

A Correlation of

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

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to the

The Mississippi Social Studies Framework
Grades K-5



T/SS-10

Scott Foresman Social Studies

This document demonstrates how **Scott Foresman Social Studies** meets the Competencies and Objectives of the Mississippi Social Studies Framework. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages. Also referenced is an ancillary created for Mississippi titled *Mississippi Extras*.

Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 5 - 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
CORRELATION TO THE MISSISSIPPI SOCIAL STUDIES FRAMEWORK**

**SELF/HOME
KINDERGARTEN**

1. Develop an understanding of <i>self/home</i> in relationship to the expanding horizon theme. (C, H)	
Objectives	Annotated Teacher Edition Page References
a. Identify the student's role in his/her immediate family.	10–11, 19–22, 27–30, 292–293, 325–328
b. Recognize non-traditional families (e.g., single parent, foster, etc.).	19–22, 292–293, 301–304
c. Describe personal physical changes over time (e.g., growing up).	123–126, 313
d. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For Example: Japan}).	23–26, 60–61, 94–96, 292–293, 309–312, 317–320
e. Identify student responsibilities at home and school (e.g., chores, completing tasks, following directions, etc.).	27–30, 35–38, 39–42, 77–80, 81–84, 305–308
2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Explain the purpose of rules and laws and why they are important in the home and classroom.	35–38, 77–80, 81–84

Objectives	Annotated Teacher Edition Page References
b. Recognize authority figures in the home and school.	35–38, 43–46, 60–61, 292–293, 305–308
c. Identify state and national symbols (e.g., Mississippi state symbols, United States flag, American eagle, historical figures, proper civic protocol, etc.).	215, 242–243, 251–254, 270, 279–282 Mississippi Extras: Unit 5
d. Discuss waste vs. non-waste (e.g., garbage, paper, plastic, recycling, consumable, and non-consumable).	176–177, 225–228
e. Discover the relationship among people, places, and environments (e.g., importance of following rules, safety, manners, etc.).	27–30, 35–38, 39–42, 81–84, 85–88
f. Recognize responsibilities of the individual (e.g., courteous public behavior, honesty, self-control, respect for the rights and property of others, etc.).	10, 27–30, 37, 40–41, 72, 78, 87, 149, 153, 226, 243, 266, 270
3. Demonstrate the ability to use social studies tools (e.g., timelines, bar graphs, globes, classroom maps, etc). (C, H, G)	
Objectives	Annotated Teacher Edition Page References
a. Recognize and apply terms related to location, direction, size, and distance (e.g., up, down, left, right, here, there, etc.).	12–13, 31–34, 61–62, 73–76
b. Recognize the globe as a representation of Earth.	74–76, 217–220, 221–224
c. Recognize a map as a pictorial representation of reality (e.g., the classroom, city, etc.).	31–34, 73–76, 209–212, 213–216, 217–220, 221–224
d. Identify cardinal directions.	214–216, 219, 221–224 Mississippi Extras: Unit 1

4. Identify the interdependence of economics (self/family). (C, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Classify primary land uses (e.g., farming, livestock, fishing, residential, recreation, etc.).	193–196, 197–200, 201–204 Mississippi Extras: Unit 2
b. State the <i>needs</i> and <i>wants</i> of self and family as <i>consumers</i> (e.g., need [food], want [toy], need [shelter], want [castle], etc.).	139–142, 143–146, 147–150, 151–154, 155–158
c. State the <i>scarcity</i> of <i>resources</i> in the classroom/home environment (e.g., pencils, paper, etc.).	149, 225–228 Mississippi Extras: Unit 3
d. State the <i>opportunity cost</i> of choices made in the home environment (e.g., change, watch television or play outside, etc.).	27–30, 139–142, 305–308, 321–324, 325–328 Mississippi Extras: Unit 3
e. State the <i>goods</i> and <i>services</i> provided by family <i>producers</i> .	131–134, 135–138 Mississippi Extras: Unit 3
f. State the <i>division of labor</i> within the classroom/home environment (e.g., making an art project, using an assembly line, classroom helpers, etc.).	27–30, 119–122, 305–308
5. Integrate, connect and apply social studies into other subject areas and everyday life. (C, H, G)	
Objectives	Annotated Teacher Edition Page References
a. Identify settings of read-aloud stories as geographic locations (e.g., <u>Grandfather’s Journey</u> –Japan).	58, 174, 196, 201, 213, 217, 224 Mississippi Extras: Unit 6

