

A Correlation of

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

© 2005

to the

**Hawaii**  
**Social Studies**  
**Content Standards and**  
**Grade Cluster Benchmarks**  
Grades K-6



P/SS-3

## **Scott Foresman Social Studies**

This document demonstrates how **Scott Foresman Social Studies** meets the objectives of the Hawaii Social Studies Content Standards and Grade Cluster Benchmarks. Page references are to the Teacher's Edition and associated 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  
Hawaii Social Studies Content Standards**

**Kindergarten**

**HISTORY**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CHANGE, CONTINUITY, CAUSALITY</b>		
<b>1. Students employ chronology to understand change and/or continuity and cause and/or effect in history.</b>	<ul style="list-style-type: none"> <li>• Compare and contrast own lives with those of children in history.</li>   <li>• Recognize temporal structure (“beginning,” “middle”, and “end”) and cause/effect in stories and historical narratives.</li> </ul>	20-21, 22, 93-96, 127, 128, 129, 130, 264-265, 266, 313, 314, 315, 316  48, 180, 187, 190, 191, 195, 199, 218, 226, 227, 231, 246, 273, 277, 281
<b>HISTORICAL EMPATHY</b>		
<b>2. Students learn to judge the past on its own terms and use that knowledge to under-stand present day issues, problems, and decision making.</b>	<ul style="list-style-type: none"> <li>• Identify issues and problems of their own community and those of communities in the past.</li> </ul>	39, 40-41, 42, 149, 226, 227, 228

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>HISTORICAL INQUIRY</b>		
<b>3. Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”</b>	<ul style="list-style-type: none"> <li>• Find answers to historical questions in books and other sources.</li> </ul>	93, 94, 128, 256, 264, 270, 274, 275, 276, 278
	<ul style="list-style-type: none"> <li>• Describe and classify primary sources e.g., artifacts and photographs, to make predictions and/or generalizations about a nation or group of people.</li> </ul>	251, 252-253, 254, 264, 265, 272-273, 278, 304, 320
<b>HISTORICAL PERSPECTIVES AND INTERPRETATIONS</b>		
<b>4. Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</b>	<ul style="list-style-type: none"> <li>• Explain how a story can vary depending on the differing perspectives of the teller, writer, listener, and reader.</li> </ul>	291, 292-293, 294-295, 296-297

**POLITICAL SCIENCE/CIVICS**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>GOVERNANCE/POWER/AUTHORITY</b>		
<p><b>1. Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</b></p>	<ul style="list-style-type: none"> <li>• Explain the purpose of rules and laws and participate in establishing rules.</li> <li>• Explain the difference between authority and power without authority and make appropriate decisions to act on own or follow others.</li> </ul>	<p>35, 36-37, 38, 42, 81, 82, 83, 84, 158</p> <p>42, 81, 82, 83, 84</p>
<b>DEMOCRACY</b>		
<p><b>2. Students understand and demonstrate the principles and values underlying American constitutional democracy.</b></p>	<ul style="list-style-type: none"> <li>• Recognize and demonstrate democratic values, i.e., fairness, cooperation, participation in a group.</li> <li>• Demonstrate respect for self and others, regardless of differences.</li> </ul>	<p>17, 23, 27-30, 39-42, 81-84, 87, 120-121, 122, 269, 305</p> <p>82-83, 93, 94-95, 302-303</p>
<b>GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE</b>		
<p><b>3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</b></p>	<ul style="list-style-type: none"> <li>• Identify and evaluate how personal behaviors, decisions, actions, or inaction affect others in the school and community.</li> </ul>	<p>36-37, 38, 81-84, 87, 158</p>

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CITIZENSHIP/PARTICIPATION</b>		
<b>4. Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</b>	<b>• Identify and exercise roles, rights, and responsibilities as citizens and participate in improving the quality of life in their community (classroom, school, neighborhood).</b>	42, 65, 78, 85, 86, 87, 88, 268-269
<b>POLITICAL ANALYSIS</b>		
<b>5. Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.</b>	<b>• Create and use surveys, interviews, polls, and/or tallies to find information to solve a real problem or make a decision, e.g., create tally sheets to monitor frequency and amount of littering.</b>	10, 37, 40-41, 72, 84, 149, 226, 228, 316

## CULTURAL ANTHROPOLOGY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL SYSTEMS</b>		
<b>1. Students understand culture as a system of beliefs, knowledge, and practices shared by a group.</b>	<b>• Explain how different cultures, beliefs, and practices are expressed in language, stories, music, art, and celebrations.</b>	93-96, 241, 242-243, 248, 259-262, 263-266, 267-270, 279

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL DIVERSITY AND UNITY</b>		
<b>2. Students understand and respect the myriad of ways that society addresses human needs and wants.</b>	<ul style="list-style-type: none"> <li>• Describe and distinguish among values, beliefs, and practices of different groups and demonstrate the ability to view situations through the eyes of others.</li> </ul>	
<b>CULTURAL DYNAMICS/CHANGE AND CONTINUITY</b>		
<b>3. Students understand culture as dynamic, selective, adaptive, and ever changing.</b>	<ul style="list-style-type: none"> <li>• Demonstrate how language, art, music, traditions, and other cultural elements can change over time and give possible reasons for that change.</li> </ul>	
<b>CULTURAL INQUIRY</b>		
<b>4. Students use the tools and methodology of social scientists to explain and interpret ideas and events.</b>	<ul style="list-style-type: none"> <li>• Collect and examine artifacts of cultures to make informed decisions and/or judgments based on evidence found.</li> </ul>	



## GEOGRAPHY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>WORLD IN SPATIAL TERMS</b>		
<b>1. Students use geographic representations to organize, analyze, and present information on people, places, and environments.</b>	<ul style="list-style-type: none"> <li>• Read and make geographic representations (i.e., maps, globes, graphs, charts, models) to locate and describe locations, distances, and directions and scale.</li> </ul>	73-76, 209, 210-211, 213, 214, 215, 216, 217, 218, 219, 221, 222-223, 224
<b>PLACES AND REGIONS</b>		
<b>2. Students understand how distinct physical and human characteristics shape places and regions.</b>	<ul style="list-style-type: none"> <li>• Use physical and human characteristics to compare and contrast places and regions, near and far.</li> </ul>	69, 70, 71, 72, 89-92, 217, 218, 219, 220
<b>PHYSICAL SYSTEMS</b>		
<b>3. Students understand how physical processes shape Earth's surface, and create, sustain, and modify the ecosystems.</b>	<ul style="list-style-type: none"> <li>• Give simple explanations of earth's physical systems, (water, air, and land), physical features, and ecosystems.</li> </ul>	34, 157, 185-188, 189-192, 196, 211, 212, 216, 218, 225-228, 260, 265, 277, 320
<b>HUMAN SYSTEMS</b>		
<b>4. Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.</b>	<ul style="list-style-type: none"> <li>• Examine and explain the factors that influence where people migrate and settle.</li> </ul>	23-26, 40, 147-150, 151-154, 155-158, 160-162, 175, 176, 179-183, 185, 186-188, 189-192, 245, 249, 271-274, 313, 316

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>ENVIRONMENT AND SOCIETY</b>		
<b>5. Students demonstrate stewardship of earth's resources through the understanding of society and the physical environment.</b>	<b>• Explain how people depend on, adapt to, and modify the physical environment in their community, and demonstrate stewardship of a local environment.</b>	19-22, 23-26, 85-88, 89-92, 143-146, 147-150, 151-154, 155-159, 225-228, 275-279

## ECONOMICS

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>LIMITED RESOURCES AND CHOICE</b>		
<b>1. Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</b>	<b>• Identify and explain a scarcity situation.</b>	40, 131-134, 135-138, 139-142, 143-146, 147-150, 151-154, 155-158
<b>ROLE AND FUNCTION OF MARKETS</b>		
<b>2. Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</b>	<b>• Give examples of buyers and sellers from a list of goods and services.</b>	116, 131, 134, 135-138, 139-142, 143-146, 159-162

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>ECONOMIC INTERDEPENDENCE</b>		
<b>3. Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.</b>	<ul style="list-style-type: none"> <li>• <b>Identify personal exchanges and trades and explain how they (the students) benefited from the exchange/ trade.</b></li> </ul>	23-26, 111, 116, 117, 131-134, 135-138, 137, 139-142, 143-146, 147-150, 151-154, 155-158, 159-162, 255
<b>ROLE OF GOVERNMENT</b>		
<b>4. Students understand how the government influences the well being of people and institutions.</b>	<ul style="list-style-type: none"> <li>• <b>Explain that the government provides many things we use (parks, roads, schools, and police and fire protection).</b></li> </ul>	83, 143-146, 147-150, 151-154, 155-158, 269
<b>ECONOMIC ANALYSIS</b>		
<b>5. Students understand and use the tools of the economist to help them make informed decisions.</b>	<ul style="list-style-type: none"> <li>• <b>Construct and read simple tables and bar graphs to explain economic ideas.</b></li> </ul>	Opportunity to address: 46, 122, 143, 162

