportunities to address objective:* 149a, 164-167, 189b, 190-191, 192-193, 198-199, 206-207

**1.439 find several similarities between your family and a family in the past.**

12-13, 148-149



**Content - Important people and events in the past.**

***Students will be able to:***

**1.440 tell two facts about a famous American.**

32-33, 68-69, 72-73, 78-79, 114-115, 122-123, 168-169, 206-207, 214-215, 216-218, 222-223, 256-257

**1.441 tell two facts about a historical event.**

196-197, 198-199, 200-201, 202-205, 207a, 215, 216-217, 248-249

**Content - Similarities and differences among cultures throughout the world.**

***Students will be able to:***

**1.442 give examples of how daily life is different in another culture.**

106-107, 195a, 244-245, 258-261, 262-263, 264-265

*Opportunities to address objective:* 8a, 12-13, 18-19, 28-31, 34-35, 58-59, 66-67, 148-149, 164-167, 190-191, 192-193

**1.443 cite several examples of different customs in another culture.**

E10-E11, 12-13, 32-33, 62-65, 66-67, 148-149, 190-191, 194-195, 213, 244-245, 258-261

*Opportunities to address objective:* 8a, 49b, 69a, 189a, 262-263

**Scott Foresman Social Studies—People and Places  
to the  
Delaware Social Studies  
Performance Indicators**

**Grade Two**

**CIVICS**

**Standard One:** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

**Government**

***Students will be able to:***

**2.401 identify various people and groups who make, apply, and enforce rules and laws for others (e.g., adult family members, teachers, elected officials).**

9-11, 83, 154-157, 160-163, 166-167, 169, 176-177

*Opportunities to address objective:* E15, 33, 85

**2.402 identify an elected official in the local community, in Delaware, and in the United States.**

33, 150-151, 160-163, 164-165, 167-169, 176-177

*Opportunities to address objective:* 154-157, 172-175

**2.403 describe several ways that citizens demonstrate respect for positions of authority.**

H2-H3, 129, 182

*Opportunities to address objective:* E15, 114-115, 172-175

**Standard Two:** Students will understand the principles and ideals underlying the American political system.

**Politics**

***Students will be able to:***

**2.404 explain why the property and opinions of others should be respected.**

110-111, 180-181

*Opportunities to address objective:* H2-H3, 156-157

**2.405 explain how a good rule or law is fair and solves a specific problem.**

9-11, 154-157

*Opportunities to address objective:* E22, 82-85

**2.406 describe some advantages of diversity.**

E10-E11, 40-41

*Opportunities to address objective:* 244-245, 256-259

**Standard Three:** Students will understand the responsibilities, rights, and privileges of United States citizens.

### **Citizenship**

***Students will be able to:***

**2.407 define rights, responsibilities, and privileges.**

E12-E13, H2-H3, E22

*Opportunities to address objective:* 88-89

**2.408 explain how personal choices can affect rights and privileges.**

9-11

*Opportunities to address objective:* E15, E22, H4-H5, 75, 82-85

**Standard Four:** Students will develop and employ the civic skills necessary for effective, participatory citizenship.

### **Participation**

***Students will be able to:***

**2.409 demonstrate how to achieve a goal by dividing responsibilities within a group.**

H2-H5, 12-13, 14-15, 88-89

*Opportunities to address objective:* E12-E13, 29, 82-85

## **GEOGRAPHY**

**Standard One:** Students will develop a personal geographic framework, or "mental map", and understand the uses of maps and other geo-graphics.

### **Mental Mapping**

***Students will be able to:***

**2.410 relate cardinal directions to directional words.**

20-21, 41a, 46, 124-125, 125a, 144, 184-185

*Opportunities to address objective:* H24-H26, 32, 60-61, 65, 93, 184-185, 186-187, 225, 228, 250, R4-R9

### **Maps, Globes and other Geo-Graphics**

***Students will be able to:***

**2.411 interpret map symbols using a legend.**

H20-H21, H24-H26, 20-21, 23a, 31, 32, 46, 60-61, 65, 144, 192, 202, 225, 228

*Opportunities to address objective:* H22-H23, 186-187, R4-R5, TR67-TR69

**2.412 demonstrate how to use a map for way finding.**

20-2146, 124-125, 125a, 144, 239

*Opportunities to address objective:* 184-185, 223, 228, 250, 252, 277

**2.413 distinguish between different map types (physical, political, cultural) and map scales (state, U.S., world).**

H24-H26, 32, 184-185, 192, 214-215, 223, 228, 239

*Opportunities to address objective:* 32, 38-39, 40-41, 277, R2-R9, TR67-TR69

**2.414 use maps and aerial views to distinguish between natural and human-made features.**

H20-H21, 60-61, 93, 223, 270-271, R2-R3

*Opportunities to address objective:* H22-H23, H26, 20-21, 40-41, 184-185, 250, 252, 264-267, R10-R11

**2.415 use map elements (title, date, legend, author and orientation) when drawing a simple map.**

H21, 20-21, 33, 41a, 46, 125a, 144, 192, 215

**Standard Two:** Students will develop a knowledge of the ways humans modify and respond to the natural environment.

### Environment

***Students will be able to:***

**2.416 identify continents and principal oceans on maps and globes.**

H18-H19, 36-37, 38-39, 41a, 58, R4-R9

*Opportunities to address objective:* H24-H26, 205, 222-223, 250, 252, 277, 281, TR67-TR69

**2.417 describe how climate changes with the seasons in different parts of the world, and how people adapt to the changes.**

62-64, 66-67, 69-70

*Opportunities to address objective:* H24

**2.418 distinguish among various types of landforms (e.g. rivers, hills, mountains, plateaus, valleys).**

56a, 56-59, 60-61, 61a, 93, R10-R11

*Opportunities to address objective:* 52, 55a, 55c, 62a, 90-91, 270, R2-R3

**Standard Three:** Students will develop an understanding of the diversity of human culture and the unique nature of places.

### Places

***Students will be able to:***

**2.419 identify different types of transportation and communication links between communities.**

134a, 134-135, 228-229, 246-247, 278-281, 283a

*Opportunities to address objective:* 70, 72, 100-101, 202-203, 249b, 282-283

**2.420 explain how communities share ideas, information, and goods with each other.**

6-7, 14-15, 28-29, 70, 72, 74-75, 110-111, 134-137

*Opportunities to address objective:* 160-163, 154-157, 158-159, 210-213

**2.421 identify the ways that communities of the same size share common characteristics in different parts of the United States.**

24-27, 62-65

*Opportunities to address objective:* 16-19, 20-21, 33

**2.422 explain the differences between rural and urban places.**

E8-E9, 24a, 24-27, 29a, 48

*Opportunities to address objective: 7a-7b, 16-19, 68-70, 72-73, R19, R21*

**Standard Four:** Students will develop an understanding of the character and use of regions and the connections between and among them.

**Regions*****Students will be able to:*****2.423 describe the way one region differs from another (e.g. how a business area differs from a residential area).**

H16-H17, 24-27, 48, 62-65

*Opportunities to address objective: 7b, 16-19***2.424 identify the different regions that make up a community.**

16-19, 23a

*Opportunities to address objective: 7a, 24-27, 38-39, 40-41***ECONOMICS**

**Standard One:** Students will analyze the potential costs and benefits of personal economic choices in a market economy.

**Personal Economics (Microeconomics)*****Students will be able to:*****2.425 define productive resources (natural, human, capital) as something used in the production of goods and services.**

72-73, 76a, 76-79, 112-115, 127

**2.426 explain how people's choices determine how resources will be used.**

77-79, 100, 104, 108-109

**2.427 explain how choices involve opportunity costs.**

104, 107, 108-109

**2.428 define scarcity.**

108, 136, 224

**2.429 distinguish between consumers and producers.**

57, 68, 71, 120-121, R14, R19

**Standard Two:** Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

**Financial Systems (Macroeconomics)**

*Students will be able to:*

**2.430 distinguish between consumers and producers.**

57, 68, 71, 72-73, 120-121, R14, R15, R19

**2.431 define barter as the direct trading of goods and services between people.**

101, 103b, 138-139, 139a, 212, R12

**2.432 define money as anything widely accepted in an exchange for goods and services.**

E4-E5, E18, 71, 102, 104-105, 113, 126a, 126-129, 156, 178

**2.433 explain how barter and money facilitate exchanges.**

101, 138-139, 139a, 145, 212

**Standard Three:** Students will understand different types of economic systems and how they change.

**Economic Systems****2.434 identify human resources as the workers who produce a good or a service.**

68-71, 105, 112-115, 118, 146

**2.435 identify different ways to distribute goods, services, and resources.**

70-71, 72, 100, 123, 134a, 134-135

**2.436 explain that no method of distributing goods, services and resources can satisfy all wants.**

70-71, 72, 134-135

**Standard Four:** Students will examine the patterns and results of international trade.

### International Trade

***Students will be able to:***

**2.437 explain that most workers specialize in producing a few goods and services.**

70, 120-122

*Opportunities to address objective:* E6-E7, 114-115, 280

**2.438 explain that specialized workers are interdependent.**

70, 120-122

*Opportunities to address objective:* E6-E7, 134-137

## **HISTORY**

**Standard One:** Students will employ chronological concepts in analyzing historical phenomena.

### Chronology

***Students will be able to:***

**2.439 place selected historical events on a simple timeline.**

201b-201c, 226-227

*Opportunities to address objective:* 240, 256-257, TR65

**Standard Two:** Students will gather, examine, and analyze historical data.

### Analysis

***Students will be able to:***

**2.440 use artifacts and documents to gather information about the past.**

H10-H11, 166, 180, 204-205, 208-209, 210, 216, 221, 224, 247, 272a, 272-275, 277a, R12