Objectives	Annotated Teacher Edition Page References
b. Recognize that various cultures utilize different styles of writing (e.g., Japanese alphabet vs. English alphabet).	217, 220 Mississippi Extras: Unit 6
c. Recognize that countries are different sizes and shapes (e.g., islands of Japan vs. mainland United States).	219–220, 221–224 Mississippi Extras: Unit 4
d. Recognize that various cultures enjoy different styles of music, art, dress, food and languages.	22, 94–96, 150, 153, 158, 220, 266, 293, 320

**Review italicized words when teaching the concepts*

**SCOTT FORESMAN SOCIAL STUDIES – All Together
CORRELATION TO THE MISSISSIPPI SOCIAL STUDIES FRAMEWORK**

**FAMILY/SCHOOL
FIRST GRADE**

1. Develop an understanding of <i>family/school</i> in relationship to the expanding horizon theme. (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Discover relationships among people, places, and environments (e.g., families in the United States and Germany).	8–13, 213, 258–261 Mississippi Extras: Unit 6
b. Explain the different ways that families express and transmit their values or beliefs (e.g., picture albums, videos, family stories, holiday traditions, etc.).	8–9, 62–65, 233
c. Identify student responsibilities at home and school (e.g., completing homework, following procedures, etc.).	14–17, 22–25
d. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For Example: Germany}, etc.).	12–13, 66–67, 258–261, 262–263
2. Acquire the characteristics to be a responsible citizen. (C, H, E)	
Objectives	Annotated Teacher Edition Page References
a. Demonstrate the voting process (e.g., by a show of hands, secret ballot, etc.).	218a, 218–221 Mississippi Extras: Unit 5
b. Explain the purpose/consequences of rules in the school and how and why authority is obtained.	22–27, 70–71

Objectives	Annotated Teacher Edition Page References
c. Explain why certain civic responsibilities (e.g., <i>protocol</i> such as manners, obeying rules, courteous public behavior and studying historical figures, etc.) are important to the child, family, and school.	18–19, 22–25, 32–33, 68–69, 70–71, 222–223
d. Recognize responsibilities of the individual (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).	26–27, 32–33, 70–71, 72–73, 222–223
3. Demonstrate the ability to use social studies tools (e.g., timelines, bar graphs, pictographs, globes, school maps, etc.). (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Identify time and space relevant to a student’s environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, etc.).	20–21, 146–147, 200–201 Mississippi Extras: Unit 4
b. Demonstrate and apply <i>spatial</i> and <i>ecological</i> perspectives to life situations (e.g., waste disposal within a family or school environment, etc.).	26, 28–29, 170–173
c. Identify and apply <i>cardinal directions</i> to maps.	60–61, 75, 154–155
d. Recognize the globe as a representation of Earth.	154–155
4. Identify the interdependence of economics (self/family). (C, H, E)	
Objectives	Annotated Teacher Edition Page References
a. Describe the <i>needs</i> and <i>wants</i> of students/family members as <i>consumers</i> .	100–101, 104–105, 117

