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Highly Recommend ____ Recommend ____

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Core _____

Intervention _____

Resource Only _____

Idaho Content Standards for Social Studies

Grade 5



Compatibility with the Idaho Content Standards: Grade 5

Standard 1: History

Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States. Students in

Goal	Objective - The student will:	YES	NO
Goal 1.1: Build an understanding of the cultural and social development of the United States.	5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America. (452.01d)	Indicate Page No. SE/TE: Native Americans, 54–59, 60–65, 66–69, 70–71, 74–75, 76–81, 82–85, 88–91, 92–93, 94–97, 98–99, 129, 157, 160–161, 171, 197, 234–235, 240, 247, 251, 372, 405–406 Social Studies Plus! Gold, Horses, Gods, and Other Misunderstandings, 52–53; Two Worlds Meet, 54–55; Native Americans in Colonial Times, 85	
	5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States. (452.01b)	Indicate Page No. SE/TE: Biography, 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, 497, 553, 575, 583, 623, 631, 645, 649 Social Studies Plus! Biography, 58; Citizenship, 104;	

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	<p>5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American history. (452.01c)</p>	<p>Indicate Page No.</p> <p>SE/TE: The American People, 6–11; Native Americans, 54–59, 60–65, 66–71, 76–81, 82–87, 88–93, 94–97, 98–99, 129, 142–145, 160–161, 171, 197, 234, 251, 372–374, 405–406, 537, 557, 648; African Americans, 213, 224–227, 306, 310, 471–473, 501, 518–521, 549, 613, 618, 642–646; Political Parties, 364, 368–369, 370, 404, 481–482, 606; Mexican Americans, 436, 649; New Americans, 568–574; Struggle for Equal Rights, 642–646; also see immigrants by background: European immigrants, 10, 535, 549, 570; Latin American immigrants, 10, 570; Chinese immigrants, 540; Japanese immigrants, 552, 553; Jewish immigrants, 568–569; Irish immigrants, 569</p>	
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	<p>5.SS.1.1.4 Identify different examples of how religion has been an important influence in American history. (452.01e)</p>	<p>Indicate Page No. SE/TE: Religion, 169, 172, 173, 178–180, 184–185, 218, 234, 238, 351, 417</p>	
	<p>5.SS.1.1.5 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.</p>	<p>Indicate Page No. SE/TE: New European Colonies, 164–167; The First Colonies, 168–173; The 13 English Colonies, 176–182; William Penn, 183; Respecting Religious Freedom, 184–185; Review, 186–187</p>	
	<p>5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American history.</p>	<p>Indicate Page No. SE/TE: The French and Indian War, 246–251; Revolutionary War, 276–282, 286–291, 302–311, 314–319; Great Compromise, Three-Fifths Compromise, 347; War of 1812, 380–384; Missouri Compromise, 477; Compromise of 1850, 478; Civil War, 492–496, 506–511; World War I, 608–614; World War II, 624–629; Equal Rights, 642–649; The Cold War Continues, 650–655</p>	

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<p>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States</p>	<p>5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. (449.01a)</p>	<p>Indicate Page No. SE/TE: New European Colonies, 164–167; The First Colonies, 168–173; The 13 English Colonies, 176–182; New Americans, 568–574; also see immigrants by background: European immigrants, 10, 535, 549, 570; Jewish immigrants, 568–569; Irish immigrants, 569 Social Studies Plus! Where Would You Have Settled? 65</p>	
<p align="center">Goal</p>	<p align="center">Objective - The student will:</p>	<p align="center">YES</p>	<p align="center">NO</p>
<p>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States</p>	<p>5.SS.1.2.2 Explain the history of indentured servitude and the slave trade in the United States. (449.01c)</p>	<p>Indicate Page No. SE/TE: Indentured Servant, 161; West Trade, 113; Africans, 206–207; Colonial Slavery, 206–207; 213; Slavery in the Colonies, 224–227; Southern States, 466–467; The Struggle Over Slavery, 476–482; End of Slavery, 516–521 Social Studies Plus! Journal</p>	