**Standard Three:** Students will interpret historical data.

**Interpretation**

***Students will be able to:***

**2.441 associate an artifact with its correct historical period.**

204, 205, 208-209, 210, 221, 224, 246-247, 272-275, 277a

**2.442 examine an artifact/document and draw conclusions about who used it and why it was used.**

H10-H11, 166, 180, 204-205, 208-209, 210, 216, 221, 224, 247, 272-275, 277a

**Standard Four:** Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

**Content - Similarities and differences between life now and in the past.**

***Students will be able to:***

**2.443 state several similarities and differences between the present day and life before 1800.**

66-67, 138-139, 178-179, 196-197, 202-205, 210-213, 224-225, 228-229, 230, 281  
*Opportunities to address objective:* 176-177, 208-209, 272-275

**Content - Important people and events in the past.**

***Students will be able to:***

**2.444 list several important people in American history and tell why they are important.**

28-29, 34-35, 74-75, 86-87, 116-117, 132-133, 169, 170-171, 178-179, 183, 220-221, 222-223, 230-231, 232-233, 234-235, 268-269, 282-283

**2.445 identify the historical significance of special days in American and Delaware history including:**

- **Delaware Day (December 7):** *Opportunities to address objective:* 166, 176-177, 259, 263, TR21, TR70
- **Presidents Day: 256**  
*Opportunities to address objective:* 182, 218, 222, 232, 221a, TR23, TR70
- **Independence Day: 217-219, 221a, 240, 257**  
*Opportunities to address objective:* TR28, TR70
- **Martin Luther King Day: 183, 256**  
*Opportunities to address objective:* 221a, TR22, TR70

**2.446 describe the early native American cultures in Delaware.**

202-205

*Opportunities to address objective:* 66-67, 208-209, 209a

**Content - Similarities and differences among cultures throughout the world.**

***Students will be able to:***

**2.447 compare the customs of another culture to your own.**

E10-E11, E21, 16-18, 23a, 37, 41a, 207, 246-247, 256-259, 260-261, 263a

**Scott Foresman Social Studies--Communities  
to the  
Delaware Social Studies  
Performance Indicators**

**Grade Three**

**CIVICS**

**Standard One:** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

**Government**

***Students will be able to:***

**3.401 explain the differences between power (e.g., ability to direct and control) and authority (e.g., power that people have the right to use because of custom, law, or the consent of the governed).**

360-361, 362-363, 368, 394-395

*Opportunities to address objective:* 357, 359, 370-371

**3.402 define several purposes for government.**

355, 357, 371, 385-387, 399-401

*Opportunities to address objective:* 367, 382d, 410, TR13-TR14

**3.403 explain that elected officials have a responsibility to represent the interests of the people who elected them.**

378, 391-393, 395

*Opportunities to address objective:* 367, 377, 399-401

**3.404 explain responsibilities of elected leaders.**

378, 391-393, 395, 399-401

*Opportunities to address objective:* E12-E15, E23, 376-378, 396-397, 410

**Standard Two:** Students will understand the principles and ideals underlying the American political system.

**Politics**

***Students will be able to:***

**3.405 explain the necessity for rules and laws to protect individuals' rights.**

360-361, 368, 370-371

*Opportunities to address objective:* 363-364, TR13-TR14**3.406 apply criteria (e.g. understandable, fair, promotes common good, protects individual) useful in evaluating rules and laws.**

363-364, 370-371

*Opportunities to address objective:* 367**3.407 explain why the United States has such a diverse population.**

13, 76-77, 85-89, 91-95, 154, 179, 209-211, 215-217, 231-233

*Opportunities to address objective:* E10-E11, 24-25, 68-69, 79, 81, 82-83, 96-97, 105-109, 112-113, 115-117, 121-123, 128-129, 156-157, 228-229, 370-371

**Standard Three:** Students will understand the responsibilities, rights, and privileges of United States citizens.

**Citizenship**

**Students will be able to:**

**3.408 explain what it means to be an American Citizen.**

357, 377

*Opportunities to address objective:* 356d, 395, 396-397**3.409 list three responsibilities of an American citizen (e.g. take care of self/family, voting).**

357, 377-378, 387, 394

*Opportunities to address objective:* E12-E13, TR13-TR14**3.410 describe the fundamental values of American democracy (e.g. human rights, common good, justice, equality of opportunity).**

370-371, 395

*Opportunities to address objective:* 356d, 374-375

**Standard Four:** Students will develop and employ the civic skills necessary for effective, participatory citizenship.

**Participation**

**Students will be able to:**

**3.411 define the objective(s) of a project and cooperatively complete project.**

64, 132, 378-379

*Opportunities to address objective:* 16-17, 392-393, 403

## **GEOGRAPHY**

**Standard One:** Students will develop a personal geographic framework, or "mental map", and understand the uses of maps and other geo-graphics.

### **Mental Mapping**

***Students will be able to:***

**3.412 use cardinal directions when referring to places on maps and globes at different scales.**

H15, 63, 98-99, 101, 369

*Opportunities to address objective:* H14, H16-H20, 32-33, 35, 72d, 174

**3.413 create a mental map route to a particular place within the school and explain why each individual's mental map is unique.**

175

*Opportunities to address objective:* 80, 174

**3.414 demonstrate that home and school are located in an expanding hierarchy of places from local to global.**

14-15

*Opportunities to address objective:* 43, 49, 63, 80, 143

### **Maps, Globes and other Geo-Graphics**

***Students will be able to:***

**3.415 locate Delaware, continents, oceans, the United States, the equator, the poles, and the prime meridian on a map and a globe.**

H12-H15, 110-111, 143, R2-R11

*Opportunities to address objective:* 14, 101, 152-153

**3.416 use overlay maps of the same area showing two different types of data (e.g. rivers and towns) to explain the relationships between them.**

H19

*Opportunities to address objective:* 142-143, 148-149, R8-R9, R10-R11

**3.417 construct a map that shows the location of several landmarks (e.g. illustrate the setting of a story).**

175

*Opportunities to address objective:* H15, 51, 80, 148-149, 174, 369

**3.418 draw a map of a route following instructions that include cardinal directions.**

175, 280

*Opportunities to address objective:* 32, 35, 51, 80, 174, 191, 210-211, 252, 369

**3.419 use map elements (title, date, legend, author, orientation and scale) when drawing a simple map.**

H14-H15, H19, 340, 343

*Opportunities to address objective:* H14-H20

**Standard Two:** Students will develop a knowledge of the ways humans modify and respond to the natural environment.

### Environment

***Students will be able to:***

**3.420 identify major world mountains, rivers, and deserts on maps and globes.**

182-183

*Opportunities to address objective:* H12-H13, H18, 148-149, R2-R3, R10-R11

**3.421 explain the causes of night and day.**

*Opportunities to address objective:* 150

**3.422 explain in simple terms how landforms (e.g. rivers, hills, mountains, plateaus, valleys) were created and change.**

E8-E9, 182-183, R12-R13

*Opportunities to address objective:* 143-145, R10-R11

**3.423 describe ways in which people in different parts of the world change their environment (e.g. cutting trees, damming rivers, polluting the air).**

H11, 136-137, 144-147, 162-165, 173, 180-181

**Standard Three:** Students will develop an understanding of the diversity of human culture and the unique nature of places.

### Places

***Students will be able to:***

**3.424 explain differences in dress, food, and ways of life between human settlements.**

31, 39-41, 43-45, 50-53, 151-155, 161

**3.425 explain why communities share ideas, information, and goods with each other, and how such information and materials are transported.**

50, 187-188, 246-247, 250-255, 256-257, 262-263, 335-339, 385-386

*Opportunities to address objective:* 189-191, 242-244, 264-265

**3.426 explain how the size of a community affects the number and volume of links to other places.**

39, 43-45, 49-53, 54-55, 187-189, 247

**3.427 explain the term suburban.**

43-45, R33

**Standard Four:** Students will develop an understanding of the character and use of regions and the connections between and among them.

## Regions

*Students will be able to:*

**3.428 list the ways a community is different from surrounding areas.**

45, 86-69, 144-145, 148-149, 182-183, 320

**3.429 draw boundaries on a map to divide areas into regions.**

*Opportunities to address objective:* H18, 143, 191, 369

**3.430 compare older maps with newer maps of a region to determine how boundaries have changed.**

191, 233, 245

*Opportunities to address objective:* H20

**3.431 identify ways in which regions are connected.**

50, 182-183, 187-188, 190-191

## ECONOMICS

**Standard One:** Students will analyze the potential costs and benefits of personal economic choices in a market economy.