**Scott Foresman Social Studies—All Together  
to the  
Hawaii Social Studies Content Standards**

**Grade One**

**HISTORY**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CHANGE, CONTINUITY, CAUSALITY</b>		
<p><b>1. Students employ chronology to understand change and/or continuity and cause and/or effect in history.</b></p>	<ul style="list-style-type: none"> <li>• <b>Compare and contrast own lives with those of children in history.</b></li>   <li>• <b>Recognize temporal structure (“beginning,” “middle”, and “end”) and cause/effect in stories and historical narratives.</b></li> </ul>	<p>12, 13, 18-19, 21, 28a, 28, 29, 30, 34-35, 58-59, 102-103, 106-107, 190-191, 242-243, 246-249, 250-251, 252-253</p> <p>11, 18, 23, 33, 34-35, 58-59, 63, 70, 102-103, 115, 123, 146-147, 149a, 158, 163, 164-167, 171, 180, 183, 190, 201, 210-211, 249, 251, 252-253</p>
<b>HISTORICAL EMPATHY</b>		
<p><b>2. Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision making.</b></p>	<ul style="list-style-type: none"> <li>• <b>Identify issues and problems of their own community and those of communities in the past.</b></li> </ul>	<p>26, 27, 39, 69, 170, 171, 172, 173, 174, 175</p>

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>HISTORICAL INQUIRY</b>		
<b>3. Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”</b>	<ul style="list-style-type: none"> <li>• Find answers to historical questions in books and other sources.</li> </ul>	H10-H15, 34, 35a, 35, 28-31, 58-59, 103, 111, 148-149, 150a, 164-167, 250-251
	<ul style="list-style-type: none"> <li>• Describe and classify primary sources e.g., artifacts and photographs, to make predictions and/or generalizations about a nation or group of people.</li> </ul>	E10-E11, 5, 9, 27, 28, 29, 34-35, 45, 47, 56a, 57, 58-59, 63, 67, 71, 89, 102-103, 106, 107, 109, 110, 124, 125, 126, 127, 137, 143, 147, 166, 172, 175, 190, 199, 210-211, 212, 233, 237, 251, 253, 260
<b>HISTORICAL PERSPECTIVES AND INTERPRETATIONS</b>		
<b>4. Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</b>	<ul style="list-style-type: none"> <li>• Explain how a story can vary depending on the differing perspectives of the teller, writer, listener, and reader.</li> </ul>	8-9, 18-19, 28-31, 56-57, 58-59, 190-191, 196-199, 242-243

**POLITICAL SCIENCE/CIVICS**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>GOVERNANCE/POWER/AUTHORITY</b>		
<p><b>1. Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</b></p>	<ul style="list-style-type: none"> <li>• <b>Explain the purpose of rules and laws and participate in establishing rules.</b></li>   <li>• <b>Explain the difference between authority and power without authority and make appropriate decisions to act on own or follow others.</b></li> </ul>	<p>E14, 4, 5, 22a, 22-25, 27a, 38, 41, 46, 47, 70-71, 73a, 82, 163, 174, 220, 223a</p> <p>H5, 71, 105, 144, 239</p>
<b>DEMOCRACY</b>		
<p><b>2. Students understand and demonstrate the principles and values underlying American constitutional democracy.</b></p>	<ul style="list-style-type: none"> <li>• <b>Recognize and demonstrate democratic values, i.e., fairness, cooperation, participation in a group.</b></li>   <li>• <b>Demonstrate respect for self and others, regardless of differences.</b></li> </ul>	<p>E12-E13, 4, 10, 11, 14-17, 14a, 18, 19, 21a, 26-27, 32, 33, 41, 44-45, 60, 61, 68, 69, 72, 73, 73a, 87, 110, 112, 113, 114-115, 159, 160, 161, 162, 163, 172, 173, 177, 214, 216, 217, 222-223, 244, 245, 255, 256, 263</p> <p>E12-E13, H4-H5, 68-69, 112-113, 244-245</p>

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE</b>		
<b>3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</b>	<ul style="list-style-type: none"> <li>• Identify and evaluate how personal behaviors, decisions, actions, or inaction affect others in the school and community.</li> </ul>	H5, 26, 27, 39, 69, 71, 105, 113, 175, 219, 239, 261
<b>CITIZENSHIP/PARTICIPATION</b>		
<b>4. Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</b>	<ul style="list-style-type: none"> <li>• Identify and exercise roles, rights, and responsibilities as citizens and participate in improving the quality of life in their community (classroom, school, neighborhood).</li> </ul>	E12-E13, H4, H5, 18, 19, 68, 69, 112, 113, 160, 161, 186, 218-221, 223, 229, 244, 245
<b>POLITICAL ANALYSIS</b>		
<b>5. Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.</b>	<ul style="list-style-type: none"> <li>• Create and use surveys, interviews, polls, and/or tallies to find information to solve a real problem or make a decision, e.g., create tally sheets to monitor frequency and amount of littering.</li> </ul>	E3, 45, 107a, 170-173, 174-175

## CULTURAL ANTHROPOLOGY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL SYSTEMS</b>		
<b>1. Students understand culture as a system of beliefs, knowledge, and practices shared by a group.</b>	<ul style="list-style-type: none"> <li>• Explain how different cultures, beliefs, and practices are expressed in language, stories, music, art, and celebrations.</li> </ul>	
<b>CULTURAL DIVERSITY AND UNITY</b>		
<b>2. Students understand and respect the myriad of ways that society addresses human needs and wants.</b>	<ul style="list-style-type: none"> <li>• Describe and distinguish among values, beliefs, and practices of different groups and demonstrate the ability to view situations through the eyes of others.</li> </ul>	
<b>CULTURAL DYNAMICS/CHANGE AND CONTINUITY</b>		
<b>3. Students understand culture as dynamic, selective, adaptive, and ever changing.</b>	<ul style="list-style-type: none"> <li>• Demonstrate how language, art, music, traditions, and other cultural elements can change over time and give possible reasons for that change.</li> </ul>	
<b>CULTURAL INQUIRY</b>		
<b>4. Students use the tools and methodology of social scientists to explain and interpret ideas and events.</b>	<ul style="list-style-type: none"> <li>• Collect and examine artifacts of cultures to make informed decisions and/or judgments based on evidence found.</li> </ul>	



## GEOGRAPHY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>WORLD IN SPATIAL TERMS</b>		
<b>1. Students use geographic representations to organize, analyze, and present information on people, places, and environments.</b>	<b>• Read and make geographic representations (i.e., maps, globes, graphs, charts, models) to locate and describe locations, distances, and directions and scale.</b>	E5, E7, E8-E9, E11, E13, E15, 5, 9, 27, 28, 29, 34, 35, 45, 47, 57, 58, 63, 67, 71, 89, 103, 106, 107, 109, 110, 124, 125, 126, 127, 137, 140-141, 143, 147, 154-155, 156, 159, 166, 172, 175, 178, 181-182, 190, 199, 212, 233, 237, 251, 260, 265a
<b>PLACES AND REGIONS</b>		
<b>2. Students understand how distinct physical and human characteristics shape places and regions.</b>	<b>• Use physical and human characteristics to compare and contrast places and regions, near and far.</b>	E10-E11, 44, 48-49, 50-53, 56, 57, 74-77, 258-261
<b>PHYSICAL SYSTEMS</b>		
<b>3. Students understand how physical processes shape Earth's surface, and create, sustain, and modify the ecosystems.</b>	<b>• Give simple explanations of earth's physical systems, (water, air, and land), physical features, and ecosystems.</b>	49, 60, 79a, 138, 141, 142-145, 146-147, 148, 149, 149a, 150a, 150, 151, 152, 153, 155, 155a, 156, 157, 158, 159, 162, 163, 165, 178, 181, 236

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>HUMAN SYSTEMS</b>		
<b>4. Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.</b>	<b>• Examine and explain the factors that influence where people migrate and settle.</b>	29, 48-49, 53, 55a, 60, 64, 88, 89, 90, 91, 111, 116, 117, 118, 119, 142-145, 146-147, 149a, 151, 165, 181, 190, 191, 192, 193, 261, 265a
<b>ENVIRONMENT AND SOCIETY</b>		
<b>5. Students demonstrate stewardship of earth's resources through the understanding of society and the physical environment.</b>	<b>• Explain how people depend on, adapt to, and modify the physical environment in their community, and demonstrate stewardship of a local environment.</b>	153, 156, 157, 158, 159, 160, 163a, 181, 190-191, 260-261