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	continued	Entries: The Middle Passage, 80	
	<p>5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion. (449.01d)</p>	<p>Indicate Page No. SE/TE: People Move South and West, 428–429; Settling the South and Texas, 430–436; Trails to the West, 438–441; The Golden State, 442–445; Chapter Review, 448–449; Rails Across the Nation, 538–541; Westward Growth of America, 544–545; Farmers and Cowboys, 546–552 Social Studies Plus! Come Settle in the West! 150; Overcoming Hardships, 182–183</p>	
	<p>5.SS.1.2.4 Discuss the significant American Indian groups encountered in western expansion. (449.01e)</p>	<p>Indicate Page No. SE/TE: Native Americans, 431, 554–557, 558–559 Social Studies Plus! The Federal Government vs. The Cherokee, 138; Justice for Native Americans, 147; Overcoming Hardships, 182–183</p>	

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	<p>5.SS.1.2.5 Discuss the significant individuals who took part in western expansion. (449.01f)</p>	<p>Indicate Page No. SE/TE: Significant individuals, 430, 431, 432, 433, 437, 441, 444, 536, 539, 555, 556; People and Places in Chapter Review, 448; Literature: Juan Seguín 450–451</p>	
	<p>5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion. (450.01b)</p>	<p>Indicate Page No. SE/TE: A New Kind of Revolution, 408–413; Canal Lock, 414–415; Railroads, 535, 539–541 Social Studies Plus! A World of New Inventions, 151</p>	
<p>Goal 1.3: Identify the role of American Indians in the development of the United States.</p>	<p>5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.</p>	<p>Indicate Page No. SE/TE: Native Americans of North America, 74–75; The Eastern Woodlands, 76–81; The Great Plains, 82–87; The Southwest Desert, 88–93; The Northwest Coast, 94–97; Chapter Review, 98–99 Social Studies Plus! On the Move, 22–23; The Great Council, 24–27; Writing Projects, 30–31; Short-Term Projects, 34–35</p>	

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	<p>5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.</p>	<p>Indicate Page No. SE/TE: Native Americans, 61–64, 68–69, 78, 83–85, 89–90, 95, 405, 406, 438–441, 554–557, 558–559 Social Studies Plus! On the Move, 22–23; The Great Council, 24–27; Writing Projects, 30–31; Short-Term Projects, 34–35; Overcoming Hardships, 182–183</p>	
	<p>5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.</p>	<p>Indicate Page No. SE/TE: Reservations, 80, 85, 91, 555–557; Treaties, 319, 342, 435–436, 611 Social Studies Plus! The Federal Government vs. The Cherokee, 138; Justice for Native Americans, 147</p>	

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Goal	Objective - The student will:	YES	NO
Goal 1.3: Identify the role of American Indians in the development of the United States.	5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: <ul style="list-style-type: none"> • That both parties to treaties were sovereign powers. • That Indian tribes had some form of transferable title to the land. • That acquisition of Indian land was solely a government matter not to be left to individual colonists. 	Indicate Page No. SE/TE: Reservations, 80, 85, 91, 555, 556, 557 Social Studies Plus! The Federal Government vs. The Cherokee, 138	

Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth’s surface.

Goal	Objective - The student will:	YES	NO
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. (458.01a)	Indicate Page No. SE/TE: Map Handbook, H12–H22; Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; Charts, Graphs, and Tables, 7, 8, 9, 12, 13, 20, 58, 59, 78, 136, 161, 181, 211, 212, 213, 225, 347, 354, 410, 414, 427, 443, 465, 466, 493, 519, 570, 647, 684, 686, 688; also see	

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	continued	maps throughout the program such as those found on: Maps, 33, 55, 77, 95, 101, 108, 110, 133, 137, 141, 163, 171, 177, 201	
	5.SS.2.1.2 Identify the regions of the United States and their resources. (458.01b)	Indicate Page No. SE/TE: Regions, 24–33, 34–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 144, 160, 161, 177–181, 204, 212–214, 374, 444, 465, 547, 548, 550–552, 604, 621	
	5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. (458.01c)	Indicate Page No. SE/TE: Latitude, Longitude, H15, H19, 140–141	
	5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories.	Indicate Page No. SE/TE: Regions of the United States, 24–30; Map of the Fifty States, R12–R13	

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Students in Grade 5 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of good personal finance.