### Personal Economics (Microeconomics)

*Students will be able to:*

**3.432 explain that a cost is what you give up when you decide to do something.**

302-303

**3.433 explain that a benefit is something that satisfies your wants.**

340-341

**3.434 weigh the costs and benefits related to choices.**

300-303, 340-341

*Opportunities to address objective:* 339, TR11-TR12

**3.435 explain how scarcity affects individual and family choices.**

329-330, 340-341

*Opportunities to address objective:* 316d, 332-333, 339

**Standard Two:** Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

### **Financial Systems (Macroeconomics)**

***Students will be able to:***

**3.436 explain the differences between barter and money systems.**

296-297

**3.437 list other media employed to facilitate exchanges (e.g. credit cards, checks).**

297

**3.438 list goods that have been used to facilitate exchanges (e.g., wampum, tobacco).**

296-297, 365

**3.439 compare barter and money and explain the advantages and disadvantages of each.**

296-297

**3.440 explain that people trade goods and services for other goods and services or money because they expect to benefit.**

307, 340-341, 365

*Opportunities to address objective:* E4-E5



**Standard Three:** Students will understand different types of economic systems and how they change.

### Economic Systems

*Students will be able to:*

**3.441 identify capital resources as the man-made goods that are not used up in the production process (e.g., building, tools, equipment).**

322-323, 329-330

*Opportunities to address objective:* 316c

**3.442 list the advantages and disadvantages of the different ways to distribute goods, services, and resources.**

322-323, 329-330, 335

**3.443 recognize that ways of allocating resources change over time.**

332-333, 337

*Opportunities to address objective:* 243-247, 251-255, 259-263, 319-323, 365

**3.444 recognize that over time productive resources (natural, human, and capital) have been used in different ways to satisfy wants.**

319-323, 329-330

*Opportunities to address objective:* 316c, TR11-TR12

**Standard Four:** Students will examine the patterns and results of international trade.

### International Trade

*Students will be able to:*

**3.445 explain how trade promotes interdependence.**

329-330, 335-339, 340-341

*Opportunities to address objective:* 316d, 317

**3.446 explain that individuals trade in order to satisfy wants of people in different places.**

335-339, 340-341

## **HISTORY**

**Standard One:** Students will employ chronological concepts in analyzing historical phenomena.

### **Chronology**

***Students will be able to:***

**3.447 correctly interpret a sequence of historical events using a timeline.**

248-249

*Opportunities to address objective:* 87, 240c, 240e

**Standard Two:** Students will gather, examine, and analyze historical data.

### **Analysis**

***Students will be able to:***

**3.448 analyze an artifact/document and determine its historical significance.**

H4-H5, 234-235, 296-297

*Opportunities to address objective:* 209, 219, 220, 225, 261, 265

**Standard Three:** Students will interpret historical data.

### **Interpretation**

***Students will be able to:***

**3.449 explain how an author's point-of-view influences an historical account.**

228-229, 362-363

*Opportunities to address objective:* 177, 237, 243, 374

**Standard Four:** Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

**Content - Similarities and differences between life now and in the past.**

***Students will be able to:***

**3.450 state differences and similarities between a child's daily life today and that of a child in pioneer times.**

250, 252, 264-265, 280

*Opportunities to address objective:* 218-219, 234-235, 243-245, 260

**Content - Important people and events in the past.**

***Students will be able to:***

**3.451 choose five famous Americans and relate each to a historical event.**

82-83, 121, 176-177, 190-191, 243, 247, 253, 258-260, 268, 272-273, 326-327, 367-368, 370-371, 374-375, 402-403

**3.452 identify European settlements in early American/ Delaware history.**

200, 202-203, 215-217, 231-235

*Opportunities to address objective:* 218-219, 225-227

**Content - Similarities and differences among cultures throughout the world.**

***Students will be able to:***

**3.453 list several customs observed in the United States and tell where those customs originated.**

68-69, 105-109, 122-123

*Opportunities to address objective:* 79, 81, 93, 112-113, 115-117, 121, 128-129, 131

**Scott Foresman Social Studies—Building a Nation  
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Performance Indicators**

**Grade Four**

**CIVICS**

**Standard One:** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

**Government**

*Students will be able to:*

**4.401 distinguish between constitutional and non-constitutional governments.**

E14-E15, 15-17, 19, 341, 346-349, 352-354

*Opportunities to address objective:* E16, E22, 351, 357

**4.402 provide examples of ways the U.S. government interacts with other governments in the world (e.g., diplomacy, treaties, military force, trade).**

20

*Opportunities to address objective:* 268-270, 272-273, 276-281, 287-291, 295, 297-300, 302-305, 314, 315-319, 342, 373, 380-384, 430-435, 437, 465, 472, 494, 504-505

**4.403 explain why the world is divided into many different nations.**

55, 57, 63, 64, 67-69, 70-71, 107-109, 110-111, 139, 147-149, 165-167, 172-173

*Opportunities to address objective:* E2-E3 (*History*), E4-E5 (*Economics*), E8-E9 (*Geography*), E10-E11 (*Culture*), 9-10, 77, 79, 83-84, 89-90, 92-93, 95-96, 103-104, 137-138, 143-145, 157-161, 169, 178-180

**4.404 define the purpose of Delaware’s Constitution and the United States Constitution.**

E14-E15, 15, 17, 359

*Opportunities to address objective:* E16

**4.405 identify the three branches of government as defined by the United States Constitution.**

339, 348-349, R30-R38

*Opportunities to address objective:* 346-347, 355, 363, R39-R52

**Standard Two:** Students will understand the principles and ideals underlying the American political system.

### Politics

**Students will be able to:**

**4.406 list three civic responsibilities of a United States citizen (e.g. obey laws, vote, pay taxes).**

15-17

*Opportunities to address objective:* E12-E13, R44-R52

**4.407 provide an example of a citizen's rights and the limitations to that right.**

E12-E13, 15-17, 299, 342, 354-355, 404, 416-420, 424-425, 441, R42-R43, R44-R52

**4.408 identify examples of conflicts caused by diversity (e.g. discrimination, alienation).**

143, 184-185, 227, 235, 251, 269-273, 276, 310-311, 405-406, 416-420, 424-425, 432-433, 436, 441, 445, 470-474, 475, 476, 477-481, 485-487, 517-521

**Standard Three:** Students will understand the responsibilities, rights, and privileges of United States citizens.

### Citizenship

**Students will be able to:**

**4.409 explain what the Bill of Rights is.**

354-355, R42-R43

**4.410 list five of the rights guaranteed by the Bill of Rights.**

7, 15-16, 353-355, R42-R43

**4.411 describe some fundamental principles of American democracy (e.g. people rule themselves, power of government limited by law, people exercise their authority directly through voting and indirectly through elected representatives).**

E14-E15, 5, 7, 15-17, 339, 348-349, 352, 353-354, 363

*Opportunities to address objective:* E22, 274-275, R26-R43

**Standard Four:** Students will develop and employ the civic skills necessary for effective, participatory citizenship.

### Participation

*Students will be able to:*

**4.412 identify characteristics of an effective political leader.**

*Opportunities to address objective:* H2-H3, 163, 221, 274-275, 283, 301, 351-353, 363-364, 368-369, 407, 437, 483

**4.413 state formal qualifications for a political office as stated in the United States Constitution.**

*Opportunities to address objective:* 346-347, R30-R38

**4.414 identify current issues that a candidate could address.**

7-8, 15-17, 20, 22, 35-38, 349 (*Government*)

*Opportunities to address objective:* TR1-TR2

## GEOGRAPHY

**Standard One:** Students will develop a personal geographic framework, or "mental map", and understand the uses of maps and other geo-graphics.

### Mental Mapping

*Students will be able to:*

**4.415 construct from memory a sketch map of Delaware that includes: approximate shape; correct location relative to surrounding states and bodies of water; major physical features; major political features; a title, compass rose and legend.**

H16-H18, H21-H22

*Opportunities to address objective:* 25-27, 29, 32-33, R9, R11, R16-R17

**4.416 construct a sketch map of the United States (including Alaska and Hawaii) that includes: approximate shape; correct location relative to surrounding countries (Canada & Mexico) and bodies of water (Atlantic, Pacific); Delaware's location; title, compass rose and legend.**

H16-H17

*Opportunities to address objective:* H18-H22, 26-27, R8-R15

**Maps, Globes and other Geo-Graphics**

*Students will be able to:*

**4.417 use maps and other geo-graphics to interpret information about Delaware (e.g. significance of relative location, characteristics of physical and human geography).**

26-27, 29, 32-33, 378-379, 512-513

*Opportunities to address objective:* H18, H20

**4.418 create maps that are accurate with respect to direction, scale, and the location of objects or places.**

244-245, 378-379, 512-513

*Opportunities to address objective:* H17-H18, 32-33

**4.419 locate places on maps and globes using a grid system (latitude and longitude).**

H19, 29, 32-33, 132d, 132f, 140-141, 148, 153, 154f

*Opportunities to address objective:* R4-R7, R10-R15

**Standard Two:** Students will develop a knowledge of the ways humans modify and respond to the natural environment.

**Environment**

*Students will be able to:*

**4.420 explain how the environment (topography, climate, soils, vegetation, animals) influences the way people live and work in Delaware.**

*Opportunities to address objective:* H17, H21, 26-27, 28-29, 32-33, 36, 38

**4.421 list ways in which people in Delaware have changed the environment (topography, climate, soils, vegetation, animals).**

*Opportunities to address objective:* 26-27, 28-29, 35-36, 38

**Standard Three:** Students will develop an understanding of the diversity of human culture and the unique nature of places.