Objectives	Annotated Teacher Edition Page References
b. Describe the <i>scarcity</i> of <i>resources</i> within the home/classroom environment (e.g., computers, etc.).	170–173, 174–175 Mississippi Extras: Unit 3
c. Describe the <i>opportunity cost</i> of choices made in the home/classroom environment (e.g., spending money for treats and not having money for lunch, etc.).	104–105 Mississippi Extras: Unit 3
d. Describe the <i>goods and services</i> provided by student, family, and school <i>producers</i> .	108–111, 116–119
e. Describe the <i>division of labor</i> within the home/classroom environment (e.g., family helps make a holiday meal, etc.).	116–119, 239 Mississippi Extras: Unit 3
5. Integrate, connect, and apply social studies into other subject areas and everyday life. (C, H, E)	
Objectives	Annotated Teacher Edition Page References
a. Identify settings of read-aloud stories as geographic locations (e.g., German book of your choice, <i>Pinocchio</i>).	43h, 81, 181, 231h Mississippi Extras: Unit 2
b. Identify children’s literature characters as members of various cultures (e.g., characters from German book)	59, 176–177, 262–263, 266–267
c. Compare and contrast items from various cultures (e.g., German chocolate vs. American chocolate, clothing, currency, etc.).	66–67, 106–107, 198–195, 258–259, 260–261
d. Recognize that various cultures enjoy different styles of dance (e.g., German folk dance, etc.), music, art, dress, and language.	29, 64, 66–67, 258–261, 264–265 Mississippi Extras: Unit 1

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**SCOTT FORESMAN SOCIAL STUDIES – People and Places
CORRELATION TO THE MISSISSIPPI SOCIAL STUDIES FRAMEWORK**

**SCHOOL/NEIGHBORHOOD
SECOND GRADE**

1. Develop an understanding of <i>school/neighborhoods</i> in relationship to the expanding horizon theme. (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Compare and contrast selected neighborhoods (e.g., local schools/neighborhood and Chinese schools/neighborhoods, etc.).	2–3, 8–11, 16–19, 24–27, 62–65 Mississippi Extras: Unit 1
b. Specify roles of different community helpers.	14–15, 28–29
c. Represent the relationship among people, places, and environments (e.g., school and neighborhoods through time, etc.).	8–11, 12–13, 22–23, 24–27 Mississippi Extras: Unit 1
d. Identify student responsibilities at home, school, and in the neighborhood (e.g., homework, school supplies, following procedures, neighborhood awareness {neighborhood cleanup, home safety}, etc.).	4–7, 8–11, 66–67 Mississippi Extras: Unit 1
e. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For Example: China}, etc.).	16–19, 24–27, 62–65 Mississippi Extras: Unit 1
2. Acquire the characteristics to be a responsible citizen. (C, H, E)	
Objectives	Annotated Teacher Edition Page References
a. Explain the importance of Americans sharing history and supporting certain values, principles, and beliefs (e.g., holidays, democracy, historical figures, constitution, etc.).	34–35, 74–75, 86–87, 116–117, 172–175, 180–183, 220–221, 234–235 Mississippi Extras: Unit 4

Objectives	Annotated Teacher Edition Page References
b. Describe diversity in the United States and identify its benefits (e.g., cultural traditions and practices, variety of viewpoints, new ideas, etc.).	24–27, 62–65, 170–171, 250–253, 256–259, 268–269
c. Explain why certain civic responsibilities (For Example: civic <i>protocol</i> , studying historical figures, etc.) are important to students in their school/neighborhood (e.g., littering, caring for the elderly, courteous public behavior, etc.).	12–13, 28–29, 88–89, 112–115, 158–159, 170–171, 178–179 Mississippi Extras: Unit 4
d. Recognize responsibilities of the individual (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).	86–87, 88–89, 110–111, 158–159, 202–205
3. Demonstrate the ability to use social studies tools (e.g., timelines, compass, maps, globes, graphs, etc.). (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Identify time and space relevant to a student’s environment (e.g., school/neighborhood, etc.) by using social studies tools (e.g., maps, timelines, etc.).	20–21, 30–33, 60–61, 124–125, 130–131, 184–185, 226–227, 260–261, 276–277
b. Demonstrate and apply <i>spatial</i> and <i>ecological</i> perspectives to life situations (e.g., location of waste disposal, etc.).	72–73, 76–79, 88–89 Mississippi Extras: Unit 2
c. Identify and apply <i>cardinal directions</i>	20–21, 32, 124–125, 184–185
d. Identify time relevant to a student's environment (e.g., home/school, etc.) by using social studies tools (e.g., maps, timelines, graphs, schedules, etc.).	80–81, 226–227, 260–261 Mississippi Extras: Unit 5
e. Identify space relevant to a student's environment (e.g., home/school, etc.) by using social studies tools (e.g., cardinal directions, map legend, etc.).	20–21, 124–125, 184–185