## **ECONOMICS**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>LIMITED RESOURCES AND CHOICE</b>		
<b>1. Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</b>	<b>• Identify and explain a scarcity situation.</b>	90, 104, 100-101, 105, 106-107, 108-111

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>ROLE AND FUNCTION OF MARKETS</b>		
2. Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.	• Give examples of buyers and sellers from a list of goods and services.	E4-E5, 90, 108, 111, 130, 238-239
<b>ECONOMIC INTERDEPENDENCE</b>		
3. Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.	• Identify personal exchanges and trades and explain how they (the students) benefited from the exchange/ trade.	104-105, 106-107, 228
<b>ROLE OF GOVERNMENT</b>		
4. Students understand how the government influences the well being of people and institutions.	• Explain that the government provides many things we use (parks, roads, schools, and police and fire protection).	E14-E15, E23, 46, 70-71, 82, 220
<b>ECONOMIC ANALYSIS</b>		
5. Students understand and use the tools of the economist to help them make informed decisions.	• Construct and read simple tables and bar graphs to explain economic ideas.	E5, 93a, 98-99, 99a, 107a Related Content: 254-255

**Scott Foresman Social Studies—People and Places  
to the  
Hawaii Social Studies Content Standards**

**Grade Two**

**HISTORY**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CHANGE, CONTINUITY, CAUSALITY</b>		
<b>1. Students employ chronology to understand change and/or continuity and cause and/or effect in history.</b>	<ul style="list-style-type: none"> <li>• <b>Compare and contrast own lives with those of children in history.</b></li> </ul>	202-205, 206-207, 210-213, 216-219, 220-221, 228-229, 230-233, 250-253, 272-275
	<ul style="list-style-type: none"> <li>• <b>Recognize temporal structure (“beginning,” “middle”, and “end”) and cause/effect in stories and historical narratives.</b></li> </ul>	22, 23, 25, 54-55, 59, 69, 93, 226-227, 228, 229, 240, 253, 256-257, 259, 271, 278-281
<b>HISTORICAL EMPATHY</b>		
<b>2. Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision-making.</b>	<ul style="list-style-type: none"> <li>• <b>Identify issues and problems of their own community and those of communities in the past.</b></li> </ul>	E12, 14-15, 45, 75, 82-85, 89, 155, 156

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>HISTORICAL INQUIRY</b>		
<b>3. Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”</b>	<ul style="list-style-type: none"> <li>• Find answers to historical questions in books and other sources.</li>   <li>• Describe and classify primary sources e.g., artifacts and photographs, to make predictions and/or generalizations about a nation or group of people.</li> </ul>	<p>202-205, 206-207, 208-209, 210-213, 214-215, 222-225, 228-229, 230-233, 238-239</p> <p>22, 66, 120-123, 138, 173, 175, 210, 214, 216, 222-223, 225, 228, 233, 239, 242, 250-252, 253, 267</p>
<b>HISTORICAL PERSPECTIVES AND INTERPRETATIONS</b>		
<b>4. Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</b>	<ul style="list-style-type: none"> <li>• Explain how a story can vary depending on the differing perspectives of the teller, writer, listener, and reader.</li> </ul>	<p>16-19, 22-23, 28-29, 24-27, 62-65, 68-71, 74-75, 134-137, 206-207, 228-229, 230-233</p>

**POLITICAL SCIENCE/CIVICS**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>GOVERNANCE/POWER/AUTHORITY</b>		<p>E14-E15, 4, 9-11, 33, 44, 83, 154, 156, 167-169</p> <p>H5, 108-109, 143, 154, 176-177</p>
<p><b>1. Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</b></p>	<ul style="list-style-type: none"> <li>• Explain the purpose of rules and laws and participate in establishing rules.</li> <li>• Explain the difference between authority and power without authority and make appropriate decisions to act on own or follow others.</li> </ul>	
<b>DEMOCRACY</b>		<p>E12-E13, H4, 207</p> <p>E13, H2-H3, H4, 12-13, 40-41, 110-111, 159, 207, 255</p>
<p><b>2. Students understand and demonstrate the principles and values underlying American constitutional democracy.</b></p>	<ul style="list-style-type: none"> <li>• Recognize and demonstrate democratic values, i.e., fairness, cooperation, participation in a group.</li> <li>• Demonstrate respect for self and others, regardless of differences.</li> </ul>	
<b>GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE</b>		<p>E12-E13, H2, H4, 13, 14-15, 45, 105</p>
<p><b>3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</b></p>	<ul style="list-style-type: none"> <li>• Identify and evaluate how personal behaviors, decisions, actions, or inaction affect others in the school and community.</li> </ul>	

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CITIZENSHIP/PARTICIPATION</b>		
<b>4. Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</b>	<b>• Identify and exercise roles, rights, and responsibilities as citizens and participate in improving the quality of life in their community (classroom, school, neighborhood).</b>	E12-E13, E22, H4, H7, 12-13, 14, 15a, 15, 29, 35, 45, 74-75, 86-88, 89, 105, 108-109, 110-111, 113, 116-117, 120-121, 132, 133a, 133, 143, 150, 155-156, 157-159, 160, 168, 170-171, 172-175, 178-179, 183, 190, 193, 206-207, 211, 220-221, 231, 234-235, 254, 255, 268-269, 279
<b>POLITICAL ANALYSIS</b>		
<b>5. Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.</b>	<b>• Create and use surveys, interviews, polls, and/or tallies to find information to solve a real problem or make a decision, e.g., create tally sheets to monitor frequency and amount of littering.</b>	E12, H5, 14, 15a, 15, 45, 75, 83, 89, 108-109, 143, 155, 156

### CULTURAL ANTHROPOLOGY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL SYSTEMS</b>		
<b>1. Students understand culture as a system of beliefs, knowledge, and practices shared by a group.</b>	<b>• Explain how different cultures, beliefs, and practices are expressed in language, stories, music, art, and celebrations.</b>	E10-E11, E21, 2-3, 28-29, 50-51, 90-91, 98-99, 116-117, 148-149, 154-157, 160-163, 166-169, 188-189, 196-197, 236-237, 244-245, 284-285

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL DIVERSITY AND UNITY</b>		
<b>2. Students understand and respect the myriad of ways that society addresses human needs and wants.</b>	<ul style="list-style-type: none"> <li>• Describe and distinguish among values, beliefs, and practices of different groups and demonstrate the ability to view situations through the eyes of others.</li> </ul>	
<b>CULTURAL DYNAMICS/CHANGE AND CONTINUITY</b>		
<b>3. Students understand culture as dynamic, selective, adaptive, and ever changing.</b>	<ul style="list-style-type: none"> <li>• Demonstrate how language, art, music, traditions, and other cultural elements can change over time and give possible reasons for that change.</li> </ul>	
<b>CULTURAL INQUIRY</b>		
<b>4. Students use the tools and methodology of social scientists to explain and interpret ideas and events.</b>	<ul style="list-style-type: none"> <li>• Collect and examine artifacts of cultures to make informed decisions and/or judgments based on evidence found.</li> </ul>	



## GEOGRAPHY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>WORLD IN SPATIAL TERMS</b>		
<b>1. Students use geographic representations to organize, analyze, and present information on people, places, and environments.</b>	<ul style="list-style-type: none"> <li>• <b>Read and make geographic representations (i.e., maps, globes, graphs, charts, models) to locate and describe locations, distances, and directions and scale.</b></li> </ul>	E3, E5, E7, E8-E9, E11, E13, E15, H10-H11, H13, H14, 20-21, 23a, 30a, 30-31, 32, 33, 36, 37-39, 40, 41a, 46, 60, 61, 65, 83, 124, 125, 125a, 137, 144, 161, 165a, 167, 184, 185, 192, 202, 203, 205, 215a, 215, 223, 225, 239, 244, 251, 252, 265, 267, 270-271, 283a
<b>PLACES AND REGIONS</b>		
<b>2. Students understand how distinct physical and human characteristics shape places and regions.</b>	<ul style="list-style-type: none"> <li>• <b>Use physical and human characteristics to compare and contrast places and regions, near and far.</b></li> </ul>	E8-E9, H2, 134-135, 197, 210, 213, 215a, 216-219, 256-257, 259, 260-261
<b>PHYSICAL SYSTEMS</b>		
<b>3. Students understand how physical processes shape Earth's surface, and create, sustain, and modify the ecosystems.</b>	<ul style="list-style-type: none"> <li>• <b>Give simple explanations of earth's physical systems, (water, air, and land), physical features, and ecosystems.</b></li> </ul>	26, 66, 67-70, 77, 202-205, 210, 211, 212, 213, 225