### Places

*Students will be able to:*

**4.422 use the geographical concepts of site and situation to explain the changing location of economic and cultural activities and settlements in Delaware over time.**

*Opportunities to address objective:* 19, 22, 77-79, 159, 166, 177, 179, 181-182, 203-205, 211-212, 214, 217-220, 360d, 378-379, 409-413

**4.423 explain how different forms of transportation and communications contribute to the growth and changing character of settlements in Delaware over time.**

*Opportunities to address objective:* 77-78, 159, 166, 177, 179, 205, 211-212, 217, 219, 222-223, 378-379, 411-413

**Standard Four:** Students will develop an understanding of the character and use of regions and the connections between and among them.

### Regions

*Students will be able to:*

**4.424 describe how a local region is defined and studied.**

H11, H20, 25, 26-27, 28-30

**4.425 describe how a region can change over time.**

*Opportunities to address objective:* H11, H20, 25, 26-27, 28-30, 211, 225, 254, 335, 378-379, 399, 409-413, 430-435, 439-441, 443-445, 465, 518-521

**4.426 recognize regions of Delaware defined by cultural factors (language, ethnicity, historical events, customs)**

77, 179, 181, 317, 465

*Opportunities to address objective:* H11, H20, 25, 26-27, 28-30, 216-220

**4.427 recognize regions of Delaware defined by physical factors (climate, topography, vegetation, soils)**

177, 181, 205

*Opportunities to address objective:* H11, H20, 25, 26-27, 28-30, 32-33



**4.428 recognize the regions of Delaware defined by economic factors (natural resources, economic activity, population distribution).**

177, 201, 205, 212, 360d, 360f, 378-379, 390, 409-413

*Opportunities to address objective:* H11, H20, 25, 26-27, 28-30, 35-36, 38, 203, 211, 465

## **ECONOMICS**

**Standard One:** Students will analyze the potential costs and benefits of personal economic choices in a market economy.

### **Personal Economics (Microeconomics)**

***Students will be able to:***

**4.429 define demand, supply, and market price, quantity demanded and quantity supplied.**

18, 19-20, 22

*Opportunities to address objective:* E4-E5, 103, 179, 340, 410, 502

**4.430 define price as what people pay when they buy a good or service, and what they receive when they sell a good or service.**

19-20, 114

**4.431 explain how market prices are determined through the decisions made by buyers and sellers.**

19, 21

*Opportunities to address objective:* 114, 340, 410

**4.432 explain how competition takes place when there are many buyers and sellers of similar products.**

*Opportunities to address objective:* E4-E5, 20-21

**4.433 explain that higher prices for a good or service provide incentives for buyers to purchase less of that good or service and for producers to make or sell more of it. Lower prices for a good or service provide incentives for buyers to purchase more of that good or service and for producers to make or sell less of it.**

*Opportunities to address objective:* 20, 30, 114, 465

**4.434 explain how government actions can create surpluses and shortages.**

*Opportunities to address objective:* 20, 22, 114

**Standard Two:** Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

### Financial Systems (Macroeconomics)

*Students will be able to:*

**4.435 describe services a bank provides.**

21

**4.436 define savings as the part of income not spent on taxes or consumption.**

*Opportunities to address objective:* 18, 19, 21-22

**4.437 define interest rate as a price of money that is borrowed or saved.**

*Opportunities to address objective:* 21

**4.438 explain that banks are institutions where people save money and earn interest.**

21

**4.439 explain that banks are institutions where people borrow money and pay interest.**

21

**Standard Three:** Students will understand different types of economic systems and how they change.

### Economic Systems

**4.440 explain the differences among various economic systems as to the way each allocates its resources, goods, and services.**

*Opportunities to address objective:* 84, 177, 203-205, 212, 465-466, 493, 520

**4.441 explain that how a society decides to use its limited resources determines the type of economic system it has.**

*Opportunities to address objective:* 35, 203-205, 465-466, 494

**4.442 give examples of different ways goods and services have been produced in different times and places.**

*Opportunities to address objective:* 203-205, 212, 465-466, 493, 520

**4.443 describe the means by which goods and services and resources have been exchanged (barter, commodity money, fiat money) in different places and times.**

*Opportunities to address objective: 78-79, 84, 203-205, 212, 243*

**4.444 define productivity and analyze different ways of increasing productivity (specialization and division of labor, investment in capital such as tools and machinery, and investment in human capital).**

*Opportunities to address objective: 20-21, 30, 35, 204-205, 254*

**Standard Four:** Students will examine the patterns and results of international trade.

### **International Trade**

***Students will be able to:***

**4.445 provide an example of how international trade links people in different countries.**

*Opportunities to address objective: 103-104, 106-109, 157, 177, 205, 465*

**4.446 give reasons why people in different countries trade.**

*Opportunities to address objective: 84, 103-104, 106-109, 157, 205, 465*

**4.447 explain that people voluntarily exchange goods and services because they expect to be better off after the exchange.**

*Opportunities to address objective: 103, 107-108, 204, 205, 465*

## **HISTORY**

**Standard One:** Students will employ chronological concepts in analyzing historical phenomena.

### **Chronology**

***Students will be able to:***

**4.448 arrange selected historical events chronologically.**

*Sequence: 109, 130-131, 138, 145, 150, 152, 243, 302, 308; Time Lines: 46-47, 123, 126-127, 194-195, 260-261, 330-331, 394-395, 456-457*

*Opportunities to address objective: 100d-11e, 116-117, 119, 132c-132d, TR52, TR71; also see Reading Skills, Sequence: TR81*

**4.449 explain cause-effect relationships among selected events.**

85, 167, 251, 264-265, 273, 282, 291, 292, 300, 322, 384

*Opportunities to address objective:* 100e, 132d, 154c, 230d, 266c, 276, 294d, TR53;  
also see Reading Skills, Cause and Effect: TR80-TR81**Standard Two:** Students will gather, examine, and analyze historical data.**Analysis*****Students will be able to:*****4.450 define primary and secondary sources.**H4-H5, H6, 46-47, 126-127, 194-195, 260-261, 266d, 284-285, 327, 330-331,  
394-395, 456-457*Opportunities to address objective:* 112, 135, 151, 163, 174-175, 183, 184-185,  
208-209, 219, 229, 237, 270, 298-299, 309, 348, 353, 373, 377, 389, 406, 423,  
424-425, 432-433, 446, 468-469, 478, 494, 498, 508, 516, R26-R52**4.451 chronologically arrange artifacts and/or historical documents.**

56, 70-71, 208-209, 238-239, 312-313, 514-515

*Opportunities to address objective:* H4-H5, 54, 56, 64, 66-67, 70-71, 79, 90, 94-95,  
96, 104, 109, 112, 132b, 135, 139, 143, 145, 151, 154a-154b, 163, 174, 193d, 203,  
216, 217, 219, 226, 270-272, 277, 280, 283, 284-285, 289, 298-299, 301, 340, 348,  
353, 354, 373, 377, 385, 410, 418, 423, 424-425, 446, 478, 494, 516, R26-R52**Standard Three:** Students will interpret historical data.**Interpretation*****Students will be able to:*****4.452 explain why historical accounts of the same event may differ.**174-175, 274-275, 276-277, 284-285, 319, 328-329, 408-409, 310-311, 405-406,  
437, 468-469*Opportunities to address objective:* 135, 151, 160, 163, 169, 222-223, 368-369**Standard Four:** Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.**Content - Delaware history and United States history are connected.****4.453 analyze the impact of major themes in Delaware and United States history through 1850 including:**

- **Demographics (immigration, population)**  
*Opportunities to address objective:* 8-10, 12, 13, 347, 360d, 360f, 376, 378-379, 387, 465, 478, 443, 445
- **Development/ Changes in government**  
148-149, 157, 159-162, 170, 172-173, 178-180, 181, 218, 234-236, 247-250, 265, 268-273, 278-281, 297-300, 319, 335, , 337, 339-343, 345-350, 351, 352-355, 363-365, 368-369, 371, 373, 403-405, 417-420, 422-423, 424-425, 431-435, 439, 445, 461, 465, 477-479, 481-482, 485-487, 500, 508, 510-511, 517-520
- **Technological change**  
*Opportunities to address objective:* 21, 23, 31, 56, 78, 83-84, 112, 139, 161, 177, 203-205, 208-209, 312-313, 400d, 400f, 409-413, 414-415, 428f, 496, 499