4. Identify the interdependence of economics (self/family). (C, H, E)	
Objectives	Annotated Teacher Edition Page References
a. Recognize <i>resources</i> and <i>scarcity</i> of resources within a neighborhood environment (e.g., parks, water during drought, etc.).	76–79, 82–85 Mississippi Extras: Unit 3
b. Describe the <i>needs</i> and <i>wants</i> of neighborhood <i>consumers</i> (e.g., drinking water [need], water for a swimming pool [want], etc.).	68–71, 76–79, 120–123
c. Describe the <i>division of labor</i> within a school/neighborhood environment (e.g., planning a neighborhood garage sale, etc.).	120–123, 134–137 Mississippi Extras: Unit 3
d. Identify <i>goods and services</i> provided by neighborhoods (e.g., goods are objects [cookies], services are actions [bakery], etc.).	68–71, 112–115, 120–123
e. Describe the <i>opportunity cost</i> of choices (e.g., keeping a job and staying in the neighborhood or relocating, etc.).	104–107, 108–109, 126–129 Mississippi Extras: Unit 3
5. Integrate, connect and apply social studies into other subject areas and everyday life. (C, H, G)	
Objectives	Annotated Teacher Edition Page References
a. Identify story elements of read-aloud stories from various cultures (e.g., <u>The Last Dragon</u>).	23a, 221, 284–285
b. Compare and contrast various styles of art and music from different cultures (e.g., China).	16–19, 40–41 Mississippi Extras: Unit 6

Objectives	Annotated Teacher Edition Page References
c. Create a story based on facts presented about life in a different country (e.g., China).	37, 41a, 48, 234, 285 Mississippi Extras: Unit 6
d. Construct a picture using materials from various countries (e.g., tangrams, chopsticks from China, etc.).	81a, 179, 215a, 261, 271 Mississippi Extras: Unit 6

* *Review italicized words when teaching the concepts.*

**SCOTT FORESMAN SOCIAL STUDIES – Communities
CORRELATION TO THE MISSISSIPPI SOCIAL STUDIES FRAMEWORK**

**COMMUNITY/LOCAL GOVERNMENT
THIRD GRADE**

1. Develop an understanding of <i>community/local government</i> in relationship to the expanding horizon theme. (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Describe relationships among people, places, and environments (e.g., local communities and Kenya, etc.).	10–15, 18–23, 26–29, 38–41, 42–45, 48–53, 54–55
b. Describe how human activities alter the environment (e.g., reservoirs, dams, slash and burn forests, construction).	30, 146–147, 160–165
c. Identify historical figures in local communities and explain their characteristics and significance.	16–17, 24–25, 46–47, 96, 173, 176–177, 156–157, 190–191, 236–237, 298, 326 Mississippi Extras: Unit 6
d. Describe local community life through history.	13, 18–23, 26–29, 44–45, 52, 114–117, 173, 175, 179–181, 208–211, 214–219, 224–227, 230–235
e. Compare selected communities in North America and other areas.	18–23, 26–29, 38–41, 42–45, 48–50, 142–147, 150–155, 172–175, 178–181, 186–189
f. Identify student responsibilities at home, school, and community (e.g., homework, school supplies, procedures, school/community drives).	10–15, 298, 376–379
g. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For Example: Kenya}).	30–31, 38–41, 42–45, 48–53, 54–55, 142–147