Goal	Objective - The student will:	YES	NO
Goal 3.1: Explain basic economic concepts.	5.SS.3.1.1 Describe examples of improved transportation and communication networks and how they encourage economic growth. (456.01c)	Indicate Page No. SE/TE: Ship Building, 19; Canal, 411, 414–415; Steam Engine, 411–412; Railroads, 412–413, 535, 539–541; Radio, 565, 618; Telegraph, 514–515, 539; Telephone, 563, 565	
	5.SS.3.1.2 Explain the concepts of tariffs, taxation, and embargo.	Indicate Page No. SE/TE: Trouble Over Taxes, 268–273; Tariff, 272, 465	
	5.SS.3.1.3 Describe the basic characteristics of a market.	Indicate Page No. SE/TE: Economics, E4–E5; Free Enterprise, 18–22 Social Studies Plus! Figuring Profit or Loss, 145	
Goal 3.2: Identify different influences on economic systems.	5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. (457.01a)	Indicate Page No. SE/TE: Trouble Over Taxes, 268–273; The Colonists Rebel, 276–282 Social Studies Plus! Daughters of Liberty, 98–99	

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<p>Goal 3.4: Explain the concepts of good personal finance.</p>	<p>5.SS.3.4.1 Identify economic incentives for entrepreneurship.</p>	<p>Indicate Page No. SE/TE: Entrepreneur, 21; Lesson Review, 22; Biography, 22, 31</p>	
	<p>5.SS.3.4.2 Explain the impact of taxation on personal finance.</p>	<p>Indicate Page No. SE/TE: Trouble Over Taxes, 268–273; Citizen Heroes: Facing the Truth, 274–275; The Colonists Rebel, 276–282</p>	

Compatibility with the Idaho Content Standards: Grade 5

Standard 4: Civics and Government

Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal	Objective - The student will:	YES	NO
Goal 4.1: Build an understanding of the foundational principles of the American political system.	5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.	Indicate Page No. SE/TE: Out of Many, One, 7; Distribution of Powers, 14–17, 295, 296–301, 339, 344–350, 352–354, 358–359, 642–643, 647, R26–R52; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354–355, 358–359, R42–R43 Learning About Your State and Community: Who Governs Our State? 20; The Governor of Our State, 21; The State Legislature, 22; The Judicial Branch, 23; Your Local Government, 37; Getting the Help You Need, 38	
	5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. (453.01c)	Indicate Page No. SE/TE: Declaration of Independence, 295, 296–301 Social Studies Plus! The Declaration in Your	

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	continued	Own Words, 108	
	5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government. (453.01d)	Indicate Page No. SE/TE: Articles of Confederation, 335, 339–340, 343, 346	
	5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such as popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. (453.01e)	Indicate Page No. SE/TE: United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354–355, 358–359; United States Documents, R26–R52 Social Studies Plus! The Trial of John Peter Zenger, 74–77; Constitution Celebration! 122; Citizenship, 126–127	
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. (454.01b)	Indicate Page No. SE/TE: Distribution of Powers, 14–17, 295, 296–301, 339, 344–350, 352–354, 358–359, 642–643, 647, R26–R52; also see: Reservations, 80, 85, 91, 555–557 Learning About Your State and Community: Who Governs Our State?	

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	continued	20; The Governor of Our State, 21; The State Legislature, 22; The Judicial Branch, 23; Your Local Government, 37; Getting the Help You Need, 38	
	5.SS.4.2.2 Identify the three branches of government and the functions and powers of each. (454.01a)	Indicate Page No. SE/TE: Our Constitution, 348; Fact File: The Three Branches of Government, 349; Ratifying the Constitution, 352–355; Review, 358–359; States’ Rights, 477, 485, 487 Social Studies Plus! Checks, Balances, and the Lawmaking Process, 123	
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	5.SS.4.3.1 Name the President and Vice President of the United States and the United States senators and congressional representatives from Idaho.	Indicate Page No. SE/TE: Facts About Our Presidents, R25 Learning About Your State and Community: Who governs Our State, 20; The Governor of Our State, 21; The State Legislature, 22	