**4.454 identify and describe major events and people in Delaware and United States history during the following periods:**

- **Native American nations of North America (prior to 1500), including Delaware**
  - A. Anasazi:** 52d, 62-63
  - B. Mound Builders:** 52d, 60-62
  - C. Eastern Woodlands Indians:** 47, 49, 74c, 76-79  
*Opportunities to address objective:* 199, 247, 249-250
  - D. Iroquois:** 47, 49, 76-79  
*Opportunities to address objective:* 249-250
  - E. Lenni Lanape:** 47  
*Opportunities to address objective:* 76-79, 179
  - F. Nanticoke Indians:** 47  
*Opportunities to address objective:* 76-79
- **The exploration and settlement of North America to 1775**
  - A. Christopher Columbus:** 126-27, 128-129, 130-131, 132c, 133, 134, 135-138, 139  
*Opportunities to address objective:* 113-115, 117-118
  - B. Puritans and Pilgrims:** 126-127, 128-129, 154c, 154e, 155, 168-173, 174-175, 184-185, 194  
*Opportunities to address objective:* 188-189
  - C. St. Augustine:** 147, 232-233  
*Opportunities to address objective:* 257

- D. Jamestown:** 127, 129, 154c, 154e, 155, 159-161, 163
- E. New Sweden:** 166  
*Opportunities to address objective:* 110-111
- F. Triangle trade:** 206-207  
*Opportunities to address objective:* 113-114, 136, 208, 226
- G. William Penn:** 127, 129, 179, 181, 183
- H. Henry Hudson:** 154c, 165, 166, 167
- I. Zwaanendael:** *Opportunities to address objective:* 165-167, 179

**The Revolutionary War/Constitutional Period (1763 - 1800)**

- A. George Washington:** 262-263, 281, 283, 296, 297, 302, 303-304, 308,
- B.** 315, 318-319, 320, 330-331, 345, 362, 363-365  
*Opportunities to address objective:* 246, 247-249, 307, 368
- C. Benjamin Franklin:** 196-197, 219-221, 270, 305, 344
- D. Stamp Act:** 265, 268, 269-273
- E. Declaration of Independence:** 261, 294c, 295, 296, 298-300, 338, 424, R26-R29, TR32
- F. Battle of Yorktown:** 294, 317, 318-319
- G. Constitutional Convention:** 330, 335, 344, 345-350, 351  
*Opportunities to address objective:* 353-355, R30-R43
- H. Caesar Rodney:** R29  
*Opportunities to address objective:* 270, 281, 297-300
- I. John Dickinson:** R41  
*Opportunities to address objective:* 270, 281, 297-300
- J. Lexington and Concord:** 286, 287-289

**Initial growth and expansion of the United States (1800 - 1850)**

- A. The War of 1812:** 331, 380, 381-384, 385, 388-389, 399
- F. Thomas Jefferson:** 301, 331, 360c, 370, 272-376  
*Opportunities to address objective:* 364, 368-369, 371, 402
- C. Growth of railroads:** 399, 412-413
- D. Abolitionism - Frederick Douglass:** 395, 397, 418, 422-423  
*Opportunities to address objective:* 421, 424-425, 462c-462d, 473-474, 475, 480-481
- E. Oregon Trail:** 438, 439, 440
- F. Trail of Tears:** 405-406
- G. Elizabeth Cady Stanton:** 393c, 416, 417, 419, 425
- H. Andrew Jackson:** 394, 396-397, 403-405, 407
- I. Mexican War:** 395, 399, 432-436, 437, 450-451
- J. Louisiana Purchase:** 331, 370, 372-376, 377, 435
- K. Missouri Compromise:** 462d, 462f, 476, 477-479
- L. Harriet Tubman:** 456, 459, 473-474, 475

**Scott Foresman Social Studies—Growth of a Nation  
Economics—Building a Nation  
to the  
Delaware Social Studies  
Performance Indicators**

**Grade Five**

**CIVICS**

**Standard One:** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

**Government**

***Students will be able to:***

**5.401 explain why it is important for nations to resolve problems peacefully.**

280, 364, 387, 407, 450-451, 492-493, 506-507

*Opportunities to address objective:* H2-H3, 275, 390-391

**5.402 explain the main function of each of the three branches of government as defined by the United States Constitution.**

26-27, 484, R30-R39

*Opportunities to address objective:* 107-109, 251, 257, 275, 324, 329, 343, 345, 386, 424, 440, 443, 481, 506

**5.403 explain the system of “checks and balances” as outlined by the United States Constitution.**

26-27

*Opportunities to address objective:* 484, R30-R39

**Standard Two:** Students will understand the principles and ideals underlying the American political system.

**Politics**

***Students will be able to:***

**5.404 explain the connection between rights and responsibilities under the United States Constitution.**

28, 469, 482

*Opportunities to address objective:* 484, R42-R43**5.405 explain “due process” and its impact on the citizenry.**

469, 482, R42-R43

*Opportunities to address objective:* 28**5.406 describe ways that conflicts about issues, such as unfair treatment or diversity, can be resolved in a peaceful manner that respects individual rights and promotes the common good.**

108-109, 240-244, 418, 420-423, 441, 442

*Opportunities to address objective:* 28, 245, 445

**Standard Three:** Students will understand the responsibilities, rights, and privileges of United States citizens.

**Citizenship*****Students will be able to:*****5.407 list and explain the rights guaranteed by the Bill of Rights.**

28, 469, 482, R42-43

**5.408 give examples of ways the Bill of Rights directly affects everyday life.**

28, 469, 482

*Opportunities to address objective:* 468, R42-43

**Standard Four:** Students will develop and employ the civic skills necessary for effective, participatory citizenship.

**Participation*****Students will be able to:*****5.409 propose current issues that a candidate could address.**

483, 486-487, 492-493, 506-507, 513, 518-519

*Opportunities to address objective:* 490-491, 515, 520-521



**5.410 advocate a position on a current issue and describe possible action(s) taken to advance the cause (e.g. circulating petitions, attending meetings, supporting causes).**

482, 486, 507, 508-509, 514

*Opportunities to address objective:* 465, 490, 492-493, 513

**5.411 access the names of elected representatives at the local, state, and national level.**

*Opportunities to address objective:* 481-483

## **GEOGRAPHY**

**Standard One:** Students will develop a personal geographic framework, or "mental map", and understand the uses of maps and other geo-graphics.

### **Mental Mapping**

***Students will be able to:***

**5.412 use intermediate compass directions (e.g. north-west, south-west), prime meridian, equator, tropics of Cancer and Capricorn, and Arctic and Antarctic circles, when referring to places on maps and globes at different scales.**

H12-H15, H17-H20, 10, 20-21, 473

*Opportunities to address objective:* H20, R4-R7, R10-R15

**5.413 construct from memory a sketch map of the United States (including Alaska and Hawaii) that includes: approximate shape; correct location relative to surrounding countries (Canada and Mexico and bodies of water; major physical features; major political features; and title, compass rose and legend.**

*Opportunities to address objective:* H16-17, H23, R6-R15

### **Maps, Globes and other Geo-Graphics**

***Students will be able to:***

**5.414 use maps and other geo-graphics to interpret information about the U.S. (e.g. significance of relative location, characteristics of physical and human geography).**

H16-H17, H21, H22-H23, 473-474, 478-479

*Opportunities to address objective:* 366-367, R6-R15; also see Maps xi

**5.415 create a thematic map from tabular data that is accurate with respect to direction, scale, location and legend.**

20-21

*Opportunities to address objective:* H16, H18, H21, H23, 134-135, 478-479;  
*also see Maps xi*

**Standard Two:** Students will develop a knowledge of the ways humans modify and respond to the natural environment.

### Environment

***Students will be able to:***

**5.416 list and explain ways how the environment (topography, climate, soils, vegetation, animals, natural hazards) influences the way people live and work in the United States.**

181, 301, 332-333, 473

*Opportunities to address objective:* H10-H11, 16, 19

**5.417 list and explain the impact, and predict the consequences of human actions on natural environments in the United States (topography, climate, soils, vegetation, animals).**

177-179, 251, 263, 266-267, 301, 443-444, 474, 513, 515, 518-519

*Opportunities to address objective:* H10-H11, 181, 251, 473

**5.418 demonstrate understanding of the difference between renewable and non-renewable resources, using examples from Delaware and the United States.**

179, 181, 266-267, 301, 444, 489, 513

*Opportunities to address objective:* 16, 251, 259, 443, 518-519

**Standard Three:** Students will develop an understanding of the diversity of human culture and the unique nature of places.

### Places

***Students will be able to:***

**5.419 use the geographical concepts of site and situation to explain the changing location of economic and cultural activities and settlements in the United States over time.**

55, 150-153, 155, 158, 177-179, 181, 185-190, 213, 223-224, 233-236, 301, 321, 474

*Opportunities to address objective:* 83, 225-229, 312-314, 478-479

**5.420 explain how different forms of transportation and communications contribute to the changing character of settlements in the United States.**

167, 170, 178, 213, 219, 223, 34-35, 299-301, 452, 490-493, 515

*Opportunities to address objective:* 104-105, 302-303, 478-479

**Standard Four:** Students will develop an understanding of the character and use of regions and the connections between and among them.