2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Define the necessity and purpose(s) of government in a community.	358–361, 366–371
b. Recognize that there are different forms of government in different communities around the world.	352–353, 358–361, 366–368, 372–373, 384–387, 391–395, 398–401
c. Explain the purpose of rules and laws and why they are important to a community (e.g., recycling, energy conservation, courteous public behavior, etc.).	358–361, 368, 370–371, 392, 395
d. Identify some important beliefs commonly held by Americans about themselves and their government (e.g., individual rights and freedoms, common good, respect for law, importance of work, education, volunteerism, conflict resolution, etc.).	16–17, 82–83, 190–191, 256–257, 298–299, 366–371, 374–375, 376–379, 396–397
e. Explain the most important responsibilities of local government to the community.	384–385, 390–395
f. Explain why certain civic responsibilities (e.g., civic protocol, and studying historical figures, etc.) are important to individuals and to the community.	16–17, 82–83, 184–185, 190–191, 256–257, 272–273, 298–299, 312–313, 326–327, 364–365, 374–375, 402–403 Mississippi Extras: Unit 6
g. Recognize responsibilities of the individual as they relate to the student's community (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).	16, 25, 40, 82, 121, 166, 191, 256, 273, 299, 370, 376–379

3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, compasses, graphs, technological resources, grids, schedules, etc.). (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Use maps and globes to find relative and absolute locations in regard to different communities (e.g., spatial perspective, longitude, latitude, etc.).	H13, 32–33, 110–111, 222–223, 388–389
b. Show movement of products/people in a community and surrounding areas.	50, 86–87, 94–95, 186–189, 242–247, 334–339 Mississippi Extras: Unit 4
c. Identify time and space relevant to a student’s community (e.g., school and community) by using social studies tools (e.g., timelines, maps, etc.).	H13, H19, H20, 98–99, 222–223, 248–249, 388–389 Mississippi Extras: Unit 4
d. Demonstrate and apply spatial and ecological perspectives in life situations (e.g., locating waste disposal in your community, etc.).	43–45, 49–50, 160–165, 174 Mississippi Extras: Unit 3
e. Recognize that the world is divided into different communities (e.g., cultural, political, geographic, etc.).	30–31, 38–41, 42–45, 48–53
f. Identify all cardinal and intermediate directions.	H15, 51, 98–99, 369, 388–389
g. Locate various geographical points using latitude and longitude (e.g., map of Africa).	388–389

4. Identify the interdependence of economics (self/family, school/neighborhood, and local). (C, H, E)	
Objectives	Annotated Teacher Edition Page References
a. Identify the ways in which a community depends upon other communities to provide for its <i>wants</i> and <i>needs</i> and <i>goods</i> and <i>services</i> (e.g., goods are objects [car, shampoo], services are actions [auto repair, haircut]).	300–303, 306–311, 318–323, 328–333, 334–339
b. Identify <i>resources</i> and <i>scarcity</i> of resources within the community (e.g., water, waste disposal areas).	318–323, 328–333, 334–339
c. Describe the <i>opportunity costs</i> of choices made within the community (e.g., jobs and relocation, etc.).	300–303, 304–305, 329
d. Describe the <i>division of labor</i> within communities (e.g., awareness of jobs and careers).	39, 46–47, 50, 163, 180–183, 306–311, 328–333, 334–339 Mississippi Extras: Unit 5
5. Integrate, connect and apply social studies into other subject areas and everyday life. (G, H, C)	
Objectives	Annotated Teacher Edition Page References
a. Identify story elements of read-aloud stories from various cultures (e.g., <u>Mufaro’s Beautiful Daughter</u>).	2–3, 66–67, 128–129, 134–135, 194–195, 200–201, 406–407 Mississippi Extras: Unit 2
b. Compare and contrast various animals and their habitats from different countries (e.g., elephants, lions, zebras, desert, savannah, etc.).	4–5, 27, 116 Mississippi Extras: Unit 3

Objectives	Annotated Teacher Edition Page References
c. Create a cultural artifact of another country/culture using geometric patterns (e.g., pictures, animals, masks).	67, 88, 109, 201 Mississippi Extras: Unit 1