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>HUMAN SYSTEMS</b>		
<b>4. Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.</b>	<b>• Examine and explain the factors that influence where people migrate and settle.</b>	62, 63, 64, 65, 66, 67a, 68, 70, 202-205, 208-209, 210-213, 228-229
<b>ENVIRONMENT AND SOCIETY</b>		
<b>5. Students demonstrate stewardship of earth's resources through the understanding of society and the physical environment.</b>	<b>• Explain how people depend on, adapt to, and modify the physical environment in their community, and demonstrate stewardship of a local environment.</b>	2, 16-19, 20-21, 22-23, 24, 26, 42-43, 52, 66-67, 68, 69, 70-71, 76-79, 80, 82-83, 86-87, 92, 95-96, 137, 202-205, 209a, 211, 228-229, 264, 265, 273, 276, 278-279, 280-281, 283

## ECONOMICS

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>LIMITED RESOURCES AND CHOICE</b>		
<b>1. Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</b>	<b>• Identify and explain a scarcity situation.</b>	11, 104, 106, 107, 108-109, 113, 120-123, 126-129, 130-131, 134-137, 138-139

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>ROLE AND FUNCTION OF MARKETS</b>		
2. Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.	• Give examples of buyers and sellers from a list of goods and services.	E4-E5, 52, 57, 68a, 68, 70, 71, 75a, 107, 112, 113, 120-123, 280
<b>ECONOMIC INTERDEPENDENCE</b>		
3. Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.	• Identify personal exchanges and trades and explain how they (the students) benefited from the exchange/ trade.	E4-E5, 98, 102, 104-107, 126-129, 138-139, 139a, 145, 178, 212
<b>ROLE OF GOVERNMENT</b>		
4. Students understand how the government influences the well being of people and institutions.	• Explain that the government provides many things we use (parks, roads, schools, and police and fire protection).	E14-E15, 9, 19, 33, 112-115, 118-119, 154-157, 160-163, 166-169, 171a, 192, 193
<b>ECONOMIC ANALYSIS</b>		
5. Students understand and use the tools of the economist to help them make informed decisions.	• Construct and read simple tables and bar graphs to explain economic ideas.	E5, 107, 130-131, 137

**Scott Foresman Social Studies—Communities  
to the  
Hawaii Social Studies Content Standards**

**Grade Three**

**HISTORY**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CHANGE, CONTINUITY, CAUSALITY</b>		
<b>1. Students employ chronology to understand change and/or continuity and cause and/or effect in history.</b>	<ul style="list-style-type: none"> <li>• <b>Compare and contrast own lives with those of children in history.</b></li> </ul>	78-79, 84-86, 87-89, 90-95, 114-116, 242-244, 250-255, 258-261, 266-269
	<ul style="list-style-type: none"> <li>• <b>Recognize temporal structure (“beginning,” “middle”, and “end”) and cause/effect in stories and historical narratives.</b></li> </ul>	13, 15, 27, 29, 32, 35, 82, 85, 86, 87, 115, 117, 123, 130, 154, 181, 187, 201, 202, 204-205, 218, 220, 221, 225, 247, 248-249, 254, 263, 268, 269, 271, 275, 296, 336, 337, 339, 358, 359, 373, 383, 407
<b>HISTORICAL EMPATHY</b>		
<b>2. Students learn to judge the past on its own terms and use that knowledge to under-stand present day issues, problems, and decision-making.</b>	<ul style="list-style-type: none"> <li>• <b>Identify issues and problems of their own community and those of communities in the past.</b></li> </ul>	H5, 16, 82, 91, 164-165, 166-167, 202, 228, 294, 332, 364, 385, 400, 403

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>HISTORICAL INQUIRY</b>		
<b>3. Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”</b>	<ul style="list-style-type: none"> <li>• Find answers to historical questions in books and other sources.</li> <li>• Describe and classify primary sources e.g., artifacts and photographs, to make predictions and/or generalizations about a nation or group of people.</li> </ul>	
<b>HISTORICAL PERSPECTIVES AND INTERPRETATIONS</b>		
<b>4. Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</b>	<ul style="list-style-type: none"> <li>• Explain how a story can vary depending on the differing perspectives of the teller, writer, listener, and reader.</li> </ul>	

**POLITICAL SCIENCE/CIVICS**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>GOVERNANCE/POWER/AUTHORITY</b>		
<p><b>1. Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</b></p>	<ul style="list-style-type: none"> <li>• Explain the purpose of rules and laws and participate in establishing rules.</li> <li>• Explain the difference between authority and power without authority and make appropriate decisions to act on own or follow others.</li> </ul>	<p>76-77, 90, 360, 377, 391, 392-393, 395</p> <p>E15, 304-305, 374-375, 390-395, 396-397</p>
<b>DEMOCRACY</b>		
<p><b>2. Students understand and demonstrate the principles and values underlying American constitutional democracy.</b></p>	<ul style="list-style-type: none"> <li>• Recognize and demonstrate democratic values, i.e., fairness, cooperation, participation in a group.</li> <li>• Demonstrate respect for self and others, regardless of differences.</li> </ul>	<p>E12-E13, 82-83, 356d, 366-367, 368, 370, 371</p> <p>E10-E11, 16-17, 78-81, 82-83, 92, 93, 256-257</p>
<b>GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE</b>		
<p><b>3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</b></p>	<ul style="list-style-type: none"> <li>• Identify and evaluate how personal behaviors, decisions, actions, or inaction affect others in the school and community.</li> </ul>	<p>16-17, 166-167, 256-257, 298-299, 332-333, 396-397</p>

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CITIZENSHIP/PARTICIPATION</b>		
<b>4. Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</b>	<b>• Identify and exercise roles, rights, and responsibilities as citizens and participate in improving the quality of life in their community (classroom, school, neighborhood).</b>	12, 15, 16-17, 24, 25, 77, 82-83, 90-91, 101, 117, 166, 167, 190-191, 237, 256-257, 272-273, 298-299, 332-333, 345, 351, 357, 359, 374, 375, 377-379, 381, 383, 396-397, 402, 403, 405
<b>POLITICAL ANALYSIS</b>		
<b>5. Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.</b>	<b>• Create and use surveys, interviews, polls, and/or tallies to find information to solve a real problem or make a decision, e.g., create tally sheets to monitor frequency and amount of littering.</b>	166-167, 270-271, 288d, 304-305

### CULTURAL ANTHROPOLOGY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL SYSTEMS</b>		
<b>1. Students understand culture as a system of beliefs, knowledge, and practices shared by a group.</b>	<b>• Explain how different cultures, beliefs, and practices are expressed in language, stories, music, art, and celebrations.</b>	60-61, 180-181, 194-195, 236-237, 282-283, 319, 328-330, 376-379, 384-387, 398-401, 406-407

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL DIVERSITY AND UNITY</b>		
<b>2. Students understand and respect the myriad of ways that society addresses human needs and wants.</b>	<ul style="list-style-type: none"> <li>• Describe and distinguish among values, beliefs, and practices of different groups and demonstrate the ability to view situations through the eyes of others.</li> </ul>	
<b>CULTURAL DYNAMICS/CHANGE AND CONTINUITY</b>		
<b>3. Students understand culture as dynamic, selective, adaptive, and ever changing.</b>	<ul style="list-style-type: none"> <li>• Demonstrate how language, art, music, traditions, and other cultural elements can change over time and give possible reasons for that change.</li> </ul>	
<b>CULTURAL INQUIRY</b>		
<b>4. Students use the tools and methodology of social scientists to explain and interpret ideas and events.</b>	<ul style="list-style-type: none"> <li>• Collect and examine artifacts of cultures to make informed decisions and/or judgments based on evidence found.</li> </ul>	