## Regions

***Students will be able to:***

**5.421 recognize regions of the United States defined by cultural factors (language, ethnicity, historical events, customs).**

H16, H18, 16, 35, 55-56, 144, 151-153, 155-159, 186-187, 312, 314, 332-333, 370-371, 473, 503-505

**5.422 recognize regions of the United States defined by physical factors (climate, topography, vegetation, soils).**

H11, H17-H18, H22, 140-142, 332-333, 473-474

**5.423 recognize regions of the United States defined by economic factors (natural resources, economic activity, population distribution).**

H23, 34, 55, 83, 140-142, 149-150, 151-153, 299, 301, 473-474, 478-479

**5.424 explain how forms of transportation and communication have changed the regions of Delaware and the United States over time.**

125, 127, 129-133, 149-150, 299-300

*Opportunities to address objective:* 490-491

## ECONOMICS

**Standard One:** Students will analyze the potential costs and benefits of personal economic choices in a market economy.

### Personal Economics (Microeconomics)

***Students will be able to:***

**5.425 describe a situation in which government action influences supply and demand for a product(s) or service(s).**

278, 311, 330-331, 348-351, 489

*Opportunities to address objective:* 179, 264, 270-271

**Building a Nation:** *Opportunities to address objective:* 19

**5.426 explain that consumers and producers make choices based on market conditions.**

311, 316, 321, 324-325, 489

*Opportunities to address objective:* 149, 152, 217

**Building a Nation:** *Opportunities to address objective:* 19, 21

**5.427 describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service.**

180, 263-264, 300, 302-303

*Opportunities to address objective:* 55, 173, 179, 270-271, 492

**5.428 explain how income determines access to markets.**

169, 316, 324-325, 330

**Building a Nation:** *Opportunities to address objective:* 444, 518, 520

**5.429 explain how consumers determine what will be produced.**

300, 302-303

*Opportunities to address objective:* 180

**Building a Nation:** *Opportunities to address objective:* 21

**5.430 explain how producers determine how goods and services are produced and how resources are used.**

263, 299, 301-302, 330, 489, 513

*Opportunities to address objective:* 177-181, 221

**5.431 explain how the actions of government, such as taxes and regulations, influence consumer and producer decisions.**

131, 139, 264-265, 311, 482

*Opportunities to address objective:* 179, 264-265, 270-271, 324, 330-331

**Building a Nation:** *Opportunities to address objective:* 269, 339-341, 518, 520

**Standard Two:** Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

### **Financial Systems (Macroeconomics)**

***Students will be able to:***

**5.432 explain that banks and other financial institutions channel funds from savers to borrowers and investors.**

*Opportunities to address objective:* 178, 181, 323-324

**Building a Nation:** *Opportunities to address objective:* 21

**5.433 provide examples of several types of financial institutions and tell how they differ.**

*Opportunities to address objective:* 178-179, 181, 322

**Building a Nation:** 21

**5.434 describe how banks make a profit.**

*Opportunities to address objective:* 181, 321

**Building a Nation:** *Opportunities to address objective:* 21

**5.435 explain the role of financial institutions in a market economy.**

*Opportunities to address objective:* 181, 321-322, 324

**Building a Nation:** *Opportunities to address objective:* 21

**5.436 describe the role of banks and other financial institutions in the local community.**

*Opportunities to address objective:* 323

**Building a Nation:** *Opportunities to address objective:* 21

**Standard Three:** Students will understand different types of economic systems and how they change.

### **Economic Systems**

**5.437 explain that there are different ways to distribute goods and services (by prices, command, majority rule, contest, force, first-come, first-served, sharing equally, lottery, personal characteristics and others) and there are advantages and disadvantages to each.**

*Opportunities to address objective:* 8, 169, 177, 181, 489

**Building a Nation:** *Opportunities to address objective:* 20, 68, 212, 444

**5.438 state the advantages and disadvantages of different means of production in different times and places.**

*Opportunities to address objective:* 153, 177, 179, 181, 221

**Building a Nation:** *Opportunities to address objective:* 67-68, 148-149, 212

**5.439 examine the costs and benefits of various means of exchange used in different times and places.**

*Opportunities to address objective:* 217, 492-493

**Building a Nation:** *Opportunities to address objective:* 61, 68, 103, 107-108, 113, 136, 444

**5.440 explain how standards of living increase as the productivity of labor improves.**

141, 182, 185, 220-221, 235

**Building a Nation:** *Opportunities to address objective:* 57, 67, 177, 212

**5.441 state the advantages and disadvantages of increasing productivity.**

153, 188-189, 193-197, 220-221, 225, 263, 266-267, 321, 513

**Building a Nation:** *Opportunities to address objective:* 19-21, 67, 161, 177, 212-213, 226, 493

**5.442 define technological change as an advance in knowledge leading to new and improved goods and services and better ways of producing them.**

104-105, 127, 129, 142-143, 154, 167, 171, 177, 179-180, 213, 217, 219, 277, 354-355, 402-403, 428, 433, 452, 491-492, 495-497, 501, 515-517, 520-521

**Building a Nation:** *Opportunities to address objective:* 56-57, 67, 104, 109, 115, 410-413

**Standard Four:** Students will examine the patterns and results of international trade.

### International Trade

*Students will be able to:*

**5.443 explain how international trade promotes specialization and division of labor and increases output and consumption.**

17, 492-993

**Building a Nation:** *Opportunities to address objective:* 20-22

**5.444 explain how international trade affects individuals, businesses and countries.**

10-11, 17, 323, 492-493

**Building a Nation:** *Opportunities to address objective:* 20, 22, 113, 115, 136, 206-207

**5.445 explain how international trade creates interdependence.**

17, 256-257, 492-493

**Building a Nation:** *Opportunities to address objective:* 20-22, 103, 107-108, 113-115, 136, 205, 206-207

## **HISTORY**

**Standard One:** Students will employ chronological concepts in analyzing historical phenomena.

### **Chronology**

***Students will be able to:***

**5.446 gather and arrange historical events chronologically.**

77, 124-125, 133, 144, 153, 159, 173, 200, 244, 364

*Opportunities to address objective:* 2-3, 6b, 38-39, 43, 46-47, 120-121, 126c, 136-137, 208-209, 290-291, 376-377, 416c, 464-465; 43, 136-137, TR50;  
*also see* Time Lines xiii

**5.447 propose and support cause-effect relationships among selected events.**

229, 258, 326, 380-381, 391, 403, 426, 444, 453, 494, 456

*Opportunities to address objective:* 164d, 382c, TR51; *also see* Cause and Effect TR79

**Standard Two:** Students will gather, examine, and analyze historical data.

### **Analysis**

***Students will be able to:***

**5.448 explain why an item is either a primary or secondary source.**

H6-H8, 392-393, 415, 461

*Opportunities to address objective:* 2-3, 46-47, 120-121, 208-209, 284-285, 290-291, 376-377, 464-465; *also see* Primary Sources TR78

**5.449 chronologically arrange artifacts and/or historical documents and defend the arrangement.**

*Opportunities to address objective:* H4-H5, 136-137, 171, 206, 308-309, TR66-TR67

**5.450 analyze change over time using a given set of related artifacts.**

*Opportunities to address objective:* H4-H5, 170-171, 206, 219-221, 281, 299-300, 308-309, TR66

**Standard Three:** Students will interpret historical data.

### Interpretation

*Students will be able to:*

**5.451 form a conclusion(s) using historical data concerning the same event and validate the conclusion(s).**

294-295, 296c, 305, 316, 336, 368

*Opportunities to address objective: Also see Draw Conclusions TR79*

**Standard Four:** Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

**Content - Delaware history and United States history are connected.**

**5.452 analyze the impact of major themes in Delaware and United States history through the present including:**

- **Demographics (immigration, population)**

8, 55-56, 64, 83, 139-141, 144, 158-159, 185, 188-190, 213, 223-225, 230-231, 233-236, 185-190, 314, 332-333, 347, 350, 353, 400

- **Development/ Changes in government**

13-14, 23-28, 31, 51, 67-69, 75-77, 100-101

*Opportunities to address objective: 107-111, 213, 442, 447, 453*

- **Technological change**

83, 104-105, 125, 130-133, 142-143, 167-173, 177-179, 213, 217-221, 228, 256- 257, 299-304, 308-309, 354-355, 361, 402-403, 429-430, 452, 513-517

**5.453 identify and describe major events and people in Delaware and United States history during the following periods:**

**Civil War and Reconstruction (1848 - 1877)**

**A. Harriet Beecher Stowe – Uncle Tom’s Cabin:** 70

**B. Bleeding Kansas:** 69

**C. Abraham Lincoln:** 47, 48, 51, 71-73, 75-76, 83-85, 96, 98, 100-101, 106-107, 130, 251, 481, R22

**D. Battle of Gettysburg:** 96-99, 101

**E. Emancipation Proclamation:** 90, 93

**F. Fort Sumter:** 74-77



- G. African-American soldiers (54<sup>th</sup> Massachusetts):** 91
- H. Tammany Hall:** 227
- I. Black Codes:** 107
- J. Freedman's Bureau:** 108
- K. Homestead Act:** 138-139