**Review italicized words when teaching the concepts.*

**SCOTT FORESMAN SOCIAL STUDIES — Mississippi
CORRELATION TO THE MISSISSIPPI SOCIAL STUDIES FRAMEWORK**

**MISSISSIPPI STUDIES
FOURTH GRADE**

1. Develop an understanding of the <i>state</i> in relationship to the expanding horizon theme. (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Describe the history of people who first lived in Mississippi.	58–62, 66–70, 71–72, 74–80, 81–82, 88–91, 92–96, 98–104, 105–106 Mississippi Extras: Unit 2
b. Assess the impact of the first European explorers in Mississippi.	88–91, 92–96 Mississippi Extras: Unit 2
c. Evaluate the impact and interactions among all groups throughout the history of Mississippi (e.g., European, African, Asian, Native Americans, etc.).	58–62, 66–70, 71–72, 74–80, 81–82, 88–91, 92–96, 98–104, 105–106
d. Identify the ideas and individuals that were significant in the development of Mississippi and that helped to forge its unique identity (e.g., cotton as king, Mississippi waterways, music, literature, etc.).	60–61, 69, 76, 80, 81, 90, 91, 96, 97, 103, 105, 118, 124–127, 164, 170–173, 174–178, 199 Mississippi Extras: Unit 3
e. Explain the connections between Mississippi and other states (e.g., economic, political borders, etc.).	10–15, 128, 228–232, 233, 272–278, 292–296
f. Identify student responsibilities at home, school, community and state (e.g., homework, materials, projects, procedures, community/state charitable projects, etc.).	23, 145, 282–285, 286

2. Acquire the characteristics to be a responsible citizen at the local, state, national and international level. (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Explain the functions, responsibilities, and histories of governments.	140–143, 174–178, 245–246, 272–278, 282–285 Mississippi Extras: Unit 6
b. Explain the process of electing local and state officials.	142–143, 174–178, 245–246, 274–277
c. Explain the student's role as a responsible citizen (e.g., justice, equality, responsibility, freedom, integrity, loyalty, honesty, diversity, compassion, fairness, courage, authority, rule of law, etc.).	23, 282–285, 286, 199, 247, 286 Mississippi Extras: Unit 6
d. Recognize responsibilities of the individual (e.g., courteous public behavior, respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, and work for the common good).	145, 282–285, 303
3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, primary sources, globes, compasses, graphs, technological resources, grids, schedules, etc.). (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Describe relationships among people, places, and environments (e.g., the Delta and the blues, etc.).	26–30, 36–39, 42–47, 266–267, 298–302 Mississippi Extras: Unit 1
b. Demonstrate spatial and ecological perspectives to life situations (e.g., location of waste disposals in the state, wetlands, forest areas, etc.).	10–15, 18–22, 23, 36–39, 42–47
c. Locate Mississippi in relation to other states.	9, 11, 13, 16–17, 29 Mississippi Extras: Unit 1

Objectives	Annotated Teacher Edition Page References
d. Identify time relevant to the student's environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, graphs, etc.).	4–5, 58–59, 106–107, 116–117, 135, 163–164, 212–213, 266–267
e. Review cardinal and intermediate directions.	9, 11, 16–17, 29, 48–49, 304–305 Mississippi Extras: Unit 1
f. Recognize space relevant to a student's environment (e.g., home/school, etc.) by using social studies tools (e.g., cardinal directions, map legends, etc.).	200–201, 280–281, 304–305
g. Sequence historical events in proper chronological order (e.g., Battle of Vicksburg, etc.).	124–127, 130–134, 140–143, 170–173, 174–178, 186–193, 194–203, 220–224 Mississippi Extras: Unit 4
h. Locate various places in Mississippi using a grid (e.g., city or state map).	16–17, 19, 27, 29, 48–49, 304–305
4. Identify the interdependence of economics (self, family, local, and state). (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Compare the <i>resources</i> and <i>scarcity</i> of resources in a local region to other regions in Mississippi (e.g., Delta's rich soil vs. coastal waters).	36–39, 42–47
b. Compare the resources and scarcity of resources of regions in Mississippi to other state regions.	40, 128
c. Describe the <i>division of labor</i> within the state (e.g., government, industry, agriculture).	10–15, 42–47, 56, 248–252, 253, 262
d. Describe the <i>opportunity cost</i> of choices made within Mississippi (e.g., cotton farming vs. soybean, pasture vs. manufacturing, beaches vs. casinos, landfill vs. park, etc.).	40, 42–47, 128, 292–296 Mississippi Extras: Unit 5