## GEOGRAPHY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>WORLD IN SPATIAL TERMS</b>		
<p><b>1. Students use geographic representations to organize, analyze, and present information on people, places, and environments.</b></p>	<p><b>• Read and make geographic representations (i.e., maps, globes, graphs, charts, models) to locate and describe locations, distances, and directions and scale.</b></p>	<p>H8, 3, 5, 6-7, 11, 13, 19, 23, 28, 29, 35, 40, 52, 54, 55, 60, 61, 67, 69, 85, 88, 97, 105, 108, 110-111, 113, 115, 118, 125, 129, 135, 136-137, 138-139, 141, 143-145, 146-147, 149, 150-155, 160, 161-165, 169, 173, 175, 176, 179-181, 182-183, 185, 186, 187, 192, 194, 195, 196-197, 203, 216, 218, 225, 226, 231, 235, 236, 260, 261, 262, 272, 276, 283, 284, 310, 319-320, 326, 329, 332, 341, 351, 373, 375, 394, R2-R12, R14-R15</p>
<b>PLACES AND REGIONS</b>		
<p><b>2. Students understand how distinct physical and human characteristics shape places and regions.</b></p>	<p><b>• Use physical and human characteristics to compare and contrast places and regions, near and far.</b></p>	<p>E8-E9, H10-H11, 18-23, 26-29, 30-31, 38-41, 42-45, 48-50, 54-55, 114-115, 124-125, 172-175, 178, 358-359, 372-373</p>
<b>PHYSICAL SYSTEMS</b>		
<p><b>3. Students understand how physical processes shape Earth's surface, and create, sustain, and modify the ecosystems.</b></p>	<p><b>• Give simple explanations of earth's physical systems, (water, air, and land), physical features, and ecosystems.</b></p>	<p>6-7, 19, 29, 30-31, 35, 40, 136-137, 138-139, 141, 143, 144, 145, 146-147, 149, 150-155, 160, 161-165, 169, 173, 175, 178-181, 182-183, 194, 196-197, 316, 319-320</p>

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>HUMAN SYSTEMS</b>		
<b>4. Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.</b>	<ul style="list-style-type: none"> <li>• <b>Examine and explain the factors that influence where people migrate and settle.</b></li> </ul>	72c, 74-77, 78-81, 84-89, 94-95, 100, 101
<b>ENVIRONMENT AND SOCIETY</b>		
<b>5. Students demonstrate stewardship of earth's resources through the understanding of society and the physical environment.</b>	<ul style="list-style-type: none"> <li>• <b>Explain how people depend on, adapt to, and modify the physical environment in their community, and demonstrate stewardship of a local environment.</b></li> </ul>	20, 21, 23, 27, 29, 30, 31, 39, 44, 49, 65, 69, 73, 138-139, 143, 144, 145, 146-147, 148, 150-155, 161-163, 165, 166-167, 168, 169, 173, 179, 180, 181, 184, 185, 188, 192, 208, 220, 228-229, 234, 276, 317, 332-333, 336, 337

**ECONOMICS**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>LIMITED RESOURCES AND CHOICE</b>		
<b>1. Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</b>	<ul style="list-style-type: none"> <li>• <b>Identify and explain a scarcity situation.</b></li> </ul>	7, 157, 166, 167, 171, 316, 329-333, 335, 336-337, 338, 339, 341, 343

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>ROLE AND FUNCTION OF MARKETS</b>		
<b>2. Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</b>	<ul style="list-style-type: none"> <li>• Give examples of buyers and sellers from a list of goods and services.</li> </ul>	E4-E5, 171, 316, 329-333, 338, 402-403
<b>ECONOMIC INTERDEPENDENCE</b>		
<b>3. Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.</b>	<ul style="list-style-type: none"> <li>• Identify personal exchanges and trades and explain how they (the students) benefited from the exchange/ trade.</li> </ul>	E4-E5, 118, 281, 282, 287, 289, 291, 292, 293, 294, 295, 297, 301-303, 311, 313, 315, 317, 344
<b>ROLE OF GOVERNMENT</b>		
<b>4. Students understand how the government influences the well being of people and institutions.</b>	<ul style="list-style-type: none"> <li>• Explain that the government provides many things we use (parks, roads, schools, and police and fire protection).</li> </ul>	E14-E15, 354-355, 358-359, 361, 368, 371, 390-395, 402-403, 409
<b>ECONOMIC ANALYSIS</b>		
<b>5. Students understand and use the tools of the economist to help them make informed decisions.</b>	<ul style="list-style-type: none"> <li>• Construct and read simple tables and bar graphs to explain economic ideas.</li> </ul>	E5, 282, 286, 290, 295, 300, 303, 306, 311, 314, 318, 323

**Scott Foresman Social Studies—Regions  
to the  
Hawaii Social Studies Content Standards**

**Grade Four**

**HISTORY**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CHANGE, CONTINUITY, CAUSALITY</b>		
<b>1. Students employ chronology to understand change and/or continuity and cause and/or effect in history.</b>	<ul style="list-style-type: none"> <li>• Place people and events in chronological order to explain causal relationships between and among people and events.</li>   <li>• Identify change and continuity in historical eras.</li> </ul>	<p>100-101, 102c, 104, 109, 112, 114, 116, 119, 122, 126, 129, 130, 133, 134-135, 142, 146, 150, 151, 228-229, 230c, 232, 235, 237, 242, 245, 246, 249, 252, 256, 259, 264, 266, 270, 274, 276, 280, 282, 284</p> <p>E2-E3, 38-44, 46-52, 72, 118, 130-133, 142-143, 194-196, 197, 256-259, 277-278, 324-328, 332-334, 335-336, 404</p>
<b>HISTORICAL EMPATHY</b>		
<b>2. Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision making.</b>	<ul style="list-style-type: none"> <li>• Explain how rules and values of a society determine the behavior and attitudes of its members.</li> </ul>	E10-E11, 46-52, 63, 127, 139, 260-261, 327
<b>HISTORICAL INQUIRY</b>		
<b>3. Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”</b>	<ul style="list-style-type: none"> <li>• Distinguish historical fact from opinion.</li> </ul>	208-209, 213, 217

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>HISTORICAL PERSPECTIVES AND INTERPRETATIONS</b>		
<b>4. Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</b>	<ul style="list-style-type: none"> <li>• Explain how beliefs and education and/or the society in which a person resides shape his/her “point of view”.</li> </ul>	127, 136-138, 139, 140-141, 202-206, 207, 238-239, 350-351

### POLITICAL SCIENCE/CIVICS

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>GOVERNANCE/POWER/AUTHORITY</b>		
<b>1. Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</b>	<ul style="list-style-type: none"> <li>• Identify and describe the branches of government and apply this knowledge in the classroom.</li> <li>• Develop criteria to create and evaluate rules and laws, e.g., draft class/school rules that meet these criteria.</li> </ul>	48, 49, 50, 51, 52, 62  50, 51, 52
<b>DEMOCRACY</b>		
<b>2. Students understand and demonstrate the principles and values underlying American constitutional democracy.</b>	<ul style="list-style-type: none"> <li>• Explain and demonstrate the values and principles of American democracy as reflected in key documents (Declaration of Independence, Constitution, Bill of Rights), speeches, and events.</li> </ul>	E16, 47, 48, 49, 50, 52, 62, 131, 133, 138, 139, 140-141, 144, 197, 204, R28-R31

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE</b>		
<b>3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</b>	<ul style="list-style-type: none"> <li>• <b>Identify and evaluate how a community or region’s collective behaviors, decisions, actions, or inaction impact and interrelate with the behaviors and decisions of others.</b></li> </ul>	44, 63, 129, 131, 133, 137, 138, 139, 140-141, 197, 200-201, 205, 206, 207
<b>CITIZENSHIP/PARTICIPATION</b>		
<b>4. Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</b>	<ul style="list-style-type: none"> <li>• <b>Demonstrate citizenship (roles, rights, and responsibilities) by engaging in civic action, e.g., proposing alternatives to conflict or inequalities and practicing ho’oponopono.</b></li> </ul>	E12-E13, H2, H3, 43, 53, 56, 57, 58, 59, 60-61, 63, 128, 141, 148, 149, 200, 207, 260, 261, 274, 275, 318, 319, 354, 416
<b>POLITICAL ANALYSIS</b>		
<b>5. Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.</b>	<ul style="list-style-type: none"> <li>• <b>Use the tools and methods of political scientists, including polls, analysis, and perspective taking to investigate issues or events of relevance to them, e.g., taking polls on voter issues.</b></li> </ul>	H6-H9, 94, 156, 222, 238-239, 262-263, 290, 330-331, 350-351, 358, 376-377, 424