**Industrial Revolution and Westward Expansion (1865 - 1910)**

- A. The DuPont family – Delaware:** *Opportunities to address objective:* 181-182
- B. Andrew Carnegie:** 122-123, 177, 180-181, 183
- C. Alexander Graham Bell:** 122-123, 166-167, 219
- D. Thomas Edison:** 168-169, 304, 494
- E. Growth of heavy industry:** 130-133, 151, 173, 177-179, 181-182, 218, 263, 270
- F. Jane Addams:** 226
- G. Populism:** *Opportunities to address objective:* 140-143, 150-151, 178, 217, 242-243, 264
- H. Booker T. Washington:** 210-211, 237, 239
- I. Plessy v. Ferguson:** 234, 421
- J. Jim Crow laws:** 110-111, 234, 236, 238
- K. Labor Movement – Samuel Gompers:** 193-197, 198-199
- L. Spanish-American War:** 253-255

**Emergence of United States as a world power (1900 - 1945)**

- A. W. E. B. Dubois:** 237
- B. Theodore Roosevelt:** 211, 226, 254-257, 259, 264-267, 269, 271, 279, R24
- C. World War I:** 235, 243, 272-280, 281, 321
- D. Prohibition:** 311, R7, R49
- E. Ku Klux Klan:** 108
- F. Women's Suffrage – 19<sup>th</sup> Amendment:** 109, 210-211, 215, 240-244, 245, R48
- G. Henry Ford:** 292, 299-301
- H. Harlem Renaissance:** 295, 314
- I. Great Depression:** 323-327, 328-329, 333-335, 343, 349, 395, 400
- J. Franklin and Eleanor Roosevelt:** 326, 327, 328-329, 333, 334, 340-341, 343, 345, 349, 420
- K. The New Deal:** 329-333
- L. Pearl Harbor:** 344, 353, 358, 503
- M. World War II:** 339, 342-347, 348-355, 356-364, 381, 383, 385, 387-388, 395, 407, 409, 420, 431, 442, 495
- N. Atomic Bomb:** 354, 361, 364
- O. Tuskegee Airmen:** 232, 237

**Modern Delaware (1945 - present)****A. Cold War:** 429-435, 446-449**B. Brown v. Board of Education:** 421**C. Martin Luther King, Jr.:** 422-425, 427, 378-379**D. John F. Kennedy:** 378-379, 410-412, 413, 424, 431, R24**E. "Space Race":** 429-430**F. Electronic media (cable TV, VCRs, computers, cellular phones):** 491, 494, 495, 496-496, 515**G. Vietnam War:** 432-434**H. Louis Redding:** *Opportunities to address objective:* 421 (Brown v. Bd. of Ed.)**I. Gulf War:** 450-451, 507**J. Richard Nixon:** 430, 433-434, 447, R24**K. Sandra Day O' Connor:** 439, 442, 466-467, 484-485**L. Jesse Jackson:** *Opportunities to address objective:* 422-426

**Scott Foresman Social Studies—The World  
to the  
Delaware Social Studies  
Performance Indicators  
Grade Six**

**CIVICS**

**Standard One:** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

**Government**

***Students will be able to:***

**6.401 list and describe several forms of governments in different times and places (e.g., Presidential, Parliamentary, Authoritarian, Monarchy, Communist)**  
E14-E15, 42, 50, 90, 110, 131, 169, 199, 225, 255, 283, 361-362, 401, 443, 457, 467, 481, 500, 502, 531, 544, 546-547, 560, 570, 577, 603, 613, 642

**6.402 list and define the major powers of governments (e.g., make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war).**  
51, 109, 178, 284, 289-290, 327, 362, 398, 457-458, 467-468, 497, 502, 522, 530, 536, 544-545, 546-547, 550, 570, 578, 586, 609, 618, 622, 633, 661, 669

**Standard Two:** Students will understand the principles and ideals underlying the American political system.

**Politics**

***Students will be able to:***

**6.403 provide examples of human rights.**  
560, 637, 640  
*Opportunities to address objective:* 398, 441, 448-449, 458, 476, 480, 502, 559, 628d, 642-643

**6.404 describe alternative means of conflict management (e.g., negotiation, mediation, arbitration, and litigation)**  
619, 574-575  
*Opportunities to address objective:* 536, 545, 566c, 588-589

**6.405 explain the concept of minority rights within a society where the majority rules**

*Opportunities to address objective:* 296, 448-449, 502, 521, 535, 559, 608-609, 637-640

**Standard Three:** Students will understand the responsibilities, rights, and privileges of United States citizens.

**Citizenship*****Students will be able to:*****6.406 distinguish between civil and property rights.**

*Opportunities to address objective:* 50, 89, 178, 199, 255, 283-284, 398, 401-403, 446-449, 458-459, 467-469, 471, 481, 490, 502-503, 546-547, 578-580, 607-612, 621-623, 637-641, 642, 643

**6.407 provide examples of civil rights and property rights.**

*Opportunities to address objective:* 50, 89, 178, 199, 255, 283-284, 398, 401-403, 446-449, 458-459, 467-469, 471, 481, 490, 502-503, 546-547, 578-580, 607-612, 621-623, 637-641, 642, 643

**Standard Four:** Students will develop and employ the civic skills necessary for effective, participatory citizenship.

**Participation*****Students will be able to:*****6.408 list ways to communicate with elected officials.**

*Opportunities to address objective:* H8, 386-387, 588-589, 653, 669, 670, 678

**6.409 name sources of information used to follow the political actions of elected officials.**

*Opportunities to address objective:* H6-H8, 386-387, 545, 596, 653, 669, 670, 678

## **ECONOMICS**

**Standard One:** Students will analyze the potential costs and benefits of personal economic choices in a market economy.

### **Microeconomics**

***Students will be able to:***

**6.410 explain how a change in income, taste preference, price of other goods (substitutes and complements) and number of buyers affects demand.**

*Opportunities to address objective:* 543, 631, 665

**6.411 explain how a change in producers' costs such as factors of production (land, labor, capital) technology, natural disasters and number of suppliers affects supply.**

*Opportunities to address objective:* 543, 631, 666

**6.412 distinguish between production costs and selling price.**

*Opportunities to address objective:* 543, 631

**Standard Two:** Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

### **Macroeconomics**

***Students will be able to:***

**6.413 identify the roles of money in an economy (medium of exchange, store of value, standard of value).**

*Opportunities to address objective:* 59, 130, 375, 480, 543, 631, 632

**6.414 provide examples of different types of taxes.**

*Opportunities to address objective:* 348, 457, 631-633

**6.415 explain how money is used to purchase goods and services by households and by businesses to pay for productive resources (natural, human, capital).**

*Opportunities to address objective:* E5, E18, 479, 543-544

**6.416 define inflation as an increase in most prices; deflation as a decrease in most prices.**

537, 543-544

**Standard Three:** Students will understand different types of economic systems and how they change.

### **Economic Systems**

**6.417 explain the three basic economic questions (what, how, and for whom).**

*Opportunities to address objective:* 89, 475, 480, 543,560, 631, 658-659

**6.418 describe what, how, and for whom goods and services are produced in various economies.**

*Opportunities to address objective:* E4-E5, 480, 543, 631, 666

**6.419 describe how cultural differences can influence how the three basic economic questions are answered.**

*Opportunities to address objective:* 269, 336, 399, 401, 431, 481, 493-494, 495, 521, 543, 546-547, 631, 638, 666

**Standard Four:** Students will examine the patterns and results of international trade.

### **International Trade**

***Students will be able to:***

**6.420 explain why countries would choose to trade with other countries.**

38, 58, 89, 351, 383-385, 408-409, 448-449, 494-495

**6.421 explain why a country might choose not to trade with other countries.**

112, 363, 493, 570, 609, 611, 616

**6.422 describe government policies which encourage (free trade agreements) or discourage (tariffs, embargoes, subsidies, standards) international trade.**

E4-E5, 363, 494, 609, 616, 631-633

## **GEOGRAPHY**

**Standard One:** Students will develop a personal geographic framework, or "mental map", and understand the uses of maps and other geo-graphics.