5. Integrate, connect, and apply social studies into other subject areas and everyday life. (G, H, C)	
Objectives	Annotated Teacher Edition Page References
a. Identify story elements in read-aloud stories based on Mississippi (e.g., <u>Steamboats on the MS</u>).	1h, 52, 57h, 81, 115h, 161h, 211h, 263h
b. Create a mural of various cultures in Mississippi (e.g., Native American).	44, 101, 157
c. Measure the distance between geographical locations discussed within stories (e.g., <u>Devil's Highway</u> – measure distance traveled along The Natchez Trace).	29, 48–49, 304–305
d. Identify regional soil types in Mississippi and investigate their effects on local agriculture.	36–39, 40

**Review italicized words when teaching the concepts.*

**SCOTT FORESMAN SOCIAL STUDIES – The United States
CORRELATION TO THE MISSISSIPPI SOCIAL STUDIES FRAMEWORK**

**UNITED STATES STUDIES
FIFTH GRADE**

1. Examine the historical development of the United States of America. (H, G)	
Objectives	Annotated Teacher Edition Page References
a. Identify the various groups who migrated to North America and the cause(s) of this migration.	54–57, 168–173, 568–574, 575
b. Investigate the impact of the various cultural groups who settled the United States (e.g., Native Americans, Europeans, Africans, Asians, etc.).	26, 90, 166, 224–227, 241, 421, 422, 553
c. Analyze the formation of and territorial expansion of our nation (e.g., founding of the original thirteen English colonies, Westward Expansion, addition of states, and territories, etc.).	168–173, 176–182, 370–376, 430–436, 438–441, 442–445, 538–541, 587–582
d. Analyze past and present patterns of rural/urban migrations within the United States.	430–436, 438–441, 613 Mississippi Extras: Unit 5
2. Discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H)	
Objectives	Annotated Teacher Edition Page References
a. Determine how democratic principles developed (e.g., women’s suffrage, civil rights, etc.).	296–300, 476–482, 608–614, 642–648

Objectives	Annotated Teacher Edition Page References
b. Compare our democratic principles to those of non-democratic nations.	14–17, 18–22, 268–269, 625, 637
c. Introduce symbols of American Democracy (e.g., political party, Uncle Sam, American Flag, etc.).	E16, 2, 10, 324, 330, 388, 561, 672
3. Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools (e.g., timelines, mental and physical maps, globes, resources, graphs, a compass rose, political cartoons, charts, primary and secondary sources, technology, and other geographical representations). (C, H, G, E)	
Objectives	Annotated Teacher Edition Page References
a. Analyze how “national” and “state” boundaries developed and have changed over time (e.g., Native American, colonial, Louisiana Purchase, etc.).	296–300, 370–376, 402–406, 430–436, 438–441, 578–582
b. Identify and locate the five regions of the United States including major United States cities, waterways, and landforms (e.g., Great Lakes, Grand Canyon, Mississippi River, states and capitols, etc.).	24–30, 33
c. Measure/calculate distance on a variety of maps (e.g., map scales, etc.).	244–245, 512–513
d. Analyze geographic information using social studies tools (e.g., graphs, timelines, maps, charts, globes, technology, etc.).	29, 32, 58, R9, R14
e. Identify cardinal and intermediate directions on maps.	55, 102, 103, 140–141, 206, 435, 515–513
f. Evaluate land use with a variety of maps (e.g., farming, industrial, recreation, housing, etc.).	26–27, 205, 431 Mississippi Extras: Overview