## CULTURAL ANTHROPOLOGY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL SYSTEMS</b>		
<b>1. Students understand culture as a system of beliefs, knowledge, and practices shared by a group.</b>	<ul style="list-style-type: none"> <li>• Explain how language, stories, music, dance, artifacts, traditions, beliefs, values, and behaviors are elements of culture and contribute to the preservation of cultures.</li> </ul>	E10-E11, 38-44, 53, 90-91, 126-129, 148-149, 152, 188-192, 214-215, 218-219, 256-261, 273, 286-287, 324-328, 332-337, 344-345, 354-355, 394-397, 398-399, 420-421
<b>CULTURAL DIVERSITY AND UNITY</b>		
<b>2. Students understand and respect the myriad of ways that society addresses human needs and wants.</b>	<ul style="list-style-type: none"> <li>• Examine and explain how individuals, groups, and nations deal with conflict, cooperation, and interdependence to become more adept at perspective taking.</li> </ul>	E14-E15, 38-44, 127, 129, 131, 133, 138, 140-141, 150, 202-206, 207, 401, 406
<b>CULTURAL DYNAMICS/CHANGE AND CONTINUITY</b>		
<b>3. Students understand culture as dynamic, selective, adaptive, and ever changing.</b>	<ul style="list-style-type: none"> <li>• Give examples and explain how change in culture and cultural elements can facilitate or disrupt understanding, and analyze different ways of handling cultural differences within and across groups.</li> </ul>	E15, 43, 44, 137, 155, 200, 201, 206, 207, 260-261, 397

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL INQUIRY</b>		
<b>4. Students use the tools and methodology of social scientists to explain and interpret ideas and events.</b>	<b>• Use the tools and methods of anthropologists to compare, analyze, and interpret patterns of behavior to make informed decisions and solutions.</b>	H4-H5, H6, H7, H8, H9, H20, 14, 28, 49, 51, 63, 76, 78, 111, 118, 174, 180, 200, 265, 339, 341, 380, 402

## GEOGRAPHY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>WORLD IN SPATIAL TERMS</b>		
<b>1. Students use geographic representations to organize, analyze, and present information on people, places, and environments.</b>	<b>• Collect, organize, and analyze data to interpret and construct geographic representations.</b>	E3, E5, E7, E8, E9, E11, H10-H11, H12-H15, H16-H22, 10-15, 24-25, 54-55, 86-87, 93, 170-171, 408-409
<b>PLACES AND REGIONS</b>		
<b>2. Students understand how distinct physical and human characteristics shape places and regions.</b>	<b>• Use physical and human characteristics to compare places and regions in Hawai'i, the United States, and other countries.</b>	E8-E9, E10-E11, E15, H11, H16, 4-5, 26-31, 38-44, 66-71, 112-115, 120-121, 126-129, 166-169, 171, 178-183, 188-192, 242-245, 256-259, 300-304, 324-328, 368-373, 384-388, 394-399



Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>PHYSICAL SYSTEMS</b>		
<b>3. Students understand how physical processes shape Earth's surface, and create, sustain, and modify the ecosystems.</b>	<ul style="list-style-type: none"> <li>• Explain how physical processes affect formation and distribution of climates, natural resources, and ecosystems.</li> </ul>	E8-E9, H10, 18-25, 26-31, 112-115, 116-121, 172-173, 175, 242-245, 308-311, 314-317, 368-373, 378-383, 384-388
<b>HUMAN SYSTEMS</b>		
<b>4. Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.</b>	<ul style="list-style-type: none"> <li>• Compare and contrast how human events influence settlement patterns in Hawai'i, the United States, and other parts of the world.</li> </ul>	E15, H10-H11, 38-42, 43, 44, 130-135, 142-143, 145-146, 194-199, 270-274, 280-282, 332-337, 364-365, 380, 400-406
<b>ENVIRONMENT AND SOCIETY</b>		
<b>5. Students demonstrate stewardship of earth's resources through the understanding of society and the physical environment.</b>	<ul style="list-style-type: none"> <li>• Analyze the consequences of human modification of the physical environment in Hawai'i, the United States, and other parts of the world, and implement a plan of action to address the consequences.</li> </ul>	H3, 29, 63, 118, 123, 179, 182

## ECONOMICS

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>LIMITED RESOURCES AND CHOICE</b>		
<b>1. Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</b>	<ul style="list-style-type: none"> <li>• Describe a personal decision-making situation that requires a choice and identify the opportunity cost of the decision.</li> </ul>	H3, 78, 79, 88
<b>ROLE AND FUNCTION OF MARKETS</b>		
<b>2. Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</b>	<ul style="list-style-type: none"> <li>• Interpret demand and supply schedules to determine the market price for a product.</li> </ul>	74, 76, 77, 79, 88, 89
<b>ECONOMIC INTERDEPENDENCE</b>		
<b>3. Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.</b>	<ul style="list-style-type: none"> <li>• Describe the interdependence between households and business.</li> </ul>	E4-E5, 76, 77, 79, 85
<b>ROLE OF GOVERNMENT</b>		
<b>4. Students understand how the government influences the well being of people and institutions.</b>	<ul style="list-style-type: none"> <li>• Explain that governments raise money by taxing citizens to pay for goods and services it provides.</li> </ul>	58, 59

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>ECONOMIC ANALYSIS</b>		
<b>5. Students understand and use the tools of the economist to help them make informed decisions.</b>	<ul style="list-style-type: none"> <li>• Use ratio percentages to explain relevant economic ideas.</li> </ul>	72-79, 88, 196

**Scott Foresman Social Studies—The United States  
to the  
Hawaii Social Studies Content Standards**

**Grade Five**

**HISTORY**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CHANGE, CONTINUITY, CAUSALITY</b>		
<p><b>1. Students employ chronology to understand change and/or continuity and cause and/or effect in history.</b></p>	<ul style="list-style-type: none"> <li>• <b>Place people and events in chronological order to explain causal relationships between and among people and events.</b></li> <li>• <b>Identify change and continuity in historical eras.</b></li> </ul>	<p>130-131, 134, 136, 138, 142, 145, 146, 150, 152, 164, 167, 186, 264-265, 268, 273, 276, 282, 291, 292, 296, 300, 302, 308, 322</p> <p>E2-E3, 10, 54-57, 66-69, 102-104, 110, 111-113, 115, 134-138, 168-173, 211, 232-236, 268-273, 276, 277, 286-291, 314-319, 352-355, 370-376, 377, 380-384, 402-406, 416-420, 430-432, 433, 438-441, 464-467, 506, 508-511, 538-541, 549, 562-567, 602-603, 608-614, 624-625, 626, 627-630, 650-655</p>
<b>HISTORICAL EMPATHY</b>		
<p><b>2. Students learn to judge the past on its own terms and use that knowledge to under-stand present day issues, problems, and decision making.</b></p>	<ul style="list-style-type: none"> <li>• <b>Explain how rules and values of a society determine the behavior and attitudes of its members.</b></li> </ul>	<p>172-173, 178, 179, 181, 183, 184-185, 186, 187, 211, 212, 213, 214, 216-220</p>

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>HISTORICAL INQUIRY</b>		
<b>3. Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”</b>	<b>• Distinguish historical fact from opinion.</b>	36, 174, 175, 187, 223, 306, 450, 584-585, 587
<b>HISTORICAL PERSPECTIVES AND INTERPRETATIONS</b>		
<b>4. Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</b>	<b>• Explain how beliefs and education and/or the society in which a person resides shape his/her “point of view”.</b>	39, 176, 216-217, 238-239, 301, 310-311, 342, 350-351, 420, 518, 643

## POLITICAL SCIENCE/CIVICS

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>GOVERNANCE/POWER/AUTHORITY</b>		
<b>1. Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</b>	<ul style="list-style-type: none"> <li><b>• Identify and describe the branches of government and apply this knowledge in the classroom.</b></li> <li><b>• Develop criteria to create and evaluate rules and laws, e.g., draft class/school rules that meet these criteria.</b></li> </ul>	339, 348, 349, 350, 359  H2

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>DEMOCRACY</b>		
<p><b>2. Students understand and demonstrate the principles and values underlying American constitutional democracy.</b></p>	<p><b>• Explain and demonstrate the values and principles of American democracy as reflected in key documents (Declaration of Independence, Constitution, Bill of Rights), speeches, and events.</b></p>	<p>E14-E15, E16, 15, 16, 17, 274-275, 282, 298, 299, 300, 301, 348, 349, 350, 354, 355, 357, 358, 359, R26-R52</p>
<b>GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE</b>		
<p><b>3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</b></p>	<p><b>• Identify and evaluate how a community or region’s collective behaviors, decisions, actions, or inaction impact and interrelate with the behaviors and decisions of others.</b></p>	<p>H3, 30, 36, 37, 38, 39, 40-41, 418, 422-423, 467</p>
<b>CITIZENSHIP/PARTICIPATION</b>		
<p><b>4. Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</b></p>	<p><b>• Demonstrate citizenship (roles, rights, and responsibilities) by engaging in civic action, e.g., proposing alternatives to conflict or inequalities and practicing ho’oponopono.</b></p>	<p>E12-E13, H2, H3, 15, 16, 17, 40-41, 184, 185, 351, 364, 368, 369, 418, 419, 420, 421, 422, 423, 499, 504, 505, 520, 521, 576, 577, 579, 601, 668, 669</p>