### **Maps**

*Students will be able to:*

**6.423 construct from memory a sketch map of that part of the world studied by the district/school sixth grade curriculum that places in the correct location relative to each other the major physical features (e.g. continents, oceans, major mountain ranges, significant deserts and river systems) and important human features (e.g. major cities of the area studied, significant countries and sub-regions, Prime Meridian, Equator, Tropics, and Polar parallels).**

*Opportunities to address objective:* H12-H15, H17, H19-H20, 183, 187, 194-195, R2-R3, R6-R7, R9, R12-R13, R15, R17-R19

**6.424 associate major resources with specific geographic areas studied (e.g. petroleum, rainforests, gold deposits).**

E8-E9, 35, 79, 187, 228-229, 375, 487, 662, 666, 673

**6.425 interpret various types of maps (topographic, navigational, thematic).**

H12-H24, 82-83, 194-195, 258-259, 412-413, 658-659

*Opportunities to address objective:* TR74-TR75; also see Maps xiii

**6.426 select the appropriate map to acquire and report needed information (e.g. resource, climate, vegetation, elevation, population).**

82-83, 194-195, 258-259, 412-413, 658-659

*Opportunities to address objective:* H12-H24, R2-R19; also see Maps xiii

**6.427 explain how size, shape, distance and direction vary with different map projections.**

H22-H23, 166-167

*Opportunities to address objective:* H14, H24, R2-R7, TR73

**Standard Two:** Students will develop a knowledge of the ways humans modify and respond to the natural environment.

### Environment

**Students will be able to:**

**6.428 demonstrate an understanding of plate tectonics, volcanism, earthquakes and the causes of natural disasters.**

123, 163

*Opportunities to address objective:* 129, 281

**6.429 explain how forces such as plate tectonics, volcanism, earthquakes, storms and floods affect human activity.**

12, 14-15, 27, 123, 125, 129

*Opportunities to address objective:* 75, 81, 164, 214

**6.430 explain how humans contribute to natural disasters.**

228-229, 661-663

*Opportunities to address objective:* 410-411, 655-657, 665

**6.431 explain the ways humans perceive and respond to natural disasters.**

228-229, 661-663

*Opportunities to address objective:* 75, 80-81, 410-411, 665-667

**Standard Three:** Students will develop an understanding of the diversity of human culture and the unique nature of places.

### Places

**Students will be able to:**

**6.432 use the concepts of site and situation to explain distinctive characteristics of a place.**

13, 16, 19-20, 28-29, 36, 75, 79, 101-103, 123-124, 163-164, 176, 187-188, 209-210, 247, 277, 323-324, 371-372, 393-395, 487

*Opportunities to address objective:* H10-H11



**6.433 identify the unique cultural characteristics which distinguish a given place.**

13, 19, 22, 27-29, 35, 37, 57, 75, 80-81, 102-103, 107-110, 125, 159, 165, 169-171, 175, 179, 197, 202, 214, 223, 248, 255, 290, 327, 559, 579, 609, 610, 616-617, 637-639, 646-647

*Opportunities to address objective:* H10-H11

**6.434 identify reasons for past and present immigration patterns (push/pull factors).**

12, 14-15, 38, 89, 130, 214, 251, 303, 347-348, 372-373, 397, 445, 448-449, 476-477, 502-503, 615, 655-657

*Opportunities to address objective:* H10-H11

**6.435 demonstrate the ways in which people spread culture, ideas, and information.**

22, 27, 38-39, 43, 49, 58-59, 85, 89, 93-94, 111, 130-132, 134, 142, 177, 198-199, 200, 215, 220, 248-249, 253, 262, 267-269, 278, 286-287, 290, 296, 300, 325, 327, 332, 335-338, 351, 355, 376-377, 383, 408-409, 429, 439-441, 445-447, 475, 485, 487-489, 495, 502-503, 545-547, 603, 631-633

*Opportunities to address objective:* H10-H11

**Standard Four:** Students will develop an understanding of the character and use of regions and the connections between and among them.

**Regions*****Students will be able to:*****6.436 identify factors that affect the location of economic activities (e.g. agriculture, mining, manufacturing).**

27-28, 36-37, 80-81, 126-127, 404, 475-477, 479, 521, 546-547, 631

**6.437 explain how distance to markets and transportation technology affect the location of various types of agriculture.**

**445, 479**

*Opportunities to address objective:* 278-279, 402-403

**6.438 demonstrate the ways that transportation and communication technology decrease the impact of distance between places.**

39, 58-59, 89, 200, 287, 338, 475, 479, 669-670

*Opportunities to address objective:* 336-337, 386-387

**6.439 explain the differences between types of cultural and political regions (formal, functional, perceptual).**

494, 499-503, 535, 583, 586, 609, 637-639

**6.440 describe the advantages and disadvantages of different types of human and physical features used as boundaries between nations and cultures.**

35, 110, 220, 247, 277, 323-324, 488, 495, 569-570, 616-617, 637, 639

## **HISTORY**

**Standard One:** Students will employ chronological concepts in analyzing historical phenomena.

### **Chronology**

***Students will be able to:***

**6.441 describe change in a given period of time using historical materials.**

19-21, 108-109, 197-201, 214, 220, 263-264, 269-271, 286, 290, 299-301, 335-338, 401-402, 431-437, 455-456, 495-496, 569-574, 607-609, 665

**6.442 describe and support cause/effect relationships among selected events.**

22, 214, 264, 302, 398, 407-408, 410-411, 436-437, 457, 480-481, 488-489, 494-495, 522-523, 550, 554, 616-617

**Standard Two:** Students will gather, examine, and analyze historical data.

### **Analysis**

***Students will be able to:***

**6.442 identify strategies for finding historical materials.**

H4-H8,

*Opportunities for addressing objectives:* 280-281, 272-273, 307, 311, 364-365, 386-387

**6.443 distinguish between primary and secondary sources.**

H4-H5, 226-227, 228-229, 280-281, 307, 311, 354, 472-473, 483, 588-589

*Opportunities for addressing objectives:* H6-H8, 2-3, 70-71, 154-155, 238-239, 314-315, 322-323, 512-513, 598-599; *also see Primary Source TR81*

**6.444 identify purpose, perspective, or point of view of given historical materials.**

16-17, 255, 588-589, 592-593, 619

*Opportunities for addressing objectives:* H6-H7, 446, 544, 674-675, 228-229**Standard Three:** Students will interpret historical data.**Interpretation*****Students will be able to:*****6.445 identify differences in several historians' descriptions of a society.***Opportunities for addressing objectives:* 4, 72, 154, 156, 171, 238, 240, 316, 424, 514, 588-589, 600; *also see Literature:* Curriculum Connection TR79**Standard Four:** Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.**Content*****Students will be able to:*****6.446 identify major people and events from the beginning of human society to 300 A.D.**

2-5, 70-73, 154-157, 238-241, 314-317, R29-R33

**6.447 describe political, social, and cultural changes within a major civilization.***Opportunities for addressing objectives:* 2-3, 70-71, 154-155, 238-239, 314-315, 422-423, 512-513, 598-599, R29-R40**6.448 describe trade patterns within a major civilization.**

38-39, 58-59, 89, 94, 99, 110, 112, 169, 220, 248, 324, 335-336, 338, 362-363, 369, 375, 378, 379, 381, 383, 385, 391, 408, 411, 431, 439, 445, 449, 631-633

**Beginnings of Human Society****Discuss the biological and cultural processes that gave rise to the earliest human communities, including the significance of:****A. Early hominid development in Africa**

11-12, 13, 14-16, 17, 18-19

**Describe the processes that led to the emergence of agricultural societies around the world, including the significance of:**

- A. The establishment of settled communities and experimentation with agriculture**  
19-22, 35-37

**Early Civilizations and Pastoral People (4,000-1,000 BC)**

**Discuss the major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus Valley, including the significance of:**

- A. How Mesopotamia, Egypt, and the Indus Valley became centers of dense population, urbanization, and cultural innovation for peoples of Southwest Asia and Egypt**  
35-39, 41-43, 49-58, 77, 79-81, 85-89, 93-95, 129-131

**Describe how agrarian societies spread and new states emerged in the third and second millennia BC, including the significance of:**

89-90, 93-95, 108, 129-131

- A. The emergence of civilization in northern China**  
107-111

**Explain the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BC, including the significance of:**

49-52, 130-131, 250-251

- A. How population movements from western and central Asia affected peoples of India, Southwest Asia, and the Mediterranean region**  
58-59, 129-134

- B. The social and cultural effects that militarization and the emergence of new kingdoms had on peoples of Southwest Asia and Egypt**  
94, 130-131

**Classical Traditions, Major Religions, and Great Empires (1,000 BC-300 AD)**

**Discuss innovation and change from 1000-600 BC: horses, ships, iron, and monotheistic faith, including the significance of:**

50-53, 55-57, 58-59, 110-112, 278-279

**A. How state-building, trade, and migrations led to increasingly complex interrelations among peoples of the Mediterranean basin and Southwest Asia**

49-53, 58-59, 132-134, 286, 290, 300-302

**B. The emergence of Judaism and the historical significance of the Hebrew kingdoms**

55-57

**Explain the emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia from 600 to 200 BC, including the significance of:**

261-264, 267-269

**A. The achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states**

253-256, 261-264

**B. Major cultural achievements of Greek civilization**

254-255, 262, 265, 268-271

**C. Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture**

267-271

**Describe how major religions and large-scale empires arose in the Mediterranean basin, China, and India between 500 BC and 300 AD, including the significance of:**

109-111, 115-117, 130-131, 138, 141-142

**A. The unification of the Mediterranean basin under the Roman empire**

283-287, 289-293, 299-301

**B. The emergence of Christianity in the context of the Roman empire**

295-296, 301-302

**C. The unification of China under the early imperial dynasties**

108-112, 115-117