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Goal	Objective - The student will:	YES	NO
<p>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</p>	<p>5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens. (455.01a)</p>	<p>Indicate Page No. SE/TE: The Role of Citizens, 16; Bill of Rights, 354–355, 358–359, R42–R43; also see: Out of Many, One, 7; One Nation, 11; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505, 668–669 Social Studies Plus! Citizenship, 16–17, 32–33, 38–39, 44–45, 60–61, 66–67, 82–83, 88–89, 104–105, 110–111, 126–127, 132–133, 148–149, 154–155, 170–171, 176–177, 192–193, 198–199, 214–215, 220–221</p>	
	<p>5.SS.4.3.3 Describe ways in which citizens participate in public life. (455.01b)</p>	<p>Indicate Page No. SE/TE: The Role of Citizens, 16; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505, 668–669 Social Studies Plus! Citizenship, 16–17, 32–33, 38–39, 44–45, 60–61, 66–67, 82–83, 88–89, 104–105, 110–111, 126–127, 132–133, 148–149, 154–</p>	

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	continued	155, 170–171, 176–177, 192–193, 198–199, 214–215, 220–221	
Goal 4.4: Build an understanding of the evolution of democracy.	5.SS.4.4.1 Explain how the United States is a democratic republic. (453.01f)	Indicate Page No. SE/TE: Life in a Republic, 15; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354–355, 358–359; United States Documents, R26–R52	
	5.SS.4.4.2 State the difference between direct democracy and the constitutional (representative) democracy of today’s United States. (447.01b)	Indicate Page No. SE/TE: Direct Democracy & Life in a Republic, 15	
	5.SS.4.4.3 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (447.01a)	Indicate Page No. SE/TE: Government by the People, 14–17; Our Constitution, 358; United States Documents, R26–R52 Social Studies Plus! Citizenship, 16–17, 32–33, 38–39, 44–45, 60–61, 66–67, 82–83, 88–89, 104–105, 110–111, 126–127, 132–133, 148–149, 154–155, 170–171, 176–177, 192–193, 198–199, 214–215, 220–221	

Compatibility with the Idaho Content Standards: Grade 5

Standard 5: Global Perspectives

Students in Grade 5 build an understanding of multiple perspectives and global interdependence.

Goal	Objective - The student will:	YES	NO
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.	Indicate Page No. SE/TE: Government, 14–17, 295, 296–301, 339, 344–350, 352–355, 642–644, 647; World War II Begins, 625; Americans at War, 626; The Cold War, 637–641, 650–651; Nixon Visits China, 654–655; The Cold War Ends, 659; United Nations, 637, 639, 660; Western Hemisphere, 677–691	
	5.SS.5.1.2 Define a nation.	Indicate Page No. SE/TE: Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354–355, 358–359; United States Documents, R26–R52	

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Goal	Objective - The student will:	YES	NO
<p>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</p>	<p>5.SS.5.1.3 Explain how the United States is one nation and how it interacts with other nations in the world.</p>	<p>Indicate Page No. SE/TE: World War II Begins, 625; Americans at War, 626; The Cold War, 637–641, 650–651; Nixon Visits China, 654–655; The Cold War Ends, 659; A New Role in the World, 660; Turn of the Century, 661; The Struggle Against Terrorism, 664; Looking Ahead, 666–667; United Nations, 637, 639, 660</p>	
	<p>5.SS.5.1.4 Discuss how nations try to resolve problems peacefully.</p>	<p>Indicate Page No. SE/TE: Treaties, 319, 342, 435–436, 611; United Nations, 637, 639; Looking Toward the Future, 658; The Cold War Ends, 659; A New Role in the World, 660 Social Studies Plus!: Newspaper Editorial: The League of Nations, 212; Eyewitness News: The Cuban Missile Crisis, 218</p>	

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	5.SS.5.1.5 Identify the role of the United States in a global economy.	Indicate Page No. SE/TE: Trading with the World, 20; Turn of the Century, 661	
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