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>POLITICAL ANALYSIS</b>		
<b>5. Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.</b>	<b>• Use the tools and methods of political scientists, including polls, analysis, and perspective taking to investigate issues or events of relevance to them, e.g., taking polls on voter issues.</b>	H4, H5, H6, H7, H8, H9, 86-87, 99, 124, 208-209, 223, 229, 284-285, 293, 356-357, 359, 392, 454, 592, 606-607

## CULTURAL ANTHROPOLOGY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL SYSTEMS</b>		
<b>1. Students understand culture as a system of beliefs, knowledge, and practices shared by a group.</b>	<b>• Explain how language, stories, music, dance, artifacts, traditions, beliefs, values, and behaviors are elements of culture and contribute to the preservation of cultures.</b>	E10-E11, 79, 85, 120-121, 135, 188-189, 214, 219, 222, 223, 235, 255-255, 261, 279, 287, 298, 299, 324- 325, 331, 374, 388-389, 395, 419, 423, 450-451, 457, 469, 480, 524-525, 579, 588-589, 607, 618, 672-673
<b>CULTURAL DIVERSITY AND UNITY</b>		
<b>2. Students understand and respect the myriad of ways that society addresses human needs and wants.</b>	<b>• Examine and explain how individuals, groups, and nations deal with conflict, cooperation, and interdependence to become more adept at perspective taking.</b>	77, 80, 92-93, 102-104, 134-136, 138, 156-158, 160, 162, 171-173, 184-185, 196-197, 202-203, 206, 222-223, 274-275, 310-311, 368-369, 418, 419-420, 421, 422-423, 504-505, 668-669

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL DYNAMICS/CHANGE AND CONTINUITY</b>		
<b>3. Students understand culture as dynamic, selective, adaptive, and ever changing.</b>	<ul style="list-style-type: none"> <li>• <b>Give examples and explain how change in culture and cultural elements can facilitate or disrupt understanding, and analyze different ways of handling cultural differences within and across groups.</b></li> </ul>	10, 168-170, 171, 172-173, 535, 546-552, 549, 552, 553, 555, 557, 559, 568, 569, 570
<b>CULTURAL INQUIRY</b>		
<b>4. Students use the tools and methodology of social scientists to explain and interpret ideas and events.</b>	<ul style="list-style-type: none"> <li>• <b>Use the tools and methods of anthropologists to compare, analyze, and interpret patterns of behavior to make informed decisions and solutions.</b></li> </ul>	H2, H3, 7, 41, 59, 93, 151, 160, 169, 185, 205, 271, 275, 277, 300, 304, 306, 363, 363, 368, 369, 382, 423, 444, 497, 499, 505, 508, 542, 565, 570, 621, 628, 646, 651, 669



## GEOGRAPHY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>WORLD IN SPATIAL TERMS</b>		
<p><b>1. Students use geographic representations to organize, analyze, and present information on people, places, and environments.</b></p>	<p><b>• Collect, organize, and analyze data to interpret and construct geographic representations.</b></p>	<p>E3, E5, E7, E9, E11, E13, E15, H10-H11, H12-H22, 8-9, 12-13, 26, 27, 29, 30, 32, 33, 53, 55, 58-59, 62, 68, 75, 77, 84, 89, 95, 101, 103, 107, 109, 111, 114, 133, 137, 140-141, 145, 148, 150, 153, 155, 159, 162, 166, 171, 177, 182, 201, 205, 206, 213, 226, 231, 234, 242, 244-245, 248, 267, 271, 278, 288, 290, 291, 295, 305, 317, 337, 342, 361, 365, 375, 378-379, 387, 401, 405, 412, 429, 431, 435, 440, 463, 473, 477, 479, 486, 491, 507, 509, 511, 512-513, 523, 537, 540, 542-543, 544-545, 550, 556, 559, 561, 581, 601, 604, 621, 626, 629, 635, 641, 656-657, 661, 665, 671, 677, 678-679, 682-683, 686-687, 689, 691</p>

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>PLACES AND REGIONS</b>		
<b>2. Students understand how distinct physical and human characteristics shape places and regions.</b>	<ul style="list-style-type: none"> <li>• Use physical and human characteristics to compare places and regions in Hawai'i, the United States, and other countries.</li> </ul>	H11, 24, 25, 26-27, 28, 29, 30, 77, 78, 83, 89, 91, 95, 98, 99, 177, 182, 198-199, 205, 210, 211, 212, 213, 214, 234, 247, 435, 464, 465, 466, 467, 547
<b>PHYSICAL SYSTEMS</b>		
<b>3. Students understand how physical processes shape Earth's surface, and create, sustain, and modify the ecosystems.</b>	<ul style="list-style-type: none"> <li>• Explain how physical processes affect formation and distribution of climates, natural resources, and ecosystems.</li> </ul>	E8-E9, H12, 29, 30, 34, 35, 36, 38, 42, 58-59, 621
<b>HUMAN SYSTEMS</b>		
<b>4. Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.</b>	<ul style="list-style-type: none"> <li>• Compare and contrast how human events influence settlement patterns in Hawai'i, the United States, and other parts of the world.</li> </ul>	H11, 26, 27, 28, 64, 80, 89, 91, 95, 98, 166, 178-181, 198-199, 212, 213, 214, 231, 234, 235, 237, 241, 253, 271, 379, 445, 547, 579
<b>ENVIRONMENT AND SOCIETY</b>		
<b>5. Students demonstrate stewardship of earth's resources through the understanding of society and the physical environment.</b>	<ul style="list-style-type: none"> <li>• Analyze the consequences of human modification of the physical environment in Hawai'i, the United States, and other parts of the world, and implement a plan of action to address the consequences.</li> </ul>	H10, 26, 27, 28, 34-39, 40-41, 77, 78, 159, 161, 165, 172, 180, 182, 205, 211, 212, 213, 234, 241, 243, 365, 387, 431, 435, 437, 441, 464, 465, 466, 547, 552, 604-605, 621

## ECONOMICS

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>LIMITED RESOURCES AND CHOICE</b>		
<b>1. Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</b>	<ul style="list-style-type: none"> <li>• Describe a personal decision-making situation that requires a choice and identify the opportunity cost of the decision.</li> </ul>	
<b>ROLE AND FUNCTION OF MARKETS</b>		
<b>2. Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</b>	<ul style="list-style-type: none"> <li>• Interpret demand and supply schedules to determine the market price for a product.</li> </ul>	
<b>ECONOMIC INTERDEPENDENCE</b>		
<b>3. Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.</b>	<ul style="list-style-type: none"> <li>• Describe the interdependence between households and business.</li> </ul>	
<b>ROLE OF GOVERNMENT</b>		
<b>4. Students understand how the government influences the well being of people and institutions.</b>	<ul style="list-style-type: none"> <li>• Explain that governments raise money by taxing citizens to pay for goods and services it provides.</li> </ul>	

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>ECONOMIC ANALYSIS</b>		Related Content: E4-E5, 18-22, 290
<b>5. Students understand and use the tools of the economist to help them make informed decisions.</b>	<ul style="list-style-type: none"> <li>• <b>Use ratio percentages to explain relevant economic ideas.</b></li> </ul>	

**Scott Foresman Social Studies—The World  
to the  
Hawaii Social Studies Content Standards**

**Grade Six**

**HISTORY**

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CHANGE, CONTINUITY, CAUSALITY</b>		
<b>1. Students employ chronology to understand change and/or continuity and cause and/or effect in history.</b>	<ul style="list-style-type: none"> <li>• <b>Identify possible causal relationships in historical chronologies.</b></li>   <li>• <b>Offer fact-based explanations for change and continuity in history.</b></li> </ul>	<p>516-517, 520, 523, 526, 532, 534, 537, 538, 542, 547, 548, 554, 558, 561, 564, 568, 570, 572, 576, 577, 580, 582, 587, 590, 630, 633, 660, 663</p> <p>68, 144-145, 152, 178, 229, 236, 280-281, 364-365, 386-387, 420, 440, 441, 472-473, 574-575, 596</p>
<b>HISTORICAL EMPATHY</b>		
<b>2. Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision making.</b>	<b>• Develop historical empathy-analyzing the past on its own terms; not judging it solely by present-day norms and values.</b>	152, 228-229, 236, 420, 510, 588-589, 596, 624-625