Objectives	Annotated Teacher Edition Page References
g. Explain the preparations for and effects of a natural disaster (e.g., earthquake, tornado, hurricane, etc.).	569, 621 Mississippi Extras: Unit 9
h. Explain map essentials (e.g., scale, map symbols, elevation, etc.).	32–33, 140–141, 244–245, 378–379, 512–513, 542–543, 656–657
i. Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.).	32–33, 103, 140–141, 205, 244–245, 378–379, 387, 431, 512–513, 542–543, 656–657
j. Develop and use mental maps for identifying location.	27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429, 491, 537, 601, 635
k. Draw a map of the continent and place the United States appropriately.	R8, R9 Mississippi Extras: Unit 6
l. Explain how erosion changes landforms (e.g., rain, wind, freezing temperatures, etc.).	29, 37, 621, R16, R17 Mississippi Extras: Unit 9
m. Using social studies tools, identify and compare the characteristics of the five regions of the United States (e.g., soil, landforms, vegetation, wildlife, climate, etc.).	24–30
4. Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. (C, H)	
Objectives	Annotated Teacher Edition Page References
a. Explain how the powers of the national government are distributed, shared, and limited.	6–11, 14–17, 18–22

Objectives	Annotated Teacher Edition Page References
b. Identify people, places, documents, and events that led to the establishment of a democratic system (e.g., the Founding Fathers, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, etc.).	268–273, 246–282, 286–291, 293–300, 302–308, 314–319, 338–343, 344–350, 352–355
c. Define “rule of law” and explain how it protects individual rights of citizens.	14–17 Mississippi Extras: Unit 4
5. Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H)	
Objectives	Annotated Teacher Edition Page References
a. Explain the meaning of American citizenship (e.g., change in definition of citizen over time, the process of becoming a citizen, etc.).	E12, H2–H3, 16–17
b. Identify the traits of character that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity, fairness, justice, equality, diversity, authority, rule of law, etc.).	40–41, 92–93, 160, 184–185, 274–275, 277, 300, 306, 363, 369, 422–423, 499, 504–505, 508, 570, 628, 646, 668–669
c. Identify civic rights and responsibilities (e.g., voting, paying taxes, etc.).	E12, H2–H3, 14–17
d. Define civic life, politics, and government.	H2–H3, 9, 14–17, 41, 68, 170, 222, 234, 348, 349, 520, 579, 606, 662, 680 Mississippi Extras: Overview
e. Evaluate the necessity and purpose of government.	14–17, 344–350, 352–355 Mississippi Extras: Unit 3
f. Explain the purposes of a constitution and the conditions essential for a flourishing constitutional government.	314–17, 30, 344–350 Mississippi Extras: Unit 5

6. Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (G,E)	
Objectives	Annotated Teacher Edition Page References
a. Compare and contrast human and physical factors that affect economic development in various regions (e.g., households, businesses, banks, government agencies, labor unions, corporations, etc.).	202–207, 464–467 Mississippi Extras: Unit 6
b. Identify how economics can serve as a motivation for human behavior.	18–22, 205–207
c. Diagram the movement of a product from manufacture to use.	34–35, 408–413, 562–567 Mississippi Extras: Unit 8
d. Given different interruptions in world trade, estimate the impact of such interruptions on people in the United States.	616–622, 624–630, 636–641 Mississippi Extras: Unit 2
e. Map the triangular trade route of 16 th and 17 th century that linked North America, Africa, and Europe and explain how the trade influenced the history of those continents.	205–207
f. Draw conclusions about how regional differences or similarities in religion, resources, etc. may lead to cooperation or conflict.	176–182, 234–235, 246–251, 344–350, 470–474, 476–482 Mississippi Extras: Unit 7
g. Identify and explain factors that contribute to conflict within and between the United States and other countries.	268–273, 276–282, 380–384, 608–614, 636–641, 650–655
h. Explain reason for conflict over the use of land and compose strategies to shape a cooperative solution.	246–251, 554–557 Mississippi Extras: Unit 8

7. Investigate how human technology and nature alters the environment. (G, H, C)	
Objectives	Annotated Teacher Edition Page References
a. Analyze the effects of different types of technology on places (e.g., railroads in the 19 th Century, satellite communications in the 20 th Century, etc.).	538–541, 562–567
b. Use social studies tools to determine how changing technology has affected the relationship between people and places.	140, 209, 244, 496, 538–541, 548, 562–567, 609, 617 Mississippi Extras: Unit 1

**Review italicized words when teaching the concepts.*