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>HISTORICAL INQUIRY</b>		
<b>3. Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”</b>	<ul style="list-style-type: none"> <li>• <b>Frame and answer questions through historical research.</b></li> <li>• <b>Differentiate between primary and secondary sources, recognizing the potential and limitations of each.</b></li> </ul>	H4, H5, H6, H7, H8, H9, 17, 88-89, 144, 202-203, 280, 293, 339, 364, 365, 386, 471, 573, 643  H4, H5, H6, H7, H8, H9, 280, 281, 364-365, 472-473, 483
<b>HISTORICAL PERSPECTIVES AND INTERPRETATIONS</b>		
<b>4. Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</b>	<ul style="list-style-type: none"> <li>• <b>Analyze and accept multiple perspectives and interpretations to avoid historical linearity and inevitability.</b></li> </ul>	17, 44, 47, 51, 88-89, 91, 113, 135, 181, 202-203, 225, 257, 265, 293, 305, 329, 339, 379, 399, 443, 463, 471, 497, 533, 555, 573, 581, 613, 619, 642, 643

## POLITICAL SCIENCE/CIVICS

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>GOVERNANCE/POWER/AUTHORITY</b>		
<b>1. Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</b>	<ul style="list-style-type: none"> <li>• <b>Explain the purposes and structures of governments (local, state, national, and international) and demonstrate participation in their local government, e.g., letter writing campaign, holding election signs.</b></li> </ul>	E14-E15, 199, 225, 283-284, 289-290, 299-300, 456-457, 458-459, 461-462, 466-467, 517, 521-522, 527-529, 530-531

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>DEMOCRACY</b>		
<b>2. Students understand and demonstrate the principles and values underlying American constitutional democracy.</b>	<ul style="list-style-type: none"> <li>• <b>Analyze different interpretations of key documents across time, places, and national moods and evaluate, take, and defend a position on competing ideas.</b></li> </ul>	50, 51, 55, 56, 86, 398, 468, 471, 472, 473
<b>GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE</b>		
<b>3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</b>	<ul style="list-style-type: none"> <li>• <b>Argue the influences of America on other nations and organizations and vice versa and take and defend a position on particular interactions, both historical and contemporary.</b></li> </ul>	456-458, 462, 464-465, 583, 584-585, 586, 587, 588-587, 618, 645-649
<b>CITIZENSHIP/PARTICIPATION</b>		
<b>4. Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</b>	<ul style="list-style-type: none"> <li>• <b>Explain the significance of citizenship and participate responsibly for the common good, e.g. select and study an issue or problem and plan and implement a civic action.</b></li> </ul>	E12-E13, H2, H3, 17, 88, 202, 255, 290, 293, 339, 471, 573, 588-589, 611, 643

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>POLITICAL ANALYSIS</b>		
<b>5. Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.</b>	<b>• Explain and apply tools and methods drawn from political science to examine political issues and/or problems.</b>	H4, H5, H6, H7, H8, H9, 144-145, 280-281, 364-365, 386-387, 450-451, 472-473, 654-657, 658-659, 662-663

### CULTURAL ANTHROPOLOGY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL SYSTEMS</b>		
<b>1. Students understand culture as a system of beliefs, knowledge, and practices shared by a group.</b>	<b>• Describe and analyze the ways in which different cultures have influenced and continue to influence families, communities, nations, and world.</b>	E10-E11, 6, 27, 28, 29, 51, 52, 54-59, 81, 114-117, 129, 136-139, 140-143, 165, 169-173, 225, 249, 255, 256, 262, 265, 268-271, 278-279, 283, 287, 290, 294-297, 326-328, 329, 330-333, 354-355, 376, 399, 401, 404, 409, 416, 430-437, 465, 557, 579, 585, 656



Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>CULTURAL DIVERSITY AND UNITY</b>		
<b>2. Students understand and respect the myriad of ways that society addresses human needs and wants.</b>	<ul style="list-style-type: none"> <li>• Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups and/or nations, and suggest alternative “win-win” solutions to persistent contemporary and emerging global issues.</li> </ul>	
<b>CULTURAL DYNAMICS/CHANGE AND CONTINUITY</b>		
<b>3. Students understand culture as dynamic, selective, adaptive, and ever changing.</b>	<ul style="list-style-type: none"> <li>• Use examples of changing culture, particularly American culture, to identify and analyze ways to respond to cultural differences and problems within and across groups, e.g., stereotyping, ethics.</li> </ul>	
<b>CULTURAL INQUIRY</b>		
<b>4. Students use the tools and methodology of social scientists to explain and interpret ideas and events.</b>	<ul style="list-style-type: none"> <li>• Use tools, theories, and methods of anthropologists to examine persistent current issues and social problems and use the data to analyze personal and collective decisions.</li> </ul>	

## GEOGRAPHY

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>WORLD IN SPATIAL TERMS</b>		
<p><b>1. Students use geographic representations to organize, analyze, and present information on people, places, and environments.</b></p>	<p><b>• Interpret and construct geographic representations to explain human and physical distributions and patterns.</b></p>	<p>E3, E4, E7, E8-E9, E10, E12, E14, H10-H11, H12-H24, 8-9, 10-11, 32-33, 34-35, 76-77, 78-79, 82-83, 98-99, 100-101, 120-121, 122-123, 137, 160-161, 162-163, 166-167, 172, 184-185, 186-187, 194-195, 206-207, 208-209, 233, 244-245, 246-247, 258-259, 274-275, 276-277, 320-321, 322-323, 336, 344-345, 346-347, 368-369, 370-371, 390-391, 392-393, 412-413, 428-429, 430-431, 454-455, 456-457, 465, 484-485, 486-487, 500, 518-519, 520-521, 540-541, 542-543, 566-567, 568-569, 604-605, 606-607, 628-629, 630-631, 652-653, 654-655, 658-659</p>
<b>PLACES AND REGIONS</b>		
<p><b>2. Students understand how distinct physical and human characteristics shape places and regions.</b></p>	<p><b>• Use physical and human characteristics to compare and analyze major world regions, countries, and cities.</b></p>	<p>H11, 158-159, 162, 165, 168, 173, 182, 186, 189, 208, 211, 212, 215, 218, 221, 222, 224, 252, 256</p>

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>PHYSICAL SYSTEMS</b>		
<b>3. Students understand how physical processes shape Earth's surface, and create, sustain, and modify the ecosystems.</b>	<ul style="list-style-type: none"> <li>• Analyze how Earth-Sun relationships affect Earth's physical processes, ecosystems, and distribution of global resources.</li> </ul>	
<b>HUMAN SYSTEMS</b>		
<b>4. Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.</b>	<ul style="list-style-type: none"> <li>• Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality, and urbanization affect places.</li> </ul>	
<b>ENVIRONMENT AND SOCIETY</b>		
<b>5. Students demonstrate stewardship of earth's resources through the understanding of society and the physical environment.</b>	<ul style="list-style-type: none"> <li>• Analyze the distribution of natural resources, variations of physical systems, natural hazards, and positive and negative environmental impacts in different parts of the world, and engage in an environmental care-taking action/project.</li> </ul>	

## ECONOMICS

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>LIMITED RESOURCES AND CHOICE</b>		
<b>1. Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</b>	<ul style="list-style-type: none"> <li>• Give examples of choice and opportunity cost for individuals, business, and government.</li> </ul>	E4-E5, 630-633, 640, 642, 643
<b>ROLE AND FUNCTION OF MARKETS</b>		
<b>2. Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</b>	<ul style="list-style-type: none"> <li>• Explain how the price of a good or service can cause a shortage or surplus.</li> </ul>	441, 480-481, 482-483, 487, 493, 494-495, 546, 547, 549, 551, 560, 569, 570, 571, 576, 581, 583-586, 621, 631, 632, 633, 640-641
<b>ECONOMIC INTERDEPENDENCE</b>		
<b>3. Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.</b>	<ul style="list-style-type: none"> <li>• Describe and give examples of the economic interdependence among countries around the world.</li> </ul>	84-85, 630-633, 664, 665, 666, 667
<b>ROLE OF GOVERNMENT</b>		
<b>4. Students understand how the government influences the well being of people and institutions.</b>	<ul style="list-style-type: none"> <li>• Explain the opportunity cost of the government providing public goods and services.</li> </ul>	E4-E5 Related Content: 630-633

Hawaii Standards	Hawaii Benchmarks	Scott Foresman Social Studies
<b>ECONOMIC ANALYSIS</b>		
<b>5. Students understand and use the tools of the economist to help them make informed decisions.</b>	<ul style="list-style-type: none"> <li>• Use economic data to compare quality of life in various areas of the world.</li> </ul>	E4-E5, 632, 633, 671